

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN CRIMINOLOGY AND POLICE ADMINISTRATION
SYLLABUS WITH EFFECT FROM 2020-2021

BCP-DSC10

**CORE-X: BASICS OF RESEARCH METHODS, STATISTICS AND
COMPUTER APPLICATION**

Instr.Hrs.: 5
Credits : 4

Year : III
Semester: V

Learning Outcome:

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

Unit I: Introduction to Research

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

Unit II: Research Process

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

Unit III: Research Design

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

Unit IV: Basic Concepts of Statistics

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

Unit V: Computer Application and SPSS

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

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References:

Agarwal, B. (2013). Basic statistics (6th ed.). New Delhi: New Age International (P) Limited.

Bradley, P. (2017). Expert internet searching. London: FACET Publishing.

Gupta, S. (2013). Fundamentals of Statistics. Mumbai: Himalaya Publishing.

Kothari, C., & Garg, G. (2016). Research methodology. New Delhi: New Age International (P) Limited, Publishers.

Matthews, B., & Ross, L. (2010). Research methods: A practical guide for the social sciences. New York: Pearson Longman.

Muller, J. (2003). *A librarian's guide to the Internet*. Oxford: Chandos.

Richardson, T. (2015). *Microsoft Office 2013/365 and beyond*. Dulles, VA: Mercury Learning and Information.

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BCP-DSC11

**CORE-XI: PENOLOGY AND CORRECTIONAL
ADMINISTRATION**

Instr.Hrs.: 5
Credits : 4

Year : III
Semester: V

Learning Outcome:

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

Unit I: Nature of Punishment

Punishment: Definition, objective and purpose – Punishment in ancient, medieval and modern India – Sentencing: principles, policies and procedures – Recent approaches to punishment – Capital Punishment in India

Unit II: Concept of Corrections

Genesis and evolution of correction – Objectives and theories of correction: Retribution, deterrence and reformation – Prison Reform Committees and Commissions – Concepts of treatment and rehabilitation

Unit III: Corrections, Procedures and Rules

Correctional philosophy – Medical model – Rehabilitation model – UN Standard Minimum Rules for the Treatment of Prisoners – Prisons Act, 1894; Prisoners Act, 1900 and Transfer of Prisoners Act, 1950 – Model Prison Manual – Prison reform in India

Unit IV: Institutional Corrections

Prison: Meaning and purpose – Historical development of prison system – Classification: Central prison, district jails, sub-jails, open air prison, women's prison – Role of judiciary in

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improvization of prison system in India – Individualization of treatment – Premature release and remission – Prison Adalat

Unit V: Non-Institutional Corrections

Community-based corrections: Probation, parole and furlough – Community services – Admonition and counselling – Role of voluntary agencies in prevention of crime and treatment of offenders – Discharged Prisoners' Aid Society – After care and rehabilitation

NOTE*: This paper includes practical visits to the Central prisons, Open air prisons, Training academies for Prison Officers and so on.

*SUBJECT TO THE FEASIBILITY AND PERMISSIBLE CONDITIONS FOR VISITS BY THE CRIMINAL JUSTICE FUNCTIONARIES

References:

- Arrigo, B., & Milovanovic, D. (2010). *Revolution in penology: Rethinking the society of captives*. New York: Rowman & Littlefield.
- Bautista, F., & Guevara, R. (2013). *Comprehensive penology: Institutional and non-institutional corrections*. Quezon City: Wiseman's Books Trading.
- Bhattacharya, S. K. (1985). *Social defence: An Indian perspective*. New Delhi: Manas publications.
- Bhattacharya, S. K. (1986). *Probation system in India*. New Delhi: Manas Publications.
- Crow, I. (2001). *The treatment and rehabilitation of offenders*. London: SAGE.
- Lerner, K., & Lerner, B. (2006). *Crime & punishment: Essential primary sources*. Detroit, MI: Thomas Gale.
- Mackenzie, G., Stobbs, N., & O'Leary, J. (2010). *Principles of sentencing*. Annandale, NSW: Federation Press.
- Miethe, T., & Lu, H. (2005). *Punishment: A comparative historical perspective*. Cambridge: Cambridge University Press.
- Scott, D. (2008). *Penology*. Los Angeles, CA: Sage.

