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| M.Sc.,  criminology and criminal justice science |
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| **SYLLABUS**  **FROM THE ACADEMIC YEAR**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |
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|  |  |
| --- | --- |
| **TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION** | |
| **Programme** | **M.Sc., Criminology and Criminal Justice Science** |
| **Programme Code** |  |
| **Duration** | **PG - Two Years** |
| **Programme Outcomes (Pos)** | **PO1: Problem Solving Skill**  Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.  **PO2: Decision Making Skill**  Foster analytical and critical thinking abilities for data-based decision-making.  **PO3: Ethical Value**  Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.  **PO4: Communication Skill**  Ability to develop communication, managerial and interpersonal skills.  **PO5: Individual and Team Leadership Skill**  Capability to lead themselves and the team to achieve organizational goals.  **PO6: Employability Skill**  Inculcate contemporary business practices to enhance employability skills in the competitive environment.  **PO7: Entrepreneurial Skill**  Equip with skills and competencies to become an entrepreneur.  **PO8: Contribution to Society**  Succeed in career endeavors and contribute significantly to society.  **PO 9 Multicultural competence**  Possess knowledge of the values and beliefs of multiple cultures and  a global perspective.  **PO 10: Moral and ethical awareness/reasoning**  Ability to embrace moral/ethical values in conducting one’s life. |
| **Programme Specific Outcomes**  **(PSOs)** | **PSO1 – Placement**  To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.  **PSO 2 - Entrepreneur**  To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.  **PSO3 – Research and Development**  Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.  **PSO4 – Contribution to Business World**  To produce employable, ethical and innovative professionals to sustain in the dynamic business world.  **PSO 5 – Contribution to the Society**  To contribute to the development of the society by collaborating with stakeholders for mutual benefit. |

**Template for P.G., Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Hours** | **Semester-II** | **Credit** | **Hours** | **Semester-III** | **Credit** | **Hours** | **Semester–IV** | **Credit** | **Hours** |
| 1.1. Core-I | 5 | 7 | 2.1. Core-IV | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI | 5 | 6 |
| 1.2 Core-II | 5 | 7 | 2.2 Core-V | 5 | 6 | 3.2 Core-VII | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric  Elective -I | 3 | 5 | 2.4 Discipline Centric  Elective – III | 3 | 4 | 3.4 Core – X | 4 | 6 | 4.4Elective - VI (Industry / Entrepreneurship)  20% Theory  80% Practical | 3 | 4 |
| 1.5 Generic Elective-II: | 3 | 5 | 2.5 Generic Elective -IV: | 3 | 4 | 3.5 Discipline Centric Elective - V | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill | 2 | 4 |
|  |  |  | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 |  |
|  |  |  |  |  |  | 3.7 Internship/ Industrial Activity | 2 | - |  |  |  |
|  | **20** | **30** |  | **22** | **30** |  | **26** | **30** |  | **23** | **30** |
| **Total Credit Points -91** | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System**

**for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – I | 5 | 7 |
| Core – II | 5 | 7 |
| Core – III | 4 | 6 |
| Elective – I | 3 | 5 |
| Elective – II | 3 | 5 |
|  |  | **20** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – IV | 5 | 6 |
| Core – V | 5 | 6 |
| Core – VI | 4 | 6 |
| Elective – III | 3 | 4 |
| Elective – IV | 3 | 4 |
| Skill Enhancement Course [SEC] - I | 2 | 4 |
|  |  | **22** | **30** |

**Second Year – Semester – III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – VII | 5 | 6 |
| Core – VIII | 5 | 6 |
| Core – IX | 5 | 6 |
| Core (Industry Module) – X | 4 | 6 |
| Elective – V | 3 | 3 |
| Skill Enhancement Course - II | 2 | 3 |
|  | Internship / Industrial Activity | 2 | - |
|  |  | **26** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – XI | 5 | 6 |
| Core – XII | 5 | 6 |
| Project with VIVA VOCE | 7 | 10 |
| Elective – VI (Industry Entrepreneurship) | 3 | 4 |
| Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
| Extension Activity | 1 | - |
|  |  | **23** | **30** |

**Total 91 Credits for PG Courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **METHODS OF EVALUATION** | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | **25 Marks** | |
| Assignments / Snap Test / Quiz | |
| Seminars | |
| Attendance and Class Participation | |
| **External Evaluation** | End Semester Examination | | **75 Marks** | |
| **Total** | | | **100 Marks** | |
| **METHODS OF ASSESSMENT** | | | |
| **Remembering (K1)** | | * The lowest level of questions require students to recall information from the course content * Knowledge questions usually require students to identify information in the text book. | |
| **Understanding (K2)** | | * Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. * The questions go beyond simple recall and require students to combine data together | |
| **Application (K3)** | | * Students have to solve problems by using / applying a concept learned in the classroom. * Students must use their knowledge to determine a exact response. | |
| **Analyze (K4)** | | * Analyzing the question is one that asks the students to break down something into its component parts. * Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations. | |
| **Evaluate (K5)** | | * Evaluation requires an individual to make judgment on something. * Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem. * Students are engaged in decision-making and problem – solving. * Evaluation questions do not have single right answers. | |
| **Create (K6)** | | * The questions of this category challenge students to get engaged in creative and original thinking. * Developing original ideas and problem solving skills | |

# M.Sc., Criminology and Criminal Justice Science

Semester - I

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Paper** | **Title of the Subjects** | **Credits** | **Hrs/**  **Week** | **Int** | **Ex t** | **Tot al** |
| Core 1 | Principles of Criminology and  Criminal Justice Administration | 5 | 7 | 25 | 75 | 100 |
| Core 2 | Police Science and Public Security | 5 | 7 | 25 | 75 | 100 |
| Core 3 | Penology and Corrections (E-PG Pathshala) | 4 | 6 | 25 | 75 | 100 |
| Elective 1 | Private Detective and Security Management | 3 | 5 | 50 | 50 | 100 |
| Elective 2 | Constitution of India and Human Rights in Criminal Justice Administration | 3 | 5 | 25 | 75 | 100 |
|  | Total | 20 | 30 |  |  |  |

Semester - II

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Paper** | **Title of the Subjects** | **Credits** | **Hrs/**  **Week** | **Int** | **Ex t** | **Tot al** |
| Core 4 | Theoretical Criminology | **5** | **6** | 25 | 75 | 100 |
| Core 5 | Fundamentals of Research Methods and Statistical Applications | **5** | **6** | 25 | 75 | 100 |
| Core 6 | Indian Penal Code, Criminal Procedure and Evidence | **4** | **6** | 25 | 75 | 100 |
| Elective 3 | Mini Project | **3** | **4** | 50 | 50 | 100 |
| Elective 4 |  | **3** | **4** |  |  |  |
|  | Skill Enhancement Course [SEC] - I | 2 | 4 |  |  |  |
|  | Total | **23** | **30** |  |  |  |

**SEMESTER III**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Paper** | **Title of the Subjects** | **Credits** | **Hrs/**  **Week** | **Int** | **Ex t** | **Tot al** |
| Core VII | Psychology of Crime and Criminal  Behavior | **5** | **6** | 25 | 75 | 100 |
| Core VIII | Child Protection | **5** | **6** | 25 | 75 | 100 |
| Core IX | Crime Prevention | **5** | **6** | 25 | 75 | 100 |
| Core X | Counseling and Guidance | **4** | **6** | 25 | 75 | 100 |
| Elective 5 | Elective (EDOC) | **3** | **3** | 25 | 75 | 100 |
| NME | Major Project- Dissertation | **2** | **3** |  |  |  |
|  | Internship / Industrial Activity | **2** | **-** |  |  |  |

**SEMESTER IV**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Paper** | **Title of the Subjects** | **Credits** | **Hrs/**  **Week** | **Int** | **Ex t** | **Tot al** |
| Core XI | Victimology and Victim Assistance | **5** | **6** | 25 | 75 | 100 |
| Core XII | Forensic Science and Forensic  Medicine (E-Pathshala) | **5** | **6** | 25 | 75 | 100 |
|  | Project work with viva voce | **7** | **10** | 25 | 75 | 100 |
| Elective 6 | Crime Reporting and Investigative  Journalism / Out Door Training | **3** | **4** | 25 | 75 | 100 |
|  | Skill Enhancement Course – III / Professional Competency Skill | **2** | **4** |  |  |  |
|  | Extension Activity | **1** | **-** |  |  |  |
|  | Total | **23** | **30** |  |  |  |

**I SEMESTER**

**PAPER 1. PRINCIPLES OF CRIMINOLOGY AND CRIMINAL JUSTICE ADMINISTRATION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | | **Principles of Criminology and Criminal Justice Administration** | **4** | **4** | **0** | **4** |
| **Prerequisites** | | **Understanding the basic principle and functions of criminal justice administration** |  | |  | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are*

* *To understand the history and structure of core and functional agencies of the criminal justice system*
* *Students will understand the nature and operation of the criminal justice system and its relation to other social structures, institutions and culture.*
* *To introduce students to essential legal terminology*
* *To understand how the criminal justice system operates*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive**  **Levels** |
| **CO1** | Understanding basics of nomenclature in the field of  criminology | **K1, K2 & K4** |
| **CO2** | Narrate the basic structure and functions of criminal justice system | **K1 - K4** |
| **CO3** | Understand the concepts related to sociological and legal  perspective of crime | **K3, K5 & K6** |
| **CO4** | Describe the typology of offences in Indian penal code | **K1 - K3, K5** |
| **CO5** | Develop the knowledge on contemporary forms of crime | **K3, K5 & K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**UNIT -I: Basics of Criminology**

Criminology: Definitions, historical perspectives (Cessare Beccaria and Jeremy Bentham), nature and scope. Criminology as a Social Science, Relations with Sciences. Criminology and Criminal Justice. Formal and Informal Social control Mechanism, Concepts: Socialization, Norms, Values, Culture, Subculture, Social Conformity, Social Disorganization, Social Pathology, Anti-social behavior. **(12L)**

**UNIT -II: Criminal Justice Processes**

Structure of Criminal Justice System in India. Roles of legislature, police, prosecution, judiciary and prison system in Criminal Justice. Process of Law making. Rule of Law, Law Commissions. Cooperation and coordination among the various sub systems of criminal justice system. Role of Victims in the Criminal Justice Process. Latest developments in CJS.

### (12L)

**UNIT -III: Sociological and Legal Perspectives of Crime**

Deviance: Normative and Re-activist. Definitions of Deviance. Crime – Legal and Sociological definitions. Deviance and Crime – Differences. Process of Criminalization – sociological and legal. The origin and development of Criminal Law: Vice, Sin, Crime and Torts. Elements of Crime, Concept of Criminal Responsibility. Basic principles – Actus Reus and Mens Rea, Strict, Joint and Vicarious Liabilities. Indian Penal Code – History - Structure, Right of Private defense, General Exceptions under Indian Penal code. **(12L)**

**UNIT -IV: Typology of Offences and Legislations**

Typology of Offences under Indian Penal Code Offences against human body; Offence against Property; Crime against State. Traditional crimes, Process of Decriminalization. Purpose of the Criminal Justice System (Legislature, Enforcement, Executive, Corrections), Lex Fori, Statutory Laws. Special, Local Laws and Social Legislations. **(12L)**

**UNIT -V: Contemporary forms of Crime**

Organized crimes: Forms and Nature. Terrorism: Nature, meaning and Types of Terrorism. Drugs related crimes, Drug Use, Abuse and Misuse. Communal Violence: Historical Perspective – Communal violence in Post-Independence India, White, Khaki, Blue, Pink- Collar Crimes, Killings in the name of honor, Cyber Crimes: Nature and Forms. Mob violence. Crimes against Marginal Society.

### (12L)

**Total: 60L**

**Recommended Readings**

Ahmed Siddique, (1993). Criminology, Problems and Perspectives. III Edn., Eastern Book House, Lucknow.

Allen, Friday, Roebuck and Sagarin, (1981). Crime and Punishment: An Introduction to Criminology. The Free Press. New York.

Brendan Maguire & Polly F. Radosh, (1999). Introduction to Criminology, Wadsworth Publishing Company, Boston, U.S.A.

Chockalingam, K. (1997). 'Kuttraviyal' (Criminology) in Tamil. Parvathi Publications, Chennai.

Edwin H. Sutherland and Donald R. Cressey (1974). Principles of Criminology.

Lippincott, Philadelphia.

Harry Elmer Barnes and Negley K. Teeters, (1966), New Horizons in Criminology. Prentice Hall, New Delhi.

Indian Penal Code (1860).

Jaishankar, K., (2009). International Perspectives on Crime and Justice. New Haven, UK: Cambridge Scholars Publishing.

John E. Conklin, J.E., (1981). Criminology. Macmillan, London.

Paranjepe, N.V., (2002). Criminology and Penology. Central Law Publications, Allahabad.

