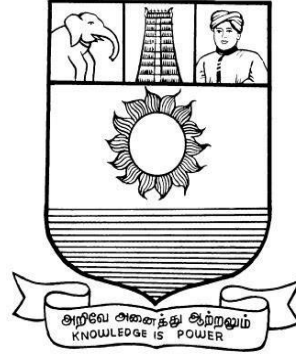


**MANONMANIAM SUNDARANAR UNIVERSITY  
TIRUNELVELI**



**B. A. Criminology & Police Administration**

Choice Based Credit System (CBCS)

**CURRICULUM**

From 2021 – 2022 Academic Year Onwards

**(SAME SYLLABUS TO BE FOLLOWED FOR 2023-2024 ALSO)**

**MANONMANIAM SUNDARANAR UNIVERSITY  
TIRUNELVELI**

**B. A. Criminology & Police Administration**

Choice based Credit System (CBCS)  
(for those who joined from 2021-2022)

**Scheme, Regulations and Syllabus**

**Title of the course:**

Bachelor of Arts (B. A.) Degree course in Criminology & Police Administration.

**Duration of the course:**

Three years under semester pattern

**Eligibility:**

Candidates for the Degree of Criminology & Police Administration should have passed higher secondary examination in any group conducted by the Board of Secondary Education, Government of Tamil Nadu or any other equivalent examination prescribed and accepted by the Syndicate / SCAA of the Manonmaniam Sundaranar University.

**Objectives of the course:**

- To make the students conversant with the causes and consequences of crime.
- To get the students acquainted with the structure and functioning of the Criminal Justice System.
- To develop in students, skill sets such as Communication, Analytical Thinking, Problem Solving, Decision Making, Value Systems and to construct a regard for Human Rights & Human Relationships – Through effective participatory teaching methodology and Physical Training by outdoor activities.
- To prepare the students to take up a career in the field of Criminal Justice - covering Police, Prisons, Probation Services, Private Detective, and Security Management apart from careers like Fraud Detective Officers in Banks and Counselors / Field workers in NGOs / for higher studies in Criminology, including research.

**B.A. CRIMINOLOGY & POLICE ADMINISTRATION**  
**ABSTRACT OF THE SYLLABUS**

SEM	Part	Status	Course	Hours	Credit
I	Part - I	Language	Tamil / Other Languages	6	4
	Part – II	English	Communicative English	6	4
	Part – III	Add on Major (Mandatory)	Professional English for Arts and Social Sciences – I	4	4
		Core – 1	Fundamentals of Criminology	4	4
		Core – 2	Police Administration	4	4
		Allied – 1	Sociology of Crime and Deviance	4	3
	Part - IV	Common 1	Environmental Studies	2	2
	<b>Total 7 Courses</b>				<b>30</b>

SEM	Part	Status	Course	Hours	Credit
II	Part - I	Language	Tamil / Other Languages	6	4
	Part – II	English	Communicative English	6	4
	Part – III	Add on Major (Mandatory)	Professional English for Arts and Social Sciences – II	4	4
		Core – 3	Forms of Crime	4	4
		Core – 4	Criminal Laws	4	4
		Allied – 2	Psychology of Crime and Delinquency	4	3
	Part - IV	Common 2	Value Based Education	2	2
	<b>Total 7 Courses</b>				<b>30</b>

SEM	Part	Status	Course	Hours	Credit
III	Part - I	Language	Tamil / Other Languages	6	4
	Part - II	English	Communicative English	6	4
	Part - III	Core - 5	Penology & Correctional Administration	6	4
		Allied - 3	Elements of State and Government	3	3
		Skilled Based Core - 1	Security Management	5	4
	Part - IV	Non Major Elective - 1	Indian Society and Social problems	2	2
		Common - 3	Yoga	2	2
	<b>Total 7 Courses</b>				<b>30</b>

SEM	Part	Status	Course	Hours	Credit
IV	Part - I	Language	Tamil / Other Languages	6	4
	Part - II	English	Communicative English	6	4
	Part - III	Core - 6	Fundamentals of Forensic Science and Medicine	4	4
		Allied - 4	Field Visits	6	10
		Skilled Based Core - 2	Private Detective and Investigation	4	4
	Part - IV	Non Major Elective - 2	Human Rights and Policing	2	2
		Naan Mudhalvan	Digital Skills for Employability	2	2
	Part - V	Common - 4	Extension Activity		1
	<b>Total 8 Courses</b>				<b>30</b>

SEM	Part	Status	Course	Hours	Credit
V	Part – III	Core - 7	Police Investigation	6	4
		Core – 8	Outdoor Training I	10	10
		Core – 9	Child Protection	4	4
		Major Elective 1	Social Work in Criminal Justice	4	4
		Major Elective 2	Crowd Control and Riot Management	4	4
	Part - IV	Skill Based Common - 1	Personality Development / Effective Communication	2	2
	<b>Total 6 Courses</b>				<b>30</b>

SEM	Part	Status	Course	Hours	Credit
VI	Part – III	Core - 10	Indian Constitution & Criminal Justice	6	4
		Core – 11	Outdoor Training II	8	10
		Core – 12	Police Station Management	6	4
		Core – 13	Local and Special Laws	6	4
		Major Elective 3	Fundamentals of Victimology	4	4
		Naan Mudhalvan	Employability Readiness	--	--
	<b>Total 6 Courses</b>				<b>30</b>

Total Number of Course: 41  
Total Number of Hours : 180  
Total Number of Credits: 158

**Notes:**

1. Distribution of Marks in Theory between and Internal Assessment  
75: 25
2. Pass minimum of 40% for external and overall components

## Note on Teaching Methodology

- A. The teaching methodology adopted for the course will utilize participatory learning methods, like workshops, discussions, assignments, short education tours, seminars, peer teaching, and group work, apart from regular lectures.
- B. The syllabus indicates the type of teaching method, to be adopted for a particular topic, in the footnote of the same page.
- C. The method suggested is only indicative; the concerned course teacher can use other methods or a combination of many methods, in order to improve the quality of knowledge transfer.
- D. Course teachers adopting participatory teaching methods may please take extra care on the following issues
  - a) Set a brief, clear task rather than lecturing
  - b) Use hands-on, multi-sensory materials rather than rely only on verbal communication
  - c) Create an informal, relaxed atmosphere
  - d) Choose growth-producing activities Evoke feelings, beliefs, needs, doubts, perceptions, aspirations
  - e) Encourage creativity, analysis, planning
  - f) Decentralize decision-making
- E. The following portions give details of some contemporary techniques that may be followed by course teachers, who teach various subjects in criminology

### 1. BRAINSTORMING

Brainstorming is a familiar technique in which the teacher asks a specific question or describes a particular scenario, and students offer many different ideas. These ideas are then usually written on a flipchart or chalkboard and considered for further discussion.

