

**Learning Outcomes-Based Curriculum Framework  
(LOCF)  
for  
Undergraduate Programme in Criminology  
(B.A. General)  
2019**



**UNIVERSITY GRANTS COMMISSION  
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## **Table of Contents**

<b>Sl. No.</b>	<b>Contents</b>	<b>Page Number</b>
1.	Introduction	1
2.	Learning Outcomes-Based Approach to Curriculum Planning	1
3.	Characteristic Attributes of a Graduate in Criminology	2
4.	Qualification Descriptors for a B.A. Degree in Criminology (General)	3
5.	Programme Learning Outcomes (PLO) Relating to B.A. Degree in Criminology (General)	4
6.	Structure of B.A. Degree in Criminology (General) with Course Level Learning Outcome, Contents of Course and References	6
7.	Teaching–Learning Process	34
8.	Assessment Methods	35
9.	Key Words	35

## **PREAMBLE**

Education in India has always been given importance. The need to continuously improve the quality of the education system, in keeping with globalization and modern technological trends, is high on India's development agenda. Imparting quality higher education is of prime concern for educationalists, visionaries and policymakers. An improvement in the quality of higher education is critical in bringing about the effective participation of young people in the development of knowledge by building an inter-medial knowledge base. Additionally, revamping national competitiveness in a globalized world and equipping India's young with relevant skills, opportunities and fostering social mobility play a crucial role in the country's economic development.

Sustained initiatives are required to institutionalize an outcome-oriented higher education system and boost the employability of graduates through a holistic curriculum redesign that is founded on a learning outcomes-based curriculum framework. A comprehensive upgrade of academic resources and learning environment will raise the quality of teaching and research across all higher education institutions. This coupled with the use of technology integrated with analytical skills will improve the teaching-learning processes, thereby reaching a larger body of students through alternative learning modes such as open and distance learning modes and online courses.

Other priority areas of action for fostering quality higher education include translation of academic research into innovations that will enhance the growth and progress of the economy, promoting efficient and transparent governance and management of the higher education system. Thus, augmenting the capacity of the higher education system to govern itself through coordinated regulatory reform and increasing both public and private sector investment in higher education, with special emphasis on targeted and effective equity-related initiatives.

Against this background, the Learning Outcomes-Based Curriculum Framework (LOCF) for Criminology has been prepared by a team of experts appointed by the Chairman of the University Grants Commission.

# **LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE DEGREE IN CRIMINOLOGY AS [B.A. (GENERAL)]**

## **1. Introduction**

The learning outcomes-based curriculum framework for a B.A. degree in Criminology (General) is intended to provide a broad framework for Criminology programmes that cater to the needs of students and to the multi-disciplinary nature of Criminology. The framework is expected to address the emerging areas in Criminology and to have a standardized curriculum that is nationally relevant and yet addresses regional needs. It will also assist in the development of practical-oriented programmes. Such programmes will help develop an interface with industry, government and non-government agencies to ensure the employability of Criminology graduates. The framework is prepared with the intention of developing a curriculum that emphasizes theoretical knowledge as well as independent skills development of graduates on par with global standards. The framework also includes graduate attributes, qualification descriptors, programme learning outcomes and course-level learning outcomes.

The framework, however, does not seek to bring about uniformity in syllabi for a programme of study in Criminology, or in teaching–learning process and learning assessment procedures. Instead, the framework is intended to allow for flexibility and innovation in programme design and syllabi development, teaching–learning process, and assessment of student learning levels.

## **2. Learning Outcomes-Based Approach to Curriculum Planning**

### **2.1. Nature and Scope of Criminology**

Criminology is the scientific study of the processes of the making of laws, breaking of laws and the reactions towards the breaking of laws. The scope of Criminology includes etiology of crime, prevention of crime, treatment of offenders, victimology and related areas. The advent of technology and research development has led to a paradigm shift in Criminology from traditional concepts to contemporary and multi-disciplinary issues such as juvenile justice, victim justice, cyber forensics etc. As part of the efforts to improve the employability of Criminology graduates, the curriculum of the under graduate programme in Criminology provides for a holistic learning approach, that includes learning through lectures, tutorials and practicum.