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BCP-DSC12

CORE-XII: JUVENILE JUSTICE

Instr.Hrs.: 6
Credits : 4

Year : III
Semester: V

Learning Outcome:

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

Unit I: Introduction

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

Unit II: Rights of the Child

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

Unit III: Risk Factors of Juvenile Delinquency

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

Unit IV: Theories of Juvenile Delinquency

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

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Unit V: Juvenile Justice System in India

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

NOTE*: This paper includes practical visits to the juvenile justice institutions.

*SUBJECT TO THE FEASIBILITY AND PERMISSIBLE CONDITIONS FOR VISITS BY THE CRIMINAL JUSTICE FUNCTIONARIES

References:

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

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BCP-DSE01

ELECTIVE-I: ENVIRONMENTAL CRIME

Instr.Hrs.: 6
Credits : 5

Year : III
Semester: V

Learning Outcome:

- Understand the concept of environmental crime and green criminology
- Trace the history of environmental laws in India and the current environment protection laws.
- Understand the effects of environmental crime on individuals, households and within communities.
- Understand the various enforcement agencies pertaining to environmental crime in India.
- Explain the various aspects of environmental justice and its related national and international, and non-government movements on environmental protection.

Unit I: Introduction

Environmental crime – Green criminology – Historical development of environmental laws in India – Types of environmental crime

Unit II: Environment Protection Laws

Provisions in the Indian Penal Code for environmental protection – The Indian Forest Act, 1927 – The Wild Life (Protection) Act, 1972 – The Water (Prevention and Control of Pollution) Act, 1974 – The Air (Prevention and Control of Pollution) Act, 1981 – The Environment (Protection) Act, 1986

Unit III: Effects of Environmental Crime, Carbon Footprint and Global Warming

Consequences of environmental crime to individuals, households and communities – Ozone depletion, greenhouse effect, forest degeneration – Disasters: Natural and manmade – Carbon footprint – Global warming

Unit IV: Enforcement Agencies

Police – Central and State Pollution Control Boards – State/UT Forest Departments – Wildlife Crime Control Bureau – Customs – Directorate of Revenue Intelligence – Central Armed Police Forces

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Unit V: Environmental Justice

National Green Tribunal – Principles of Justice – Political Activist’s Perspective – Water Justice – Climate Justice – National and International movements – Environmental Justice Atlas – Compensation to victims of environmental harms – Non-governmental organizations: Centre for Science and Environment – Ashoka Trust for Research in Ecology and the Environment – Wildlife Trust of India

References:

- Beirne, P. & South, N. (2007). *Issues in green criminology*. Cullompton, UK: Willan Pub.
- Burns, R. (2008). *Environmental law, crime, and justice*. New York: LFB Scholarly Pub.
- Clifford, M. (ed.) (1998). *Environmental crimes*. Aspen: Gaithersburg, MD.
- Leelakrishnan, P. (2009). *Environmental law in India*. New Delhi: LexisNexis Butterworth.
- McCann, J., & Shand, B. (2011). *Surviving natural disasters and man-made disasters*. Portland, OR: Resolution Press.
- Nurse, A. (2015). *An introduction to green criminology and environmental justice*. London: SAGE Publications Ltd.
- Sastri, S. (1989). *Pollution and environmental law*. Jaipur: Printwell Publishers.
- South, N. & Beirne, P. (2006). *Green criminology*. Aldershot, England: Ashgate.
- Spapens, T., White, R., & Kluin, M. (2017). *Environmental Crime and its Victims: Perspectives within Green Criminology* (1st ed.). London: Routledge.
- Tewari, D. N. (1987). *Victims of environmental crisis*. Dehra Dun: EBD Educational Pvt. Ltd.
- Timmy, K. & Sataka, M. (1989). *Environmental Pollution*. New Delhi: Anmol
- Walker, G. (2012). *Environmental justice*. London: Routledge.
- White, R. (2009). *Environmental crime*. Cullompton, Devon: Willan Pub.
- Wyatt, T., Walters, R., & Westerhuis, D. (2013). *Emerging issues in green criminology*. Basingstoke: Palgrave Macmillan.