### 2. CASE ANALYSIS

A case study is a written scenario that usually involves an important community situation. Since it is written beforehand, it can be specifically created to address relevant local issues.

### 3. DEMONSTRATIONS / PRACTICAL EXPOSURE

A demonstration is a structured performance of an activity to show, rather than simply tell, a group how the activity is done. This method brings to life some information that you may have already presented in a lecture.

### 4. DRAMATIZATION

A dramatization is a carefully scripted play where the characters act out a scene related to a learning situation. It is designed to bring out the important issues to be discussed or messages to be learned.

### 5. FISHBOWL

In a fishbowl discussion, most of the students sit in a large circle, while a smaller group of students sits inside the circle.

The fishbowl can be used in two distinct ways:

- As a structured brainstorming session: Choose a specific topic based on the group's needs or interests. A handful of seats are placed inside a larger circle. Students who have something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl can make a comment, offer information, respond to someone else in the center, or ask a question. When someone from

the outside circle has a point to make, he or she taps the shoulder of someone in the center and takes that person's seat. This continues, with people from the outside tapping and replacing people on the inside, as a lively brainstorm takes place. You will need to process the many ideas after the fishbowl exercise.

- For structured observation of a group process: Students in the fishbowl are given a specific task to do, while students outside the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note specific behaviors. To process the activity, ask the inner group to reflect on the group process, and ask the outer group to describe what they observed.

## 6. GAMES

Games are appropriate participatory tools when they are used to encourage students to take charge of their own learning, and to test and reinforce new knowledge or skills. Adapt a popular game to convey or test knowledge of a particular topic, or create a new game to test or reinforce learning. Divide students into groups, if necessary, to play the game. Use games after information has already been shared using another method (e.g., lecturette, demonstration, jigsaw learning, etc.) or to assess students' knowledge at the start of a learning activity.

## 7. JIGSAW LEARNING

In a jigsaw activity, evenly divided groups are given a topic to learn (a piece of the puzzle to master). Once these small groups have mastered the content, the groups are reorganized so that each new group contains one member from each original group (now each group contains all essential pieces of the puzzle to put together). Each new group now contains an "expert" on the content that they have mastered in the original groups, and one at a time, each expert teaches the new content to the newly formed groups. The teacher then processes the activity and emphasizes key learning.

## 8. LECTURETTE

A lecturette is a short, oral presentation of facts or theory. No more than 15-20 minutes in length, the goal of a lecturette is to impart information in a direct, highly organized fashion. The course teacher presents knowledge on a topic, sometimes using flipcharts, computer software presentations or other media to guide the discussion.

## 9. PANEL DISCUSSIONS

This method usually involves the presentation of an issue by several teachers at a table in front of a group. Usually, each teacher speaks briefly on the topic and then a moderator solicits questions from the audience. The moderator introduces the presenters/ teachers, keeps the discussion on the topic and within time limits and summarizes the discussion at the end. Each teacher typically speaks for a set period of time (for example, five minutes). After all teachers have spoken, the moderator invites questions from students. At the end of the session, the moderator may summarize the discussion and thank the presenters for their participation.

## 10. ROLE PLAY

Role-plays are short interactions of students playing specific, predetermined roles to explore issues or practice skills. Roles are usually written out, and the teacher may help students playing the roles understand "who" they are to be. Role-plays are generally used after a period of instruction or discussion. For example, if students are learning communication skills, groups can role-play being assertive in typical situations (e.g., students in peer pressure situations, or people needing to access services in a clinic or office). Stop the role-play periodically and discuss what behaviors worked and what was difficult and allow the group to brainstorm different choices of behavior/words. The role-play may be done again, with the same person practicing or someone else trying.

### 11. SKIT

A skit is an impromptu performance by students to demonstrate something they know. Skits can be created by students to show concerns they have about such things as peer pressure, victim issues in their community or lack of resources. Give students a topic, the maximum length of the skit and the amount of time they have to prepare (depending on the complexity, 30 minutes or an afternoon, for example).

### 12. SMALL GROUP DISCUSSION

A small group discussion is a structured session in which three to six students exchange ideas and opinions about a particular topic or accomplish a task together. After the groups have had an opportunity to work together, they report the highlights of their work back to the large group, and the teacher helps the group process the activity. Begin the learning activity by briefly presenting a topic to the large group. Then, divide the group into smaller groups and set a clear task for the small groups to accomplish. Write directions, goals and time allotted for the task on a chalkboard, flipchart or handout. As groups are working, walk around and listen in briefly to each group. Keep groups focused by announcing the time remaining periodically. After the small group work, students typically reassemble in the large group and a representative from each small group shares their findings to the large group for a whole group discussion. Help the group process the activity to be sure the intended message was conveyed.

#### Reading list for Participatory Teaching Methodology

- Cross, K. P. (1991). .Effective College Teaching. ASEE Prism, (1)2, 27-29.
- Eitington, Julius E. (2002) *The Winning Trainer: Winning Ways to Involve People in Learning*. Boston: Butterworth Heinemann.
- Hamer, L.O. (2000). The Additive Effects of Semi-structured Classroom Activities on Student Learning: An Application of Classroom-Based Experiential Learning Techniques. *Journal of Marketing Education*, (22)1, 25-34.
- Holzer, S. M. & Andruet, R.H. (2000). Active Learning in the Classroom. Proceedings, ASEE Southeastern Section Annual Meeting, April 2-4, 2000.
- Kolb, David A. (1984). *Experiential Learning*. New York: Prentice-Hall, Inc.
- Narayan, D. and Srinivasan, L. (1994) *Participatory Development Toolkit: Materials to Facilitate Community Empowerment*. Washington: World Bank
- Newstrom, John W. (1993) *Even More Games Trainers Play*. New York: McGraw-Hill, Inc.,.
- Pike, Bob and Christopher Busse. (1995) *101 Games for Trainers: A Collection of Best Activities from Creative Training Newsletter*. Minneapolis, MN: Lakewood Publications.
- Pretty, J N, Guijt I, Thomson, J and Scoones, I (1995) *A Trainer's Guide for Participatory Learning and Action*.
- Silberman, Mel. (1995) *101 Ways to Make Training Active*. San Francisco: Jossey-Bass Pfeiffer.
- Srinivasan, Lyra. (1990) *Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques*. Washington, DC: PROWWESS/UNDP,.
- Technology of Participation: Group Facilitation Methods: Effective Methods for Participation*. (2000) Phoenix, AZ: Institute for Cultural Affairs,.