Williams, F.P. and McShane, M.D. (2004). Criminological Theory. Upper Saddle River, NJ: Prentice Hall.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **High** | **Low** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 2** | **High** | **High** | **High** | **Low** | **Low** | **Medium** | **High** | **Medium** | **High** |
| **CO 3** | **Medium** | **High** | **High** | **High** | **High** | **Low** | **High** | **High** | **High** |
| **CO 4** | **High** | **High** | **Medium** | **High** | **High** | **Low** | **High** | **Low** | **Medium** |
| **CO 5** | **High** | **High** | **High** | **High** | **High** | **Medium** | **High** | **Medium** | **High** |
| **Correlation Levels: *Low Medium High*** | | | | | | | | |  |

Low = 6/45 = 13.33% Medium = 7/45 = 15.65% High = 32/45 = 71.11%

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **High** | **High** | **High** | **High** | **High** |
| **CO2** | **High** | **Low** | **High** | **Medium** | **Medium** |
| **CO3** | **High** | **High** | **High** | **High** | **High** |
| **CO4** | **High** | **Medium** | **High** | **High** | **Low** |
| **CO5** | **Medium** | **Medium** | **High** | **Low** | **High** |
| Correlation Levels: *Low Medium High* | | | | | |

Low = 3/25 = 12.00% Medium = 5/25 = 20.00% High = 17/25 = 68.00%

### I SEMESTER

**Paper 2. POLICE SCIENCE AND PUBLIC SECURITY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | | **Police Science and Public Security** | **4** | **4** | **0** | **4** |
| **Prerequisites** | | **A basic knowledge of police and their**  **role in crime investigation, detection and prevention of crime** |  | |  | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* *To identify specific periods related to the origins of Indian police and their developments*
* *To examine the historical development and present organization and administration of Police departments*
* *To examine early forms of investigative methods, its evolution and developmental processes*
* *To examine the origins, meaning, development, experiences and the record of community policing*
* *To examine the organizational development issues and future developments in police management*
* *To describe how specific theories of crime control affect the police (i.e., routine activities, Deterrence, environmental criminology).*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Understand the concepts on Fundamentals of Policing | **K2, K4** |
| **CO2** | Describe the contents of organization and structure of Indian  Police | **K1, K4, K5** |
| **CO3** | Understand and analyze the procedures and functions of policing Investigation | **K2, K3, K6** |
| **CO4** | Apply various issues and contemporary development in  policing | **K3, K5, K6** |
| **CO5** | Examine the creative and innovative concepts for crime  Prevention | **K3, K5, K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**UNIT -I: Fundamentals of Policing**

History of Indian Police- Police Administration concepts: Hierarchy, Rank and File Structure, Power & Authority, Span of Control of Command- Recruitment and Training. Superintendence, control, organization, and management of police. Executive powers and

duties of Police Officers. Robert Peel. Bobby police. The Police Act of 1861- The Police reforms– with special reference to the National Police Commission recommendations (NPC), 1979, Model police act of NPC. **(12L)**

**UNIT -II: Organization and structure of Indian Police**

Structure of State Police - District Police - City Police - Special Police battalions; Intelligence Branch, Crime Branch (CID)–Directorate of Vigilance and Anti-Corruption. Central Police Organizations - IB, CBI, CISF, CRPF, RPF, RAW, NIA, etc. Police research and Crime Statistics Organizations - BPR & D, Organizational set-up of police stations, working system of Town & City police stations, Village police, Railway and Armed Police. International Criminal Police Organization (INTERPOL). TN- Home Guards. **(12L)**

**UNIT -III: Police Investigation: Procedures and functions**

First Police information Report, Investigation of Scene of Crimes sketching, searching, Collection, preservation and transportation of physical clues to the experts. Charge sheet, Investigation of cognizable and non- cognizable offences, Investigation of unnatural deaths, Robbery Dacoity, Theft House breaking Etc. Investigation of Rape cases and Traffic accidents. Mob Psychology and Crowd control. **(12L)**

**UNIT -IV: Issues and Contemporary developments in Policing**

Issues in Policing– Problems in Police Personnel Management, Problems related to Police hierarchy, Police Corruption, Police Subculture, Problems of Women Policing, Police Encounter, Custodial Violence, Police and Human Rights. Depiction of Police in Media–Print and Visual media. Use of technology in policing. **(12L)**

**UNIT -V: Police Image and Technology in Policing**

Police Image, Police Public relationship. Modern and Hotspot Policing. Recent approaches in Policing–Community and Problem oriented Policing, Team Policing, and Cyber Policing- Computerization of Policing. Policing in developing countries. Policing in developed countries. Crime Analysis unit s in developed countries. Role of NGOs in crime prevention. Role of Media in Crime Prevention. Contemporary Crime prevention methods.

### (12L)

**Total: 60L**

**Recommended Readings**

Coffey, A.R. (1975). The Prevention of Crime and Delinquency, Englewood Cliffs, NJ: Prentice Hall.

Diaz, S.M., (1976). New Dimensions to the Police: Role and Functions in India, Published by the National Police Academy, Hyderabad.

Krishna Mohan Mathur, (1994). Indian Police, Role and Challenges, Gyan Publishing House, New Delhi.

Lab, S. (2000). Crime Prevention: Approaches, Practices and Evaluations. Anderson Publishing Company.

Morley, W.H., (1958), Administration of Justice in India, New Delhi, Metropolitan.

Nehad Ashraf, (1992), Police and Policing in India, Common Wealth Publishers, New

Delhi.

Parmar M.S., (1992), Problems of Police Administration, Reliance Publishing House, New Delhi.

Paul M. Whisenand (1964). Crime Prevention, Holbrock Press Inc, Boston

Report of the National Police Commission ( 1979 – 82) 8 parts. Central Govt.

Publications.

Rosenbaum, Dennis P., Arthur J. Lurigio, and Robert C. Davis (1998). The Prevention of Crime: Social and Situational Strategies. Wadsworth Publishing. Belmont CA.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **Medium** | **High** |
| **CO 2** | **High** | **Medium** | **Low** | **High** | **Low** | **High** | **Low** | **High** | **High** |
| **CO 3** | **High** | **High** | **High** | **Medium** | **High** | **High** | **High** | **High** | **Medium** |
| **CO 4** | **Low** | **High** | **High** | **High** | **High** | **Low** | **High** | **High** | **High** |
| **CO 5** | **High** | **Medium** | **High** | **low** | **Medium** | **High** | **Medium** | **Medium** | **Low** |
| **Correlation Levels: *Low Medium High*** | | | | | | | | | |

**Low = 7/45 = 15.56% Medium = 8/45 = 17.78% High = 30/45 = 66.67%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **High** | **High** | **High** | **High** | **High** |
| **CO2** | **Low** | **Medium** | **High** | **High** | **Low** |
| **CO3** | **High** | **High** | **High** | **High** | **Medium** |
| **CO4** | **High** | **High** | **Low** | **High** | **High** |
| **CO5** | **Medium** | **High** | **High** | **High** | **Low** |
| Correlation Levels: *Low Medium High* | | | | | |

**Low = 4/25 = 16% Medium = 3/25 = 12% High = 18/25 = 72%**

**I SEMESTER Paper 3. PENOLOGY AND CORRECTIONS (E-Pathshala)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | **Penology and Corrections (E-Pathshala)** | **4** | **4** | **0** | **4** |
| **Prerequisites** | **Basic Knowledge of punishment and**  **corrections** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* *To understand the multi-faceted purposes and contemporary use of the correctional services, in theory and practice.*
* *To understand the context of punishment including the use of the retributive system and the alternative theory and practice of punishment offered by restorative justice.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive**  **Levels** |
| **CO1** | Basic Concepts on Nature of Punishments | **K1, K6** |
| **CO2** | Understanding the status of prism systems and prism  population | **K3, K4, K5** |
| **CO3** | Analyze the concepts and importance of prism legislations  and international instruments | **K1, K3, K5** |
| **CO4** | Describe the status and functions of correctional institutions | **K3, K4, K5** |
| **CO5** | Describing the developments and functions of community-  based corrections. | **K2, K3, K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**UNIT -I: Nature of Punishment**

Penology– definition, nature and scope. Punishments in- ancient, medieval and modern times Punishment: Significance, Concept, Aims & Types. Theories of Punishment. Sentencing–Principles, Policies and Procedures. Capital Punishment. Recent approaches to Punishment – Restorative Justice, Restitution and Victim offender Mediation. **(9L)**

**UNIT -II: Prison systems and Prison population**

Historical development and Administration of various prisons systems- Penitentiary Pennsylvania. Evolution and development of Prison system in India. Classification of Prisoners. –Pre-trial Detainees, Simple imprisonment, Rigorous imprisonment, AIDS Prisoners, Life Convicts, and Capital punishment. **(9L)**

**UNIT -III: Prison legislations and International Instruments**

History and evolution of Prison legislations Correctional Manuals, rules etc. Prisons Act, Juvenile Justice (Care and Protection of Children) Act 2000. Jail Manual. Various Prison Reforms Committees and Commissions, UN Standard minimum rules for treatment of prisoners (Nelson Mandela Rules), UN Standard minimum rules for non-custodial measures (Tokyo Rules). **(9L)**

**UNIT-IV: Correctional Institutions**

Institutionalization: Meaning and purpose. Classification System of Prisons: Meaning and Significance. Adult Institutions: Central, District and Sub Jails. Juvenile Institutions: Observation Homes, Juvenile Justice Board, Special Homes. Women Institutions: Vigilance Home, Protective home. Open Prisons. Boarding, Lodging and medical care in prisons. Programmes – Educational, work and self-government. **(9L)**

**UNIT -V: Community based Corrections**

**Probation:** Concept and Scope, Historical development of probation. Probation in India– Probation of offenders Act. Probation procedures: Pre- sentence Investigation report,

supervision, Revocation of probation etc. **Parole:** Meaning and Scope. Parole- provisions and rules. Half way houses, organization and significance. After Care Services in India. **(9L)**

**Total: 45 L**

**Recommended Readings:**

Ahmed Siddique, (1993). Criminology, Problems and Perspectives, III Edn. Eastern Book Company, Lucknow.

Bhattacharya S.K. (1986). Probation system in India. Manas Publications, Brodie, S.R. (1976). Effectiveness of sentencing, Home office, London.

Chockalingam K. (1993). Issues in Probation in India, Madras University Publications, Madras.

Devasia, V.D & Leelamma Devasia, (1992). Criminology, Victimology and Corrections, S.B. Mangia for Ashish Publishing House, New Delhi.

Ghosh,S., (1992).Open Prisons and the Inmates, Mittal Publications, New Delhi.

Goswami, B.K. (1980). Critical Study of Criminology and Penology, Allahabad Agency, Allahabad.

Mulla Committee Report onPrisonReforms,1983. Govt. of India.

Naresh Kumar (1986). Constitutional Rights of Prisoners, Mittal Publishers, New Delhi. New Delhi.

Paranjepe, N.V. (2002). Criminology and Penology, Central Law Publications, Allahabad.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **High** | **High** | **High** | **High** | **High** | **Low** | **High** | **High** | **High** |
| **CO 2** | **Low** | **Medium** | **Low** | **High** | **High** | **Medium** | **High** | **High** | **Medium** |
| **CO 3** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 4** | **High** | **High** | **High** | **Medium** | **High** | **Medium** | **High** | **High** | **Low** |
| **CO 5** | **Med** | **High** | **High** | **High** | **High** | **Medium** | **High** | **Medium** | **High** |
| **Correlation Levels: *Low Med. High*** | | | | | | | | |  |

**Low = 6/45 = 13.99% Medium = 6/45 = 13.33% High = 33/45 = 73.33%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **High** | **High** | **High** | **High** | **High** |
| **CO2** | **Low** | **High** | **Low** | **High** | **Low** |
| **CO3** | **High** | **Medium** | **High** | **Medium** | **High** |
| **CO4** | **High** | **High** | **Low** | **High** | **Medium** |
| **CO5** | **Medium** | **High** | **High** | **Medium** | **High** |
| **Correlation Levels: *Low Medium High*** | | | | | |

**Low = 4/25 = 16% Medium = 05/25 = 20% High = 16/25 = 64%**

### I SEMESTER

**Paper 4. FIELD WORK - VISIT TO INSTITUTIONS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | | **Field Work - Visit to Institutions** | **3** | **0** | **3** | **5** |
| **Prerequisites** | | **Gathering knowledge about the**  **institutions of Criminal Justice System** |  | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* *The objective of this paper is to familiarize the students of Criminology with the functioning of the various institutions of the criminal justice system and juvenile justice system*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive**  **Levels** |
| **CO1** | Understanding the functions of the various institutions of the  criminal justice system | **K1 – K6** |
| **CO2** | Analyze the functioning of police station, court of criminal  trial, prison | **K2 – K6** |
| **CO3** | Evaluate the functioning of crime record bureau, control  room, vigilance room | **K2 – K6** |
| **CO4** | Understanding the functioning of observation home, juvenile  justice board, vigilance home | **K2 – K6** |
| **CO5** | Describing the functioning of institutions for the treatment of drug addicts – assisting the victims of crime including women  and child victims | **K2 – K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