Criminology by itself is an interdisciplinary subject that cannot be taught as a standalone branch of knowledge. Studying crime and criminal behaviour is complemented by learning related subjects such as criminal justice, juvenile justice, victimology, theories of crime, contemporary crimes, penology, research methods and security management. Subjects, psychology and social problems are generic and interdisciplinary in nature. Hence, the curriculum offers these subjects as Interdisciplinary Electives to students of other disciplines. As a result of the wide range of subjects being taught in the under graduate programme, graduates of Criminology will have a greater vantage in their employability prospects.

## 2.2. Aim of the B.A. Degree in Criminology (General)

The overall aim of the B.A. degree in Criminology (General) is to:

- Provide students with a learning experience that will help instil deep interest in the subject; develop broad, balanced knowledge and understanding of key criminological concepts, principles and theories; and equip students with the appropriate tools of analysis to tackle problems in the field.
- Develop students' ability to understand the *modus operandi* of crimes and the variations involved in it; the approaches required to handle these circumstances; and to draw appropriate inferences from them.
- Provide students with the knowledge and skill base that would enable them to undertake further studies in Criminology and related areas or in multi-disciplinary areas.

## 3. Characteristic Attributes of a Graduate in Criminology

Some of the characteristic attributes of a graduate in Criminology may include the following:

- ***Disciplinary knowledge and skills:*** Capable of demonstrating (i) comprehensive knowledge and understanding of major concepts, theoretical principles and experimental findings in Criminology and its different subfields (penology, criminal psychology, victimology), and other related fields of study, including broader interdisciplinary subfields such as law, human rights and cybercrimes.
- ***Skilled communicator:*** Ability to understand and reciprocate the concepts and issues dealt under Criminology through efficient writing and oral skills.
- ***Critical thinker and problem solver:*** Ability to employ critical thinking and

efficient problem-solving skills in analysing criminal behaviour, crime patterns, social problems, patterns of victimization, policy-making, etc.

- ***Team player/worker:*** Capable of working effectively in diverse teams in both classroom and field-based contexts.
- ***Skilled project manager:*** Capable of identifying and mobilizing appropriate resources required for a project; manage a project through to completion, while observing responsible and ethical code of conduct.
- ***Digitally literate:*** Capable of using computers for data computation and appropriate software for analysis, employing modern search tools to locate, retrieve and evaluate Criminology-related information.
- ***Ethical awareness/reasoning:*** Avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism.
- ***Lifelong learners:*** Capable of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and reskilling.
- ***Analytical reasoning:*** Ability to analyse and synthesize data from different sources of crime reporting or victimization surveys or studies by organizations; identify logical flaws in the policies or research work of others, draw valid conclusions and support them with evidence and examples.
- ***Research-related skills:*** Possess a sense of pattern recognition, and skill for identifying problems, synthesizing and conducting inquiry. Ability to recognize factors responsible for causing crime or impact of victimization or prevention strategies and articulate them in the results of a study.
- ***Multicultural competence:*** Possess knowledge of values and beliefs of multiple cultures to understand crimes against women, children; enrich themselves with global perspectives and capacity to engage respectfully with diverse groups.

#### 4. Qualification Descriptors for a B.A. Degree, Criminology (General)

The qualification descriptors for a B.A. degree in Criminology (general) may include the following:

- Demonstrate (i) a fundamental and systematic or coherent understanding of the academic field of Criminology, its different learning areas and applications, and its linkages with related disciplinary areas/subjects; (ii) subject knowledge that creates different types of professionals related to Criminology, including research

and development, teaching, government and public service; (iii) skills in areas that will enable specialization in the subfields and current developments in the academic field of Criminology.