# MANONMANIAM SUNDARANAR UNIVERSITY

## Syllabus

### B. A. Criminology & Police Administration

#### Choice based Credit System (CBCS)



---

#### Core 1

#### FUNDAMENTALS OF CRIMINOLOGY

#### Unit

##### **Objective**

- To expose the students to the question of “why crime occurs?”

##### **Introduction**

Criminology, Crime-Definitions<sup>1</sup>; historical perspectives; nature, origin and scope, Criminology as a social science, Relations with other Social Sciences, Medicine & Law subjects.

##### **Unit-II: Schools of Criminology**

Pre-classical, Classical, Neo-Classical, Positive, Cartographic, Biological and Constitutional Schools<sup>2</sup>.

##### **Unit-III: Criminal Justice System**

Structure of Criminal Justice System in India<sup>3</sup>; Roles of legislature, police, judiciary and prison system in Criminal Justice; Cooperation and coordination among the various sub systems of criminal justice system<sup>4</sup>

##### **Unit-IV: Crime and Criminal Typology**

---

<sup>1</sup> Discussion

<sup>2</sup> Brainstorming

<sup>3</sup> Jig saw learning

<sup>4</sup> Seminar

Introduction to crimes against persons and crimes against property<sup>1</sup>; Adult and Juvenile – Habitual offenders, Professional offenders, and violent offenders

## Unit-V: Crime Trends in India

Crime in India: Statistics, Crime Clock, Crime rate, National Crime records Bureau<sup>2</sup>, State Crime records Bureau, and District crime records bureau; Crime patterns and Trends in India<sup>3</sup> (latest trends should be introduced)

### 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. Crime in India, 2000, National Crime Record Bureau, Ministry of Home Affairs, New Delhi.
7. Edwin H. Sutherland and Donald R. Cressey (1974), *Principles of Criminology*, Lippincott, Philadelphia.
8. George Vold and Thomas J. Bernard, (1986), *Theoretical Criminology*, Oxford University Press, New York
9. Harries, K., (1999) *Mapping Crime – principle and practice*, Crime Mapping Research Center, National Institute of Justice, U.S Department of Justice, Washington, DC
10. Harry Elmer Barnes and Negley K. Teeters, (1966), *New Horizons in Criminology*, Prentice Hall, New Delhi.
11. John E.Conklin, J.E., (1981), *Criminology*, Macmillan, London.
12. Paranjepe, N.V., (2002). *Criminology and Penology*, Central Law Publications, Allahabad.

---

## Core 2

## Police Administration

### Objective

- To introduce the students to the basics of 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<sup>1</sup>**

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<sup>2</sup>, 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<sup>3</sup>, 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<sup>4</sup>.

## **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, Routledge & 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.

---

<sup>1</sup> Small Group Discussion

<sup>2</sup> Seminar

<sup>3</sup> Practical Exposure

<sup>4</sup> Discussion

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 1

## Sociology of Crime and Deviance

### Unit

#### Objective

- To make the students conversant with the sociological explanations to crime

### Society and Crime

Society – its characteristics. Community – its Characteristics, Culture, Social Structure, Socialization, Social Context – Crime as a social problem<sup>1</sup>.

### Unit-II Sociological Theories

Anomie Theory, Differential Association Theory<sup>2</sup>, Group Conflict theory, Containment theory, Sub culture theories, Labelling theory, Multiple factor approach<sup>3</sup>.

### Unit III Social Process and Deviance

Social Conformity. Social organization, Social Disorganization, Social Deviance, Social Pathology. Social change as a cause of crime: Industrialization, Urbanization, Migration<sup>4</sup>.

### Unit IV. Disorganization and Social control

Family Disorganization, Individual Disorganization and Community Disorganization<sup>5</sup> Family, school and peer group; conventional lines of actions; crime as a rational choice; social learning and criminalization

<sup>1</sup> Dramatization

<sup>2</sup> Skit

<sup>3</sup> Discussion

<sup>4</sup> Skit

<sup>5</sup> Case Analysis

## Unit V. Social Problems

Beggary, The Beggary Act, Vagrancy Act. Dowry, The Dowry (Prohibition Act) 1961. Prostitution, PITA.

### RECOMMENDED READINGS

1. Ahmed Siddique, (1993), *Criminology, Problems and Perspectives*, III Edn., Eastern Book House, Lucknow.
  2. Chockalingam, K. (1997), '*Kuttraviyal*' (Criminology) in Tamil, Parvathi Publications, Chennai.
  3. Edwin H. Sutherland and Donald R. Cressey (1974), *Principles of Criminology*, Lippincott, Philadelphia.
  4. Elliot Mabel and Fransco E. Merrill, (1961), *Social Disorganisation*, N. Harper and Row, New York.
  5. Mahesh Chandra, (1979), *Socio-Economic Crimes*. N.M. Tripathi, Bombay
  6. Paranjepe, N.V., (2002). *Criminology and Penology*, Central Law Publications, Allahabad.
- 

## PART IV ENVIRONMENTAL STUDIES (1 COURSE)

---



**Objective**

- To introduce the students to the contemporary forms of crimes that society faces.

**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<sup>1</sup> – 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<sup>2</sup>, 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<sup>3</sup> – 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<sup>4</sup> and Drug Abuse<sup>5</sup>. 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.

<sup>1</sup> Fish Bowl

<sup>2</sup> Seminar

<sup>3</sup> Panel Discussion

<sup>4</sup> Role play

<sup>5</sup> Practical Exposure to NGOs working in the area

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*, Ess Ess Publications.
11. Paranjpe, 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.

## Core 4

## Criminal Laws

### Objective

- To introduce the students to the fundamentals of criminal laws like CrPC, IPC and Indian Evidence Act

### Unit-I: Introduction

Definitions – Vices, Sin, Tort and Crime – History of criminal law – Constitution, IPC and IEA - Nature and Scope- Doctrine of Actus Reus and Mens Rea<sup>1</sup>.

### Unit-II Legal provisions in Indian penal code

Crimes against property – Theft – Robbery – Dacoity. Crimes against persons: Culpable Homicide, Murder, Rape, Hurt, Crimes against public tranquillity: Riot, Unlawful assembly.

### Unit III: CrPC (Criminal Procedure Code)

Organizational setup of courts in India. Complaint – inquiry – investigation – police report – public prosecutor – defence counsel - Arrest. Bail, Search. Seizure.

<sup>1</sup> Assignment

## Unit IV: Court Procedures

Summons – Warrant – Information regarding cognizable and non-cognizable offence. Trials: Summary, Summon, and warrant trials.

## Unit V: Indian Evidence Act

Indian Evidence Act – History in India. Evidence – Meaning, principles, and concept of relevancy and admissibility. Confessions and Dying Declaration. Presumption of fact and law, Burden of proof.