The students are expected to make observational visits to a police station, court of criminal trial, prisons, observation home, Juvenile Justice Board, Special home for boys and Special home for girls, Crime Records Bureau, Police Control Room, Vigilance Home, Institutions for the treatment of drug addicts, institutions assisting the victims of crime, including women and child victims. The students will undertake the visits under the guidance of a faculty and will prepare a detailed report for evaluation for the final examination. Along with this each student should complete a minimum of three case studies and present it before the examiners.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **High** | **High** | **High** | **High** | **High** | **Medium** | **High** | **High** | **High** |
| **CO 2** | **Medium** | **High** | **High** | **Low** | **High** | **High** | **High** | **Low** | **Medium** |
| **CO 3** | **High** | **High** | **High** | **High** | **Medium** | **High** | **High** | **High** | **Medium** |
| **CO 4** | **High** | **High** | **High** | **Low** | **High** | **Low** | **High** | **Low** | **Low** |
| **CO 5** | **High** | **High** | **Medium** | **High** | **High** | **High** | **Medium** | **High** | **High** |
| **Correlation Levels: *Low Med. High*** | | | | | | | | |  |

**Low = 6/45 = 13.33% Medium = 7/45 = 15.56% High = 32/45 = 71.11%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **High** | **High** | **High** | **High** | **High** |
| **CO2** | **Low** | **High** | **High** | **Low** | **Medium** |
| **CO3** | **Medium** | **High** | **High** | **High** | **High** |
| **CO4** | **High** | **Medium** | **Low** | **Low** | **Medium** |
| **CO5** | **High** | **High** | **High** | **High** | **Low** |
| **Correlation Levels: *Low Medium High*** | | | | | |

**Low = 5/25 = 20.00% Medium = 4/25 = 16.00% High = 16/25 = 64.00%**

**I SEMESTER Paper 5. CONSTITUTION OF INDIA AND HUMAN RIGHTS IN CRIMINAL**

### JUSTICE ADMINISTRATION

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Elective** | **Constitution of India and Human Rights in**  **Criminal Justice Administration** | **3** | **0** | **3** | **3** |
| **Prerequisites** | **Basic knowledge and importance of**  **constitution of India** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* *This Subject Comprises of Two parts, Theory & Practical’s*
* *To understand the basic structure and operative dimensions of Indian Constitution.*
* *To explore the various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution.*
* *To expand their knowledge about human rights as well as promoting respect for the values they embody and symbolize.*
* *To communicate the acquired skills in the field of human rights through teaching as well as legal action and policy-making.*

**Course Outcomes (COs):** At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Illustrate the concepts on fundamentals of constitution of  India | **K1 – K6** |
| **CO2** | Narrate the basics covenants and international instruments of  human rights | **K1 – K3, K5** |
| **CO3** | Describe the importance and basic rights of vulnerable groups | **K3, K – 4, K - 5** |
| **CO4** | Making awareness about basic structure of social legislation | **K1, K2 & K - 4** |
| **CO5** | Understanding the vulnerable role of NGO’s and the  protection mechanisms. | **K3 – K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**Part I:**

**UNIT -I: Fundamentals of Constitution of India**

Constitution of India and its supremacy – Sources and Salient features of the Constitution – Preamble - Directive Principles of State Policy (Art.36-51), - International Covenants. Constitution of India – Fundamental Rights (Articles 14, 19, 20, 21, 22 and 32) Fundamental Duties. **(6L)**

**UNIT -II Human rights basics**

Universal Declaration of Human Rights, 1948. Human Rights in Criminal Justice. The protection of human rights under the Indian Criminal Justice Administration. Human Rights and Fundamental Freedoms in relation to accused. Prisoner’s rights - Landmark Judgements. Preservation of Human Rights - Preventive measures for protection of Human rights - Curative measures for preservation of Human rights. Policing and Human Rights. **(6L)**

**UNIT -III Specific Rights**

Specific Rights: Civil Rights, Women Rights, Dalit Rights, Rights of Prisoners, Rights of Victims, Child rights, Labour rights etc., Role of NGOs in the protection of Human Rights. **(5L)**

**UNIT -IV Social Legislations I**

Provisions for human rights, The Protection of Human Rights Act 1993, NHRC - Structure and Functions, SHRC, Human Rights Courts. Legislation for the Amelioration of social problems: Prevention of Atrocities Act 1989, Protection of civil rights Act, 1976, The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989, TN Prohibition of Ragging Act 1997, TN Prohibition of Eve Teasing Act. Maintenance and Welfare of Parents and Senior Citizens Act, 2007 **(7L)**

**UNIT -V: Social Legislations II**

Legislations relating to the welfare of women: Dowry prohibition Act 1961, Immoral Traffic (Prevention) Act, POCSO Act, Sexual harassment of women at workplace (prevention, prohibition and redressal) Act 2013. Prevention of Domestic Violence Act, 2005, TN Prevention of Women Harassment Act 2009. Gender harassment prevention and protection of women and girls. National policy for elder people- (recent), National Policy for Women- (Latest/ Recent). **(6L)**

**Part II Human Rights Practical’s**

* The student will be attached with an NGO working in the Human Rights area.
* The Department shall initiate a Human Rights Forum as suggested by the NHRC to the Department in order to expose the students to the applicability of the Constitution of India at grass roots level.
* The students are expected to involve for a week-long field work and present the report in the form of a practical record at the meeting of the Human Rights Forum and the students will be assessed for the practical’s by the teachers.

**(15L) Total:**

**45L**

## Note:

**This subject has TWO parts. Part I comprises of theory portion with 50 Marks, Continuous Assessment 25 Marks and Part II comprises of a practical with 25 marks**

**Recommended Readings**

Basu D.D., (1993). Introduction to the Constitution of India, P.H.L. Corporation, New Delhi Guar K.D., (1995). Criminal Law, Oxford University Press

Human Rights Today – A United Nations Priority. U.N. Publications. Department of Public information, UNIT ed Nation, New York.

Human rights: A source book, (1996). NCERT publications, New Delhi

Iyer V.R. Krishna (1986). Human Rights and the Law. Vedpal Law House, Indore. Krishnamurthy S, (1987). Impact of Social Legislations on the Criminal Law in India. R R

Publishers, Bangalore.

Parmar, Lalit., (1998). Human Rights, Anmol Publications Pvt Ltd. New Delhi. Pillai, A.P. S., (1996). Criminal Law. N.M. Tripathi.

Pylee M.V., (1994). India’s Constitution. S. Chand & Company Ltd, New Delhi. Sen S. (1998). Human Rights in Developing Society. APH Publishing, New Delhi.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **High** | **High** | **High** | **High** | **High** | **Low** | **High** | **High** | **Medium** |
| **CO 2** | **Medium** | **High** | **Medium** | **High** | **Low** | **High** | **Medium** | **Low** | **High** |
| **CO 3** | **High** | **High** | **High** | **High** | **High** | **Low** | **High** | **High** | **Medium** |
| **CO 4** | **Low** | **High** | **High** | **High** | **High** | **Low** | **High** | **Medium** | **High** |
| **CO 5** | **High** | **High** | **Medium** | **High** | **High** | **High** | **Medium** | **High** | **High** |
| **Correlation Levels: *Low Med. High*** | | | | | | | | |  |

**Low = 07/45 = 15.56% Medium = 8/45 = 17.78% High = 30/45 = 66.67%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **High** | **High** | **High** | **High** | **High** |
| **CO2** | **Low** | **High** | **High** | **Low** | **Low** |
| **CO3** | **Medium** | **High** | **High** | **High** | **High** |
| **CO4** | **High** | **Medium** | **High** | **Medium** | **Medium** |
| **CO5** | **High** | **High** | **High** | **High** | **High** |
| **Correlation Levels: *Low Medium High*** | | | | | |

**Low = 3/25 = 12.00% Medium = 04/25 = 16.00% High = 18/25 = 72.00%**

### SEMESTER II

**SEMESTER II**

**Paper 6. THEORETICAL CRIMINOLOGY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | **Theoretical Criminology** | **4** | **0** | **4** | **4** |
| **Prerequisites** | **Basic understanding of Crime and theory**  **/principle** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* + *To understand the nature of crime and criminological theory.*
  + *To study the range of criminal justice policies, their effectiveness and their limitations.*
  + *To understand competently and effectively communicate criminological concepts and their applications.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Understand and remember early criminological ideas and  concepts | **K1, K2** |
| **CO2** | Analyze and understand early sociological theories related to  crime causation | **K1, K2, K4** |
| **CO3** | Understand and evaluate social process theories related to  crime causation | **K2, K5** |
| **CO4** | Exposure to control theories of crime causation | **K4, K5** |
| **CO5** | Understand contemporary theoretical developments in  criminology | **K2, K5, K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**UNIT I Early Criminological Thought**

Schools of Criminology- Demonology, Classical, Neo-Classical Schools, Positive School, Cartographic School, Biological and Constitutional School. Multiple Factors, Heredity, Ecological and Economic factors. **(12L)**

**UNIT II Sociological Theories of crime I**

Social Strain Theories: Anomie theory, Culture conflict and Sub culture theory, Differential opportunity theory, Middle Class measuring rod. Social Ecology Theories: Concentric Zone theory, Environmental Criminology / Geography of Crime, Social disorganization theory, Cultural Transmission theory, Lower class culture theory.

### (12L)

**UNIT III Sociological Theories of crime II**

Social Learning Theories: Theory of imitation, Differential Association Theory, Differential Identification theory. **(8L)**

**UNIT IV Sociological Theories of crime III**

Social Control Theories: Drift and Neutralization theory, Containment theory, social bond theory - Social Conflict Theories: Labeling Theory, Radical Criminology, New Criminology, and Marxist Criminology. **(12L)**

**UNIT V Recent Theoretical developments**

Multiple factor approach. Routine activities theory, Rational Choice theory, Crime pattern theory, Shaming theory, Four wishes theory, Broken windows theory, Pyrrhic defeat theory, Feminist Criminology, Masculinity theory, Life Course theory, Integrated theories. Post-Modernist theories: News making Criminology, Peacemaking Criminology, Visual Criminology, Translational Criminology. **(16L)**

**Total: 60L**

**Recommended Readings**

Akers, R.L., and Sellers. C.S. (2004) Criminological Theory: Introduction, 4th Edition. Los Angeles; Roxbury Publishing.

Behavior. Boca Raton, CA: CRC Press, Taylor and Francis Group.

Bernard, T.G., Vold, G.B., and Snipes, J.B. (2002) Theoretical Criminology. Fifth Edition. Chockalingam, K. (1997), 'Kuttraviyal' (Criminology) in Tamil, Parvathi

Publications, Chennai.

Criminology, Evaluation, and Application. Prentice Hall, Allahabad. New Delhi.

Cullen, F.T., and Agnew, R. (2003) Criminological Theory: Past to Present. Second Edition. Los Angeles, CA: Roxbury Publishing Company.

Curran, D.J., and Renzetti, C.M. (2001) Theories of Crime. Second Edition. Boston: Allyn and Bacon.

George Vold and Thomas J. Bernard, (1986), Theoretical Criminology, Oxford Press Harry Elmer Barnes and Negley K. Teeters, (1966), New Horizons in

Criminology. Prentice Hall. University Press, New York .

Jaishankar, K. (2011). Cyber Criminology: Exploring Internet Crimes and Criminal New York: Oxford University Press.

Paranjepe, N.V., (2002). Criminology and Penology, Central Law Publications Tim Newburn (2015). Criminology. Wiley Publication.

Williams, F.P. and McShane, M.D. (2004) Criminological Theory. Upper Saddle River, NJ:

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **High** | **Low** | **High** | **High** | **High** | **High** | **Medium** | **High** | **High** |
| **CO 2** | **High** | **High** | **Low** | **High** | **Medium** | **High** | **Medium** | **Low** | **Medium** |
| **CO 3** | **High** | **High** | **High** | **Medium** | **High** | **High** | **Low** | **High** | **High** |
| **CO 4** | **High** | **High** | **High** | **High** | **Medium** | **Medium** | **Medium** | **Low** | **High** |
| **CO 5** | **High** | **High** | **High** | **High** | **High** | **High** | **Medium** | **Low** | **Medium** |
| **Correlation Levels: *Low Medium High*** | | | | | | | | | |

**Low = 5/45 = 11.11% Medium = 10/45 = 22.22% High = 30/45 = 66.67%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **Low** | **Medium** | **High** | **Medium** | **Medium** |
| **CO2** | **Medium** | **High** | **Medium** | **High** | **High** |
| **CO3** | **High** | **Medium** | **High** | **Medium** | **High** |
| **CO4** | **High** | **High** | **Low** | **High** | **Medium** |
| **CO5** | **Medium** | **Medium** | **High** | **High** | **Low** |
| **Correlation Levels: *Low Medium High*** | | | | | |

**Low = 3/25 = 12.0% Medium = 10/25 = 40.00% High = 12/25 = 48.00%**

**II SEMESTER Paper 7. FUNDAMENTALS OF RESEARCH METHODS AND STATISTICAL**

### APPLICATIONS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course**  **Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | | **Fundamentals of Research Methods and Statistical**  **Applications** | **4** | **0** | **4** | **4** |
| **Prerequisites** | | **Basic Arithmetic, Exposure to certain Computations**  **will be an added benefit** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* + *To understand the need for empirical research; key distinctions and traditions in social research and; Stages in the research process.*
  + *The application of the research and methodical concepts to criminological enquiry and the key features, advantages and limitations of various methodology studies.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Understand Nature and Definition of Research | **K2, K1** |
| **CO2** | Apply the concept and understand the steps involved in  Criminology Research | **K2, K1, K3** |
| **CO3** | Create & Understand Hypothesis | **K2, K3** |
| **CO4** | Create, analysis and Evolute data | **K4, K5, K4** |
| **CO5** | Apply statistical methods to crime data, analysis and infrastructure | **K3, K4, K5, K4** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**UNIT-I: Research: Nature and Definition**

Research: Nature, definition & purposes. Scientific attitudes theory formation: Inductive, Deductive- reasoning. Types of research studies: Descriptive, Analytical, Exploratory and Doctrinal. Quantitative vs Qualitative Research. Mixed Research Methods. Criminological Research: Meaning, objective and scope. Quantitative Research Methods- biography, ethnography, phenomenology, grounded theory, and case study. **(10L)**

**UNIT II: Steps in Research**

Sources of Research Problems. Primary and Secondary- Independent and dependent variables. Main steps in Social Research types: Formulation of research problem, selecting of problem, study area, etc. Review of Literature. Sample collection, Data Analysis and report writing.

