

**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.

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|------------|-----|----|---------------------------|---|----|----|
| III | 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 |
| IV | 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 – | Human Rights and Policing | 2 | 2 |

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|-----------|-----|----|----------------------|---|----|----|
| | | | Major Elective - II | | | |
| | IV | 26 | Common | Computers for Digital Era | 2 | 2 |
| | V | | Extension Activity | NCC,NSS,YRC,YWC | 0 | 1 |
| Total | | | | | 32 | 31 |
| V | III | 26 | Core – 7 | Police Investigation | 6 | 4 |
| | III | 27 | Core – 8 | Outdoor Training I | 10 | 6 |
| | III | 28 | Major Elective – I | Social Work in Criminal Justice | 4 | 4 |
| | III | 29 | Major Elective – II | Crowd control and Riot management | 4 | 4 |
| | IV | 30 | Skilled Based Common | Personality Development , Effective Communication, Youth Leadership | 2 | 2 |
| Total | | | | | 26 | 20 |
| VI | III | 32 | Core – 9 | Indian Constitution & Criminal Justice | 6 | 4 |
| | III | 33 | Core – 10 | Outdoor Training II (Advanced) | 10 | 8 |
| | 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 | 4 | 4 |
| Total | | | | | 32 | 24 |

Total Number of Courses: 34

Total Number of Hours: 180

Total Number of Credits: 140 (Total 140 credits including the credits for Yoga and Computers for digital era subjects)

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,.

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?

Unit-I:

Nature of Punishment

Punishment – definition, nature and scope. Types of Punishment¹. Corporal and Capital Punishment².

Unit-II: Theories

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

Unit-III: Prison systems

Historical development of Prison system in India³. 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

Probation⁴: 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 services⁵.

¹ Small Group Discussion

² Debate

³ Assignment

⁴ Seminar

⁵ Role Play

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

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 opinion¹ – 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.

¹ Group Work

- 6) Dean Mitchell, (1999) *Governmentality: Power and Rule in modern society*, Sage publications limited, London
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SBS 1

Security Management

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 Security¹

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 Short Education Tour

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
 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.
-

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 religion¹. 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 caste², Dominant Caste, Caste Relationship, Functions and Dysfunctions of Caste. Caste violence in Tamil Nadu.

Unit IV Social Problems

Inequality, Untouchability, Poverty, Unemployment, Child Labour³. Bonded Labour, Corruption⁴. Socio-cultural aspects of Dowry, Domestic Violence⁵, Female infanticide⁶, Foeticide and Prostitution.

¹ Discussion

² Panel Discussion

³ Skit

⁴ Role Play

⁵ Group Work

⁶ Peer Teaching

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.

SEMESTER IV

Core 6 Fundamentals of Forensic Science and Medicine

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 Crime¹: 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 Prints², 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.

¹ Demonstration

² Practical Exposure

Unit-IV: Forensic Medicine

Forensic Medicine-Meaning¹. Medico Legal documents- Evidences- Basic Principles of Medical practices – Duties of Doctors - Negligence – consent – types - Euthanasia – Medical Legal Autopsy

Unit-V: Toxicology

Classification of poisons². 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, 6th 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.
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.

¹ Discussion

² Assignment

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)

SBS 2

Private Detective and Investigation

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

Unit I Introduction

Introduction to Investigation – Process of Investigation in CrPc - Difference between Police and Private Investigator¹ – Desirable attributes of Investigator

Unit II Surveillance

Undercover Operations – Surveillance²: Purpose, Pre-surveillance Conference, Covert and overt Surveillance, Automobile Surveillance, Foot Surveillance, Team Surveillance

Unit III Types of Investigation

Pre and Post Marital Investigation³ – 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 devices⁴ – Video recording devices – Photo camera

Unit V Interrogation and Interview

Difference between interrogation and Interview¹ – Uses of Interviews and Interrogations – Types of witnesses

¹ Workshop

² Role Play

³ Debate

⁴ Demonstration

RECOMMENDED READINGS:

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

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 India¹ – Fundamental Rights² (Articles 14, 19,20,21,22 and 32). Writs, Directive principles of state policy, Human Rights during emergencies

Unit-III Police Approaches

Code of conduct for the police³ (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 groups⁴: rights of women, children, prisoners and dalits⁵; Important case laws related to police torture

Unit-V Causes and prevention

¹ Group work

² Brainstorming

³ Lecturette

⁴ Dramatization

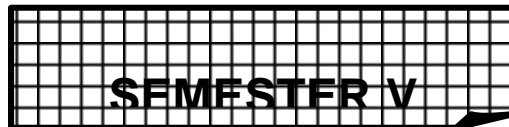
⁵ Role Play

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



Core 7

Police Investigation

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 FIR¹, 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.

¹ Expert Lecture

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.
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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 course should be taken by a trainer / expert preferably a retired police / security official. Also the services of the PD of college(s) can be used for this course.

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

2. **Yoga**

3. **Games** which will enhance physical fitness (Basket ball, Volley Ball, Foot Ball, Tennis etc).

