|  |
| --- |
| **B.SC.,**  **CRIMINOLOGY AND CRIMINAL JUSTICE SCIENCE** |
|  |
|  |
| **SYLLABUS** |
|  |
|  |
|  |
| **FROM THE ACADEMIC YEAR**  **2023-2024** |
|  |
|  |
|  |
|  |
| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |
|  |

**Contents**

1. PO and PSO Description
2. UG – Template
3. Methods of Evaluation & Methods of Assessment
4. Semester Index.
5. Subjects – Core, Elective, Nonmajor, Skill Enhanced, Ability Enhanced, Extension Activity, Environment, Professional Competency
6. *Course Lesson Box*
7. *Course Objectives*
8. *Units*
9. *Learning Outcome*
10. *Reference and Text Books*
11. *Web Sources*
12. *PO & PSO Mapping tables*

|  |  |
| --- | --- |
| **TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR UNDER GRADUATE PROGRAMME** | |
| **Programme:** | **B.Sc., CRIMINOLOGY AND CRIMINAL JUSTICE SCIENCE** |
| **Programme Code:** |  |
| **Duration:** | **UG - 3 Years** |
| **Programme Outcomes:** | **PO1: Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study  **PO2: Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one’s views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.  **PO3: Critical thinking:** Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.  **PO4: Problem solving: Capacity** to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one’s learning to real life situations.  **PO5: Analytical reasoning**: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.  **PO6: Research-related skills**: A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation  **PO7: Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team  **PO8: Scientific reasoning**: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.  **PO9: Reflective thinking**: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.  **PO10 Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.  **PO 11 Self-directed learning**: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.  **PO 12 Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.  **PO 13: Moral and ethical awareness/reasoning**: Ability toembrace moral/ethical values in conducting one’s life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstratingthe ability to identify ethical issues related to one‟s work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.  **PO 14: Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.  **PO 15: Lifelong learning:** Ability to acquire knowledge and skills, including „learning how to learn‟, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling. |

|  |  |
| --- | --- |
| **Programme Specific Outcomes:** | **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 |

**Highlights of the Revamped Curriculum**:

* Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
* The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
* The General Studies and Mathematics based problem solving skills are included as mandatory components in the ‘Training for Competitive Examinations’ course at the final semester, a first of its kind.
* The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
* The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
* The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
* Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
* State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

**ValueadditionsintheRevampedCurriculum:**

|  |  |  |
| --- | --- | --- |
| **Semester** | **NewlyintroducedComponents** | **Outcome/ Benefits** |
| **I** | **FoundationCourse**  To ease the transition of learningfrom higher secondary to highereducation,providinganoverviewofthepedagogyoflearningLiteratureandanalysingtheworldthroughtheliterarylens  givesrisetoanewperspective. | * Instill confidenceamongstudents * Createinterestforthesubject |
| **I,II,III,IV** | **SkillEnhancementpapers**(Discipline centric /Generic/Entrepreneurial) | * Industry readygraduates * Skilledhumanresource * Studentsareequippedwithessentialskillsto   makethememployable |
| * Trainingonlanguageandcommunicationskillsenablethestudents gain   knowledge and  exposureinthecompetitiveworld. |
| * Discipline centric skillwillimprovetheTechnical knowhow ofsolvingreallife   problems. |
| **III,IV,V& VI** | Electivepapers | * Strengthening thedomainknowledge * Introducing thestakeholders to theState-of Arttechniquesfrom the streamsofmulti-disciplinary,crossdisciplinaryandinterdisciplinarynature * Emerging topics inhigher education/industry/communicationnetwork/healthsectoretc.areintroducedwith   hands-on-training. |

|  |  |  |  |
| --- | --- | --- | --- |
| **IV** | ElectivePapers | | * Exposuretoindustrymouldsstudentsintosolutionproviders * GeneratesIndustryreadygraduates * Employmentopportunitiesenhanced |
| **VSemester** | Electivepapers | | * Self-learning isenhanced * Applicationoftheconcepttorealsituationisconceivedresulting   intangibleoutcome |
| **VISemester** | Electivepapers | | * Enriches the studybeyondthe course. * Developingaresearchframework and   presenting their  independent and  intellectual ideaseffectively. |
| **ExtraCredits:**  **ForAdvancedLearners/Honorsdegree** | | | * Tocatertotheneedsofpeerlearners/research   aspirants |
| **SkillsacquiredfromtheCourses** | | Knowledge, Problem Solving, Analytical  ability,ProfessionalCompetency,ProfessionalCommunicationandTransferrable Skill | |

**Credit Distribution for UG Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem I** | **Credit** | **H** | **Sem II** | **Credit** | **H** | **Sem III** | **Credit** | **H** | **Sem IV** | **Credit** | **H** | **Sem V** | **Credit** | **H** | **Sem VI** | **Credit** | **H** |
| Part 1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | 5.1 Core Course –\CC IX | 4 | 5 | 6.1 Core Course –  CC XIII | 4 | 6 |
| Part.2 English | 3 | 6 | Part..2 English | 3 | 6 | Part..2 English | 3 | 6 | Part..2 English | 3 | 6 | 5.2 Core Course – CC X | 4 | 5 | 6.2 Core Course –  CC XIV | 4 | 6 |
| 1.3 Core Course – CC I | 5 | 5 | 2..3 Core Course – CC III | 5 | 5 | 3.3 Core Course – CC V | 5 | 5 | 4.3 Core Course – CC VII  Core Industry Module | 5 | 5 | 5. 3.Core Course CC -XI | 4 | 5 | 6.3 Core Course –  CC XV | 4 | 6 |
| 1.4 Core Course – CC II | 5 | 5 | 2.4 Core Course – CC IV | 5 | 5 | 3.4 Core Course – CC VI | 5 | 5 | 4.4 Core Course –  CC VIII | 5 | 5 | 5. 4.Core Course –/ Project with viva- voce  CC -XII | 4 | 5 | 6.4 Elective -VII Generic/ Discipline Specific | 3 | 5 |
| 1.5 Elective I Generic/ Discipline Specific | 3 | 4 | 2.5 Elective II Generic/ Discipline Specific | 3 | 4 | 3.5 Elective III Generic/ Discipline Specific | 3 | 4 | 4.5 Elective IV Generic/ Discipline Specific | 3 | 3 | 5.5 Elective V Generic/ Discipline Specific | 3 | 4 | 6.5 Elective VIII  Generic/ Discipline Specific | 3 | 5 |
| 1.6 Skill Enhancement Course SEC-1 | 2 | 2 | 2.6 Skill Enhancement Course SEC-2 | 2 | 2 | 3.6 Skill Enhancement Course SEC-4,  (Entrepreneurial Skill) | 1 | 1 | 4.6 Skill Enhancement Course SEC-6 | 2 | 2 | 5.6 Elective VI Generic/ Discipline Specific | 3 | 4 | 6.6 Extension Activity | 1 | - |
| 1.7 Skill Enhancement -(Foundation Course) | 2 | 2 | 2.7 Skill Enhancement Course –SEC-3 | 2 | 2 | 3.7 Skill Enhancement Course SEC-5 | 2 | 2 | 4.7 Skill Enhancement Course SEC-7 | 2 | 2 | 5.7 Value Education | 2 | 2 | 6.7 Professional Competency Skill | 2 | 2 |
|  |  |  |  |  |  | 3.8 E.V.S. | - | 1 | 4.8 E.V.S | 2 | 1 | 5.8 Summer Internship /Industrial Training | 2 |  |  |  |  |
|  | **23** | **30** |  | **23** | **30** |  | **22** | **30** |  | **25** | **30** |  | **26** | **30** |  | **21** | **30** |
| **Total – 140 Credits** | | | | | | | | | | | | | | | | | |