### (12L)

**UNIT III: Hypothesis and Sampling**

Hypothesis: Definition, types and sources. Research Design: Meaning and types. Reliability and validity. Sampling: Non-Probability and Probability types. Methods of data collection: Pilot study, observation, Questionnaire, Qualitative Research Interviewing. Unobtrusive measures- Secondary data collection–Uses of Official Statistics. Victimization surveys.

### (12L)

**UNIT-IV: Data Analysis**

Types of data: qualitative and quantitative. Analysis and interpretation of data, Data processing. Survey method, measurement and types of scales. Analysis and interpretation of data. Report writing. Ethics in Criminal Justice Research: Researcher Fraud and Plagiarism– Confidentiality in Criminal Justice Research– Avoiding Ethical problems. **(12L)**

**UNIT- V: Basic Statistics**

Statistics-Meaning and significance-Classification of Tabulation, Diagrammatic and graphic representation of data. Measures of central tendency- mean, median and mode. Measures of dispersion- range, mean, quartile and standard deviation. Concept of Statistical inference, test of significance. Analysis of variance. Multivariate analysis- Multiple correlation, meta- analysis, content analysis. Chi-square Test, T-Test and Regression analysis. Use of SPSS for Data Analysis. **(14L)**

**Total: 60L**

**Recommended Readings:**

Black, Hubert M., (1972). Social Statistics, New York: McGraw-Hill Book Co. Goode W. and P. Hatt (1952). Methods in Social Research, NY.

Hagan F.E., (1993). Research Method sin Criminal Justice and Criminology, Prentice Hall Englewood Cliffs, NJ.

Hays,William, L.(1973). Statistics for Social Sciences, NewYork: Holt, Rinehart and Winston.

Hirchi,T., and Selivin,H.C. (1967). Delinquency Research: An appraisal of Analytical methods, New York: Free Press.

Kerlinger, Fred, N. (1983). Foundations in Behavioral research, Delhi: Surjeet Publications, 1983.

Krishnaswami O.R. (1993). Methodology of Research in Social Sciences, Himalaya Publishing House, Bombay.

Nie, Normal H., etal.(1975). Statistical Packages for the Social Sciences, New York, Mc Graw Hill.

Wilkinson and Bhandarkar (1993). Methodology and Techniques in Social Research, Himalaya Publishing House, Bombay.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **Medium** | **High** | **High** | **Medium** | **High** | **High** | **High** | **Medium** | **High** |
| **CO 2** | **High** | **Medium** | **High** | **High** | **High** | **Medium** | **High** | **High** | **Medium** |
| **CO 3** | **Low** | **High** | **High** | **High** | **Low** | **High** | **Medium** | **Low** | **Medium** |
| **CO 4** | **High** | **High** | **Medium** | **High** | **High** | **High** | **High** | **High** | **Medium** |
| **CO 5** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **Correlation Levels: *Low Medium High*** | | | | | | | | |  |

**Low = 5/45 = 11.11% Medium = 10/45 = 22.22% High = 30/45 = 66.67%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **Low** | **High** | **Medium** | **High** | **Medium** |
| **CO2** | **High** | **High** | **High** | **Medium** | **Medium** |
| **CO3** | **Medium** | **Medium** | **Low** | **High** | **High** |
| **CO4** | **High** | **High** | **High** | **Medium** | **High** |
| **CO5** | **Medium** | **Medium** | **Medium** | **High** | **Low** |
| **Correlation Levels: *Low Medium High*** | | | | | |

**Low = 3/25 = 12% Medium = 10/25 = 40.00% High = 12/25 = 48.00%**

**II SEMESTER Paper 8. INDIAN PENAL CODE, CRIMINAL PROCEDURE AND EVIDENCE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | **Indian Penal Code, Criminal Procedure and Evidence** | **4** | **0** | **4** | **4** |
| **Prerequisites** | **Knowledge of the Constitution of India and the functioning of Parliament and Legislative Assembly** | **Syllabus Version** | | **2022~~-~~23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are*

* + - *Acquire a basic knowledge of the criminal procedure*
    - *Understand that Fairness, efficiency and effectiveness of the criminal justices system demand that its procedures should be simple, accessible and, so far as practicable, the same for every level and type of criminal jurisdiction*
    - *Understand the legal rules pertaining to the gathering of evidence, the court process, the admissibility of evidence a trial and post –conviction sentencing, appeals, and other remedies.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Understand & evaluate the various types of Evidence | **K1, K2, K5** |
| **CO2** | Understand and apply the basis of Criminal Procedure | **K2, K3** |
| **CO3** | Understand & Evaluate the Investigation Process | **K2, K5** |
| **CO4** | Understand the various levels of courts | **K2, K3, K6** |
| **CO5** | Expose the students to the Evidence Act | **K1, K2, K3** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**UNIT I Typology of Offences: Indian Penal Code**

Cognizable Offence Vs Non-Cognizable Offences; Bailable Offences Vs Non-Bailable Offences; Offences against human body: Culpable Homicide (Sec.299), Murder (Sec.300 and 5 exceptions), Rape and other unnatural sexual offences (Sec.375-377), Hurt and Grievous Hurt (Sec.319-320), Force, Criminal Force and Assault (Sec.349-351). Offences against property: Theft (Sec.378-382), Cheating (Sec.420), Robbery and Dacoity (Sec.390-402), Criminal Misappropriation and Criminal Breach of Trust (Sec.403, 405,409), Criminal Trespass, Lurking (Sec.441-446). General Exceptions (Sec 76- 106). **(15L)**

**UNIT II: Basics of Criminal Procedure**

Object of Criminal Procedure – Importance of Criminal Procedure – The extent and applicability of the Code of Criminal Procedure, 1973. Territorial divisions –Main segments of the Criminal Procedure–Classification of Offences-Functionaries under the Code–Police, Prosecutors, Defence Counsel, Judges and Prison authorities, Arrest, Search and Seizure, Investigation Interrogation, Identification, Bail, Statements of police. Final Report, Charge Sheet – Preventive measures and Security Proceedings. **(15L)**

**UNIT- III: Courts and Trials Criminal**

Courts-District, state and Union Jurisdiction courts, and their powers. Trials – Principal features of Fair Trial- Types of Trials: Summary, Summon, and warrant trials. Judgements – Appeals, Reference, revisions, and transfer. Execution of Sentence. Compounding of offences. **(12L)**

**UNIT- IV: Indian Evidence Act**

History in India. Evidence – Meaning, principles, and concept of relevancy and admissibility. Confessions and Dying Declaration. Fact, Presumption of fact and law, Burden of proof and Onus Probandi. **(9L)**

**UNIT-V: Inquiry and Examination**

Inquiry of Criminal case in courts. Submission of cognizable case in court- Witnesses and examination of witnesses. Cross examination, reexamination, and impeaching the credit of witness. Expert Evidence: Medico-legal opinion, Forensic Science expert opinion. **(9L)**

**Total: 60L**

### RECOMMENDED READINGS:

Kelkar, R.V., (2003). Lectures on Criminal Procedure Eastern book Co., Lucknow. Ratanlal and Dhirajlal (1995). Code of Criminal Procedure

Sarathy V.P. (1994). Elements of Law of Evidence, Eastern book Co., Lucknow. Singh, A. (1995). Law of Evidence, Allahabad Law agency.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **Medium** | **High** | **High** | **Medium** | **High** | **Medium** | **High** | **High** | **High** |
| **CO 2** | **High** | **High** | **High** | **High** | **Low** | **High** | **Low** | **Medium** | **High** |
| **CO 3** | **Medium** | **Low** | **Medium** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 4** | **High** | **High** | **High** | **Low** | **High** | **High** | **Medium** | **High** | **Medium** |
| **CO 5** | **High** | **High** | **High** | **High** | **Medium** | **Medium** | **High** | **High** | **Low** |
| **Correlation Levels: *Low Medium High*** | | | | | | | | |  |

**Low = 5/45 = 11.11% Medium = 10/45 = 22.22% High = 30/45 = 66.67%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **Low** | **High** | **High** | **High** | **Medium** |
| **CO2** | **Medium** | **High** | **Medium** | **Medium** | **High** |
| **CO3** | **Medium** | **Low** | **High** | **High** | **Medium** |
| **CO4** | **High** | **High** | **High** | **Low** | **High** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO5** | **Medium** | **Medium** | **Medium** | **High** | **Medium** |
| **Correlation Levels: *Low Medium High*** | | | | | |

**Low = 3/25 = 12.0% Medium = 10/25 = 40.00% High = 29/25 = 48.00%**

### II SEMESTER

1. **Paper: MINI PROJECT- INTERNSHIP**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core/ Practical** | | **Mini Project- Internship** | **0** | **4** | **0** | **10** |
| **Prerequisites** | | **Communication skills & Ability to work in a**  **team** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are*

* + - *To expose the students to the functioning of the agencies of the Criminal Justice System*
    - *To make the students to understand the importance of the Allied systems*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Provide field level to exposure to students | **K1 K2 K3** |
| **CO2** | Working of Governmental agencies like observation home, Jails etc, | **K3 K5 K6** |
| **CO3** | Functioning of NGO’s | **K3 K5** |
| **CO4** | Functioning of Private Detective agencies | **K2 K5 K6** |
| **CO5** | Awareness Creation & understanding on functioning of criminal justice system | **K4 K5 K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

All the students are expected to take this paper compulsorily. The objective of this paper is to provide field level experience to the students of criminology and professionally equip them to find appropriate places in the allied fields of Criminology. **The students will be placed for internship at anyone of the following agencies for a period of 30 days.**

The agencies to be covered for internship include

* + - Governmental agencies
    - Non- governmental agencies
    - Security agencies
    - Private detective agencies
    - Media
    - International agencies such as unicef, UNODC, ILO etc.,
    - NGO/NPO for women/children and victim rights and human rights

During this period the students are expected to work for the organization under the guidance of an experienced person. The students will take up the regular activities of the organization like field work, administrative activities, counseling and related activities, training, report writing, awareness creation, surveillance, undercover operation, security related aspects etc., depending upon the requirements of the organization.