### RECOMMENDED READINGS:

1. Guar K.D., (1995) *Criminal Law*, Oxford University Press
2. Kelkar, R.V., (1996) *Outlines of Criminal Procedure*
3. Pillai, A.P. S., (1996) *Criminal Law*, N.M. Tripathi.
4. Ratanlal and Dhirajlal (1995) *Code of Criminal Procedure*
5. Sarathy Veppa P. (1994) *Elements of Law of Evidence*, Eastern book Co., Lucknow.
6. Singh, A., (1995) *Law of Evidence*, Allahabad Law agency.

---

## Allied 2

## Psychology of Crime and Delinquency

Unit

### Objective

- To introduce the students to the fundamentals of psychology
- At the end of the course the student will be able to apply psychology to criminal Justice

### Definitions

Human Behaviour and Mind<sup>1</sup>: 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.

---

<sup>1</sup> Games



## Unit IV Learning skills

Perception and learning<sup>1</sup> – 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. Garrett 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.

---

## PART IV ENVIRONMENTAL STUDIES (1 COURSE)

---



---

### Core 5

### Penology and Correctional Administration

#### Objective

- To initiate the students to the concept of punishments and how it is used in the Criminal Justice System?

<sup>1</sup> Role

## **Unit-I: Nature of Punishment**

Punishment – definition, nature and scope. Types of Punishment<sup>1</sup>. Corporal and Capital Punishment<sup>2</sup>.

## **Unit-II: Theories**

Theories of Punishment: Retributive theory, Preventive theory, deterrence theory, Reformation theory.

## **Unit-III: Prison systems**

Historical development of Prison system in India<sup>3</sup>. Prison Manual. Prison Act.

## **Unit-IV: Correctional Institutions**

Adult Institutions: Central, District and Sub Jails. Juvenile Institutions: Observation Homes, Special Homes. Women Institutions: Vigilance Home, Protective home. Open Prisons.

## **Unit-V: Community based Corrections**

Probation<sup>4</sup>: Concept and Scope, Historical development of probation. Probation in India – Probation of offenders Act. Probation procedures: Pre-sentence Investigation report, Revocation of probation etc. Parole: Meaning and Scope. Parole - provisions and rules. After Care services<sup>5</sup>.

### **RECOMMENDED READINGS:**

1. Andrew Von Hirsch, (1987) *Past or future crimes: Deservedness and Dangerousness in the Sentencing of Criminals*, Rutgers University Press.
2. Ahmed Siddique, (1993). *Criminology, Problems and Perspectives*, III Edn., Eastern Book Company, Lucknow.
3. Bhattacharya S.K., (1986). *Probation system in India*, Manas Publications, New Delhi.
4. Brodie, S.R., (1976). *Effectiveness of sentencing*, Home office, London.
5. Chockalingam K., (1993). *Issues in Probation in India*, Madras University Publications, Madras.
6. Christopher J. Emmins, (1985). *A practical approach to sentencing*, Financial Training Publications Ltd., London.
7. Devasia, V.D & Leelamma Devasia, (1992). *Criminology, Victimology and Corrections*, S.B.Mangia for Ashish Publishing House, New Delhi.
8. Goswami, B.K. (1980). *Critical Study of Criminology and Penology*, Allahabad Agency, Allahabad.
9. Ghosh, S., (1992). *Open Prisons and the Inmates*, Mittal Publications, New Delhi.

---

<sup>1</sup> Small Group Discussion

<sup>2</sup> Debate

<sup>3</sup> Assignment

<sup>4</sup> Seminar

<sup>5</sup> Role Play

10. Naresh Kumar, (1986). *Constitutional Rights of Prisoners*, Mittal Publishers, New Delhi.
11. *Mulla Committee Report on Prison Reforms*, 1983. Govt. of India.
12. Paranjpe, N.V., (2002). *Criminology and Penology*, Central Law Publications, Allahabad.

---

### Allied 3

### Elements of State and Government

#### Objective

- To introduce the students to the principles of Governance in India

#### Unit I State

Nature and origin of the state- Theories of the state.

#### Unit II Sovereignty

Evolution of the state- Nationalism, Sovereignty- law and morality – rights and duties –liberty and equality.

#### Unit III Constitutionalism

Constitutionalism – modern classification – democracy and dictatorship

#### Unit IV Powers

Separation of powers – organs of the government – legislature, executive, judiciary- theories of Bureaucracy.

#### Unit V Interest Groups

Public opinion<sup>1</sup> – electorate and representation- political parties – interest groups.

#### RECOMMENDED READINGS:

- 1) John kingdom, (2000) *Government and politics in Britain*, Polity press, UK.
- 2) Kapur A.C. (2000) *Principles of political sciences*, S.Chand and company ltd. New Delhi.
- 3) Ray amal, Battacharya Mohit, (1998) *Political Theory*, Intra world press private limited, Calcutta.
- 4) Ball Alan R and Peters Guy B, (2000) *Modern politics and government*. Sixth edition pal grave USA
- 5) Hyland James L, (1995) *Democratic theory: The philosophical foundation*, Manchester University press, UK.
- 6) Dean Mitchell, (1999) *Governmentality: Power and Rule in modern society*, Sage publications limited, London

---

<sup>1</sup> Group Work

**Objective**

- To familiarize the students with security measures as per the standard practices of the industry

**Unit I Security History**

Security: Ancient Period, Anglo The American and British Development. Developments in India - Role of CISF in Industrial security

**Unit II Physical Security<sup>1</sup>**

Security Areas: Exclusion Area, Limited Area and Control Area. Physical Security Barriers: Natural Barriers, Structural Barriers, Human Barriers, Animal Barriers

**Unit III Duties of Security staff**

Duties of Security Staff: Chief Security Officer, Security Officer, Security supervisor and Security guards.

**Unit 4. Preventive measures**

Theft, Pilferage and preventive measures – Cash Escort in Road - Dealing with critical situations: Sabotage, Subversion, Strike, Lockout, Lay off, Closure, Hold ups and Ghereo.

**Unit 5. Security systems**

Interrogation, Investigation and taking of statements - Liaison with local police-employees participation in Industrial security — Use of Dogs in Industrial Security – Specific Security systems: Hotel Security, Hospital security, ATM Security and Personal security

**RECOMMENDED READINGS:**

1. Chaturvedi, T.N., (1991). *Indian Banking: Crime and Security in Indian Banks*, New Delhi: Aashish Publishing House.
2. Chitkara M.G. (1997) *Corruption 'N' Cure*, APH Publishing Corporation, New Delhi

---

<sup>1</sup> Short Education Tour

3. Haldar Dipak (1986) *Industrial Security in India*, Ashish Publishing House, New Delhi.
4. Mitra Chandan (1998). *The Corrupt Society*, Viking, Delhi.
5. Rajaram (1993) *Bank Security: A Branch Manager's Handbook*, Himalaya Publishing House, Bombay.
6. Ranjit Sen Gupta (1994) *Management of Internal Security*, Lancer Publishers, New Delhi.
7. Richard S. Post and Arthur A. Kingsbury (1973) *Security Administration: An Introduction*, Charles C. Thomas, Springfield Illinois.