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

**for all UG courses including Lab Hours**

**First Year – Semester-I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language – Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course SEC-1 | 2 | 2 |
| Foundation Course | 2 | 2 |
|  |  | **23** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language – Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-2 | 2 | 2 |
| Skill Enhancement Course -SEC-3 (Discipline / Subject Specific) | 2 | 2 |
|  |  | **23** | **30** |

**Second Year – Semester-III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-4 (Entrepreneurial Based) | 1 | 1 |
| Skill Enhancement Course -SEC-5 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | - | 1 |
|  |  | **22** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 13 |
| Part-4 | Skill Enhancement Course -SEC-6 (Discipline / Subject Specific) | 2 | 2 |
| Skill Enhancement Course -SEC-7 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | 2 | 1 |
|  |  | **25** | **30** |

**Third Year**

**Semester-V**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| **Part-3** | Core Courses including Project / Elective Based | 22 | 26 |
| **Part-4** | Value Education | 2 | 2 |
| Internship / Industrial Visit / Field Visit | 2 | 2 |
|  |  | **26** | **30** |

**Semester-VI**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| **Part-3** | Core Courses including Project / Elective Based & LAB | 18 | 28 |
| **Part-4** | Extension Activity | 1 | - |
| Professional Competency Skill | 2 | 2 |
|  |  | **21** | **30** |

**Consolidated Semester wise and Component wise Credit distribution**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Parts** | **Sem I** | **Sem II** | **Sem III** | **Sem IV** | **Sem V** | **Sem VI** | **Total Credits** |
| **Part I** | 3 | 3 | 3 | 3 | - | - | 12 |
| **Part II** | 3 | 3 | 3 | 3 | - | - | 12 |
| **Part III** | 13 | 13 | 13 | 13 | 22 | 18 | 92 |
| **Part IV** | 4 | 4 | 3 | 6 | 4 | 1 | 22 |
| **Part V** | - | - | - | - | - | 2 | 2 |
| **Total** | 23 | 23 | 22 | 25 | 26 | 21 | **140** |

**\*Part I. II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

**B.Sc., Criminology and Criminal Justice Science**

Abstract of the Syllabus

SEMESTER I

|  |  |  |  |
| --- | --- | --- | --- |
|  | Title of the paper | **Credits** | **Hours** |
| Part I | Language - Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III (Core 1) | Fundamentals of Criminology and Criminal Justice (Basic introduction to core concepts – Theories) | 5 | 5 |
| Part III (Core 2) | Police Administration (Community Policing) | 5 | 5 |
| Part III (Allied 1) | Forms of Crime (Cyber-crime, green criminology, environmental crime) | 3 | 4 |
| Part IV |  |  |  |
|  | |  |  |

SEMESTER II

|  |  |  |  |
| --- | --- | --- | --- |
|  | Title of the paper | **Credits** | **Hours** |
| Part I | Language - Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III (Core 3) | Criminal Laws (CrPC, IPC, SLL, TN spl, Acts) | 5 | 5 |
| Part III (Core 4) | Psychology in Criminal Justice | 5 | 5 |
| Part III (Allied 2) | Penology and Correctional Administration | 3 | 4 |
| Part IV | Value Based Education /  / Social Harmony | 2 | 2 |
|  | |  |  |

**SEMESTER III**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Title of the paper | **Credits** | **Hours** |
| Part I | Language - Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III (Core 5) | Fundamentals of Statistics, Computer Software and Techniques (Practical Exposure) | 5 | 5 |
| Part III (Allied 3) | Juvenile Justice Administration (Social Defence, JJ Act, Juvenile Institutions) | 3 | 4 |
| Part IV  (SBS 1) | Introduction to Human Rights | 1 | 1 |
| Part IV  (NME1) | Outdoor Training – I (Examination @ IV semester Elective) | 2 | 2 |
| Part IV |  |  |  |
|  | |  |  |

###### SEMESTER IV

|  |  |  |  |
| --- | --- | --- | --- |
|  | Title of the paper | **Credits** | **Hours** |
| Part I | Language - Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III (Core 6) | Victimology and Victim Assistance (Victim, Victim Rights, Restorative Justice, Alternate Dispute Resolution, Mediation) | 5 | 5 |
| Part III (Allied 4) | Crime Against Women, Children and Marginalized | 3 | 3 |
| Part IV  (SBS 2) | Elements of Crime Prevention (Prof. Ramdoss) | 2 | 2 |
| Part IV  (NME2) | Extension Activity | 2 | 2 |
| Part V | Extension Activity  (NCC, NSS, YRC, UWF) | 2 | 1 |
|  | |  |  |

###### SEMESTER V

|  |  |  |  |
| --- | --- | --- | --- |
|  | Title of the paper | **Credits** | **Hours** |
| Part III (Core 7) | Correctional Methods and Practices | 4 | 5 |
| Part III (Core 8) | Personality and Managerial Abilities | 4 | 5 |
| Part III (Major Elective 1) | NGO Management (Dr. Syed umar) | 3 | 4 |
| Part III (Major Elective 2) | Outdoor Training – II Examination @sem VI | 3 | 4 |
|  | |  |  |

###### SEMESTER VI

|  |  |  |  |
| --- | --- | --- | --- |
|  | Title of the paper | **Credits** | **Hours** |
| Part III (Core 9) | Cyber Security and Ethical –Hacking for Beginners | 4 | 6 |
| Part III (Core 10) | Private Detective | 4 | 6 |
| Part III (Core 11) | Effective Communication and Technical Reporting (Media) | 4 | 6 |
| Part III (Core 12) | Basics of Security Management and Entrepreneurship (Units will include how to start a business etc.) | 4 | 6 |
|  | |  |  |

Total Number of Credits: 140

**B.SC. CRIMINOLOGY & CRIMINAL JUSTICE SCIENCE**

Semester – I

**Core – 1Fundamentals of Criminology and Criminal Justice**

**Learning outcome**:

* Explain the history, origin, scope and definition of crime, its relevance in the presentscenario and its relation to other social sciences.
* Understand the interdisciplinary nature of Criminology and the role of criminologists in the criminal justice system.
* Describe the different schools of Criminology and critically identify the contribution of each school of thought for the growth and development of Criminology.
* Describe the typologies of crime including crimes against body, crimes against property,contemporary crimes like cybercrime, white collar crime, etc.
* Apply the concept of crime and criminal behaviour to understand juvenile delinquency.
* Describe typologies of criminal behaviour like dossier criminal, habitual offenders, professional criminals, etc.