Each student will be evaluated by his/her supervisor in the organization during the internship period, through a Confidential performance appraisal report filled and sent to the Head of the Department, directly. The students are required to submit a record based on activities/roles performed by them during the internship. The student will be evaluated at the end of the semester based on the performance appraisal report, record, and a viva-voce.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **Low** | **High** | **Low** | **Medium** | **High** | **Medium** | **High** | **High** | **Medium** |
| **CO 2** | **Medium** | **High** | **High** | **High** | **High** | **High** | **Medium** | **Medium** | **High** |
| **CO 3** | **High** | **High** | **High** | **High** | **Medium** | **High** | **High** | **High** | **High** |
| **CO 4** | **High** | **High** | **Low** | **High** | **Low** | **High** | **High** | **Low** | **Medium** |
| **CO 5** | **Medium** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **Medium** |
| **Correlation Levels: *Low Medium High*** | | | | | | | | | |

**Low = 5/45 = 11.11% Medium = 10/45 = 22.22% High = 30/45 = 66.67%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **Medium** | **Medium** | **Low** | **Medium** | **High** |
| **CO2** | **High** | **High** | **High** | **High** | **Medium** |
| **CO3** | **Low** | **Medium** | **High** | **Medium** | **High** |
| **CO4** | **High** | **High** | **Medium** | **Low** | **Medium** |
| **CO5** | **Medium** | **Medium** | **High** | **High** | **High** |
| **Correlation Levels: *Low Medium High*** | | | | | |

**Low = 3/25 = 12.0% Medium = 10/25 = 40.00% High = 12/25 = 48.00%**

### II SEMESTER

1. **Paper: SUPPORTIVE COURSE (NPTEL/ SWAYAM)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core/Supportive** | | **Supportive Course (NPTEL/ SWAYAM)** | **3** | **0** | **3** | **3** |
| **Prerequisites** | | **Depends on the course chosen by the student** |  | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Note:** The Course will be chosen by the students as per availability of courses in NPTEL / SWAYAM portal

**SEMESTER III**

**III SEMESTER**

1. **PSYCHOLOGY OF CRIME AND CRIMINAL BEHAVIOUR**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | **Psychology of Crime and Criminal Behaviour** | **4** | **0** | **4** | **4** |
| **Prerequisites** | **Basic knowledge of Crime, Psychology and**  **Criminals** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* + - *This Subject Comprises of Two parts, Theory & Practical’s*
    - *To introduce the discipline of psychology as it applies to the study of crime and criminal justice.*
    - *To explore the contribution of psychology to the explanation, investigation and reduction of crime.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Understand the basics of Psychology and its relationship with Criminology and Motivation Theories of Learning | **K1, K2, K3** |
| **CO2** | Measure intelligence & personality and its typology, Conflict  and its types | **K2, K3, K4, K5** |
| **CO3** | Understand behavior criminal suspect, witness and relate with  Socio-demographic variables | **K2,K4, K5** |
| **CO4** | Appreciate the psychology applied in Criminal Justice system | **K3, K4, K5** |
| **CO5** | Understand the psychology of situations and special Defenses | **K2, K4, K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**Part I (Theory)**

**UNIT I: Basics of Psychology-I**

The Nature and Scope of Psychology. Importance of psychology in Criminology. Learning, Types of learning, Theories of learning – Pavlov, Skinner, Thorndike, Kohler and Bandura-Motivation - meaning - social and psychological motives. Motivation: needs and drives - Theories of Motivation – Maslow, Herzberg, Atkinson, McClelland. **(9L)**

**UNIT II: Basics of Psychology-II**

Intelligence: Meaning and definition of intelligence - Measurement of intelligence - Intelligence test; Personality: Meaning of personality, Types of personality. Psychopathic Personality Theories of personality – Freud, Murray and Catell. Defense mechanisms, Frustration - Conflict - Adjustment Mechanisms Frustration - sources of frustration, Conflict - Types of conflict. **(9L)**

**UNIT III: Psychology of Offender and witnesses**

Criminal Suspects: Profiling criminal suspects, Polygraphs and lie detection, Confessions, Entrapment, Defendant characteristics: gender, socioeconomic status, moral character, general attractiveness, religion, attitude. Eyewitnesses: Human information processing: Perception and memory - acquisition, retention, retrieval - Witness variable: alcohol and drugs, style of testimony, confidence, age - Situational variables: weapon focus, significance of crime, violence level - Crime investigation and pretrial identification: identification biases. **(11L)**

**UNIT IV: Psychology in Criminal Justice System**

The Police – Psychology in Selection and Training of police officers - interactions with the mentally ill, domestic disturbances, hostage negotiation - police officer's personality - job stress. **(7L)**

**UNIT V: Correctional Psychology**

Punishment and Sentencing: The psychology of punishment - Judges and the sentencing process, death penalty, Appeals. Special defenses: Insanity, diminished capacity, post- traumatic stress disorder, battered woman syndrome, multiple personality disorder, amnesia, premenstrual syndrome. Corrections: assessments, treatment, and psychology of reformation - Correctional Institutions - Correctional Psychologist. **(9L)**

**Part II Psychology Practical’s**

* For the practical the candidate has to submit a record note and will have to take up a three- hour practical examination.
* The student has to take-up a practical examination on any one of the following:

**List of Practical’s Attention**

* Free and directed observation
* Sustained and Focused attention
* Division of attention
* Effect of distraction
* Reaction time
* Steadiness test

**Learning**

* Habit interference
* Paired Association learning

**Memory**

* Chanking on recall
* Querying on recall

**Motivation**

* Achievement Motive test
* Social Motive test
* Affiliation Motive test

**Intelligence Tests**

* Raven’s – Adults
* Raven’s – Juvenile
* Social intelligence

**Personality Tests**

* 16 F ‘s
* Socio-economic state scale
* Emotional measurements

**Counselling**

Case Study

Individual Counselling

Group Counselling **(15L)**

**Total: 60L**

**Recommended Readings**

Alexander, F., and W. Healy (1935). Roots of Crime, New York, Knopf.

Carson R.C. and James N. Butcher (1992). Abnormal Psychology and Modern Life, Harper Collins Publisher Inc.

Garett H.E. (1961). General Psychology, Eurasia Publishing House Pvt Ltd, New Delhi Murphy K.R. and Charles O. David Shofer (2001). Psychological Testing:

Principles and Applications, Prentice Hall, New Jersey.

Page D.J. (1970). Abnormal Psychology: A clinical Approach to Psychological Deviants, Tata McGraw Hill, New Delhi.

Reckless W.C. (1940). Criminal behaviour, New York, McGraw Hill.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | ***High*** | ***Low*** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***Medium*** | ***High*** |
| **CO 2** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***Low*** | ***High*** | ***High*** | ***High*** |
| **CO 3** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***Medium*** | ***High*** |
| **CO 4** | ***High*** | ***High*** | ***Low*** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 5** | ***Low*** | ***High*** | ***High*** | ***High*** | ***Low*** | ***High*** | ***Medium*** | ***High*** | ***Medium*** |
| **Correlation Levels: *Low Medium High*** | | | | | | | | |  |

**Low = 5/45 = 11.11% Medium = 8/45 = 17.77% High =32/45 = 71.11%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO2** | ***High*** | ***High*** | ***High*** | ***Medium*** | ***High*** |
| **CO3** | ***Low*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO4** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO5** | ***High*** | ***High*** | ***High*** | ***High*** | ***Medium*** |
| Correlation Levels: *Low Medium High* | | | | | |

**Low = 1/25 =4% Medium = 2/25 = 8% High = 22/25 = 88%**

**III SEMESTER**

**III SEMESTER**

1. **CHILD PROTECTION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Elective** | **Child Protection** | **3** | **0** | **3** | **3** |
| **Prerequisites** | **Crime against Children and Crime by Children** |  | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* *To create a platform for sustainable child safety through the dissemination of suitable child protection under Criminal Justice Systems*
* *To create and maintain a platform where researchers, criminologists, and criminal justice experts can access latest and reliable information about child protection in India and beyond and press to extend a lasting solution to it.*
* *To educate individuals and groups on matters of security and child protection through the mass media and any other organized events.*
* *To promote safer and healthier society through child protection, abuse prevention and control programmes which aim at reducing and preventing crime against children in India.*
* *To improve knowledge on family-based care for vulnerable groups through sharing information and experiences.*
* *To enhance the legislative and policy environment to support family-based care of children in India.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Understand International Convention and its importance | **K2, K3, K4** |
| **CO2** | Learn legal provision in India for protection of Children | **K1, K3, K6** |
| **CO3** | Children of India, Vulnerable Children and Crime against Children | **K1, K2, K3** |
| **CO4** | Learn forms of Children abuse and its impact | **K2, K5** |
| **CO5** | Appreciate the role of Civil Society in protection child and  their rights | **K4, K5, K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**UNIT I: International Conventions on Child Rights**

International Conventions: Convention on the Rights of the Child (CRC)- CRC Concluding

Observations & optional protocols - United Nations Standard Minimum Rules for Administration of Juvenile Justice, 1985 (Beijing Rules) Riyadh guidelines - World Congress against Commercial Sexual Exploitation of Children, 1996.

### (13L)

**UNIT II: Legal Provisions in India**

Legal Provisions for children in India: The Child Labour (Prohibition & Regulation) Act, 1986- POCSO Act, Juvenile Justice (Care & Protection of Children) 2000: Salient features of JJ Act Amended – NCPCR - Role of Police (JPU, Child Welfare Officers) DCPU - Organization and functioning of Juvenile Justice Board and Children Welfare Committees - Non- institutional and Institutional services for juveniles: Organization and functioning - Other legislation / policy that affect Children: National Policy for Children, 1974 - National Charter on Children, 2003 - Child protection policy 2018. Trafficking of person (Prevention, Protection & Rehabilitation) Bill, 2018 **(9L)**

**UNIT III: Children in India**

Situational analysis of vulnerable children in India: Street Children, Child Labor, Trafficked & abused children, Children in conflict with law, Children affected by emergencies and disaster, Children affected by HIV/AIDS & Substance Abuse, Children of families at risk Orphaned abandoned & destitute, Differently abled children- Children of Prisoners- Child Pornography - pedophilias – Tech addiction- Female feticide- Female infanticide- Child marriage- Early marriage Child Prostitution, Dealing with Disaster and emergencies. (**14L)**

**UNIT IV: Child Abuse and Violence**

Understanding child abuse & its impact - Identifying symptoms of abuse - Legal and psychosocial support - Preventive strategies -Trafficking & exploitation of Children: Understanding trafficking and exploitation- forms & purposes - Strategies and intervention on trafficking and exploitation of children (Accessing services) - Rescue, rehabilitation and re-integration - Roles & responsibilities of care givers.

### (9L)

**UNIT V: Role of Civil Society**

Groups in Protection of Child Rights and Implementation of Child Protection Laws CJS - Law making, Police, Judiciary and Corrections. PIL - Public hearing – Consultations, Research and advocacy – Shadow Report- Universal Periodic Review Process- Awareness generation Campaigns- Right to Education - Sarva Shiksha Abhiyan (SSA) – Child Victim protection- Child care institutions - monitoring mechanisms and interventions.

### (9L)

**Total: 45L**

**Recommended Readings**

Bhattacharya, Sunil K, 2000, Juvenile Justice - an Indian scenario, Regency Publications, New Delhi.

Bynum, Jack E & Thompson, William E, 1999, Juvenile Delinquency - a Sociological approach, 4th edition, Allyn and Bawn Publications,

Champion, Dean J, 1992, The Juvenile Justice System-Delinquency, Processing and the Law, 2nd edition, Prentice Hall, New Jersey.

Gupta M.C., Chockalingam K., and Jayatilak Guha Roy (2001), *Child Victims of Crime- Problems and Perspectives*. Gyan Publishing House, New Delhi.

Hawkins, David J, 1996, Delinquency and Crime- Current theories, Cambridge Univ. Press, Juvenile Justice (Care and Protection of children) Act 2000

Kratcoski, Peter C & Kratcoshi, Dunn Lucilli, 1996, Juvenile Delinquency, 4th edition, Prentice Hall, New Jersey.

Mishra, B.N. Ashish, 1991, Juvenile Delinquency and Justice System, Publishing House, New Delhi

Rolf Loeber, David P Farrington, 2001, Child Delinquents (Development, intervention and service needs), Sage Publications, New Delhi.

Sarkar, Chandana, 1987, Juvenile delinquency in India : An etiological analysis, Daya Publishing House, Delhi.

Sharma, Bharti, 1990, Juvenile Delinquency and their Social Culture, Uppal Publishing House, New Delhi UN conventions on the Right of the Child.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | ***High*** | ***Low*** | ***Medium*** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 2** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** | ***Low*** | ***High*** | ***Medium*** | ***High*** |
| **CO 3** | ***High*** | ***High*** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***Medium*** | ***High*** | ***High*** |
| **CO 4** | ***Low*** | ***Medium*** | ***Low*** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 5** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **Correlation Levels: *Low Med. High*** | | | | | | | | |  |

**Low = 4/45 = 8.88% Medium = 8/45 = 13.33% High =33/45 = 73.33%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***High*** |
| **CO2** | ***High*** | ***High*** | ***High*** | ***High*** | ***Low*** |
| **CO3** | ***High*** | ***High*** | ***High*** | ***Medium*** | ***High*** |
| **CO4** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO5** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** |
| Correlation Levels: *Low Medium High* | | | | | |

**Low = 1/25 =4% Medium = 3/25 = 12% High = 21/25 = 84%**

### III SEMESTER

**Paper: 13 CRIME PREVENTION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Elective** | **Crime Prevention** | **3** | **0** | **3** | **3** |
| Prerequisites | **Knowledge of forms of Crime** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are*

* + *To create a platform for sustainable community safety through*
  + *the dissemination of suitable crime awareness and prevention*
  + *To create and maintain a platform where researchers, criminologists, and criminal justice experts can access latest and reliable information about crime in India and beyond and press to extend a lasting solution to it.*
  + *To educate individuals and groups on matters of security and crime awareness and prevention through the mass media and any other organized events.*
  + *Explore to various types of extension activities*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Understand the basics of Crime prevention | **K1, K3, K6** |
| **CO2** | Appreciate forms of Crime prevention | **K1, K2, K3** |
| **CO3** | Learn forms of Crime Prevention | **K4, K5, K6** |
| **CO4** | Use of Crime prevention in industries | **K4, K5** |
| **CO5** | Apply knowledge in field | **K4, K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**UNIT I: Basics of Crime Prevention**

History of crime prevention. Definition and Scope of crime prevention- key concepts - Recidivism- Fear of crime. Crime prevention: Henry fielding methods, Fear of Crime and Sense of feeling secured. Contributions of Jeffery, Akers, Clarke, Brantingham, Faust and Newman. Conceptual Model of Crime Prevention. Defensible space. Role of educational Institutions, NGOs, and Media in crime Prevention.