- Use knowledge, understanding and skills required for identifying problems and issues relating to Criminology, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments.
- Accurately communicate the results of studies undertaken in a range of different contexts using the main concepts, constructs and techniques of the subject(s).
- Meet one's own learning needs, drawing on a range of current research and development work and professional materials.
- Apply one's subject knowledge and transferable skills to new/unfamiliar contexts to identify and analyse problems and issues and solve complex problems with well-defined solutions.
- Demonstrate subject-related and transferable skills that are relevant to Criminology-related jobs and employment opportunities.

## **5. Programme Learning Outcomes (PLO) Relating to a B.A. Degree in Criminology (General)**

The programme learning outcomes relating to a B.A. degree in Criminology (General) may include the following:

**PLO-1:** Demonstrate (i) a systematic or coherent understanding of the fundamental concepts, principles and processes underlying the academic field of Criminology and its different subfields (law, policing, penology, human rights, victimology, criminal psychology, security management and others as needed), and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that creates different types of professionals in the field of Criminology and related fields such as teaching, research and development, security industry, victim assistance, non-governmental organizations, juvenile justice system, correctional system, policing, and crime analyst; (iii) skills related to specialization areas within Criminology as well as within subfields of

Criminology (policing, penology, victimology, criminal psychology, security management), and other related fields of study, including broader interdisciplinary subfields (forensic science, human rights, gender studies, sociology and law).

**PLO-2:** Apply appropriate methodologies in order to conduct analysis and detect patterns of crime and victimization and apply relevant knowledge and skills to seek solutions to problems that emerge from the subfields of Criminology as well as from broader interdisciplinary subfields relating to Criminology.

**PLO-3:** Use techniques relevant to academia and industry, generic skills and global competencies, including knowledge and skills that enable students to undertake further studies in the field of Criminology or a related field, and work in the government and non-government sectors.

**PLO-4:** Undertake hands-on field work and practical activities that develop problem-solving abilities required for successful career in research and development, policy-making, teaching, security management, private investigation, disaster management, non-governmental organizations, victim assistance programmes, correctional institutions, after-care programs, criminal justice administration, etc.

**PLO-5:** Recognize and appreciate the importance of Criminology and its application in an academic, social, legal, industrial, economic and environmental context.



## 6. Structure of the B.A. Degree in Criminology (General)

### (A) CORE PAPERS

#### I. Fundamentals of Criminology (Semester I: Core Paper I)

##### Course Learning Outcome

- Explain the history, origin, scope and definition of crime, its relevance in the present scenario and its relation to other social sciences.
- Understand the interdisciplinary nature of Criminology and the role of criminologist in the criminal justice system.
- Describe the different schools of Criminology and critically identify the contribution of each school of thought for the growth and development of Criminology.
- Describe the different typologies of crime including crimes against body, crimes against property, contemporary crimes like cybercrime, white collar crime, etc.
- Apply the concept of crime and criminal behaviour to understand juvenile delinquency.
- Describe different typology of criminal behaviour like dossier criminal, habitual offenders, professional criminals, etc.
- Explain the different concepts and methods of crime prevention.
- Describe the source of crime statistics and its current trends.

##### Unit I: Introduction

Crime – definitions – historical perspectives – nature, origin and scope – Deviance, social context of deviance, delinquency – Criminology and its relations with other social sciences – Criminology's interdisciplinary nature.

##### Unit II: Explanations of Crime

Pre-classical school – Classical school – Biological positivism – Cartographic school – Neo-classical school – Positive school.

##### Unit III: Typology of Crime and Criminal Behaviour

Crime against person – Crime against property – Conventional crime – White collar crime – Organized crime – Cybercrime – Environmental crime – Habitual offenders – Professional criminals – Violent and aggressive offenders, sexual offenders – Recidivists.

**Unit IV: Prevention of Crime**

Definition of concepts – Primary, secondary and tertiary crime prevention – Prevention of various types of crime – Methods: Punitive methods, defence methods, intervention method – Crime Prevention Through Environmental Design (CPTED) – Crime prevention by police – Crime Prevention Organizations.

