



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI-620024

**B.A. CRIMINOLOGY AND POLICE ADMINISTRATION
CHOICE BASED CREDIT SYSTEM–LEARNING OUTCOMES BASED
CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2026-2027 onwards)

Sem	Part	Courses	Title	Ins. Hrs.	Credits	Exam. Hours	Maximum Marks		
							Int.	Ext.	Total
I	I	Ability Enhancement Course – I (AEC - I)	(Tamil / Other Languages+, #)	6	3	3	30	70	100
	II	Ability Enhancement Course – II (AEC - II)	English Course - I	6	3	3	30	70	100
	III	Core Course -1 (CC - 1)	Introduction to Criminology	4	4	3	30	70	100
		Core Course - 2 (CC - 2)	Constitution of India	4	4	3	30	70	100
		Allied Course - 1 (AC - 1)	BNS	3	3	3	30	70	100
		Allied course – 2 (AC – 2)	Social work in CJS	3	3	3	30	70	100
	IV	Value Education	Value Education	2	2	3	30	70	100
		Interdisciplinary Course –1 (IDC - 1) #	One Course from Outside Department	2	2	3	30	70	100
	Total				30	24	--	--	700
II	I	Ability Enhancement Course – III (AEC - III)	(Tamil / Other Languages+, #)	6	3	3	30	70	100
	II	Ability Enhancement Course – IV (AEC - IV)	English Course - II	6	3	3	30	70	100
	III	Core Course- 3 (CC - 2)	Fundamentals of Psychology	4	4	3	30	70	100
		Core course - 4 (CC - 2)	Basic Outdoor Training - I	4	4	3	30	70	100
		Allied Course – 3 (AC - 3)	BNSS or BSA	3	3	3	30	70	100
		Allied course – 4 (AC – 4)	Media and Crime	3	3	3	30	70	100
	IV	Skill Enhancement Course - 1(SEC - 1) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Interdisciplinary Course –2 (IDC - 2) #	One Course from Outside Department	2	2	3	30	70	100
	Total				30	24	--	--	800

III	I	Ability Enhancement Course – V (AEC - V)	(Tamil / Other Languages+, #)	6	3	3	30	70	100
	II	Ability Enhancement Course – VI (AEC - VI)	English Course - III	6	3	3	30	70	100
	III	Core Course- 5 (CC - 5)	Advanced Outdoor Training - II	4	4	3	30	70	100
		Core Course - 6 (CC - 6)	Forensic Science	4	4	3	30	70	100
		Allied course – 5 (AC – 5)	Local and Special Laws	3	3	3	30	70	100
		Allied course – 6 (AC – 6)	Social Problems	3	3	3	30	70	100
	IV	Skill Enhancement Course - 2 (SEC - 2) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Interdisciplinary Course – 3 (IDC - 3) \$\$	One Course from Outside Department	2	2	3	30	70	100
		Health & Wellness @		--	1	--			100
	Total			30	25	--	--	--	900
	I	Ability Enhancement Course – VII (AEC - VII)	(Tamil / Other Languages+, #)	6	3	3	30	70	100
IV	II	Ability Enhancement Course – VIII (AEC - VIII)	English Course - IV	6	3	3	30	70	100
	III	Core Course - 7 (CC - 7)	Forensic Medicine	4	4	3	30	70	100
		Core course - 8 (CC - 8)	Police Administration	4	4	3	30	70	100
		Allied Course – 7 (AC - 7)	Bank Frauds	3	3	3	30	70	100
		Allied course – 8 (AC – 8)	Environmental Crimes	3	3	3	30	70	100
	IV	Skill Enhancement Course - 3 (SEC - 3) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Interdisciplinary Course – 4 (IDC - 4) \$\$	One Course from Outside Department	2	2	3	30	70	100
	Total			30	24	--	--	--	800
	Summer Internship / Industrial Activity during the Summer Vacation after II Year								