### (10L)

**UNIT II: Forms of Crime Prevention**

Contemporary Crime Prevention Methods- GIS- Hot spots, Crime Pattern and Analysis, GPS use in crime prevention, Primary prevention, Secondary prevention and Tertiary Prevention.

### (8L)

**UNIT III: Recent Forms of Crime Prevention**

Community, Social, Situational Crime Prevention, Crime Prevention Though Environmental Design (CPTED) and Hybrid. Clark’s 25 Crime Prevention Techniques, Role play and Debriefing. **(9L)**

**UNIT IV: Crime prevention techniques**

Methods: Punitive, defense, intervention, mechanical, mass, clinical, group relations’ -Crime Prevention Through Environmental Design (CPTED) - Reducing first offenders and

recidivism - Situational crime prevention- Role of Boys Clubs - Community / Neighbourhood Watch - Delinquency prevention -Role of NGOs in crime prevention- Prevention of Crime and Victim Care (PCVC). **(9L)**

**UNIT V: Application of Crime Prevention Using Technology**

Application of Crime prevention- Industrial security - Corporate Security – Loss prevention - Problem oriented Policing- Community Oriented Policing- Technical gadgets like CCTV Specific deterrence: Electronic monitoring/ home confinement Reporting – Defensible Space Role of NGO's in crime prevention. **(9L)**

**Total: 45L**

**Recommended Readings**

Attar Chand (1988). Terrorism: Political Violence and Security of Nations, Gian Publishing House, New Delhi.

Bologna, Jack (1984). Corporate Fraud, Butter worth Publishers Gandhirajan, CK (2004). Organised crime, AP H Publishing Corporation Ghosh, S K (1991). Indian Mafia, Ashish Publishing House, New Delhi.

Surrey, S. (1992). Combating Computer Crime: Prevention, Detection and Investigation.

Mc Graw Hills Inc New York.

Mishra, Girish (1998). White-collar Crimes, Gyan Publishing House, New Delhi Nair, P M (2002). Combating Organized crime, Konark Publishers, New Delhi Sachdeva, Updesh Singh (1987). Frauds & Bankers, UDH Publishing House

Sain, Bhim, (1991). Drug Addiction Alcoholism, Smoking Obscenity and its Impact on Crimes, Terrorism and Social Security, Mittal Publications, New Delhi.

Singh B.V. (1993). Communal Violence, Rawat Publications New Delhi.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***Low*** |
| **CO 2** | ***High*** | ***High*** | ***High*** | ***High*** | ***Low*** | ***High*** | ***High*** | ***Medium*** | ***High*** |
| **CO 3** | ***High*** | ***High*** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 4** | ***Low*** | ***High*** | ***High*** | ***High*** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***High*** |
| **CO 5** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***Low*** |
| **Correlation Levels: *Low Medium High*** | | | | | | | | |  |

**Low = 4/45 = 8.8% Medium = 4/45 = 8.88% High =37/45 = 82.22%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO2** | ***High*** | ***High*** | ***High*** | ***Medium*** | ***High*** |
| **CO3** | ***High*** | ***High*** | ***High*** | ***High*** | ***Low*** |
| **CO4** | ***High*** | ***High*** | ***Medium*** | ***High*** | ***High*** |
| **CO5** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***Low*** |
| Correlation Levels: *Low Medium High* | | | | | |

**Low = 2/25 =8.14% Medium = 4/25 = 16% High = 19/25 = 76%**

### III SEMESTER

**Paper 14. Supportive Course (NPTEL/ SWAYAM)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core/Supportive/ED**  **OC** | **Supportive Course (NPTEL/**  **SWAYAM)** | **3** | **0** | **3** | **3** |
| **Prerequisites** | **Depends on the course chosen by the**  **student** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Note: The Course will be chosen by the students as per availability of courses in NPTEL/SWAYAM portal**

### III SEMESTER

**15. MAJOR PROJECT - DISSERTATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core/Practical’s** | **Major Project - Dissertation** | **2** | **0** | **4** | **15** |
| **Prerequisites** | **Knowledge of Research** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are*

* + *To expose the students to the steps involved in criminological research.*
  + *To make the students to understand basic statistical methods*
  + *To make the students to collect, collate and interpret data and make inferences using statistical analysis*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Practical Experience in Conductive research | **K2, K3** |
| **CO2** | To conduct Applied Research | **K1, K2** |
| **CO3** | Exposure to Sampling & Statistical Usage | **K4, K5, K6** |
| **CO4** | Construct Tool for data collection | **K4** |
| **CO5** | Learning Reference of Technical Report writing | **K5** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

1. All the students are expected to take this paper compulsorily. The objective of this paper is to provide opportunity for the students to make use of their knowledge regarding the various steps involved in conducting a research project under the supervision of a guide.
2. The faculty at various stages of research will assist the students. The students

will be encouraged to select their research problems relevant to the field of Criminology and Criminal justice.

1. The completion of the research project by the students under the supervision of the faculty would provide with sufficient training to take up research related assignments in governmental and voluntary organizations within India and abroad.
2. **Publication.** In order to expose the students- future teachers in criminology- to nuances and practicalities of publishing, the student shall publish an article based on this dissertation, in consultation, with his/her supervisor, for the completion of the course. The publication shall be made in UGC care listed journal or in a journal with an ISSN number or in an edited book with ISBN number in the above-mentioned priority. These options are provided to the students, as there are only limited journals in the UGC care list, exclusively for criminology.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 2** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 3** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 4** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***Medium*** | ***High*** |
| **CO 5** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **Correlation Levels: *Low Med. High*** | | | | | | | | |  |

**Low = 0% Medium = 2/45 = 4.44% High =43/45 = 95.55% Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO2** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO3** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO4** | ***High*** | ***High*** | ***High*** | ***High*** | ***Medium*** |
| **CO5** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| Correlation Levels: *Low Medium High* | | | | | |

**Low = 0% Medium = 2/25 = 8% High = 23/25 = 92%**

### IV SEMESTER

**I**V **SEMESTER PAPER 16. VICTIMOLOGY AND VICTIM ASSISTANCE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | | **Victimology and Victim Assistance** | **4** | **0** | **4** | **4** |
| **Pre requisites** | | **An understanding of crime and its victims** | **Syllabus**  **Version** | | **2022~~-~~**  **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* + *To expose the students to the dynamics of victim offender relationship*
  + *To expose the students to the international instruments related to victims*
  + *To make the students understand assistance offenders to victims and abuse of crime.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO**  **No.** | **Course Outcome** | **Cognitive**  **Levels** |
| **CO1** | To Development of Victimology and understand the concept of  national & international concern of Victim of Crime | **K3, K2, K4,**  **K5** |
| **CO2** | Understand and Development of Victim & movement and Victim  advocacy | **K2, K3, K6** |
| **CO3** | Understand the Victims of national crime and prevention of Crimes | **K2, K4, K5** |
| **CO4** | Understand the criminal justice for them and creating awareness among the CJP & Public on Victimization | **K2, K6, K5** |
| **CO5** | Understand and development of Victim support services to the crime  Victims | **K2, K3, K5** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**UNIT I: Basics of Victimology**

Victimology: Basic Concepts - Historical development of Victimology. Meaning and Definition of victim. National and International concern for victims of crime – UN Amnesty International - UN Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power, 1985. Handbook of Justice for Victims, 1998. Guide for Policy Makers, 1998. USA - Patterns of Criminal Victimization - Role of victims in Criminal Occurrence, Victim – Offender relationship. Impact of Victimization– Physical and financial impact, Clinical Victimology, Therapeutic Jurisprudence, Positive Victimology, Critical Victimology. **(12L)**

**UNIT II: Perspectives on Victimization**

Criminological perspectives: repeat victimization, routine activities, lifestyle exposure, fear of crime, victimization surveys including cost of crime. Psychological perspectives: Effects of crime on victims (including PTSD, resilience, posttraumatic growth and anger) and the way victims are viewed. Legal perspectives: Rights of the Crime Victims – Victim in the criminal Justice System, Need and Significance of Victim oriented Justice System. Sociological perspectives: analysis of social reaction to crime and victimization over the Ages, the importance of feminist and critical theory and the development of the victim Movement and victim advocacy. **(12L)**

**UNIT III**: **Individual and Mass victimization**

Victims of traditional crime. Women victims - Dowry, battered women, Rape and other kinds of Sexual harassment - Child abuse. Cyber Crime Victimization of Women and Children. Trafficking in women and children. Victims of abuse of power, Genocide, Crimes against humanity, Internally Displaced persons, Victims of War - Child Soldiers, Refugees. **(12L)**

**UNIT -IV**: **Criminal Justice System and Victims**

CJS and victim relationship: Collaborator or evidence - Victim & Police: Lodging of FIR & recording of statement - Deposition & cross-examination in courts. – Secondary Victimization by the criminal justice system and the society– Role of judiciary in Justice for victims. Types of assistance. Offender Restitution Programs - Victim Witness Programs – Crisis Intervention – Victim Advocacy – Introduction to Restorative Justice and Principles of Restorative Justice – Victim compensation and restitution. Compensation for victims of crime: Indian Scenario. Advantages and disadvantages of Criminal Justice – based victim support schemes- All Women Police Stations -. Role of NGOs and Professional associations, ISV, WSV, Child Line, One Stop Shop and National Organization for Victim Assistance (NOVA).

**Recommended Readings**

### (12L)

**Total: 60L**

Chockalingam, K. (1985). *Readings in Victimology*, Raviraj Publications, Chennai.

Fattah, E.A. ( 1991). *Understanding Criminal Victimization*, Scarborough, Ont.: Prentice Hall Canada.

Gottfredson, M. R. ( 1984). *Victims Of Crime: The Dimensions Of Risk*, Home Office Research and Planning UNIT, Report No. 81, London: HMSO.

Gupta M.C., Chockalingam K., and Jayatilak Guha Roy 2(001). *Child Victims of Crime- Problems and Perspectives*. Gyan Publishing House, New Delhi.

Karmen, A. (1990). *Crime Victims: An Introduction To Victimology*, (2nd Edition).

Montery, Ca: Brooks/Cole.

Madhava Soma Sundaram, P., Jaishankar, K., & Ramdoss, S. (2008). *Crime Victims and Justice: An Introduction to Restorative Principles*. New Delhi: Serials Publications.

Mawby, R.I. And Gill, M.L. ( 1987). *Crime Victims: Needs, Services And The Voluntary Sector*, London: Tavistock.

Rajan, V.N. (1981). Victimology in India. Allied Publishers Pvt Ltd., New Delhi

Ronel, N., Jaishankar, K., & Bensimon, M. (2008). Trends and Issues in Victimology*.* New Haven, UK: Cambridge Scholars Publishing.

Shapland, J., Willmore, J. And Duff, P. ( 1985). *Victims In The Criminal Justice System*, London: Gower.

