

**MANONMANIAM SUNDARANAR UNIVERSITY**  
**TIRUNELVELI**  
**UG COURSES – AFFILIATED COLLEGES**

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

**Choice based Credit System**

**(with effect from the academic year 2017-2018 onwards)**

## **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>Sem.</b>	<b>Pt. I/II/ III/IV / V</b>	<b>Sub No.</b>	<b>Subject Status</b>	<b>Subject Title</b>	<b>Contact Hours./Week</b>	<b>Credits</b>
<b>I</b>	I	1	Language	Tamil/Other Languages	6	4
	II	2	Language	English	6	4
	III	3	Core – 1	Fundamentals of Criminology	6	4
	III	4	Core – 2	Police Administration	6	4
	III	5	Allied - I	Sociology of Crime and Deviance	4	3
	IV	6	Common	Environmental Studies	2	2
				<b>Total</b>	<b>30</b>	<b>21</b>
<b>II</b>	I	7	Language	Tamil/Other Language	6	4
	II	8	Language	English	6	4
	III	9	Core – 3	Forms of Crime	6	4
	III	10	Core – 4	Criminal Laws	6	4
	III	11	Allied - II	Psychology of Crime and Delinquency	4	3
	IV	12	Common	Value Based Education/Social Harmony	2	2
					<b>Total</b>	<b>30</b>
<b>III</b>	I	13	Language	Tamil/Other Language	6	4
	II	14	Language	English	6	4
	III	15	Core – 5	Penology & Correctional Administration	6	4
	III	16	Allied - III	Elements of State and Government	3	3
	III	17	Skilled Based – Core I	Security Management (Skill Based Subject)	5	4

	IV	18	Non – Major Elective - I	Indian Society and Social problems (Non Major Elective)	2	2
	IV	19	Common	Yoga	2	2
				Total	30	23
<b>IV</b>	I	20	Language	Tamil/Other Language	6	4
	II	21	Language	English	6	4
	III	22	Core – 6	Fundamentals of Forensic Science and Medicine	6	4
	III	23	Allied - IV	Field Visits	6	10
	III	24	Skilled Based – Core - II	Private Detective and Investigation	4	4
	IV	25	Non – Major Elective - II	Human Rights and Policing	2	2
	IV	26	Common	Computers for Digital Era	2	2
	V		Extension Activity	NCC,NSS,YRC,YWC	0	1
					Total	32
<b>V</b>	III	26	Core – 7	Police Investigation	6	4
	III	27	Core – 8	Outdoor Training I	10	10
	III	28	Major Elective – I	Social Work in Criminal Justice	3	3
	III	29	Major Elective – II	Crowd control and Riot management	3	3

	IV	30	Skilled Based Common	Personality Development , Effective Communication, Youth Leadership	2	2
				Total	24	22
<b>VI</b>	III	32	Core – 9	Indian Constitution & Criminal Justice	6	4
	III	33	Core – 10	Outdoor Training II (Advanced)	10	10
	III	34	Core – 11	Police Station Management	6	4
	III	35	Core – 12	Local and Special Laws	6	4
	IV	36	Major Elective - III	Victim and Offender Rights	3	3
				Total	31	25

Total Number of Courses: 34

Total Number of Hours: 177

Total Number of Credits: 143

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,.



## FUNDAMENTALS OF CRIMINOLOGY

### Objective

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

### Unit-I: 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

Introduction to crimes against persons and crimes against property<sup>5</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>6</sup>, State Crime records Bureau, and District crime records bureau; Crime patterns and Trends in India<sup>7</sup> (latest trends should be introduced)

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<sup>1</sup> Discussion

<sup>2</sup> Brainstorming

<sup>3</sup> Jig saw learning

<sup>4</sup> Seminar

<sup>5</sup> Assignment

<sup>6</sup> Practical Exposure

<sup>7</sup> Seminar

## 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.

## 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>8</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>9</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>10</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>11</sup>.

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<sup>8</sup> Small Group Discussion

<sup>9</sup> Seminar

<sup>10</sup> Practical Exposure

<sup>11</sup> Discussion

## 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.
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.

## Sociology of Crime and Deviance

### Objective

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

### Unit- I Society and Crime

Society – its characteristics. Community – its Characteristics, Culture, Social Structure, Socialization, Social Context – Crime as a social problem<sup>12</sup>.

### Unit-II Sociological Theories

Anomie Theory, Differential Association Theory<sup>13</sup>, Group Conflict theory, Containment theory, Sub culture theories, Labelling theory, Multiple factor approach<sup>14</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>15</sup>.

### Unit IV. Disorganization and Social control

Family Disorganization, Individual Disorganization and Community Disorganization<sup>16</sup> Family, school and peer group; conventional lines of actions; crime as a rational choice; social learning and criminalization

### Unit - V. Social Problems

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

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<sup>12</sup> Dramatization

<sup>13</sup> Skit

<sup>14</sup> Discussion

<sup>15</sup> Skit

<sup>16</sup> Case Analysis

## 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.

## Forms of Crime

### 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>17</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>18</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>19</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>20</sup> and Drug Abuse<sup>21</sup>. NDPS Act. Treatment of Addicts – Alcoholic anonymous and De-addiction Centres.

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<sup>17</sup> Fish Bowl

<sup>18</sup> Seminar

<sup>19</sup> Panel Discussion

<sup>20</sup> Role play

<sup>21</sup> Practical Exposure to NGOs working in the area

## RECOMMENDED READINGS:

1. Ahmed Siddique, (1993), *Criminology, Problems and Perspectives*, III Edn., Eastern Book House, Lucknow.
2. Allen, Friday, Roebuck and Sagarin, (1981), *Crime and Punishment : An introduction to Criminology*. The Free press. New York.
3. Brendan Maguire & Polly F. Radosh, (1999), *Introduction to Criminology*, Wadsworth Publishing Company, Boston, U.S.A.
4. Chockalingam, K. (1997), '*Kuttraviyal*' (Criminology) in Tamil, Parvathi Publications, Chennai.
5. Edwin H. Sutherland and Donald R. Cressey (1974), *Principles of Criminology*, Lippincott, Philadelphia.
6. Harry Elmer Barnes and Negley K. Teeters, (1966), *New Horizons in Criminology*, Prentice Hall, New Delhi.
7. John E. Conklin, J.E., (1981), *Criminology*, Macmillan, London.
8. Mahesh Chandra, (1979), *Socio-Economic Crimes*. N.M. Tripathi, Bombay
9. Mishra H.B., (1999) *Terrorism, Threat to peace and harmony*, Authors press Pub of Scholarly books, Delhi, 1999.
10. Omprakash, S., (Ed) (1997) *Terrorism in India*, 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.



## 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>22</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.

### 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.

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<sup>22</sup> Assignment

## Psychology of Crime and Delinquency

### 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

### Unit I Definitions

Human Behaviour and Mind<sup>23</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.

### Unit IV Learning skills

Perception and learning<sup>24</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

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<sup>23</sup> Games

<sup>24</sup> Role Play

## 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.