**Unit V: Crime Statistics and Current Trend**

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

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## II. Criminal Justice System (Semester II: Core Paper II)

### Course Learning Outcome

- Understand the concept and purpose of criminal justice system, the developmental process over the years according to the needs of the society.
- Develop the knowledge regarding the historical development of police system, organization, structure and functions of police.
- Explain the salient features of the Indian judicial system, its functions, structure and powers of the court.
- Develop knowledge about the historical development, organisation of the prison system and also regarding the objectives of imprisonment, prison statistics etc.
- Explain the purpose of comparative and international criminal justice system.

### Unit I: Introduction

Criminal Justice System: Concept, development and purpose – Accusatorial and inquisitorial system of criminal justice system – Coordination in criminal justice system – Models of criminal justice process: Crime control and due process model.

### Unit II: Police System

Historical development of police system – Organigram of police system – Objectives and functions of policing – Police image.

### Unit III: Judiciary and Prosecution System

Salient features of the Indian Judicial System – Structure and functions of court – Powers of court – Development and relevance of prosecution system.

### Unit IV: Prison and Correctional Administration

Historical development of prison system – Structure of the prison system – Objectives of punishments – Prison statistics.

### Unit V: Comparative and International Criminal Justice Systems

Purpose of studying comparative and international criminal justice systems – Policing: international and comparative perspectives – The judiciary and international tribunals – Corrections: United Nations Policy and correctional models.

**NOTE:** *This paper includes practical – visits to the Criminal Justice*

*Institutions namely, police stations, Police Control Room, Crime Records Bureau, Police Training Academy, Criminal Courts, State Human Rights Commission and so on.*

*Theory (4 Credits) + Practical (2 Credits).*

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### **III. Major Laws (Indian Penal Code, Code of Criminal Procedure & Indian Evidence Act) (Semester III: Core Paper III)**

#### **Course Learning Outcome**

- Enhance the ability of a Criminology student to understand the history of criminal law, Indian Penal Code, Code of Criminal Procedure and Indian Evidence Act.
- Explain the elements, stages and theories of crime.
- Apply the selected sections of the Indian Penal Code such as crimes against property, theft, robbery, dacoity, crimes against persons, crimes against public tranquillity, etc.
- Apply the selected sections of the Criminal Procedure Code such as organizational set-up of courts in India, complaint, inquiry, investigation, police report, arrest, bail, search, seizures, etc.
- Apply the selected sections of Indian Evidence Act such as meaning and concept of evidence, confession, dying declaration, presumption of fact and law, burden of proof, etc.

#### **Unit I: Introduction to Criminal Law**

Definitions: Vices, sin, tort and crime – History of criminal law – Nature and scope of Criminal Law – Indian Penal Code – Code of Criminal Procedure – Indian Evidence Act – Doctrine of Actus Reus and Mens Rea.

#### **Unit II: Principles of Crime**

Fundamental elements of crime – Stages of crime: Intention, preparation, attempt and commission – Theories: Deterrent, retributive, preventive, expiatory and reformatory – Punishment under the Indian Penal Code: Fine, life imprisonment and death sentence.

#### **Unit III: Selected Sections of the Indian Penal Code**

Crimes against property: Theft – Robbery – Dacoity – Forgery – Criminal breach of trust; Crimes against persons: Culpable homicide – Murder – Rape – Hurt – Defamation; Crimes against public tranquillity: Affray – Riot – Unlawful assembly.

**Unit IV: Selected Sections of Criminal Procedure Code**

Organizational set-up of courts in India – Complaint – First Information Report – Inquiry – Investigation – Police report – Public prosecutor – Defence counsel – Fair trial – Concept of fair trial – Arrest – Rights of arrested person – Bail – Search and Seizure – Types of trial.

**Unit V: Selected Sections of Indian Evidence Act**

Evidence: Meaning, principles, and concept of relevancy and admissibility; Confessions – Dying Declaration – Expert opinion – Presumption of fact and law – Burden of proof – Examination in Chief – Cross-examination and re-examination.