Shekhar .B. (2015). Toward A Victim Justice System – A New Vision of Justice for Crime Victims. University Publication, Manonmaniam Sundaranar University, Tirunelveli. Tamil Nadu.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **High** | **Low** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 2** | **High** | **High** | **High** | **Medium** | **High** | **High** | **High** | **High** | **High** |
| **CO 3** | **High** | **High** | **Low** | **High** | **High** | **High** | **High** | **High** | **High** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO 4** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 5** | **High** | **Medium** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **Correlation Levels: *Low Med. High*** | | | | | | | | |  |

**Low = 5/45 = 11.90% Medium = 8/45 = 19.05% High = 28/45 = 66.67%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **Low** | **High** | **High** | **High** | **High** |
| **CO2** | **High** | **High** | **High** | **Medium** | **High** |
| **CO3** | **High** | **High** | **Low** | **High** | **High** |
| **CO4** | **High** | **High** | **High** | **High** | **High** |
| **CO5** | **High** | **Medium** | **High** | **High** | **High** |
| Correlation Levels: *Low Medium High* | | | | | |

**Low = 3/25 = 7.14% Medium = 10/25 = 23.81% High = 29/25 = 69.05%**

**IV SEMESTER Paper 17. FORENSIC SCIENCE AND FORENSIC MEDICINE (E-PG Pathshala)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | | **Forensic Science and Forensic Medicine** (E-Pathshala) | **4** | **4** | **0** | **4** |
| **Prerequisites** | | **A basic understanding of science and**  **its application crime and related concepts** |  | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are*

* + *To understand the application of the science in medicine and crime.*
  + *To understanding of the basic sciences relevance to criminal justice aid.*
  + *To identify social, economic, environmental, biological and emotional determinants of health in a given case, and take them into account while planning therapeutic, rehabilitative, preventive and primitive measure/strategies.*
  + *To demonstrate empathy and humane approach towards patients and their families and exhibit interpersonal behaviour in accordance with the societal norms and expectations.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Understand the development of Forensic Science and its significance to human society | **K2, K3, K4, K5** |

|  |  |  |
| --- | --- | --- |
| **CO2** | Analyse and Classification of Physical Evidence and its  significance | **K4, K5, K3** |
| **CO3** | Able to interpret the importance of identification, and  Documents proof | **K3, K4, K5** |
| **CO4** | Fundamental of medicine to establish the faces for the  criminal cases, because such investigations are helpful during the time of suspicious death. | **K2, K4, K5** |
| **CO5** | Constructing a dynamic personality in students that convey a towards their employment in F.S. department | **K3, K4, K5** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**UNIT –I Forensic Science**

Forensic Science-definition, history, development and scope. Principles and Methods of Forensic Science. State and Central Forensic Science Laboratories. Mobile Forensic Science Laboratory. Criminalistics – Methodology and techniques. Use of rays. Counterfeit Coins and Currency notes. Scene of Crime: General crime scene procedure – notes of observation, photography, sketching. Questioned documents-writing materials, general and individual characteristics, Principles of handwriting identification of hand writing and type written scripts, Forgery cases. Ballistics. **(12L)**

**Unit –II Physical Evidence**

Classification of physical evidence – class and individual characteristics. Identification and individualization of physical evidence. Locard’s Principle of exchange Varieties of trace evidence – Pollens, fibers, metal fragments, Paint, Soil, glass particles, dust and airborne particles etc., their significance. Footwear impressions: Tyre marks, skid marks – tool marks and their significance. **(10L)**

**UNIT -III: Personal Identification**

Finger Prints-history, development, patterns, ridge characteristics, primary and single digit classification, counting and importance. Developing, Lifting, Foot prints comparison and identification development, lifting and comparison of Track prints-walking picture, surface and sunken footprints. Track marks, skid marks, development lifting and comparison. The study of blood, semen etc. body fluids. Blood tests, Inheritance of blood groups. Structure and Identification of Human Hair-structure and Animal Fiber. Identification – Data, Race, Sex, Age, Stature – Scars, Tattoo Marks-Anthropometry and Dactylography- Prints, hairs and other fibers - Medico legal importance of Age. **(13L)**

**UNIT -IV: Forensic Medicine**

Forensic Medicine - Definition, nature and scope. Inquests. Medico Legal documents- Evidences- Dying declarations- Identification of dead and living persons. Medico-legal autopsy. Infamous conduct –Professional Secrecy-Malpractice Negligence – consent – Euthanasia. Examination of decomposed and mutilated bodies. Superimposition and other methods of reconstruction. Death, types, modes and signs. Death-medico-legal importance. Medico-legal aspect of violent deaths. Post mortem changes: Immediate,

Early and Late changes after death. Preservation of bodies- Presumption of death- Exhumation. Toxicology. (**14L)**

**UNIT -V: Injuries and Sex related issues**

Wounds and injuries. Definitions- Mechanical Injuries: abrasions, contusions, Lacerations, Incisions, Cut Wounds, Punctured wounds, Thermal Injuries, Electrical Injuries, Fire Arm and blast injuries – Asphyxial death: Hanging, Strangulation, Smothering, Gagging, Choking, Dry and wet Drowning – Battered baby syndrome – Methods of torture. Sex related issues: Potency- Sterility- virginity- Artificial insemination and test tube babies- Pregnancy, Signs of recent and remote pregnancy, Superfoetation, Superfecundation, Pseudocyesis, Surrogate mother, disputed paternity and maternity. Abortion, Delivery and Infanticide. Sexual offences: Natural, Unnatural and perversions. **(11L)**

**Total: 60 L**

**Recommended Readings**

Apurba Nandy (2002). Principles of Forensic Medicine. APC Publications, New Delhi Bann Polson C.J., Knight Bernard, Essentials of Forensic medicine

Barry A.J. Fisher., (2000) Techniques of Crime Scene Investigation, 6th Edition, CRC Press, New York

Basu S.C., Handbook of Forensic Medicine and Toxicology

Brian H. Kaye (2995) Science and the Detective, VCH, Weinbeim, Federal Eaglewood Cliffs, New Jersey, 2001.

Camps F.E, Gradwohl’s Legal medicine Criminalistics, McGraw Hill Book Company, NewYork.

Narayana Reddy (1981). Introduction to Forensic Medicine and Toxicology. Calcutta. Peter R. De Forest et.al (1983) Forensic Science: An introduction to

Peter White (Ed.,) (1998) Crime Scene to Court – The essentials of Forensic Science, The Royal Society of Chemistry, UK.

Saferstein R., (2001) Criminalistics: An introduction to Forensic Science, Prentice Hall,Republic of Germany.

William G. Eckert., (1997) Introduction to Forensic Sciences, CRC press New York.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 2** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 3** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 4** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO 5** | ***High*** | ***High*** | ***High*** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **Correlation Levels: *Low Med. High*** | | | | | | | | |  |

**Low = 0% Medium = 2/45 = 4.44% High =43/45 = 95.55% Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |
| **CO2** | ***High*** | ***Medium*** | ***High*** | ***High*** | ***High*** |
| **CO3** | ***High*** | ***High*** | ***Medium*** | ***High*** | ***High*** |
| **CO4** | ***High*** | ***High*** | ***Low*** | ***High*** | ***High*** |
| **CO5** | ***High*** | ***High*** | ***High*** | ***High*** | ***High*** |

Correlation Levels: *Low Medium High*

**Low = 0% Medium = 2/25 = 8% High = 23/25 = 92%**

### IV SEMESTER

**Paper 18. COUNSELING AND GUIDANCE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Elective** | | **Counseling and Guidance** | **3** | **0** | **3** | **3** |
| **Prerequisites** | | **An understanding of basic psychology** |  | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* + - *This Subject Comprises of Two parts, Theory & Practical’s*
    - *To develop willingness for choices and changes to face needchallenges*
    - *To minimize the mismatching between education and employment and help in the efficient use of manpower and motivate the youth for self-employment*
    - *To identify and motivate the students from weaker sections of society and help the students in their period of turmoil and confusion*
    - *To ensure the proper utilization of time spent outside the classrooms and help in tackling problems arising out of student explosion.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive**  **Levels** |
| **CO1** | Understand the importance of Guidance services in terms of  contemporary process | **K2, K3, K5** |
| **CO2** | Understand the necessity of guidance services in educational environment | **K2, K3, K4** |
| **CO3** | Explain the various guidance, counseling and legislation in  terms of applications | **K3, K4, K5** |
| **CO4** | Understanding the emotional and Guidelines of canceller | **K2, K3, K4,K5** |
| **CO5** | understand the components of effective counseling in the  theorems of offenses and Victims | **K2, K4, K5** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**Part- I**

**UNIT I: Guidance**

Meaning and definition of guidance, aims and importance of guidance, basic principles of guidance, group guidance - Psychological bases of guidance: Intelligence aptitude, interest,

personality Organization of guidance services, follow up services in guidance evaluation of guidance services. **(6L)**

**UNIT II: Counselling**

Introduction to Counselling: Meaning, Definition, Need and Importance of counselling and professional ethics in counselling. Basic Principles of Counselling: Participation, Individualization, Confidentiality, communication, acceptance, self-confidence, self- awareness and other principles governing the counselling relationship, Self-improvement: highly dynamic-management of sensitive information, building community partnership, case management. **(6L)**

**UNIT III: Types of Counselling**

Types of Counselling- Individual, Group & Family Counselling, Counselling process, Interview and its significance in counselling - Use of observation in counselling and understanding of emotions in counselling. Qualities of a Counsellor.

### (6L)

**UNIT IV: Techniques**

Techniques of group counseling, strategies and structure - barriers to effective counselling sessions; counselling evaluation. **(6L)**

**UNIT V: Components**

Components of effective Counselling: Personality of the counsellor's skills - Role and functions of the counsellor in schools, industries, family, hospital & rehabilitation institution. Effectiveness of counselling and guidance in the treatment of offenders and victims**. (6L)**

**Part II COUNSELLING PRACTICAL’S (HANDS ON TRAINING)**

* + - The student will be attached with an NGO which provides counseling to victims/others.
    - The students are expected to involve for a week-long field work and present the report in the form of a practical record at the meeting of the Human Rights Forum and the students will be assessed for the practicals by the course teachers.

### (15L)

**Total: 45 L**

**Note: This subject has TWO parts. Part I comprises of theory portion with 50 Marks, Continuous Assessment 25 Marks and Part II comprises of a practical with 25 marks**

**Recommended Readings**

Bordin, E.S. Psychological counseling IInd Editor, McGraw Hill, 1968

Charles J.O. Leary, Counselling couples and Families - A person centred Approach, Sage Publications, New Delhi 1999.

Colin Feltham, Controversies in psychotherapy and counselling, Sage Publications, New Delhi, 1999.

Don C. Locke, Jane, E. Mayers, Edwin L. Hess, The Hand Book of Couselling, Sage Publications, International Educational & Professional Publishers, New Delhi, 2001.

Humphereys,H.A. and Traxler,Q.E.: Guidance Services, Science Research Associates, Chicago, 1954

Jones, A.J.: Principles of Guidance, sixth ed., McGraw Hill, New York, 1970 Keith Tudor, Group Counselling, Sage Publications, New Delhi, 1999.

Rao, S.N.: Counselling Psychology Tata McGraw Hill, New Delhi, 1992

Richard Nelson - Jones, Introduction to Counselling skills Text and Activities, Sage Publications, New Delhi, 2000.

Tara Chand Sharma, Modern Methods of Guidance and Counselling. Sarup & Sons, New Delhi, 2002.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **low** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 2** | **High** | **Medium** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 3** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 4** | **High** | **High** | **High** | **Medium** | **High** | **High** | **High** | **High** | **High** |
| **CO 5** | **High** | **High** | **High** | **High** | **Medium** | **High** | **High** | **High** | **High** |
| **Correlation Levels: *Low Med. High*** | | | | | | | | |  |

**Low = 5/45 = 11.90% Medium = 8/45 = 19.05% High = 28/45 = 66.67%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **Low** | **High** | **High** | **High** | **High** |
| **CO2** | **High** | **Medium** | **High** | **High** | **High** |
| **CO3** | **High** | **High** | **High** | **High** | **High** |
| **CO4** | **High** | **High** | **High** | **Low** | **High** |
| **CO5** | **High** | **High** | **High** | **High** | **Medium** |
| Correlation Levels: *Low Medium High* | | | | | |

**Low = 3/25 = 7.14% Medium = 10/25 = 23.81% High = 29/25 = 69.05%**

**IV SEMESTER Paper 19. PRIVATE DETECTIVE AND SECURITY MANAGEMENT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Elective** | | **Private Detective and Security Management** | **3** | **0** | **3** | **3** |
| **Prerequisites** | | **A basic understanding of crime, crime prevention and crime detection** |  | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* *This Subject Comprises of Two parts, Theory & Practical’s*
* *To expose the students to the various types of physical and dynamic security*
* *To make the students to understand the private investigation process and protocols.*
* *To make the students analysis the situation and setup a security/Investigation frame work.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive Levels** |
| **CO1** | Understand the frame works of security concept and  applications to development of physical security operations | **K1 K2** |
| **CO2** | Making understand the basics of industrial espionage and monitoring and protection | **K2 K3 K5** |
| **CO3** | Understand the potential security system and concept of security professionalism | **K2 K3 K5** |
| **CO4** | Describe the various types of private investigation, improve  the knowledge of private investigation | **K6** |
| **CO5** | Understand the electronic services to the investigation | **K4 K5 K6** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**Part I**

**UNIT I: Physical Security**

Security: Framework of Security – Divisions of Security - The historical, philosophical and legal basis of security: Ancient Period, Anglo Saxon, Norman Period, Period of ward and watch, Modern Period. The American and British Development. Developments in India. Physical Security Process: Factors influencing physical security process, Security Areas: Exclusion Area, Limited Area and Control Area. Barrier Systems – Physical Security Barriers: Natural Barriers, Structural Barriers, Human Barriers, Animal Barriers and Energy Barriers. Security devices: Alarm devices, CCTV. **(6L)**

**UNIT II: Preventive measures**

Theft, Pilferage and preventive measures – Cash Escort in Road - Dealing with critical situations: Sabotage, Subversion, Strike, Lockout, Layoff, Closure, Hold ups and Ghereo. Emergency measures during Lock out or wildcat strike - Industrial Espionage and Counter Espionage measures. **(6L)**

**UNIT III: Security systems**

Interrogation, Investigation and taking of statements - Liaison with local police- employees participation in Industrial security – Fire Protection Scheme - The industrial Employment (Standing Orders) Act, 1946 – Use of Dogs in Industrial Security – Specific Security systems: Hotel Security, Hospital security, Product security, Event Security and Personal security. Duties of Security Staff: Chief Security Officer, Security Officer, Assistant Security Officer, Security supervisor and Security guards. The concept of professionalism. Morale and Discipline of Security Personnel. Training and Education of Security Personnel. Importance of Registers maintained by Security personnel. Security Survey, Plan and Audit. **(6L)**

**UNIT IV: Basics of Private Detection**

Types of Investigation: Undercover Operations – Surveillance: Purpose, Pre-surveillance Conference, Cover and overt Surveillance, Automobile Surveillance, Foot Surveillance, Team Surveillance – Corporate Intelligence – Pre-employment verification, Post employee verification -White Collar crime investigation – Economic offences investigation: Commercial frauds, false representation, fake balance false accounting, bank frauds. Pre and Post Marital Investigation – Land Dispute investigation - Student Investigation, Kidnapping and abduction investigation – missing person investigation – Traffic accident investigation. **(6L)**

**UNIT V: Tools for Investigation**

Audio recording devices – Video recording devices – Photo camera: Specifications of the Camera – Ordinary and Digital camera - Binoculars and Telescope -Microscope – IV and UV Spectroscope – Night Vision Devises – Lie Detector (Polygraph): Principles, limitations and applications. Difference between interrogation and Interview – Uses of Interviews and Interrogations – Types of witnesses – Value of expert evidence – Interviewing the witness: On-scene interview, formal interview, group interview – Interrogation of suspects – Different types of suspects - Place of interrogation – Approaches in Interrogation: Direct, Sympathetic, Logical, Indirect and Psychological.