V	III	Core Course - 9 (CC - 9)	Penology and Correctional Administration	4	4	3	30	70	100
		Core Course - 10 (CC - 10)	Victimology and Victim Assistance	5	4	3	30	70	100
		Core Course - 11 (CC - 11)	Research Methods and Statistics	5	4	3	30	70	100
		Core Course - 12 (CC - 12)	Human Rights in CJS	5	4	3	30	70	100
		Core course - 13 (CP - 13)	Crime Prevention	5	4	3	30	70	100
	IV	Skill Enhancement Course - 4 (SEC - 4)	Crowd Control and Riot Management	2	2	3	30	70	100
		Skill Enhancement Course - 5 (SEC - 5) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Introduction to Disaster Management		2	2	3	30	70	100
		Summer Internship / Industrial Activity @@	(with Viva-Voce)	--	2	--	20	80	100
	Total			30	28	--	--	--	900
VI	III	Core Course - 14 (CC -14)	Vigilance and Security Management	4	4	3	30	70	100
		Core Course- 15 (CC - 15)	Cyber Crimes	5	4	3	30	70	100
		Core Course- 16 (CC - 16)	Contemporary Forms and Crime.	5	4	3	30	70	100
		Core Project Work - 17 (CPW - 17) @@	Project Work(with Viva Voce)	6	3	3	20	80	100
	IV	Value Added Course	General Studies for Competitive Examinations	2	2	3	30	70	100
		Skill Enhancement Course - 6 (SEC - 6)	NGO Management	2	2	3	30	70	100
		Skill Enhancement Course - 7 (SEC - 7) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Environmental Studies		2	2	3	30	70	100
		Gender Studies		2	1	3	30	70	100
		Extension Activities *		--	1	--	--	--	--
	Total			30	25	--	--	--	900
Grand Total			180	150	--	--	--	5100	

SKILL ENHANCEMENT COURSE			
Sl. No.	Title of Courses	Sl. No.	MANDATORY Naan Mudhalvan Course ##
1.	Introduction to Private security	1.	2 nd Semester:
2.	Crime scene investigation		
3.	Introduction to private defectives	2.	3 rd Semester:
4.	First aid and safety		
5.	Crowd Control and Riot Management	3.	4 th Semester:
6.	Fire safety		
7.	NGO Management	4.	5 th Semester:
	--	5.	6 th Semester:

INTERDISCIPLINARY COURSE (IDC) FOR WHO HAVE OPT TAMIL AS PART-I (for other Department Students only)	
1 st Semester	Child and Law
2 nd Semester	Women and Crime
3 rd Semester	Investigative Journalism
4 th Semester	Corporate Security Management

INTERDISCIPLINARY COURSE (IDC) # FOR WHO HAVE NOT OPT TAMIL AS PART - I		
Those who have studied Tamil upto 10 th +2 but opt for other Languages in degree	1 st Semester	Special Tamil - I
	2 nd Semester	Special Tamil - II
Those who have not studied Tamil in school level	1 st Semester	Basic Tamil - I
	2 nd Semester	Basic Tamil – II
Those students who opt for either special Tamil (or) Basic Tamil as IDCs, have to choose 2 more IDCs courses in their 3 rd and 4 th Semester from Outside his / her department.		

INTERDISCIPLINARY COURSE (IDC) \$\$ FOR NCCADETS ONLY	
NCC Course is a Compulsory Course for the NCC Cadets in the 3rd Semester:	NCC Course is a Compulsory Course for the NCC Cadets in the 4th Semester:
Introduction to NCC (Existing Syllabus)	1. Special Subject Army (or) 2. Special Subject Navy (or) 3. Special Subject Air force
Those students who opt for NCC Course as IDCs, have to choose 2 more IDCs courses in their 1 st and 2 nd Semester from Outside his / her department	

SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES

Sl. No.	Part	Types of the Courses	No. of Courses	Credits for Each Course	Total Credits	Marks
1.	I	Ability Enhancement Course	4	3	12	400
2.	II	Ability Enhancement Course	4	3	12	400
3.	III	Core Courses	16	4	64	1600
4.		Allied course (AC)	8	3	24	800
5.		Core project work	1	3	03	100
6.		Skill Enhancement Courses (SEC)	7	2	14	700
7.		Interdisciplinary course (IDC)	4	2	08	400
8.	IV	Value education	1	2	02	100
9.		Health and wellness	1	1	01	100
10.		Introduction to disaster management	1	2	02	100
11.		Summer Internship/ industrial activity	1	2	02	100
12.		Value added course	1	2	02	100
13.		Environmental Studies	1	2	02	100
14.		Gender Studies	1	1	01	100
15.		Extension Activities (NCC/NSS/SPORTS/ANTI DRUG CELL/YRC & Any other activities.	--	1	01	--
	Total		51	-	150	5100