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## **IV. Theories of Crime (Semester IV: Core Paper IV)**

### **Course Learning Outcome**

- Understand the concept, meaning and historical development of theories.
- Give an account on biological, psychological, sociological and critical explanation of criminal behaviour.
- Explain the theories of crime and criminal behaviour theories like differential association theory, sub-culture theory, social bond theory and routine activity theory that help to understand the perpetuation of crime and deviant behaviour.

### **Unit I: Introduction**

Theory: Concept and meaning; Historical development of theories; Process of theory development – Significance of theories – Historical development of criminological theories.

### **Unit II: Biological Explanation of Criminal Behaviour**

Lombroso and biological positivism – Atavism – Somatotype (William H. Sheldon) – Criminal behaviour and Y chromosome – Debate over the relationship between biology and criminal behaviour.

### **Unit III: Psychological Explanation of Criminal Behaviour**

Criminality as an element of personality: Intelligence – Impulsivity – Locus of control (Rotter); Eysenck's theory of criminal personality: Neuroticism, extraversion and psychoticism; Sigmund Freud and psychoanalysis: Id, ego and super ego – Skinner and behaviour analysis.

### **Unit IV: Sociological Explanation of Criminal Behaviour**

Differential association (Edwin Sutherland) – Social bond theory (Travis Hirschi) – Subculture of violence (Wolfgang and Ferracuti) – Sub-cultural theories (Albert Cohen) – Law of imitation (Tarde) – Techniques of neutralization (Matza and Sykes) – Rational choice theory (Clarke and Felson) – Routine activity theory (Cohen and Felson) – Feminist Criminology.

### **Unit V: Critical Explanation of Criminal Behaviour**

Historical materialism, mode of production, alienation and class struggle (Karl Marx) – Early Marxist views of crime (William Bonger) – Lower proletariat, class, state and crime (Richard Quinney) – Analysis of criminal justice system (William

Chambliss) – Multiple factor approach to crime causation.

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## **V. Victimology (Semester IV: Core Paper V)**

### **Course Learning Outcome**

- Understand the historical development of victimology, causes and forms of victimisation and various key concepts.
- Examine various theories pertaining to victimology such as precipitation theory, lifestyle theory, routine activity theory, deviant place theory, structural and social process factors.
- Examine the patterns and impact of victimization in natural disaster, conventional crime, communal and caste violence. Also understand victimization of vulnerable population.
- Describe cultural victimization, cyber victimization, inter-personal violence and also the impact of crime victimization.
- Apply the concepts of UN Declaration on Basic Principles of Justice for Victims of Crime and Abuse of Power in victim assistance, legal aid, victim advocacy, crisis intervention, etc.
- Exhibit the impact of national and international organizations dealing with victim compensation, victim assistance and disaster management.

### **Unit I: Introduction to Victimology**

Historical development of victimology – Causes of victimization – Classification of victims – Forms of victimization – Key concepts: Victim precipitation, facilitation, provocation, proneness, victim blaming – Fear of crime.

### **Unit II: Victimological Theories**

Precipitation theories – Lifestyle theory – Routine activity theory – Deviant place theory – Just world hypothesis, Attribution theories – Structural and social process factors – Life course theory.

### **Unit III: Patterns and Impact of Victimization**

Victims of natural disaster – Victims of conventional crime – Communal and caste victimization – Victimization of women, children, elderly, specially challenged, gender-based – Cultural victimization – Cyber victimization – Inter-personal violence – Impact of crime victimization: Trauma, social exclusion – Crime statistics and current trend.

### **Unit IV: Justice, Victim Assistance and Services**

Retributive justice – Restorative justice – UN Declaration on Basic Principles of

Justice for Victims of Crime and Abuse of Power, 1985 – Victim Impact Statement – Victim assistance – Legal aid – Victim advocacy – Crisis intervention – Counselling and guidance – Victim assistance during crime investigation and trial, voluntary organizations.