---

## NME 1

## Indian Society and Social Problems

### Objective

- To expose the students to the social problems prevalent in India

### Unit I Introduction

Definition and scope of Sociology - Improvement of the study of Social, culture and sub culture. Individual and society. Social control: Traditional, informal and formal means of social control Groups: primary group, secondary group and reference group

### Unit II Social institutions

Religion: belief system, Elements of religion, function of religion<sup>1</sup>. Family types: patriarchal and matriarchal families, joint and nuclear families. Marriage: types of marriage: polygyny, polyandry and monogamy. Kinship: classificatory and descriptive system of kinship.

### Unit III Social stratification

Caste: Definition and characteristics of caste<sup>2</sup>, Dominant Caste, Caste Relationship, Functions and Dysfunctions of Caste. Caste violence in Tamil Nadu.

### Unit IV Social Problems

Inequality, Untouchability, Poverty, Unemployment, Child Labour<sup>3</sup>. Bonded Labour, Corruption<sup>1</sup>. Socio-cultural aspects of Dowry, Domestic Violence<sup>2</sup>, Female infanticide<sup>3</sup>, Foeticide and Prostitution.

---

<sup>1</sup> Discussion

<sup>2</sup> Panel Discussion

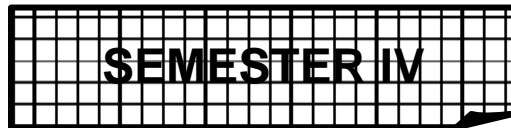
<sup>3</sup> Skit

## Unit V Development Issues

Constitutional categories – S.C., S.T., OBC and Denotified communities – Minority groups – Reservation Policy for the Development of Society and Economically Disabled groups.

### RECOMMENDED READINGS:

1. Ahuja Ram, (1994) *Social Problems in India*, Rawat Publications, New Delhi.
2. Bottomore T.B. (1972) *Sociology: A guide to Problems and Literature*, Bombay: Geoge Allen and Unwin.
3. Gisbert Pascal (1973) *Fundamentals of Sociology*, Orient Longman.
4. Jayaram, N. (1988) *Introductory Sociology*, Macmillan, India
5. Majumdar, D. N. and Madan T.N. (1986) *An Introduction to Social Anthropology*, Mayor Paper backs Publications, Noida.
6. Panandikar V.A.Pai (1997) *The Politics of Backwardness of reservation policy in India*, Konark Publishers, New Delhi.



---

**Core 6**

**Fundamentals of Forensic Science and Medicine**

---

<sup>1</sup> Role Play

<sup>2</sup> Group Work

<sup>3</sup> Peer Teaching

## **Objective**

- To get the students acquainted with the rudimentary practices in forensic science and forensic medicine.

### **Unit-I: Forensic Science**

Forensic Science-definition, Origin and development in India. Forensic Science Laboratory set up in India. Scene of Crime<sup>1</sup>: General crime scene procedure – notes of observation, photography, sketching.

### **Unit-II: Imprint and Pattern Evidence**

Physical Evidence: Classification of physical evidence – class and individual characteristics. Identification and individualization of physical evidence. Locards Principle of exchange - Finger Prints<sup>2</sup>, Footwear and tyre impressions.

### **Unit-III: Questioned Documents**

Questioned documents-writing materials, general and individual characteristics, Principles of handwriting identification of handwriting and type written scripts, Forgery cases.

### **Unit-IV: Forensic Medicine**

Forensic Medicine-Meaning<sup>3</sup>. Medico Legal documents- Evidences- Basic Principles of Medical practices – Duties of Doctors - Negligence – consent – types - Euthanasia – Medical Legal Autopsy

### **Unit-V: Toxicology**

Classification of poisons<sup>4</sup>. Routes of Administration of poisons. Action of poisons. Factors are modifying the actions of poisons. Post-mortem changes in death due to poison – Poisonous bites – Collection of material for identification – analysis and identification. Alcohol – effect of alcohol – Alcohol and vehicular accidents.

### **RECOMMENDED READINGS:**

1. Barry A.J. Fisher., (2000) Techniques of Crime Scene Investigation, 6<sup>th</sup> Edition, CRC Press, New York
2. Brian H. Kaye (1995) Science and the Detective, VCH, Weinbeim, Federal Republic of Germany.
3. Peter White (Ed.,) (1998) Crime Scene to Court – The essentials of Forensic Science, The Royal Society of Chemistry, UK.

---

<sup>1</sup> Demonstration

<sup>2</sup> Practical Exposure

<sup>3</sup> Discussion

<sup>4</sup> Assignment

4. Peter R. De Forest et.al (1983) Forensic Science: An introduction to Criminalistics, McGraw Hill Book Company, New York.
5. Saferstein R., (2001) Criminalistics: An introduction to Forensic Science, Prentice Hall, Eaglewood Cliffs, New Jersey, 2001.
6. William G. Eckert., (1997) Introduction to Forensic Sciences, CRC press New York.
7. Apurba Nandy (2002) Principles of Forensic Medicine.
8. Bann, Polson C.J., Knight Bernard, Essentials of Forensic medicine.
9. Basu S.C., Handbook of Forensic Medicine and Toxicology.
10. Camps F.E, Gradwohl's Legal medicine.
11. Guharah P.V., Forensic Medicine.

---

## Allied 4

## Fields Visits

The students, under the guidance of a teacher may be taken on a Visit to **any 4** of the following institutions **based on the permissions from the authorities**:

- Police Station
- Magistrates Court
- Fire Station
- District Crime Records Bureau
- Forensic Sciences Lab
- Forensic Medicine Department
- Central Jail
- NGO
- Juvenile Justice Board.
- Observation Home or Special home.