\$	For those who have studied Tamil upto10 th +2(Regular Stream)															
+	Syllabus for other Languages should be on par with Tamil at degree level															
#	Those who have studied Tamil upto10 th +2 but opt for other languages in degree level under Part-I should study special Tamil and those who have not studied Tamil in the school level should study Basic Tamil in Part-IV under the Interdisciplinary Course.															
**	Examination at the end of the next semester															
##	Naan Mudhalvan Scheme: As per the Naan Mudhalvan Scheme instructions, 5 courses from 2 nd to 6 th semester should be studied under Skill Enhancement Course.															
\$\$	NCC Course is one of the Choices in the Interdisciplinary Course. Only the NCC Cadets are eligible to choose this course. However, NCC Course is a Compulsory Course for the NCC Cadets.															
@	Health and Wellness: Assessments: • Use self-reflective worksheets to assess their understanding • submit the worksheets to internal audit / external audit • Every student’s activity report should be documented and the same have to be assessed by the Physical Director with Mentor. The evaluation should be for 100 marks. No examination is required. Scheme of Evaluation: <table><tr><th>Part</th><th>Description</th><th>Marks</th></tr><tr><td>A</td><td>Report</td><td>40</td></tr><tr><td>B</td><td>Attendance</td><td>20</td></tr><tr><td>C</td><td>Activities (Observation During Practice)</td><td>40</td></tr><tr><td colspan="2">Total</td><td>100</td></tr></table>	Part	Description	Marks	A	Report	40	B	Attendance	20	C	Activities (Observation During Practice)	40	Total		100
Part	Description	Marks														
A	Report	40														
B	Attendance	20														
C	Activities (Observation During Practice)	40														
Total		100														

@@	Summer Internship / Industrial Activity Internship will be carried during the summer vacation after the second year. Viva-Voce will be conducted by the college, and Marks shall be sent to the University and the same will be included in the 5th semester Mark Statement. Summer Internship / Industrial Activity& Project Work Scheme of Evaluation: <table border="1" data-bbox="272 373 1414 537"> <thead> <tr> <th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Report</td><td>80</td></tr> <tr> <td>Attendance</td><td>20</td></tr> <tr> <td>Total</td><td>100</td></tr> </tbody> </table>	Description	Marks	Report	80	Attendance	20	Total	100
Description	Marks								
Report	80								
Attendance	20								
Total	100								
*	Extension Activities shall be outside instruction hours.								

PROGRAMME OUTCOMES (PO):

PO1	Communication Skill: Mandatory language courses facilitate to become proficient in communication, culturally aware, and more employable in both Indian and global contexts. Improve presentations skill, debates, and professional communication.
PO 2	Disciplinary Knowledge: Learn in-depth complex scientific concepts, demonstrate their ability to explain and apply their knowledge. Consistent in learning by earning extra credits in specialized courses within the science domain and enhancing disciplinary knowledge.
PO 3	Critical thinking: Field and academic visits will help students to develop Observation skills, grasping ability, collect and interpret data and propose models that will help them to understand hypotheses and conclusions.
PO 4	Analytical Reasoning: Through the interactions, students will develop skills of critical reading of texts, identifying gaps in knowledge, formulating scientific questions, and will recognize the synthesis of new ideas.
PO 5	Scientific Reasoning: Skill oriented courses will provide details on principles, conduct of proper calibration and use of scientific instrumentation and appropriate use of scientific techniques in experimental design
PO 6	Self-directed Learning: Preparation of field reports helps them to present their results and discussion in a written format that is typically required for their future professions.
PO 7	Reflective Thinking: All core courses with laboratory components will provide exposure to a wide range of research techniques, therein enhancing their understanding of the application of

	techniques in their domain.
PO 8	Problem Solving: Students will develop the ability to reason, apply numerical concepts and equations in their fields of study for interpreting scientific data and drawing relevant scientific conclusions.
PO 9	Research-related Skills: Students undertaking an internship will have the opportunity to design, develop and execute their own research ideas in their experiments, thus expanding their knowledge of research methods and laboratory skills.
PO10	Lifelong Learning: Ability to understand the gaps in knowledge and skill, adapt to technological change, and engage in self-directed learning.