4. **Running** (100 mt, 200 mt, 800 mt) (timing should be measured for marks)

Details of the evaluation procedure

- At the first level, for continuous assessment, the teacher will evaluate the students for 25 marks on the following criteria
 - 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.

Major Elective 1

Social Work in Criminal Justice

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| <p>Objective</p> <p>Unit I</p> <ul style="list-style-type: none">• 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*¹: - Understanding child abuse & its impact - Identifying symptoms of abuse - Legal and psychosocial support - Preventive strategies -Trafficking & exploitation of Children²: 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

¹ Dramatization

² Skit

Basic methods, skills, theories and its use in social work practice, communication¹, assessment and interventions, planning and negotiating, use of groups and communities. - Social case work Interview: Nature, definition, objectives and Interviewing technique², 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 competition 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.
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 Robbinson
10. Samajkarya by Dr. Marul Sidhayya
11. Social Welfare Administration by Sachdeva

¹ Games

² Role Play

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 crowds¹- use of tear gas, lathi charge and opening fire.

Unit III Problems of police

Problems in mobilization of force and command and control². 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 elections³- 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

¹ Role Play

² Games

³ Debate

4. Mihir kumaar Mukherji - Unlawful assembly and rioting
5. V.V.Singh- Communal violence.

SBS 2

Counselling and Guidance

Unit I Guidance

Meaning and definition of guidance, aims and importance of guidance, basic principles of guidance, group guidance - Psychological bases of guidance: Intelligence, aptitude, interest, personality¹

Unit II Counselling

Introduction to Counselling: Meaning, Definition, Need and Importance of counselling and professional ethics in counselling. Basic Principles of Counselling² : Participation, Individualisation, Confidentiality, communication, acceptance, self confidence, self awareness and other principles governing the counselling relationship.

Unit III Types

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

Unit IV Techniques

Opening Techniques, Reflection of feelings³, Acceptance technique, structuring techniques, silence as a technique, leading technique, interpretation technique, Techniques of group counselling, strategies and structure - barriers to effective counselling sessions⁴; Counselling evaluation.

Unit V Specified counselling

Premarital and post marital counselling, Counselling children, counselling old people, Interpersonal conflict management, counselling AIDS patients, Counselling for De-addiction - Effectiveness of counselling and guidance in the treatment of offenders and victims.

RECOMMENDED READINGS:

1. Bordin, E.S.: Psychological counseling 2nd Edition, McGraw Hill, 1968

¹ Practical Exposure

² Games

³ Role play

⁴ Skit

2. Charles J.O. Leary, Counselling couples and Families - A person centred Approach, Sage Publications, New Delhi 1999.
3. Colin Feltham, Controversies in psycho therapy and counselling, Sage Publications, New Delhi, 1999.
4. Don C. Locke, Jane, E. Mayers, Edwin L. Hess, The Hand Book of Couselling, Sage Publications, International Educational & Professional Publishers, New Delhi, 2001.
5. Humphereys,H.A. and Traxler,Q.E.: Guidance Services, Science Research Associates, Chicago, 1954
6. Jones, A.J.: Principles of Guidance, sixth ed., McGraw Hill, New York, 1970
7. Kathryn Gelded & David Gelded, Counselling Children, A practical Introduction, Sage Publication, New Delhi, 1997.
8. Keith Tudor, Group Counselling, Sage Publications, New Delhi, 1999.
9. Paterson: Theories of Counselling and Psychotherapy, (Harper, 1989)
10. Presricha: Guidance and Counselling in Indian Education, New Delhi, N.C.E.R.T.,1976
11. Rao, S.N.: Counselling Psychology Tata McGraw Hill, New Delhi, 1992
12. Richard Nelson - Jones, Introduction to Counselling skills Text and Activities, Sage Publications, New Delhi, 2000.
13. Tara Chand Sharma, Modern Methods of Guidance and Counselling. Sarup & Sons, New Delhi, 2002.



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 Constitution¹

Unit-II: History of Constitution

Constitution of India and its supremacy – History of Indian Constitution – Preamble - Citizenship– Preamble - Fundamental Duties - Fundamental Rights²

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

REFERENCES:

¹ Panel Discussion

² Assignment

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.

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 Files¹, 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 staff².

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

Beats³ – 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.

¹ Practical Exposure

² Debate

³ Practical Exposure

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 crowd¹ etc.

REFERENCES

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

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 offenders¹ 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 Act², 1955, The Prevention of Atrocity Act, 1989, The Dowry Prohibition Act³, 1961. The Eve Teasing Act⁴, The Ragging Act⁵.

RECOMMENDED READINGS:

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

¹ Case analysis

² Discussion

³ Skit

⁴ Brainstorming

⁵ Panel Discussion

Major Elective 3 Victim and Offender Rights

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 system¹, 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, 1985².

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 accused³. Prisoner's rights⁴-Landmark Judgements.

RECOMMENDED READINGS:

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

¹ Workshop

² Assignment

³ Jig saw learning

⁴ 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.