**Unit I: Introduction to Crime**

Crime – Definitions – Historical perspectives – Nature and origin – Elements of crime –

Deviance, social context of deviance and delinquency – Typologies of crime and criminal

behaviour

**Unit II: Introduction to Criminology**

Criminology and its definition – Development of Criminology – Nature and scope –Criminology and its relations with other social sciences – Criminology’s interdisciplinary nature

**Unit III: Schools of Criminology**

Pre-classical school – Classical school – Neo-classical school – Positive school – Biological

positivism – Cartographic school

**Unit IV: Sociological Explanation of Criminal Behaviour**

Differential association theory (Edwin Sutherland) – Social bond theory (Travis Hirschi) –

Subculture of violence (Wolfgang and Ferracuti) – Sub-cultural theory (Albert Cohen) – Law of

imitation (Tarde) – Techniques of neutralization (Matza and Sykes) – Feminist criminology

**Unit V: Critical Explanation of Criminal Behaviour**

Historical materialism, mode of production, alienation and class struggle (Karl Marx) – Early Marxist views of crime (William Bonger) – Lower proletariat, class, state and crime (Richard Quinney) – Analysis of Criminal Justice System (William Chambliss) – Multiple factor approach to crime causation

**Recommended Readings**

1. Ahmed Siddique, (1993), *Criminology, Problems and Perspectives*, III Edn. Eastern Book House, Lucknow.
2. Allen, Friday, Roebuck and Sagarin, (1981), *Crime and Punishment: An introduction to Criminology.* The Free press. New York.
3. Brenda S. Griffin and Charles T.Griffin, (1978), *Juvenile Delinquency in perspective, Harper and Row*, New York
4. Brendan Maguire & Polly F. Radosh, (1999), *Introduction to Criminology*, Wadsworth Publishing Company, Boston, U.S.A.
5. Chockalingam, K. (1997), *'Kuttraviyal'* (Criminology) in Tamil, Parvathi Publications, Chennai.
6. Hagan, F. (2017). *Introduction to criminology* (9th ed.). Los Angeles: SAGE.
7. Harry E., Friday, P., Roebuck, J., & Edward, S. (1981). *Crime and punishment: An introduction to criminology.* New York: Free Press.
8. Marsh, I. (2007). *Theories of crime*. London: Routledge.
9. Harry Elmer Barnes and Negley K. Teeters, (1966), *New Horizons in Criminology, Prentice Hall*, New Delhi.
10. John E.Conklin, J.E., (1981), *Criminology*, Macmillan, London.
11. Paranjepe, N.V., (2002). *Criminology and Penology*, Central Law Publications, Allahabad.
12. Renzetti, C. (2013). *Feminist criminology*. Routledge.
13. Siegel, L. (2017). *Criminology: Theories, patterns and typologies* (13th ed.). Sydney: Cengage Learning.
14. Sutherland, E. H., & Cressey, D. R. (1974). *Principles of criminology*. Philadelphia, PA: Lippincott.

**Core – 2 Police Administration**

**Learning Outcome:**

* Trace the ancient, medieval and modern forms of policing in India.
* Understand the Indian police organizational structure, recruitment and training process.
* Understand the changing crime patterns from official crime statistics.
* Describe the types of records and the purpose of documents maintained in a police station.
* Understand police investigation, crime scene management and collection of evidence.
* Outline the importance of police modernization, improvement of police self-image and community policing.

**Unit-I:Basics of Police administration**

History of Indian Police – Policing in Ancient, Medieval and Modern India- Police Act of 1861- National Police Commission recommendations (NPC), 1979.

**Unit-II: Structure of Indian Police[[1]](#footnote-2)**

Structure of State Police – District Police – City Police. Central Police Organizations - CBI, CISF, CRPF, RPF etc. Police research and Crime Statistics Organizations – BPR&D, NCRB. Village police, Railway and Armed Police.

### Unit-III: Processes

Recruitment and training of constables[[2]](#footnote-3), Sub-inspectors, Deputy Superintendents of police; Law and order Maintenance and detection of crimes

**Unit-IV: State Police organizations**

Tamil Nadu Special Investigation team, Special Branch[[3]](#footnote-4), Q Branch, Crime Branch, Anti-Dacoity cell, Video Piracy Cell, Narcotic Intelligence Bureau, Idol wing and Economic Offences wing

**Unit-V: Police Duties and Powers**

Arrest, search, locking up and remand of suspected and accused persons. Conducting various types of raids – Prohibition, gambling, Narcotics and PITA – Procedure to be followed and precautions to be taken while suspected hide outs of Criminals/ Terrorists[[4]](#footnote-5).

**Recommended Readings**

1. Bayley, D.H. (1969), The Police and Political Development in India, Princeton University Press, Princeton.
2. Diaz, S.M., (1976), New Dimensions to the Police Role and Functions in India, Published by the National Police Academy, Hyderabad.
3. Edelston, C.D. & Wicks, R.I. (1977), An Introduction to Criminal Justice, McGraw Hill.
4. Krishna Mohan Mathur, (1994), Indian Police, Role and Challenges, Gyan Publishing House, New Delhi.
5. Hermann Mannheim, (1973), Comparative Criminology, Vol. 1 & 2, Routeldge& Kegan Paul.
6. Levone et. al. (1980), Criminal Justice: A Public Police Approach, Jovanovich Publishers, Harcourt Brace.
7. Morley, W.H., (1958), Administration of Justice in India, New Delhi, Metropolitan.
8. Nehad Ashraf, (1992), Police and Policing in India, Common Wealth Publishers, New Delhi.
9. Parmar M.S., (1992), Problems of Police Administration, Reliance Publishing House, New Delhi.
10. Sethi, R.B., (1983), The Police Acts, Law Book Co., Allahabad.
11. Vanamamalai, N.T., (1980), Law and Justice in the U.S., Sterling Publishers Pvt., Ltd., New Delhi.
12. Venugopal Rao S., (1991), Criminal Justice – Problems and Perspectives in India, Konark Publishers Pvt. Ltd., New Delhi.
13. 1979 – 82, Report of the National Police Commission in 8 parts, Central Govt. Publications.
14. 1955, 1975, 1985, U.N. Standard Minimum Rules on various matters connected with Criminal Justice.

**Allied – 1Forms of Crime**

**Learning Outcome:**

* Analyze the emergence, concept, nature and scope of contemporary forms of crime.
* Discuss the definitional evolution, causes, types, characteristics of white-collar crime and socio-economic offences in India.
* Describe the history, hierarchal organizational structure, patterns and characteristics of organized crime.
* Understand the emergence of transnational organized crime and terrorism.
* Discuss the globalization of crime, history, causes and consequences of terrorism.
* Analyze the evolution, types, extent, profile of computer criminals and cyber warfare.

# Unit-I: Conventional Crimes

Crimes against property – Theft – Robbery – Dacoity. Crimes against persons: Murder, Rape, Assault, Kidnapping and Abduction.