FIRST YEAR	CORE COURSE – I	SEMESTER : I
CODE	INTRODUCTION TO CRIMINOLOGY (THEORY)	CREDITS : 4

COURSE OBJECTIVE:

- To introduce students to the historical development, scope, interdisciplinary nature, and fundamental concepts of criminology, crime, deviance, delinquency, and the role of criminologists.
- To familiarize students with crime statistics, methods of crime measurement, crime reporting and recording systems, victim surveys, international crime comparisons, and emerging crime trends.
- To develop an understanding of the major schools of criminological thought and their contributions to explaining criminal behaviour and the causes of crime.
- To provide knowledge of various types of crime and criminal behaviour, including conventional and emerging forms of crime, and the characteristics of different categories of offenders.
- To acquaint students with major criminological theories and enable them to analyze crime and criminal behaviour using theoretical perspectives.

CONTENT MODULE

UNIT -I INTRODUCTION:

Historical development of criminology – Social context of deviance, delinquency & crime – Definitions of crime– Criminology’s interdisciplinary nature – Role of Criminologists

UNIT- II CRIME STATISTICS AND CURRENT TREND:

National Crime Statistics – Reporting crime – Recording crime – Crime/victim surveys – International crime comparisons – Changing crime patterns – Unreported crime

UNIT -III EXPLANATIONS OF CRIME:

Pre-Classical School – Classical School –Biological Positivism – Cartographic School – Neoclassical School – Positive School

UNIT -IV TYPOLOGY OF CRIME AND CRIMINAL BEHAVIOUR:

Crime against person – Crime against property – Conventional crime – White collar crime – Cybercrime – Environmental crime – Organised Crime – Hate Crime – Understanding criminal behaviour – Habitual offenders – Recidivism Professional criminals – Violent and aggressive offenders – Sexual offenders

UNIT -V THEORIES OF CRIME:

Differential Association Theory (Sutherland) – Law of Imitation (Tarde) – Techniques of Neutralization (Sykes & Matza) – Subculture of violence (Wolfgang & Feracutti) – Social structure and anomie (Merton) – Social bond theory (Hirschi) – Labelling theory (Lemert).

REFERENCES:

1. Helfgott, J. (2008). Criminal behaviour: Theories, typologies, and criminal justice, Thousand Oaks, California: Sage Publications.
2. Jones, D. (2012). Understanding criminal behaviour. London: Routledge. 6

3. Jones, S. (2013). Criminology (5thed.). Oxford University Press.
4. Schmalleger, F. (2015). Criminology (3rded.). Pearson.
5. Siegel, L. (2011). Criminology: The core. Australia: Wadsworth/Cengage Learning.
6. Unnithan, N. (2013). Crime and justice in India. Los Angeles: SAGE.
- Vold, G., Bernard, T., & Snipes, J. (2002). Theoretical criminology. New York: Oxford University Press.
7. Walklate, S. (2005). Understanding criminology. Maidenhead, Berks: Open University Press.

COURSE OUTCOMES:

- **CO1:** Explain the historical development, scope, interdisciplinary nature of criminology, and the concepts of crime, deviance, delinquency, and the role of criminologists.
- **CO2:** Examine crime statistics, methods of crime reporting and recording, crime and victim surveys, international crime comparisons, changing crime patterns, and issues related to unreported crime.
- **CO3:** Analyze the major schools of criminological thought, including the Classical, Neoclassical, Positivist, Biological Positivist, and Cartographic schools, in explaining criminal behaviour.
- **CO4:** Differentiate various types of crimes and categories of offenders by examining their characteristics, patterns, and behavioural aspects in contemporary society.
- **CO5:** Apply major criminological theories to interpret the causes of crime and criminal behaviour in diverse social contexts.