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BCP-DSE02

ELECTIVE-II: CYBER CRIME

Instr.Hrs.: 6
Credits : 5

Year : III
Semester: V

Learning Outcome:

- Describe the evolution and history of cybercrime. Also, to understand various issues related internet and cybercrime.
- Explain various forms of cybercrime and its investigation methods. General understanding about the importance of cyber security.
- Understand the cybercrime legislations in India and its enforcement.
- Significance of comprehending intellectual property rights and cyberspace.

Unit – I: Introduction

History and evolution – Definition – Internet and cybercrime issues: Viruses, worms and trojans, hackers, cyber criminals, cyber terrorism and cyber warfare, fraud, theft of data and misuse, economic espionage, trade secret theft, pornography, threatening communications, stalking, bullying etc.

Unit – II: Types of Cybercrime

Types and forms of cybercrimes – Malicious code: web hacking, foot printing, port scanning, e-shoplifting, web defacement, denial of service attacks – Manipulating cookies – E-mail hacking: Packet Sniffers, Phishing, e-mail bombing, e-mail hijacking – Social engineering and cybercrime

Unit III: Cyber Investigation and Cyber Security

Best practices for cybercrime Investigation: Initializing a search and seizure operation, tracking & tracing e-mails, recovery of digital evidence, setting up a cybercrime investigation cell – Cyber forensics: Basic forensic principles, Forensic imaging & verification, data recovery and analysis, physical security, personal security, communications security and operations security

Unit – IV: Cybercrime Legislations and its Enforcement

Information Technology Act, 2000 – Offences under the Indian Penal Code 1860 – Cybercrime cell – Issues relating to investigations and adjudication of cybercrimes in India – Digital evidence – Safe web browsing and network security – Computer forensics and online investigating tools

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Unit V: Intellectual Property Rights and Cyberspace

Copyright and cyberspace – Trademarks and cyberspace – Patent and cyberspace – Geographical Indication, Industrial Designs etc. and cyberspace – Trade secrets and cyberspace – Legal provisions to protect Intellectual Property Rights in India

References:

- Albert, J. Marcellaa and Robert, G. S. (2002). *Cyber Forensics, A field manual for calculating, examining and preserving evidence of computer crimes*. New York: Auerbach publications.
- Charles, O. L. (1997). *Computer crimes and computer related or facilitated crimes*. Federal Bureau of Investigation.
- Derek Atkins et al., (1997) *Internet Security: Professional Reference*, Techmedia, Daryaganj, New Delhi.
- Holt, T., Bossler, A., & Seigfried-Spellar, K. (2017). *Cybercrime and digital forensics: An Introduction* (2nd ed.). London: Routledge.
- Hynson, C. (2012). *Cyber crime*. Mankato, Min.: Smart Apple Media.
- Icove, D., Seger, K. and VonStorch, W. (1995). (1st ed.). *Computer Crime: A Crimefighter's Handbook*. United Kingdom: O'Reilly Media.
- Mali, P. (2017). *Cyber Law and Cyber Crime Simplified* (4th ed.). Mumbai: Cyber Infomedia.
- Reyes, A. (2007). *Cybercrime investigations bridging the gaps between security professionals, law enforcement, and prosecutors*. Rockland, MA: Syngress Pub.
- Seymour, G. and Abraham, S. (ed.). (2002). *The Transnational Dimensions of cyber crime*, Hoover institution Press, Washington.
- Walker, C. (1998). *Crime, criminal justice and the Internet*. London: Sweet & Maxwell.

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PART – IV - VALUE EDUCATION

Common for all U.G. & Five Year Integrated Courses
(Effective from the Academic Year 2012 – 2013)

SYLLABUS

CREDITS: 2

III YEAR / V SEM

Objective: Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

UNIT I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

UNIT II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

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Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.