# Unit-II: White Collar Crime

White Collar Crime[[5]](#footnote-6) – Causes – Societal Reaction – Corporate Crimes – Corruption, Tax Evasion, Counterfeiting, Frauds by banking and non banking institutions, Insurance frauds and other economic offences. Problems in preventing White Collar Crime. Cyber Crimes: Phishing, Crimes against women in cyberspace, cyber bullying, cyber stalking, Identity Frauds etc.

# Unit-III: Organized Crimes

Definition and characteristics of Organized Crimes[[6]](#footnote-7), Organization and Structure of Criminal gangs, Crime syndicate, Racketeering. Automobile theft, Gambling, Political Graft, Drug trafficking – Golden Crescent and Triangle. Environmental Crimes, Narco-Terrorism.

# Unit-IV: Terrorism

Terrorism[[7]](#footnote-8) – Origin – Causes and Consequences. Forms – Revolutionary, Nationalist, and Bio-Terrorism. Different types of Terrorist manifestations in India – Extremism. Militancy, Naxalite, and Insurgency.

Unit-V: Victimless Crimes

Prostitution, Homosexuality, Alcoholism[[8]](#footnote-9) and Drug Abuse[[9]](#footnote-10). NDPS Act. Treatment of Addicts – Alcoholic anonymous and De-addiction Centres.

**Recommended Readings**

1. Ahmed Siddique, (1993), *Criminology, Problems and Perspectives*, III Edn., Eastern Book House, Lucknow.
2. Allen, Friday, Roebuck and Sagarin, (1981), *Crime and Punishment : An introduction to Criminology.* The Free press. New York.
3. Brendan Maguire & Polly F. Radosh, (1999), *Introduction to Criminology*, Wadsworth Publishing Company, Boston, U.S.A.
4. Chockalingam, K. (1997), *'Kuttraviyal'* (Criminology) in Tamil, Parvathi Publications, Chennai.
5. Edwin H. Sutherland and Donald R. Cressey (1974), *Principles of Criminology*, Lippincott, Philadelphia.
6. Harry Elmer Barnes and Negley K. Teeters, (1966), *New Horizons in Criminology, Prentice Hall*, New Delhi.
7. John E.Conklin, J.E., (1981), *Criminology*, Macmillan, London.
8. Mahesh Chandra, (1979), *Socio-Economic Crimes*. N.M. Tripathi, Bombay
9. Mishra H.B., (1999) *Terrorism, Threat to peace and harmony*, Authors press Pub of Scholarly books, Delhi, 1999.
10. Omprakash, S., (Ed) (1997) *Terrorism in India*, EssEss Publications.
11. Paranjepe, N.V., (2002). *Criminology and Penology*, Central Law Publications, Allahabad.
12. Debarati Halder and K. Jaishankar (2011)*Cyber crime and the Victimization of Women: Laws, Rights, and Regulations*. Hershey, PA, USA: IGI Global.
13. K. Jaishankar (Ed.) (2011). *Cyber Criminology:Exploring Internet Crimes and Criminal behavior*. Boca Raton, FL, USA: CRC Press, Taylor and Francis Group.

**PART IV ENVIRONMENTAL STUDIES (1 COURSE)**

**As per UGC guidelines**

**SEMESTER - II**

**Core – 3 Criminal Laws**

**Learning outcome:**

* Understand the history of criminal law, the Indian Penal Code, Code of Criminal Procedure and Indian Evidence Act.
* Explain the elements, stages and theories of crime.
* Apply the selected sections of the Indian Penal Code such as crimes against property, crimes against persons, crimes against public tranquillity, etc.
* Apply the selected sections of the Criminal Procedure Code such as organizational set-up of courts in India, complaint, inquiry, investigation, police report, arrest, bail, search and seizures, types of trials etc.
* Apply the selected sections of the Indian Evidence Act such as meaning and concept of evidence, confession, dying declaration, presumption of fact and law, burden of proof, etc.

**Unit I: Introduction to Criminal Law**

Definitions: Vices, sin, tort and crime – History of criminal law – Nature and scope of Criminal Law – Indian Penal Code – Code of Criminal Procedure – Indian Evidence Act – Doctrine of *Actus Reusand Mens Rea*

**Unit II: Selected Sections of the Indian Penal Code**

Crimes against property: Theft – Robbery – Dacoity – Forgery – Criminal breach of trust; Crimes against persons: Culpable homicide – Murder – Rape – Hurt – Defamation; Crimes against public tranquillity: Affray, Riot and Unlawful assembly

**Unit III: Selected Sections of Criminal Procedure Code**

Organizational set-up of courts in India – Complaint – First Information Report – Inquiry – Investigation – Police report – Public prosecutor – Defence counsel – Concept of fair trial – Arrest – Rights of arrested person – Bail – Search and Seizure – Types of trial – Judgements – Sentencing

**Unit IV: Selected Sections of Indian Evidence Act**

Evidence: Meaning, principles, and concept of relevancy and admissibility; Confessions – Dying Declaration – Expert opinion – Witnesses – Presumption of fact and law – Burden of proof – Examination in Chief – Cross-examination and re-examination

**Unit V: Introduction to Special & Local Laws**

Introduction to local and special laws – Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989 – The Prevention of Corruption Act, 1988– Sexual Harassment of Women at Workplace (Prevention, Prohibitions, and Redressal) Act, 2013 – The Protection of Women from Domestic Violence Act, 2005

**Recommended Readings**

1. Alexander, L., Morse, S., & Ferzan, K. (2011). *Crime and culpability: A theory of criminal law. Cambridge*: Cambridge University Press.
2. Bare Acts of special legislations: Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989; The Protection of Children from Sexual Offences Act, 2012; Sexual Harassment of Women at Workplace (Prevention, Prohibitions, and Redressal) Act, 2013.
3. Chandrasekharan, K., & Kelkar, R. (2008). *R.V. Kelkar’s criminal procedure*. Lucknow: Eastern Book Co.
4. Khan, S. A. (2017). *Ratanlal&Dhirajlal’s The Law of evidence* (26th ed.). Gurgaon: LexisNexis.
5. Prasad, C. K., & Saxena, N. (2017). *Ratanlal&Dhirajlal’s The code of criminal procedure* (22nd ed.). Gurgaon, Haryana, India: Lexis Nexis.
6. Rao, M. (2008). *Law relating to women and children*. Lucknow: Eastern Book Co.  
   Thakore, D. (2011). *Ratanlal&Dhirajlal’s The Indian Penal Code (Act XLV of 1860)* (33rd ed.). Gurgaon, Haryana, India: LexisNexis Butterworths Wadhwa Nagpur.
7. Thomas, K. & Rashid, M. (2016). *Ratanlal&Dhirajlal’s The Indian Penal Code* (34th ed.). Gurgaon, Haryana, India: LexisNexis.

**Core – 4 Psychology in Criminal Justice**

**Learning outcome:**

* Define the concept and scope of psychology
* Explain the application of psychology in understanding crime and delinquency.
* Understand the importance of perception and learning in the light of various psychological theories.
* Explain the nature, concept, types and theories of motivation.
* Understand the source of frustration and describe the relationship between frustration and criminal behaviour.
* Describe the concept, development, theories and assessments of personality.
* Characterize the concept of abnormality and the various types of psychological disorders.
* Understand the various psychopathic personality disorders and its therapeutic approaches.