MAPPING OF CO-PO

CO-PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	M	M	L	M	M	L	L	M
CO2	M	S	S	S	M	M	S	S	M	M
CO3	M	S	S	S	M	M	S	S	M	S
CO4	S	S	S	S	M	M	S	S	M	S
CO5	S	S	S	S	M	S	S	S	S	S

S – Strong, M – Moderate, L – Low

FIRST YEAR	CORE COURSE – II	SEMESTER : I
CODE	CONSTITUTION OF INDIA (THEORY)	CREDITS : 4

COURSE OBJECTIVES:

- **COBJ1:** To provide students with an understanding of the historical evolution, philosophy, and salient features of the Constitution of India.
- **COBJ2:** To familiarize students with Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, and their significance in governance and justice.
- **COBJ3:** To develop knowledge of the structure and functions of the Union, State, and Local Governments under the Constitution.
- **COBJ4:** To impart knowledge of the legislative process, constitutional amendments, and landmark judicial decisions shaping constitutional governance.
- **COBJ5:** To enhance understanding of federalism, democratic institutions, the electoral system, and the independence of the judiciary in India.

MODULE CONTENTS

UNIT I: INTRODUCTION TO INDIAN CONSTITUTION

Evolution of the Indian Constitution; Historical Background; Constituent Assembly; Salient Features of the Constitution; Preamble—Justice, Liberty, Equality and Fraternity; Constitutional principles shaping justice administration.

UNIT II: CONSTITUTIONAL RIGHTS, DUTIES AND STATE POLICY

Fundamental Rights: Meaning, types and significance; Fundamental Duties: Role and importance; Directive Principles of State Policy (DPSP); Relationship between Fundamental Rights and DPSP.

UNIT III: STRUCTURE OF GOVERNMENT

Union Executive: President, Vice-President, Prime Minister and Council of Ministers; State Executive: Governor, Chief Minister and Council of Ministers; Local Government: Panchayati Raj Institutions and Urban Local Bodies.

UNIT IV: LEGISLATION AND AMENDMENTS

Types of Bills; Union Legislature: Parliament, Lok Sabha and Rajya Sabha; State Legislature: Legislative Assembly and Legislative Council; Constitutional Amendments and their types; Landmark Judgments: *Kesavananda Bharati v. State of Kerala*; *Sheela Barse v. State of Maharashtra*; *D.K. Basu v. State of West Bengal*; *Vishaka v. State of Rajasthan*.

UNIT V: FEDERALISM AND DEMOCRATIC INSTITUTIONS

Centre–State Relations: Legislative, Administrative and Financial Relations; Election System in India: Election Commission, Electoral Process and Electoral Reforms; Judiciary in India: Structure, Powers and Independence.

REFERENCE BOOKS:

1. Laxmikanth, M. (2023). *Indian Polity* (7th ed.). McGraw Hill.
2. Basu, D. D. (2018). *Introduction to the Constitution of India* (23rd ed.). LexisNexis.

3. Singh, M. P. (2019). *V. N. Shukla's Constitution of India* (13th ed.). Eastern Book Company.
4. Jain, M. P. (2018). *Indian Constitutional Law* (8th ed.). LexisNexis.
5. Narender, K. (2025). *Constitutional Law of India* (12th ed.). Allahabad Law Agency.

COURSE OUTCOMES:

- **CO1:** Explain the historical evolution, salient features, Preamble, and constitutional principles that govern the Indian Constitution.
- **CO2:** Examine the Fundamental Rights, Fundamental Duties, and Directive Principles of State Policy, and evaluate their role in promoting constitutional governance.
- **CO3:** Analyze the constitutional framework, powers, and functions of the Union, State, and Local Governments.
- **CO4:** Assess the legislative process, constitutional amendments, and the significance of landmark constitutional judgments in protecting democratic values.
- **CO5:** Evaluate Centre–State relations, the electoral process, and the structure, powers, and independence of the Indian judiciary.