### Details of the evaluation procedure

- Each candidate has to submit a field visit report and should appear for a public viva voce before their teachers and class mates.
- The students, after their visits will submit a record of their field visits which will be evaluated at two levels.
- At the first level, for continuous assessment, the teacher will evaluate the students for 25 marks on the following criteria
  - o Regularity in attending the visits (10 marks)
  - o Regularity in submission of reports (5 marks)
  - o Quality of the reports (10 marks)
- At the second level, during the end semester examination, the evaluation will be done by a panel of internal examiners, for 75 marks.
  - o A public viva voce, where other semester students will be the audience
  - o The students will be evaluated on the following criteria
    - Content of presentation (40 marks)
    - Presentation skills (20 marks)
    - Ability to defend the questions (15 marks)



**Unit I****Objective**

- To expose the students to detective and investigative skills
- At the end of the semester the students will acquire skills to function independently as a private investigator

**Introduction**

Introduction to Investigation – Process of Investigation in CrPc - Difference between Police and Private Investigator<sup>1</sup> – Desirable attributes of Investigator

**Unit II Surveillance**

Undercover Operations – Surveillance<sup>2</sup>: Purpose, Pre-surveillance Conference, Covert and overt Surveillance, Automobile Surveillance, Foot Surveillance, Team Surveillance

**Unit III Types of Investigation**

Pre and Post Marital Investigation<sup>3</sup> – 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<sup>4</sup> – Video recording devices – Photo camera

**Unit V Interrogation and Interview**

Difference between interrogation and Interview<sup>5</sup> – Uses of Interviews and Interrogations – Types of witnesses

**RECOMMENDED READINGS:**

---

<sup>1</sup> Workshop

<sup>2</sup> Role Play

<sup>3</sup> Debate

<sup>4</sup> Demonstration

<sup>5</sup> Role Play

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.

---

## NME 2

## Human Rights and Policing

### Objective

- To familiarize the students to the various forms of human rights violations and related covenants
- At the end of the semester the students will acquire skills to function independently in a organization/NGO working in the area of Human Rights

### Unit-I Introduction to Human Rights

Concept of Human Rights - Historical development of human rights. Universal Declaration of Human rights, 1948. Different kinds of rights – National Human Rights Commission – State Human Rights Commission – Role of the Police unit of Human rights and social justice.

### Unit-II Human Rights - Constitution and the police

Constitution of India<sup>1</sup> – Fundamental Rights<sup>2</sup> (Articles 14, 19,20,21,22 and 32). Writs, Directive principles of state policy, Human Rights during emergencies

---

<sup>1</sup> Group work

<sup>2</sup> Brainstorming

### Unit-III Police Approaches

Code of conduct for the police<sup>1</sup> (National Police commission, 1977), impartial law enforcement practices, Application of force, Integrity and faithful performance of the duties.

### Unit-IV Police Violations

Custodial crimes and torture – Custodial death, rape, Use of third degree methods – Violation of the rights of marginalized groups<sup>2</sup>: rights of women, children, prisoners and dalits<sup>3</sup>; Important case laws related to police torture

### Unit-V Causes and prevention

Inferiority and permissiveness of police, compelling conditions, insincere exhortations, purposeful reluctance to use aids in investigation – corruption.

#### RECOMMENDED READINGS:

1. *Human rights Today – A United Nations Priority*, U.N. Publications. Department of Public information, United Nation, New York.
2. *Human rights: A source book*, (1996) NCERT publications, New Delhi
3. Iyer V.R. Krishna (1986) *Human Rights and the Law*, Vedpal Law House, Indore.
4. Parmar, Lalit., (1998). *Human Rights*, Anmol Publications Pvt Ltd. New Delhi.
5. Sen S. (1998) *Human Rights in Developing Society*, APH Publishing Corporation, New Delhi
6. Subramanian S. (1997) *Human Rights: International Challenges*, Manas Publications New Delhi.
7. Thilagaraj. R. (Ed) (2002) *Human Rights and Criminal Justice Administration*, APH Publishing Corporation, New Delhi
8. Universal declaration of Human rights, 1948.

---

## PART V EXTENSION ACTIVITY (NCC, NSS, YRC, YWF)

---



<sup>1</sup> Lecturette

<sup>2</sup> Dramatization

<sup>3</sup> Role Play

**Objective**

- To make the students to assimilate how crimes are investigated as per the CrPC and other laws / methods.

**Unit-I:****Methods of Investigation**

Methods of Investigation – Information, Interrogation and instrumentation. Modus Operandi, Police Dogs, Polygraph, Portrait building.

**Unit-II: Criminal Procedure of registering information**

Recording FIR<sup>1</sup>, Case Diary, Charge sheet, and Dying Declaration. Scene of Crime inspection. Sketching, Collection and preservation of evidence.

**Unit-III: Procedure of Interrogation**

Examination of Witnesses and Suspects. Techniques of Interrogation and interviewing. Confession, Inquests.

**Unit-IV: Investigation of offences**

Investigation of Theft, house breaking, robbery, murder, rape, motor vehicle accidents, Forgery.

**Unit-V: Public Participation in Police Investigation**

Presentation of evidence and witness in the court of law – Victims Cooperation in investigation – Lapses of Police procedure during prosecution – Violation of human rights during police investigation.

**RECOMMENDED READINGS:**

1. Saini Kamal (2000) *Police Investigations: Procedure Dimensions, Law and Methods*, Deep and Deep Publications Pvt. Ltd. New Delhi.
2. Gross (2002) *Criminal Investigation: A practical Text book for Magistrates, Police Officers and Lawyers*, Universal Law Publishing Co. Pvt. Ltd. Delhi
3. Ressler, R.K. et al., (1992) *Crime Classification Manual: The standard system of investigating and classifying violence crimes*, Simon and Schuster, London.
4. Brownlie A.R. (Ed) (1984). *Crime Investigation: Art or Science*, Scottish Academic Press, Sweden.

---

<sup>1</sup> Expert Lecture

## Core 8

## Outdoor Training I \*

### Objective

- To make the students to physically equip themselves to become effective Police officers / Security officers / Trainees in other related fields.

This  
cou  
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
  - o Regularity in attending Physical Training (10 marks)
  - o Showing interest in Games / Physical Training (5 marks)
  - o 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.

---

## CORE 9

## Child Protection

### Objective

- To create a platform for students to sustain child safety through the dissemination of suitable child protection under Criminal Justice Systems

Cu r  
Ma r

## **UNIT I. Children in India**

Overview of Children in India- Situational analysis of vulnerable children in India: Street Children, Child Labour, Trafficked & abused children, Children in conflict with law, Children affected by emergencies & disaster, HIV/AIDS & Substance Abuse, Orphaned abandoned & destitute, differently abled children- Children of Prisoners.

## **UNIT II. International conventions**

International Conventions: Convention on the Rights of the Child (CRC)- United Nations Standard Minimum Rules for Administration of Juvenile Justice, 1985 (Beijing Rules & Riyadh guidelines)

## **UNIT - III. Legal Provisions in India**

The Child Labour (Prohibition & Regulation) Act, 1986- POCSO Juvenile Justice (Care & Protection of Children) 2000: Salient features of JJ Act Amended – NCPCR - Role of police (JPU, Child Welfare Officers) DCPU - Organization and functioning of Juvenile Justice Board and Children Welfare Committees- RTE, 2005.