**Unit I Definitions**

Human Behaviour and Mind[[10]](#footnote-11): Aggression, mental disorders, personality disorder, prejudice and impulsive violence: Biological learning factors, attitudes, criminal behaviour, desires and beliefs. Definition, nature and scope of psychology. Relation between Psychology and Criminology.

**Unit II Theories**

Theories of personality – Freud, Murray and Catell.

Theories of learning – Pavlov, Skinner, Thorndike, Kohler and Bandura

Theories of Motivation – Maslow, Hersberg, Atkinson, McClelland etc

**Unit III Needs and Motivations**

Human behaviour – Response mechanism nervous system, Desirable and undesirable behaviour. Motivation, Frustration, Conflicts, anxieties and crime. Mental disorders and Crime.

**Unit IV Learning skills**

Perception and learning[[11]](#footnote-12) – sensory process, memory, intelligence. Various sources of learning – general culture, mass media, other criminals and non criminal who have values conducive to crime, specialized skills for learning criminal techniques

**Unit V Criminal Careers**

Sexual perversion and sexual offences. Psychoneurotic disorders. Psychopathic Personality. Mental Diagnosis, Prognosis and treatment of Criminal and delinquent behaviour. Human aggression and violence: Crowd and mob behaviour – Organized crime syndicates

**Recommended Readings**

1. Alexander, F., and W. Healy (1935) *Roots of Crime*, New York, Knopf.
2. Carson R.C. and James N. Butcher (1992*) Abnormal Psychology and Modern Life*, Harper Collins Publisher Inc.
3. Garett H.E. (1961) *General Psychology*, Eurasia Publishing House Pvt Ltd, New Delhi
4. Murphy K.R., and Charles O. Davidshofer (2001) *Psychological Testing: Principles and Applications*, Prentice Hall, New Jersey.
5. Page D.J. (1970) *Abnormal Psychology: A clinical Approach to Psychological Deviants*, Tata McGraw Hill, New Delhi.
6. Reckless W.C. (1940) *Criminal behaviour*, New York, McGraw Hill.

**Allied – 2 Penology and Correctional Administration**

**Learning Outcome:**

* Trace the history of the ancient forms of punishment and the evolution to the modern day forms of punishment.
* Understand the definition, objectives and purpose of punishment.
* Explain the concept of corrections, its definition, perspectives and theories.
* Describe various prison reform commissions and committees and the treatment and rehabilitation of prisoners.
* Analyze the various procedures and rules of the correctional method.
* Examine the various organigrams of correctional institutions, its classifications, role of judiciary and the treatment of prisoners.
* Explain the role of non-institutional corrections in the prevention of crime and treatment of offenders.

**Unit I: Objectives of Punishment**

Penology: meaning, and philosophy of punishment - Punishment in Ancient and Medieval India and the World - Types of punishment - Objectives of punishment - Sentencing: Principles, policies and procedures - Correction in India: Role of Central and State Governments.

**Unit II: Correctional Procedures and Rules**

Evolution of correctional philosophy – Correctional manuals and rules: Prisons Act, 1894; Tamil Nadu Prison Manual - Probation of Offenders Act, 1958 - Salient features of various Prison Reforms Committees and Commissions.

**Unit III: Institutions of Corrections**

Evolution and development of prison system in India - Adult institutions: Central prisons and sub-jails - Juvenile institutions: Observation home, Children’s home, Juvenile Justice Board, Child Welfare Committees, Special home, - Institutions for women - Women’s prison, and Vigilance home.

**Unit IV: Correctional Programmes**

Boarding, lodging and medical care - Work programmes - Vocational training programmes - Educational programmes - Recreational programmes - Prison routine – Salient features of the U. N. Standard Minimum Rules for Treatment of Prisoners (The Mandela Rules).

**Unit V: Community-based Treatment of Offenders**

Probation: Concept and scope -Historical development in India - Probation procedures: Pre-sentence investigation report, supervision and revocation -Parole: concept and scope -After-care: Meaning and scope.

**Recommended Readings**

1. Bhattacharya, S. K. (1985). *Social defence: An Indian perspective*. New Delhi: Manas

Publications.

1. Bhattacharya, S. K. (1986). *Probation system in India*. New Delhi: Manas Publications.
2. Brodie, S. R. (1976). *Effectiveness of sentencing.* London: Home Office.
3. Carney, Louis P. (1977). *Probation and parole: Legal and social dimensions*. New York:

McGraw Hill Book Co.

1. Carney, Louis P. (1981). *Corrections: Treatment and philosophy*. Englewood Cliffs, New

Jersey: Prentice Hall Inc.

1. Chockalingam, K. (1993). *Issue in probation in India*. Madras: Madras University

Publications.

1. Datir, R. N. (1978). *Prison as a social system*. Bombay: Popular Prakashan.
2. Dujjee, David (1980). *Correctional management*. Prentice Hall Inc.
3. Emmins, Christopher J. (1985). *A practical approach to sentencing.* London: Financial &

Training Publications Ltd.

1. Hirsch von, Andrew (1987). *Past or future crimes: Deservedness and dangerousness in the*

*sentencing of criminals.* New Jersey: Rutgers University Press.

1. Johnson, Elmer H. (1964). *Crime, correction and society.* Homewood, Illinois: Dorsey Press.
2. Mulla Committee Report on Prison Reforms (1983). Government of India.
3. Reckless, Walter C. (1967). *The crime problem*. Bombay: Vakols, Feffner& Simons P. Ltd.
4. Siddique, Ahmed (1993). *Criminology: Problems and perspectives* (3rd ed.)

Lucknow: Eastern Book House.

1. Vedder, Clyde B., & Kay, Barbara A. (1964). *Penology: A realistic approach*. Springfield:

Charles C. Thomas Publishers.

**PART IV Value Based Education/ Social Harmony (1 COURSE)**

**As per UGC guidelines**

**SEMESTER - III**

**Core – 5 Fundamentals of Statistics, Computer Software and Techniques**

**Learning Outcome:**

* Describe the characteristics, types and significance of research.
* Understand the characteristics of good research and the ethics of research.
* Examine the research problem, research process, review of literature, research questions, etc.
* Demonstrate basic concepts of statistics such as mean, median, mode and probability. Understand descriptive and inferential statistics, independent and dependent variables.
* Demonstrate computer application skills in MS Office Suite along with other research management tools.
* Ability to work with online databases and surveys.