MAPPING OF CO-PO

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	M	M	L	M	M	M	L	M
CO2	S	S	S	S	M	M	S	S	M	S
CO3	M	S	S	S	M	M	S	S	M	S
CO4	S	S	S	S	M	S	S	S	S	S
CO5	S	S	S	S	M	S	S	S	S	S

S – Strong, M – Moderate, L – Low

FIRST YEAR	ALLIED COURSE – I	SEMESTER : I
CODE	BNS (THEORY)	CREDITS : 3

COURSE OBJECTIVES:

- **COBJ1:** To introduce students to the evolution of the Criminal Justice System in India, the structure of criminal justice agencies, and the development of criminal law.
- **COBJ2:** To familiarize students with the principles of criminal responsibility, criminal liability, general exceptions, and fundamental legal doctrines governing criminal offences.
- **COBJ3:** To develop an understanding of offences affecting the human body and the legal provisions governing crimes against individuals.
- **COBJ4:** To provide knowledge of offences against property and their legal implications under criminal law.
- **COBJ5:** To acquaint students with offences against the State, public justice, public tranquility, religion, marriage, and other offences under criminal law.

MODULE CONTENTS

UNIT I: CRIMINAL JUSTICE AND LAW

Evolution of the Criminal Justice System in India; role and structure of the Police, Prosecution, Judiciary, and Correctional Departments; historical development of criminal law in India; importance of punitive measures; statutory law and case law.

UNIT II: CRIMINAL RESPONSIBILITY

Social norms and values; criminal law as a means of social control; stages of crime; theories of crime; rule of law; general exceptions; elements of criminal liability; Latin maxim *actus non facit reum nisi mens sit rea*; strict liability; vicarious liability; conditions for negative liability; insanity; private defence.

UNIT III: OFFENCES AFFECTING THE HUMAN BODY

Culpable homicide; murder; suicide; hurt and grievous hurt; wrongful restraint and wrongful confinement; criminal force and assault; kidnapping and abduction; sexual harassment and assault; rape; child sexual abuse; unnatural offences.

UNIT IV: OFFENCES AGAINST PROPERTY

Theft; extortion; robbery; dacoity; criminal misappropriation of property; criminal breach of trust; stolen property; cheating; fraudulent deeds; mischief; criminal trespass; forgery; arson.

UNIT V: OTHER OFFENCES

Abetment; criminal conspiracy; criminal intimidation; defamation; offences against the State; offences against public tranquility; offences by or relating to public servants; giving false evidence; offences against public justice; offences affecting public health and safety; offences relating to religion and marriage; attempts to commit offences.

REFERENCE BOOKS:

1. Gaur, K. D. (2013). *Criminal Law: Cases and Materials* (7th ed.). Gurgaon, Haryana: LexisNexis.
2. Ratanlal, Ranchhoddas., Thakore, D., Manohar, V., & Singh, A. (2011). *Ratanlal & Dhirajlal's The Indian Penal Code (Act XLV of 1860)*. Gurgaon, Haryana: LexisNexis Butterworths Wadhwa Nagpur.
3. Thakore, D. (2011). *Ratanlal & Dhirajlal's The Indian Penal Code (Act XLV of 1860)* (33rd ed.). Gurgaon, Haryana: LexisNexis Butterworths Wadhwa Nagpur.
4. Vibhute, K. I. (2012). *P. S. A. Pillai's Criminal Law* (11th ed.). Gurgaon, Haryana: LexisNexis.

COURSE OUTCOMES:

- **CO1:** Explain the evolution of the Criminal Justice System in India, the functions of criminal justice agencies, and the development of criminal law.
- **CO2:** Examine the principles of criminal responsibility, criminal liability, general exceptions, and legal doctrines applicable to criminal offences.
- **CO3:** Analyze offences affecting the human body and apply relevant legal provisions in criminal justice contexts.
- **CO4:** Analyze offences against property and evaluate the legal principles governing property-related crimes.
- **CO5:** Assess offences against the State, public justice, public tranquillity, religion, marriage, and other criminal offences within the framework of criminal law.