## **UNIT- IV Child abuse, Violence and Trafficking in Children**

Understanding child abuse & its impact - Identifying symptoms of abuse - Legal and psychosocial support- Pornography - pedophilias – Tech addiction- Female feticide- Female infanticide- Child marriage- Early marriage Child Prostitution. Preventive strategies -Trafficking & exploitation of Children: forms & purposes - Strategies and intervention on trafficking and exploitation of children (Accessing services) - Rescue, rehabilitation & re-integration - Roles & responsibilities of care givers

## **UNIT- V Role of Civil Society**

CJS - Law making, Police, Judiciary and Corrections. PIL - Public hearing – Review Process- Awareness generation Campaigns- Sarva Shiksha Abhiyan (SSA) – Child Victim protection- Child care institutions - monitoring mechanisms and interventions.

## **RECOMMENDED READINGS:**

1. Bhattacharya, Sunil K, 2000, Juvenile Justice - an Indian scenario, Regency Publications, New Delhi.
2. Bynum, Jack E & Thompson, William E, 1999, Juvenile Delinquency - a Sociological approach, 4th edition, Allyn and Bawn Publications,
3. Champion, Dean J, 1992, The Juvenile Justice System-Delinquency, Processing and the Law, 2nd edition, Prentice Hall, New Jersey.
4. Gupta M.C., Chockalingam K., and Jayatilak Guha Roy (2001), *Child Victims of Crime-Problems and Perspectives*. Gyan Publishing House, New Delhi.
5. Hawkins, David J, 1996, Delinquency and Crime- Current theories, Cambridge Univ. Press,
6. Juvenile Justice (Care and Protection of children) Act 2000

7. Kratcoski, Peter C & Kratcoshi, Dunn Lucilli, 1996, Juvenile Delinquency, 4th edition, Prentice Hall, New Jersey.
8. Mishra, B.N. Ashish, 1991, Juvenile Delinquency and Justice System, Publishing House, New Delhi
9. Rolf Loeber, David P Farrington, 2001, Child Delinquents (Development, intervention and service needs), Sage Publications, New Delhi.
10. Sarkar, Chandana, 1987, Juvenile delinquency in India : An etiological analysis, Daya Publishing House, Delhi.
11. Sharma, Bharti, 1990, Juvenile Delinquency and their Social Culture, Uppal Publishing House, New Delhi
12. UN conventions on the Right of the Child.

## Major Elective 1

## Social Work in Criminal Justice

Un

### Objective

- To acquaint the students to the field of social work and NGO Culture, activities and assistance
- At the end of the semester the students will acquire skills to work in an NGO

### 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 & Violence*<sup>1</sup>: - Understanding child abuse & its impact - Identifying symptoms of abuse - Legal and psychosocial support - Preventive strategies -Trafficking & exploitation of Children<sup>2</sup>: Strategies and intervention on trafficking and exploitation of children (Accessing services) - Rescue, rehabilitation & re-integration - Roles & responsibilities of care givers

## **Unit III Dealing with criminality**

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

## **Unit IV. Social worker skills**

Basic methods, skills, theories and its use in social work practice, communication<sup>3</sup>, assessment and interventions, planning and negotiating, use of groups and communities. - Social case work Interview: Nature, definition, objectives and Interviewing technique<sup>4</sup>, client worker relationship

## **Unit V Methods of social work (Field work)**

The Student should be attached with an NGO for 7 working days (a week) and do field work and submit a report to the concerned teacher. A certificate of 8 day completion should be got from the NGO authorities and it should be submitted to the Principal of the College. It is compulsory to get the certificate to complete this course.

### **RECOMMENDED READINGS :**

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.

---

<sup>1</sup> Dramatization

<sup>2</sup> Skit

<sup>3</sup> Games

<sup>4</sup> Role Play



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. Marul Sidhayya
11. Social Welfare Administration by Sachdeva

---

## Major Elective 2      Crowd Control & Riot Management

### Objective

- To expose the students to the various techniques to control mobs

### Unit I Crowds

Crowds and unlawful assemblies - principles of crowd control - correct police attitudes in dealing with different classes of agitators - counselling and mediation.

### Unit II Crowd Dispersal

Procedures to be followed while dispersing violent crowds<sup>1</sup>- use of tear gas, lathi charge and opening fire.

### Unit III Problems of police

Problems in mobilization of force and command and control<sup>2</sup>. Broad principles of deployment of home Guards, Para military forces and army method of co-ordination and co-operation

### Unit IV Preventive actions

Preventive action for maintenance of law and order – patrols, preventive arrests, action under security sections, action against rowdies under IPC. Etc., Collection of intelligence from various sources - collation and dissemination of intelligence.

### Unit V Peace during important occasions

Maintaining peace during elections<sup>3</sup>- security arrangements during elections - security arrangements for Core festivals and fairs

### RECOMMENDED READINGS:

1. A.K.Ghosh - Notes on crowd control
2. B.N. Mullick - Use of force to disperse unlawful
3. Karl Ssegen- The anti Terrorism handbook
4. Mihir kumar Mukherji - Unlawful assembly and rioting

---

<sup>1</sup> Role Play

<sup>2</sup> Games

<sup>3</sup> Debate

5. V.V.Singh- Communal violence.

---

## SEMESTER VI

---

### Core 9

### Indian Constitution and Criminal Justice

#### Objective

- To introduce the students to the basic structure and salient features of the constitutions of India

#### Unit-I: Social Contract

The Constitution as a Social Contract - The Republic and its Government  
Constitution of India and its supremacy – Sources and Salient features of the Constitution<sup>1</sup>

#### Unit-II: History of Constitution

Constitution of India and its supremacy – History of Indian Constitution –  
Preamble - Citizenship– Preamble - Fundamental Duties - Fundamental Rights<sup>2</sup>

#### Unit III: Wings of the government

Directive Principles of State Policy – Executive, Legislature and Judiciary

#### Unit IV Emergency

Federalism – Emergency – Articles 311, 370 and 356. Amendments

#### Unit V Constitutional Amendments

Constitutional Amendments pertaining to Criminal Justice- Fundamental Rights:  
General nature

#### REFERNCES:

1. Basu D.D., (1993) *Introduction to the Constitution of India*, P.H.L.
2. Pylee M.V., (1994) *India's Constitution*, S. Chand & Company Ltd, New Delhi.

---

### Core 10

### Outdoor Training II (Advanced) \*

#### Objective

- To make the students to physically equip themselves to become effective Police officers / Security officers / Trainees in other related fields.