**Unit I: Introduction to Research**

Definitions – Characteristics of research – Types of research: Qualitative, quantitative and mixed – Significance of research – Criteria of good research – Research ethics

**Unit II: Research Process**

Research process – Research problem – Objectives of the study – Scope of the study – Review of literature – Research questions – Hypotheses – References – Citation

**Unit III: Research Design**

Research design – Need for research design – Types of research design – Population – Sample and sampling procedures – Types of sampling – Primary data – Secondary data – Tools of data collection: Questionnaire, interview schedule, focus group discussion, in-depth interview, observation method

**Unit IV: Basic Concepts of Statistics**

Types of statistics: Descriptive and inferential – Mean, median and mode – Probability –Variables: Independent and dependent

**Unit V: Computer Application and SPSS**

MS Office: Word, PowerPoint, Excel – Web search – Online databases – Online surveys: Google forms, Survey Monkey – Mendeley – Introduction to Statistical Package for the Social Sciences

**Recommended Readings**

1. Agarwal, B. (2013). Basic statistics (6th ed.). New Delhi: New Age International (P) Limited.
2. Bradley, P. (2017). Expert internet searching. London: FACET Publishing.
3. Gupta, S. (2013). Fundamentals of Statistics. Mumbai: Himalaya Publishing.
4. Kothari, C., & Garg, G. (2016). Research methodology. New Delhi: New Age International (P) Limited, Publishers.
5. Matthews, B., & Ross, L. (2010). Research methods: A practical guide for the social sciences. New York: Pearson Longman.
6. Muller, J. (2003). *A librarian’s guide to the Internet*. Oxford: Chandos.
7. Richardson, T. (2015). *Microsoft Office 2013/365 and beyond*. Dulles, VA: Mercury Learning and Information.

**\*\*\*\*\*\*\*\*\*\***

**Allied – 3 Juvenile Justice Administration**

**Learning Outcome:**

* Trace the history of the juvenile justice system in India.
* Define a child and delinquent and delinquent behaviours.
* Analyze the laws relating to delinquency and other child-related problems.
* Understand legal instruments such as the United Nations Convention on Child Rights, Fundamental Rights in the Constitution of India, other national and state-level commissions.
* Analyze the characteristics of juvenile delinquents with respect to socio-economic status, gender and family background and risk factors of recidivism.
* Explain the classical theories, psychological theories, sociological theories and control theories with respect to juvenile delinquency.

**Unit I: Introduction**

Definition: Child – Delinquents; History of the juvenile justice system in India – Types of problem children: Ungovernable, neglected, destitute and deviant – *parens patriae – in loco parentis.*

**Unit II: Rights of the Child**

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

**Unit III: Risk Factors of Juvenile Delinquency**

Gender – Socio-economic status – Family background – Neighbourhood – Childhood abuse and neglect – Peer group – School environment – Academic performance – Offence history – Addiction: Substance, alcohol, tobacco and social media

**Unit IV: Theories of Juvenile Delinquency**

Classical theories: Concept of free will – Rational choice theory; Social Disorganization theory by Shaw and McKay – Robert K. Merton’s Strain theory; Control theories: Hirschi’s Social control theory of crime – Self-control theory – Drift theory

**Unit V: Juvenile Justice System in India**

Juvenile Justice (Care and Protection of Children) Act, 2015 – Institutions for Children in Conflict with Law: Juvenile Justice Board (JJB) – Observation homes – Special home – Borstal school – Place of safety – Special Juvenile Police Unit; Institutions for Children in Need of Care and Protection: Child Welfare Committee (CWC) – Open shelter – Foster care – Children’s/Shelter homes – The Protection of Children from Sexual Offences Act, 2012

**Recommended Readings**

1. Cox, S. M. (2017). *Juvenile justice: A guide to theory, policy and practice*. Los Angeles: SAGE.
2. Freeman, M. D. (2014). *The future of children’s rights*. Leiden, The Netherlands: Brill Nijhoff.
3. Juvenile Justice (Care and Protection of Children) Act, 2015 (Ind.).
4. Kumari, V. (2012). *The juvenile justice system in India*. New Delhi: Oxford University Press.
5. Kumari, V. (2017). *The Juvenile Justice (Care and Protection of Children) Act 2015: Critical analyses*. Gurgaon, Haryana, India: Universal Law Publishing, an imprint of LexisNexis.
6. Merlo, A. V., Benekos, P. J., & Champion, D. J. (2016). *The juvenile justice system: Delinquency, processing and the law*. Boston, MA: Pearson.
7. Thompson, K., & Morris, R. (2016). *Juvenile delinquency and disability*. New York: Springer Nature.
8. Whitehead, J. T., & Lab, S. P. (2013). *Juvenile justice: An introduction*. Waltham, MA: Lexis Nexis Matthew Bender.

**\*\*\*\*\*\*\*\*\*\***

**Introduction to Human Rights**

**Learning Outcome:**

* Describe the concept, evolution, classification and characteristics of human rights.
* Understand the human rights of various vulnerable groups.
* Explain the human rights of crime victims, accused/arrested persons, and prisoners’ rights.
* Illustrate various international and national legal instruments pertaining to human rights.
* Understand the role of government organization to enforce human rights and non-governmental organization to protect human rights.

**Unit I: Introduction**

Definition and Concepts – Evolution of human rights – Classification of human rights – Characteristics of human rights – Significance of human rights – Theories of human rights – Human rights’ duties

**Unit II: Human Rights of Vulnerable Groups**

Human rights of women, children, elderly, physically & mentally challenged, migrants, indigenous groups, refugees, religious minorities, SC/STs – Specific legal provisions (IPC, CRPC & other SLL) to deal with violations against vulnerable groups – Policies and programmes to prevent atrocities

**Unit III: Human Rights in the Criminal Justice System**

Handcuffing – Torture – Custodial violence – Third degree method of interrogation – Procedural safeguards – Rights of the accused/arrested person – Rights of prisoners – Rights of women prisoners – Rights of victims of human rights violations – Judicial activism and review

**Unit IV: Legal Instruments**

Universal Declaration of Human Rights, 1948 – International Covenants on Human Rights – International Covenant on Civil & Political Rights (ICCPR), 1966 – International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966 – Constitution of India – Fundamental duties (Part III) & Directive Principles of State Policy (Part IV) – The Protection of Human Rights Act, 1993

**Unit V: Protection and Enforcement of Human Rights**

Role of Governmental & Non-Governmental Organizations in advocacy and redressal of grievances – National Human Rights Commission and State Human Rights Commission – United Nations Organization, Amnesty International, International Red Cross Society, Human Rights Watch, Peoples’ Watch, People’s Union for Civil Liberties (PUCL)

**Recommended Readings**

1. Alston, P. (1992). *The United Nations and human rights: A critical appraisal.* Oxford, England: Clarendon Press.
2. Basu, P., & Rajendra Babu, S. (2007). *Law relating to protection of human rights under the Indian constitution and allied laws*. New Delhi: Modern Law Publications.
3. Begum, M. (2000). *Human rights in India: Issues and* perspectives. New Delhi: APH Publishing Corporation.
4. Dharmadhikari, D. (2016). *Human values & human rights* (2nd ed.). New Delhi: Universal Law Publishing Pvt Ltd.
5. Kumar, A. (2002). *Human rights: Global perspective.* New Delhi: Sarup& Sons.
6. Pande, G. S. (2002). *Constitutional law of India* (8th ed.). Allahabad: Allahabad Law Agency.
7. South Asia Human Rights Documentation Centre. (2010). *Handbook of human rights and criminal justice in India*. New Delhi: Oxford University Press.
8. Thilagaraj, R. (2000). *Human rights and criminal justice administration.* New Delhi: Manohar Publications.
9. Tomuschat, C. (2014). *Human Rights: Between Idealism and Realism* (3rd ed.). New York, NY: Oxford Univ. Press.