MAPPING OF CO-PO

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	M	M	L	M	M	M	L	M
CO2	M	S	S	S	M	M	S	S	M	S
CO3	S	S	S	S	M	M	S	S	M	S
CO4	M	S	S	S	M	M	S	S	M	S
CO5	S	S	S	S	M	S	S	S	S	S

S – Strong, M – Moderate, L – Low

FIRST YEAR	ALLIED COURSE – I	SEMESTER : I
CODE	SOCIAL WORK IN CJS (THEORY)	CREDITS : 3

COURSE OBJECTIVES:

- **COBJ1:** To introduce students to the concepts, principles, and scope of social work, social welfare organizations, community organization, and the role of social workers in addressing social problems.
- **COBJ2:** To familiarize students with the application of social work practices in addressing juvenile delinquency, adolescent issues, child abuse, and violence through legal and psychosocial interventions.
- **COBJ3:** To develop an understanding of preventive strategies for child trafficking, exploitation, rescue, rehabilitation, reintegration, and the responsibilities of caregivers in child protection.
- **COBJ4:** To provide knowledge of correctional social work practices, rehabilitation methods, counselling, guidance, and supervision for offenders in institutional and community settings.
- **COBJ5:** To develop essential professional social work skills, including communication, assessment, intervention, casework, interviewing techniques, planning, negotiation, and client-worker relationships.

CONTENT MODULE

UNIT -I INTRODUCTION:

Conceptual definition of social work and social problems; Social welfare organizations: 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 APPLICATION OF SOCIAL WORK TO JUVENILE OFFENDERS AND CHILDREN:

Social work with 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 –

UNIT -III PREVENTIVE STRATEGIES

Preventive strategies -Trafficking & exploitation of Children: Strategies and intervention on trafficking and exploitation of children (Accessing services) - Rescue, rehabilitation & reintegration - Roles & responsibilities of care givers

UNIT- IV DEALING WITH CRIMINALITY:

Offenders in prisons and in the community, methods of controlling vagrancy, methods of rehabilitation, correctional counselling, guidance and supervision.

UNIT -V SOCIAL WORKER SKILLS: Basic methods, skills, theories and its use in social work practice, communication, assessment and interventions, planning and negotiating, use of groups and communities. - Social case work Interview: Nature, definition, objectives and Interviewing technique, client worker relationship.

REFERENCE BOOKS:

1. Social Work in India by Khinduka S.K
2. Social Work and Social Education by Dr. M. Gore
3. Concepts and methods of social work in India by Walter A. Friedlander.
4. Methods and fields of social work in India by Dr. K.K. Jacob
5. History and Philosophy of social work in India Dr. A.R. Wadia (Edited)
6. Indian Social Problem (Vol, 1, II) by Madan G.R.
7. An Intro. to Social Work Handbook of Social Welfare New Partnership in Rural Development by Dr.D. Paul Chaudhary.
8. Community Development in India by B. Mukherjee
9. School Social Work by Margaret Robinson 10. Samajkarya by Dr. MarulSidhayya

COURSE OUTCOMES:

- **CO1:** Explain the concepts, principles, scope of social work, community organization, social welfare organizations, and the roles of social workers in addressing social problems.
- **CO2:** Examine the application of social work in addressing juvenile delinquency, adolescent problems, child abuse, and violence through appropriate legal and psychosocial interventions.
- **CO3:** Analyze preventive strategies for child trafficking and exploitation, including rescue, rehabilitation, reintegration, and the role of caregivers in child protection.
- **CO4:** Assess rehabilitation approaches, correctional counselling, guidance, supervision, and community-based interventions for offenders.
- **CO5:** Demonstrate professional social work skills, including communication, assessment, interviewing, intervention, planning, negotiation, and social casework in diverse practice settings.

MAPPING OF CO-PO

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	L	M	M	M	L	M
CO2	S	S	S	S	M	M	S	S	M	S
CO3	M	S	S	S	M	S	S	S	M	S
CO4	S	S	S	S	M	S	S	S	M	S
CO5	S	S	S	S	M	S	S	S	S	S

S – Strong, M – Moderate, L – Low

FIRST YEAR	INTERDISCIPLINARY COURSE – I	SEMESTER : I
CODE	CHILD AND LAW (THEORY)	CREDITS : 2

COURSE OBJECTIVES:

- **COBJ1:** To introduce students to the concepts, historical development, and legal framework of juvenile justice, juvenile delinquency, child rights, and vulnerability.
- **COBJ2:** To familiarize students with national and international legal provisions relating to the rights and protection of children, including the UNCRC and major child protection legislation.
- **COBJ3:** To develop an understanding of nature, causes, patterns, and emerging trends of juvenile delinquency and the issues affecting vulnerable children.
- **COBJ4:** To provide knowledge of the ecological, cultural, psychological, and social factors influencing juvenile delinquency, vulnerability, and deviant behaviour.
- **COBJ5:** To acquaint students with the juvenile justice system, child welfare institutions, rehabilitation measures, and the role of governmental and non-governmental organizations in child protection and welfare.