<sup>1</sup> Prin  
<sup>2</sup> Ass  
Cur  
Man

4

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
  - o Regularity in attending Physical Training (10 marks)
  - o Showing interest in Games / Karate / Unarmed Combat (5 marks)
  - o 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.**

### **Objective**

- To acquaint the students on the activities of a police station
- At the end of this semester the student will acquire certain skills required to work in the police system

### **Unit-I: Duties and Responsibilities of Station house officer**

Overview of Duties and Responsibilities of Station house officer: Maintenance of General Diary, Registration of Cases-Procedure for Registration of FIRs, Maintenance of Case Diary Files<sup>1</sup>, Enquiry into cognisable Complaints and petitions.

### **Unit-II: Management of Man Power**

Delegation of duties to staff – Various duties to be performed in a Police Station by Police station staff – Rotation of duties among Constables and Head Constables. Training of staff<sup>2</sup>.

### **Unit-III: Station Management**

Management of station property and accounts – Maintenance of the building premises – Periodical repairs to be undertaken – Security of the premises. Maintenance of arms and securing arms and ammunition.

### **Unit-IV: Maintenance of Police Station Records**

Crime Records – Part I to V., Mo Index, Ex-Convict Register etc. Registers relating to Maintenance of Law and order. Registers relating to registration of cases: Arrest and search of accused, FIR index, Arrest Card, Bails Bonds, P.S.R. etc.

### **Unit-V: Prevention, Detection of crime and Maintenance of Law and order**

Beats<sup>3</sup> – division of police station into different beats – Marching and receiving of beats- beat books and patta books. Patrolling – Various types of patrols - foot patrols, cycle patrols, patrolling in vehicles Surveillance of bad characters. Collection of Intelligence regarding Law and Order problems through various sources- visits to villages. Action to be taken in case of L&O problems – Mobilization of force – informing authorities – dispersal of crowd<sup>4</sup> etc.

### **REFERENCES**

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

---

<sup>1</sup> Practical Exposure

<sup>2</sup> Debate

<sup>3</sup> Practical Exposure

<sup>4</sup> Expert Lecture

2. Krishna Mohan Mathur, (1994), *Indian Police, Role and Challenges*, Gyan Publishing House, New Delhi.
3. Nehad Ashraf, (1992), *Police and Policing in India*, Common Wealth Publishers, New Delhi.
4. Parmar M.S., (1992), *Problems of Police Administration*, Reliance Publishing House, New Delhi.
5. Police Standing Order : Volume 1 to IV.
6. Sethi, R.B., (1983), *The Police Acts*, Law Book Co., Allahabad.

---

## Core 12

## Local and Special Laws

### Objective

- To introduce the students to the special legislations in India

### Unit-I: Tamil Nadu Acts related to prevention of crime

Tamil Nadu Prevention of Dangerous Activities of Bootleggers, Drug offences, Goondas, Immoral traffic offenders<sup>1</sup> and Slum Grabbers Act, 1982.

### Unit-II: Prohibition act

Tamil Nadu Property (Prevention of Damage and Loss) Act 1992, The Tamil Nadu Prohibition Act.

### Unit-III: Police acts

The Police Act 1861, The Motor Vehicles Act, 1988, The Arms Act 1959.

### Unit-IV: Explosives and narcotics acts

The Indian Explosive Act, 1884, The Explosives Substances Act, 1908, The Narcotic Drug and Psychotropic substances Act-1985.

### Unit-V: Social legislations

The Protection of Civil Rights Act<sup>2</sup>, 1955, The Prevention of Atrocity Act, 1989, The Dowry Prohibition Act<sup>3</sup>, 1961. The Eve Teasing Act<sup>4</sup>, The Ragging Act<sup>5</sup>.

### RECOMMENDED READINGS:

---

<sup>1</sup> Case analysis

<sup>2</sup> Discussion

<sup>3</sup> Skit

<sup>4</sup> Brainstorming

<sup>5</sup> Panel Discussion

Sambandam – Handbook of Criminal Law and Minor Acts (Tamil Nadu) –  
Deccan Publications, Chennai -83

Sambandam – Handbook of Criminal rules of practices with importance PSO –  
Deccan Publications, Chennai –83

---

## Major Elective 3 Fundamentals of Victimology

### Objective

- To introduce the students to the rights of the victims and the concept of compensation

### Unit I Victim and Criminal Justice System

Victims' involvement with the police and the criminal justice system<sup>1</sup>, Restitution and compensation for crime victims, Victims' rights.

### Unit II United Nations and Victims

The role of the United Nations in establishing victim rights. The emotional and practical needs of crime victims.

### Unit III Magna Carta for victims

Declaration of Basic Principles of Justice For Victims of Crime and Abuse of Power, 1985<sup>2</sup>.

### Unit IV UN Congresses

UN Congresses on Treatment of offenders – Geneva Convention on Treatment of offenders.

### Unit V Human Right violations

Human right violations with regard to prisoners Human Rights and Fundamental Freedoms in relation to accused<sup>3</sup>. Prisoner's rights<sup>4</sup>-Landmark Judgements.

### RECOMMENDED READINGS:

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

---

<sup>1</sup> Workshop

<sup>2</sup> Assignment

<sup>3</sup> Jig saw learning

<sup>4</sup> Small Group Discussion

2. Fattah, E.A. 1991. *Understanding Criminal Victimization*, Scarborough, Ont.: Prentice Hall Canada.
3. Gottfredson, M. R. 1984. *Victims Of Crime: The Dimensions Of Risk*, Home Office Research And Planning Unit, Report No. 81, London: Hmso.
4. Gupta M.C., Chockalingam K., and Jayatilak Guha Roy 2001, *Child Victims of Crime-Problems and Perspectives*. Gyan Publishing House, New Delhi.
5. Karmen, A. 1990. *Crime Victims: An Introduction to Victimology*, (2nd Edition). Monterey, Ca: Brooks/Cole.
6. Lurigio, A.J., Skogan, W.G. & Davis, R.C. (1990). *Victims of crime: Problems, policies, and programs*. London: Sage.
7. Mawby, R.I. And Gill, M.L. 1987. *Crime Victims: Needs, Services And The Voluntary Sector*, London: Tavistock.
8. Miers, D. 1978. *Response to Victimization*, Oxford: Milton Trading Estate.
9. Rajan, V.N., 1981, *Victimology in India*, Allied Publishers Pvt Ltd., New Delhi
10. Shapland, J., Willmore, J. And Duff, P. 1985. *Victims in the Criminal Justice System*, London: Gower.
11. Snyman, R. (1997). Victim's Rights. In F. Nel & J. Bezuidenhout (Eds.), *Policing and Human Rights* (pp.155-168). Kenwyn: Juta.
12. United Nations 1985. *Declaration of Basic Principles of Justice for Victims Of Crime And Abuse Of Power*, New York: United Nations.