### (6L)

**Part II- Security Management and Private Detective- Hands on Training**

* + *The student will be attached with an industrial setup or educational institutions and involve in the security assessment management of the institutions.*
  + *The students are expected to involve for a week- l o n g field work and provide a comprehensive security assessment plan to the organization in which he/she is attached.*
  + *The work and the security plan should be presented as a report in the form of a practical record and the students will be assessed for the practicals by the teachers.* **(15L)**

**Total: 45L**

**Note 1: This subject has TWO parts. Part I comprises of theory portion with**

**50 Marks, Continuous Assessment 25 Marks and Part II comprises of a practical with 25 marks.**

**Recommended Readings**

Angela Woodhull (2002) Private Investigation: Strategies and Techniques, Texas:

Banerjee S.R. and K.M. Das (1981). Modern Industrial Security, Firma KLM Private Bill

Chaturvedi, T.N., (1991). Indian Banking: Crime and Security in Indian Banks, New Copeland (2001) Private Investigation: How to be successful, absolutely zero loss Delhi: Aashish Publishing House.

Douglas Cruise (2002) The Business of Private Investigations, Texas: Thomas

Halder, D. (1991). Industrial Security in India. New Delhi: Ashish Publishing House.

Inc.

Institute of Intelligence and Investigation, Eagle’s Eye Detective Agency, Chennai. Investigative Publications Limited, Calcutta. Publishing House, Bombay.

Rajaram (1993) Bank Security: A Branch Manager’s Handbook, Himalaya

Ranjit Sen Gupta (1994) Management of Internal Security, Lancer Publishers, New Delhi.

Rosy J. Methahon (2000) Practical Handbook for private Investigations, CRC Press.

Thomas Investigative Publications.

W. John George Moses (2004). Materials for Diploma in Private Investigation.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **Medium** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 2** | **High** | **High** | **Medium** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 3** | **High** | **High** | **Low** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 4** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 5** | **High** | **Low** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **Correlation Levels: *Low Med. High*** | | | | | | | | |  |

**Low = 2/45 = 4.44% Medium = 2/45 = 4.44% High = 41/45 = 91.11%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **Medium** | **High** | **High** | **High** | **High** |
| **CO2** | **High** | **Low** | **High** | **High** | **High** |
| **CO3** | **High** | **High** | **High** | **High** | **High** |
| **CO4** | **High** | **High** | **High** | **Low** | **High** |
| **CO5** | **High** | **High** | **High** | **High** | **High** |
| Correlation Levels: *Low Medium High* | | | | | |

**Low = 2/25 = 8.00% Medium = 1/25 = 4.00% High = 22/25 = 88.0**

### IV SEMESTER

**Paper 20 A. CRIME REPORTING AND INVESTIGATIVE JOURNALISM**

**(in lieu of Outdoor Training)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Elective** | | **Crime Reporting and Investigative**  **Journalism** | **3** | **0** | **3** | **3** |
| **Prerequisites** | | **Reasonably good physique and**  **stamina** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are*

* *This Subject Comprises of Two parts, Theory & Practical’s*
* *To understand and learned Crime reporting for vulnerable group*
* *To describe the importance of reporting in a newspaper and enumerate various types of reporting Objectives, interpretative, investigative and crime and explain the procedure of reporting.*
* *To describe the qualities of reporters and their reports.*

**Course Outcomes (COs):**

At the end of this course of study, the student will be able to

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcome** | **Cognitive**  **Levels** |
| **CO1** | Understand and learn crime reporting for  vulnerable group | **K2, K3 & K4** |
| **CO2** | Understand the concept of journalism and techniques | **K2, K4, K5** |
| **CO3** | Understand from images of crime & Justice vary across  different forms of media | **K2, K4, & K6** |
| **CO4** | Determine from media coverage various across different types  of crime | **K3, K4, K5** |
| **CO5** | Understand the investigative reporting and establishment of  investigation | **K2, K3, K5** |
| **K1**: *Remember* **K2**: *Understand* **K3**: *Apply* **K4**: *Analyze* **K5**: *Evaluate* **K6**: *Create* | | |

**Course Outline:**

**Part 1:**

**UNIT I: Introduction to Journalism**

Meaning of journalism, definitions of journalism, concept of news, definition of news, types of news, elements of news, collection of facts, selection of news, concept of reporting, types of reporting, reporting skills, intro and body, reporting techniques for different media. **(6L)**

**UNIT II: Fundamentals in Covering News**

Covering news beat, political reporting, reporting of governments and ministries, reporting parliamentary-state assembly, reporting sports and business, courts and crime, reporting accidents, death and calamities, science, technology and agriculture, social issues, investigative reporting, development reporting, reporting with new technologies. Developing enterprise stories: Looking for the big picture – trends in sentences and crimes, juvenile delinquency or sexual violence, as court dramas. Brainstorming on enterprise stories: Research stories, obstacles in preparing stories related to secrecy related to juveniles and sexual violence. **(6L)**

**UNIT III: Issues in Crime Coverage**

Reporting fairly and accurately, “newsworthiness” in regard to a criminal or civil case, good sources for each newsworthy event, and the potential obstacles and ethical dilemmas. Pretrial publicity – Example of Dominique Strauss-Kahn Case and Indian Cases like Jessica Lal Case, Tandoor murder case, Priyadharshini Mattoo Case, Mumbai Terrorist Attack. Coverage and Cultural Insensitivity. Cultural and structural differences of understanding crime reported in different countries. Crime reporting Effects on journalists: Secondary Traumatization. Ethics of crime reporting. Sensationalism and Sensitivity in reporting. Reality vs movies on crime cases. **(6L)**

**UNIT IV: Issues in Criminal Justice Coverage**

The right to cover criminal cases: Press and its constitutional right to report on criminal trials and use cameras in courtrooms. “Nuts and bolts” of coverage issues for criminal cases and trials. Reporting Juvenile justice issues, Sexual Violence and Death Penalty.

### (6L)

**UNIT V: Investigative Reporting**

Investigative Reporting: Exposing abuse, corruption and criminal activities in all fields of public life – Governments, Companies and Criminals. Basic principles in Investigative Reporting: News value, keeping eyes and ears open, Getting the facts, Fitting the facts together, Checking the facts, Gathering Evidence, Confidential sources, Facing Threats, and Working within the law. Case Studies: Watergate and Harshad Mehta case. Qualities of Good investigative reporter: Tenacity, ability to spot news and carry it to its logical end, commitment to the best traditions in journalism (Patience, painstaking, hard work). Sting operations. Difference of investigative reporting and yellow journalism. Role of investigative journalism in bringing about changes in the establishment. Limitations in India. **(6L)**

**Part II: Crime Reporting Practical’s**

* The student will be attached with a Print News media organization or Visual media organization (Television). The student will involve in some basic crime reporting and will also analyze the previously published crime reports.
* The students are expected to involve for a week- lo ng field work and present the report in the form of a practical record and the students will be assessed for the practical’s by the teachers.

### (15L)

**Total: 45L**

**Note: This subject has TWO parts. Part I comprises of theory portion with 50 Marks, Continuous Assessment 25 Marks and Part II comprises of a practical with 25 marks**

**Recommended Readings**

Alexander, S.L. Covering the Courts: A Handbook for Journalists, 2nd ed., Lanham, Md.: Rowman & Littlefield, 2003.

Kendall Coffey, Spinning the Law: Trying Cases in the Court of Public Opinion, Amherst, N.Y.: Prometheus Books, 2010.

Lloyd Chiasson, ed., The Press on Trial: Crimes and Trials as Media Events, Santa Barbara, Calif.: Praeger Books, 1997.

Lyle W. Denniston, The Reporter and the Law: Techniques of Covering the Courts, New York: Columbia University Press, 1992.

Matthew D. Bunker, Justice and the Media: Reconciling Fair Trials and a Free Press, Mahwah, N.J.: Laurence Erlbaum Associates, 1996.

Robert Snyder and Robert Giles, Covering the Courts: Free Press, Fair Trials, and Journalistic Performance, Piscataway, N.J.: Transaction Publishers, 1999.

Shekhar.B Impact of the Visual Media on Juveniles, AV Parvathy Publications Tamil Nadu INDIA ISBN 978-81-909565-9-1, April 2013

Sudha R. & Shekhar.B Victims of Interactive Visual Media ISBN No : 978-93 81402 13-9 (2013) Publication Division, Manonmaniam Sundaranar University Tirunelveli 2013.

**Mapping of Course Outcomes to Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **CO 1** | **Low** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 2** | **High** | **High** | **Low** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 3** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** | **High** |
| **CO 4** | **High** | **High** | **High** | **Medium** | **High** | **High** | **High** | **High** | **High** |
| **CO 5** | **High** | **High** | **High** | **High** | **Medium** | **High** | **High** | **High** | **High** |
| **Correlation Levels: *Low Med. High*** | | | | | | | | |  |

**Low = 1/45 = 2.22% Medium = 2/45 = 4.44% High = 42/45 = 93.33%**

**Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | **low** | **High** | **High** | **High** | **High** |
| **CO2** | **High** | **High** | **low** | **High** | **High** |
| **CO3** | **High** | **High** | **High** | **low** | **High** |
| **CO4** | **High** | **High** | **High** | **High** | **High** |
| **CO5** | **Medium** | **High** | **High** | **High** | **High** |
| Correlation Levels: *Low Medium High* | | | | | |

**Low = 3/25 = 12.0% Medium = 1/25 = 4.00% High = 22/25 = 88.00%**

### IV SEMESTER

**Paper B 20. OUT DOOR TRAINING**

**(in lieu of Crime Reporting and Investigative Journalism)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Elective** | | **Out Door Training** | **0** | **3** | **3** | **3** |
| **Prerequisites** | | **Physical, writing and communications skills** | **Syllabus**  **Version** | | **23** | |

L: Lecture T: Tutorial P: Practical C: Credits

**Course Objectives:**

*The main objectives of this course are to*

* + *Help the students to be physically fit for enforcement services*
  + *To assist the students to take up yoga*

**Course Outline:**

1. This subject may be offered instead of the paper on Counselling and Guidance.
2. Even though the outdoor is listed in the IV semester, the training will start from the beginning of the III semester (ie) from the month of July/August of the preceding year.
3. This course should be taken by a trainer / expert preferably a retired police / security official. Also, the services of the PD of college(s) can be used for this course.
4. During the evaluation, examiners should be flexible in marks by considering the physical structure, gender (Men/Women), family conditions (food intake), etc of the students. The aim should be more on the understanding of the importance of the outdoor training than the rigorous. The trainer / expert may modify the standards as per the requirements.
5. **Basic Physical Training** (Physical fitness, Stamina building and strengthening of Arms

(Including pushups / sit ups / chin ups) (timing should be measured for marks).

1. **Shooting Range**, Horse Riding, Swimming, Rope Climbing, Fire and Rescue, First Aid Techniques, Combat Techniques, NCC, NSS, Finger Print Analysis, Training in Police Station and Crime Records Bureau
2. **Yoga**
3. **Games** which will enhance physical fitness (Basketball, Volley Ball, Foot Ball, Tennis etc.).
4. **Running** (100 mt, 200 mt, 800 mt) (timing should be measured for marks)

**Details of the evaluation procedure**

- **At the first level,** for continuous assessment, the teacher will evaluate the students

for

25 marks on the following criteria

* Regularity in attending Physical Training **(10 marks)**
* Effective Display of Skills **(10 marks)**
* Showing interest in Games / Physical Training **(5 marks)**
* **At the second level,** during the end semester examination, the evaluation will be done by a panel of internal examiners (including internal expert), for **(75 marks)**
  + Effectiveness in skills of physical training output **(40 marks)**
  + Games skills **(20 marks)**
  + Improvement Assessment - from the start to the end of the Training **(15 marks)**