CONTENT OF THE MODULE

UNIT- I INTRODUCTION:

Definition and Concepts: Child, Juvenile, Deviance, Delinquency and Vulnerability – History of juvenile justice and juvenile delinquency

UNIT -II RIGHTS OF THE CHILD:

Rights of the Child – Principle of Best Interest – UN Convention on the Rights of the Child ((UNCRC) –Juvenile Justice (Care & Protection of Children) Act, 2015 – Protection of Children from Sexual Offences Act, 2012

UNIT –III JUVENILE DELINQUENCY AND VULNERABILITY:

Juvenile delinquency: Nature and extent of deviant and delinquent behaviour in the Indian context – Trends in deviant and delinquent behaviour – Types of deviance and delinquency
Vulnerable children: Girl, Street, Missing, Abandoned, Runaway, Trafficked and Abused children – Children with disabilities – Child refugees and migrant children

UNIT –IV FACTORS IN VULNERABILITY, DEVIANT AND DELINQUENT BEHAVIOUR:

Ecological-cultural factors: family violence, community violence, nature and effects of child abuse, academic failure, bullying, alcohol and drug abuse, information technology facilitated deviance and delinquency (cyber bullying, social media addiction) – Psycho-social factors: social structure, socialisation, family, school environment, peer group, neighborhood, community, socio-economic context, media

UNIT -V JUVENILE JUSTICE INSTITUTIONS AND ROLE OF GOVERNMENTAL & NON-GOVERNMENTAL AGENCIES:

Child Welfare Board – Juvenile Justice Board – Borstal school – Children's home – Shelter home –Rehabilitation – Reformation – Counselling – Foster care – Adoption – Child welfare programmes – NGOs: Tulir, CRY

REFERENCE BOOKS:

1. Brotherton, G. & Cronin, M. (2013). Working with vulnerable children, young people and families. London: Routledge.
2. Chopra, G. (2003). Child rights in India. OUP India.
3. VedKumari. (2012). The juvenile justice system in India. New Delhi: Oxford University Press.
4. Howell, J. C. (2009). Preventing and Reducing Juvenile Delinquency: A Comprehensive Framework. Thousand Oaks, CA: Sage Publications.
5. Tomer, A. (2017). Rethinking of juvenile justice system in India. Bharti Publications.
6. United Nations Convention on the Rights of the Child (1989).

COURSE OUTCOMES:

CO1: Explain the concepts, historical development, and legal framework of juvenile justice, juvenile delinquency, child rights, and vulnerability.

CO2: Examine the rights of children and analyze the provisions of the UN Convention on the Rights of the Child (UNCRC), the Juvenile Justice (Care and Protection of Children) Act, 2015, and the Protection of Children from Sexual Offences (POCSO) Act, 2012.

CO3: Analyze the nature, trends, and types of juvenile delinquency and evaluate the challenges faced by vulnerable children in different social contexts.

CO4: Assess the ecological, cultural, psychological, and social factors contributing to juvenile vulnerability, deviant behaviour, and delinquency.

CO5: Evaluate the roles and functions of juvenile justice institutions, rehabilitation mechanisms, governmental agencies, and non-governmental organizations in promoting child welfare and juvenile justice.

MAPPING OF CO-PO

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	S	M	M	L	M	M	M	L
CO2	S	S	S	S	M	M	S	S	M
CO3	M	S	S	S	M	M	S	S	M
CO4	M	S	S	S	M	S	S	S	M
CO5	S	S	S	S	M	S	S	S	S

S – Strong, M – Moderate, L – Low