**\*\*\*\*\*\*\*\*\*\***

1 - Outdoor Training I

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.

1. **Basic Physical Training** (Physical fitness, Stamina building and strengthening of Arms (including push ups / sit ups / chin ups) (timing should be measured for marks).

2. **Yoga**

3. **Games** which will enhance physical fitness (Basket ball, 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)
  + Showing interest in Games / Physical Training (5 marks)
  + Effective Display of Skills (10 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)

**\* During the evaluation, examiners should be little 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 rigour. The trainer / expert may modify the standards as per the requirements.**

**Part – IV Yoga**

**As per UGC guidelines**

**SEMESTER - V**

**Core – 6 Victimology& Victim Assistance**

**Learning Outcome:**

* Understand the historical development of victimology, causes and forms of victimization and various key concepts.
* Examine various victimological theories.
* Examine the patterns and impact of victimization in natural disasters, conventional crimes, communal and caste violence, and vulnerable groups.
* Describe cultural victimization, cyber victimization, inter-personal violence and the impact of crime victimization.
* Apply the concepts of UN Declaration on Basic Principles of Justice for Victims of Crime and Abuse of Power in victim assistance, legal aid, victim advocacy, crisis intervention, etc.
* Exhibit the impact of national and international organizations dealing with victim compensation, victim assistance and disaster management.

**Unit I: Introduction to Victimology**

Historical development of Victimology – Causes of victimization – Classification of victims – Forms of victimization – Victimological theories – Key concepts: Victim precipitation, facilitation, provocation, proneness, victim blaming – Fear of crime

**Unit II: Patterns and Impact of Victimization**

Victims of natural disaster – Victims of conventional crime – Communal & caste victimization – Victimization of women, children, elderly, specially challenged, gender-based – Cultural victimization – Cyber victimization – Inter-personal violence – Impact of crime victimization: Trauma, social exclusion – Crime statistics, victim survey and current trend

**Unit III: Justice, Victim Assistance and Services**

Retributive justice – Restorative justice – Access to justice and fair treatment – Restitution – Compensation – Victim Impact Statement – Victim assistance – Legal aid – Victim advocacy – Crisis intervention – Counselling and guidance

**Unit IV:** **Victims’ Rights**

UN Declaration on Basic Principles of Justice for Victims of Crime and Abuse of Power, 1985 – Victim rights in India

**Unit V: National & International Organizations**

International Criminal Court – Amnesty International – World Society of Victimology – Indian Society of Victimology – South Asian Society of Criminology & Victimology – Victim Support Organizations (international and national) – In India: Victim Compensation Fund – National Relief Fund – National Disaster Management Authority

**Recommended Readings**

1. Chockalingam, K. (ed.). (1985). *Readings in Victimology*. Madras: Ravi Raj Publications.
2. Fattah, E. A. (1991). *Understanding criminal victimisation*. Scarborough: Prentice Hall.
3. Hentig von, Hans (1981). *The criminal and his victims*. New York: Schocken Books.
4. Karmen, A. (2012). *Crime victims: An introduction to Victimology*. Boston: Cengage Learning.
5. Kirchhoff, G. F. (2005). *What is Victimology?* Japan: Seibundo Publishing Co.
6. Mawby, R. I., & Gill, M. L. (1987). *Crime victims: Needs, services and the voluntary sector*. London: Tavistock.
7. Walklate, S. (2011). *Handbook of victims and victimology*. Abingdon, Oxon: Routledge.
8. Rajan, V. N. (1995). *Victimology in India perspectives beyond frontiers.* New Delhi: Ashish Publishing House.

**\*\*\*\*\*\*\*\*\*\***

**SBS – 2 Elements of Crime Prevention**

**Unit I: Introduction**

Definition of concepts History of crime prevention  Stages of crime prevention: Primary, secondary and tertiary crime prevention Prevention of various types of crimes Fear of crime.

**Unit II: Crime Prevention Methods**

Methods of crime prevention: punitive method, defense method, intervention method, mechanical method, Crime Prevention Through Environmental Design (CPTED) Reducing first offenders and recidivism.

**Unit III: Conventional Programmes**

Crime prevention by police: intervention programmes, patrolling and beats Intelligence Surveillance Corruption control methods Correctional services and prevention of crime

**Unit IV: Contemporary Programmes**

Public relations campaign Potential victim protection De-motivating potential offenders Socialization of youth at risk Programmes aimed at slums and disruptive family situations.

**Unit V: Crime Prevention Organizations**

Role of Boys Clubs and Friends of Police Community Watch Community involvement International cooperation in crime prevention Local community organizations Chicago Area Project (CAP) and Delinquency prevention.

**Recommended Readings**

1. Bawa, P.S. (1989). *Policing for people*. Calcutta: Rupa & Co.
2. Bursik, R., &Grasmick, H. G. (1993). *Neighbourhoods and crime: The dimensions ofeffective crime control*. New York: Lexington Books.
3. Clarke, R. (1997). “Introduction” In: R. Clarke (ed.), *Situational Crime Prevention:*

*Successful Case Studies*. Guilderland, NY: Harrow & Heston.

1. Goldstein, H. (1990). *Problem-oriented policing.* New York: McGraw Hill.
2. Greene, J., &Mastrofski S. (1988). *Community policing: Rhetoric or reality?* New York:

Praeger.

1. Hughes, G. (2002). *Crime prevention and community safety: New directions*. London: Sage.
2. Jeffery, C. R. (1977). *Crime prevention through environmental design*. Beverly Hills, CA:

Sage Publications.

1. Levine, J., &Musheno, M. (1980). *Criminal justice: A public policy approach*. New York:

Harcourt Brace Jovanovich.

1. Oliver, M. W. (2001). *Community-oriented policing: A systemic approach to policing*. New

Jersey: Prentice Hall.

1. Peak, K., &Glensor, R. (1996). *Community policing and problem solving: Strategies and*

*practices*. Upper Saddle River, NJ: Prentice Hall.

1. Rosenbaum, D. (1994). *The Challenge of community policing: Testing the promises*.

Thousand Oaks, California: Sage Publications.

1. Shaftoe, Henry (2004). *Crime prevention: Facts, fallacies and the future*. New York:

Palgrave Macmillan.

1. Thurman, Q., &McGarrell, E. (1997). *Community policing in a rural setting*. Cincinnati,

Ohio: Anderson Publishing.

1. Wrobleski, H. M. & Hess, K. M. (2000). *An introduction to law enforcement and criminal*

*justice* (6th ed.). Belmont, CA: Wadsworth Publishing.

**2 - EXTENSION ACTIVITY**

**Part – V EXTENSION ACTIVITY (NCC, NSS, YRC, YWF)**

**SEMESTER - V**

**Major Elective -1 NGO Management**

**Unit I Introduction**

Definition of NGO. Nature and scope, Concepts, Functions, Establishment of NGO and Schemes for NGO’s. Leadership and Staff Development of Legal Procedure and Establishment of NGOs. Governmental and non-governmental organizations, their duties and functions. Programs for eliminating social evils. Principles of community organization, community organization in Tribal, Rural and Urban areas. Role of community organizer: Guide, Enabler, Therapist and Expert.

**Unit II NGO Project**

Designing and Planning a Project, Fundraising and Grant Proposals. Project Monitoring and Evaluation. Human Resource Management. Conflict Resolution & Human rights. Fundamentals of Accounting. Management and Organization Skills, Media Management, Planning and Team Development Skills. Principles of Good Communication and Successful Negotiations

**Unit III Legal Framework**

Overview of Societies Registrations Act, India’s Companies Act, Charitable Endowment Act, FCRA, Tax Relaxations, Memorandum of Association and Bye-laws, The Trust Act and etc (Both State and Central). NGO Governance

**Unit IV NGO Governance**

Governance Concepts, Challenges, Perspectives and Ethical Concern, Building and Leading a Team1, Human Resource Policy, Staffing and Salaries, Impact of Different Governance Structures, Good Governance: Code and Accountability, Co-ordinating agencies, Funding Agencies and Schemes. Schemes for NGOs under the Government of India

**Unit V. Dealing with Criminality**

Juvenile offenders, and youth in trouble, understanding the nature of adolescence – Problems of adolescents Child Abuse & Violence2: - Understanding child abuse & its impact - Identifying symptoms of abuse - Legal and psychosocial support - Preventive strategies- Trafficking & exploitation of Children[[12]](#footnote-13): Strategies and intervention on trafficking and exploitation of children (Accessing services) - Rescue, rehabilitation & re-integration - Roles & responsibilities of care givers Offenders in prisons and in the community, methods of controlling vagrancy, methods of rehabilitation, correctional counselling, guidance and supervision.

**Recommended Readings**

1. [[Abraham Anita](https://www.goodreads.com/author/show/15491120.Abraham_Anita) (2019). Formation and Management of NGOs (Non-Governmental Organisations)](https://www.goodreads.com/book/show/31143325-formation-and-management-of-ngos).
2. [Ellen Karsh](https://www.goodreads.com/author/show/42077.Ellen_Karsh) (2017).  [The Only Grant-Writing Book You'll Ever Need.](https://www.goodreads.com/book/show/44782329-the-only-grant-writing-book-you-ll-ever-need)
3. MarulSidhayya. Samajkarya.
4. Michael Edwards and Alan Fowler (eds). **NGO Management.** Earthscan.
5. [Michele M. Betsill](https://www.goodreads.com/author/show/2646033.Michele_M_Betsill) (2007).  [NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations.](https://www.goodreads.com/book/show/2829763-ngo-diplomacy)
6. Mukherjee, B. Community Development in India.
7. [Peter F. Drucker](https://www.goodreads.com/author/show/12008.Peter_F_Drucker) (2003).  [Managing the Non-Profit Organization: Principles and Practices.](https://www.goodreads.com/book/show/48020.Managing_the_Non_Profit_Organization)
8. Sachdeva. Social Welfare Administration.

Major Elective – 2 Outdoor Training II

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.

**1. Drill – Command & Control** (Saluting without arms & with Arms / Cane, squad drill with/without arms)

**2. Rope climbing** (timing should be measured for marks)

**3. Unarmed Combat**

**4. Karate or Judo.**

**5. Equestrian (Horse riding)\***

**6. Swimming**

**7. Night Trekking**

**8. Rifle Shooting\***

**\*Subject to availability. If the provisions are not available for this, it can be replaced with Games.**

**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)
  + Showing interest in Games / Karate / Unarmed Combat (5 marks)
  + Effective Display of Skills (10 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)
    - Effective Display of Skills (20 marks)
    - Improvement Assessment - from the start to the end of the Training (15 marks)

**\* During the evaluation, examiners should be little 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 rigour. The trainer / expert may modify the standards as per the requirements.**

**SEMESTER VI**

**Cyber Security and Ethical –Hacking for Beginners**

**Core – 10 Private Detective**

Unit I Introduction

Introduction to Investigation – Process of Investigation in Cr.Pc - Difference between Police and Private Investigator[[13]](#footnote-14) – Desirable attributes of Investigator

Unit II Surveillance

Undercover Operations – Surveillance[[14]](#footnote-15): Purpose, Pre-surveillance Conference, Covert and overt Surveillance, Automobile Surveillance, Foot Surveillance, Team Surveillance

Unit III Types of Investigation

Pre and Post Marital Investigation[[15]](#footnote-16) – Land Dispute investigation - Student Investigation, Kidnapping and abduction investigation – missing person investigation – Traffic accident investigation Pre-employment verification, Post employee

Unit IV Instruments used in Investigation

Audio recording devices[[16]](#footnote-17) – Video recording devices – Photo camera

Unit V Interrogation and Interview

Difference between interrogation and Interview[[17]](#footnote-18) – Uses of Interviews and Interrogations – Types of witnesses

**Recommended Readings**

1. Angela Woodhull (2002) *Private Investigation: Strategies and Techniques*, Texas: Thomas Investigative Publications.
2. Bill Copeland (2001) *Private Investigation: How to be successful*, Absolutely zero loss Inc.
3. Douglas Cruise (2002) *The Business of Private Investigations*, Texas: Thomas Investigative Publications.
4. W. John George Moses (2004) Materials for Diploma in Private Investigation, Institute of Intelligence and Investigation, Eagle’s Eye Detective Agency, Chennai
5. Louis and Lawrence (1999) *Investigations: 150 Things*, Butter worth – Heinemann.
6. Michael Corun (2003) *Training Manual on Private Investigation*, Texas: Thomas Investigative Publications.
7. Rojer J. Willand (1997) *PI: Self study guide on becoming a private detective*, Paladin press.
8. Rosy J. Methahon (2000) *Practical Handbook for private Investigations*, CRC Press.

**Effective Communication and Technical Reporting (Media)**

**Basics of Security Management and Entrepreneurship (Units will include how to start a business etc.)**

1. Small Group Discussion [↑](#footnote-ref-2)
2. Seminar [↑](#footnote-ref-3)
3. Practical Exposure [↑](#footnote-ref-4)
4. Discussion [↑](#footnote-ref-5)
5. Fish Bowl [↑](#footnote-ref-6)
6. Seminar [↑](#footnote-ref-7)
7. Panel Discussion [↑](#footnote-ref-8)
8. Role play [↑](#footnote-ref-9)
9. Practical Exposure to NGOs working in the area [↑](#footnote-ref-10)
10. Games [↑](#footnote-ref-11)
11. Role Play [↑](#footnote-ref-12)
12. Drama

    2 Skit

    1 Team work [↑](#footnote-ref-13)
13. Workshop [↑](#footnote-ref-14)
14. Role Play [↑](#footnote-ref-15)
15. Debate [↑](#footnote-ref-16)
16. Demonstration [↑](#footnote-ref-17)
17. Role Play [↑](#footnote-ref-18)