### **Unit V: National and International Organizations**

International Criminal Court – Amnesty International – World Society of Victimology – Indian Society of Victimology – South Asian Society of Criminology and Victimology – Victim Support Organizations (International and National) – In India: Victim Compensation Fund – National Relief Fund – National Disaster Management Authority.

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## **VI. Penology and Correctional Administration (Semester V: Core Paper VI)**

### **Course Learning Outcome**

- Describe the definition, objective and purpose of punishment along with the historical background.
- Explain the concept of correction, its definition, perspectives and theories.
- Describe various prison reform commissions and committees and the treatment and rehabilitation.
- Analyse the various procedures and rules of correctional method, U.N. Standard Minimum Rules for Treatment of Prisoners and laws regarding the same.
- Examine the various organigrams of correctional institutions, its classifications, role of judiciary and the treatment.
- 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.

### **Unit II: Concept of Correction**

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 prison, subjails, open prison, women's prison

– Role of judiciary in improvisation 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 Central Prisons, Open Air Prisons, Training Academies for Prison Officers and so on.*

*Theory (4 Credits) + Practical (2 Credits).*

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## **VII. Basics of Research Methods, Statistics and Computer Application (Semester V: Core Paper VII)**

### **Course Learning Outcome**

- Describe the characteristics, types and significance 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 such as MS Office Word, Power Point, and Excel.

### **Unit I: Introduction to Research**

Definitions – Characteristics of research – Types of research – Significance of research — Criteria of good research.

### **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 – Quantitative research – Qualitative research – Population – Sample and sampling procedures – Types of sampling – Collection of data – Questionnaire – Interview schedule – Primary data – Secondary data.

### **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**

MS Office: Word, PowerPoint, Excel – Web search – Online databases – Online surveys: Google forms, Survey Monkey.

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## **VIII. Private Detective and Security Management (Semester VI: Core Paper VIII)**

### **Course Learning Outcome**

- Understand the Private Detective Agencies (Regulations) Act, 2007. Difference between police investigation and private detection. Describe the attributes of private investigation.
- Analyse the various types of private detective investigations.
- Examine the various dynamics of security aspects such as security of humans, information security and computer-based financial frauds.
- Describe the various types of security management like access control system, alarm system, dog squad and also the training of security personnel.
- Understanding the concepts and theories of risk management, planning, emergency reactions, specific security systems and the prospects of private security.

### **Unit I: Introduction**

Concept of private investigation – Difference between police investigation and private investigation – Attributes of a private investigation – Audio recording devices – Video recording devices – Photo camera.

### **Unit II: Types of Private Detective Investigation**

Surveillance – Pre and post-marital investigation – Land dispute investigation – Student investigation – Kidnapping and abduction investigation – Missing person investigation – Traffic accident investigation – Pre- and post-employment verification.

### **Unit III: Dynamics of Security**

Private Security Agencies (Regulation) Act, 2005 – Security aspects: Security of man, material, information such as file, commercial formula, technical information, design sketches, models, cassettes – Information security – Computer hardware, software and live ware security – Computer-based financial frauds – Current and future dangers.

### **Unit IV: Types of Security Management**

Access control system: Identity, screening, movement control – Computer security systems – Security alarm systems – Fire alarm systems – Fire prevention and precautions – Protective equipment – Deployment of Dog squad – Emergency

preparedness plan – Security guards – Training of security personnel – Duties and responsibilities – Other modern equipment.

### **Unit V: Risk Management**

Concepts and theories of risk – Intelligence analysis: Restrictive or open-sourced intelligence gathering – Crisis management planning – Emergency reactions – Bomb threats, fire and safety, workplace safety, substance abuse, general safety awareness – Specific security systems: Hotel security, hospital security, airport security, product security, event security and personal security – Industrial security – Safety practices, loss and prevention – Private security: Prospects.

**NOTE:** *This paper includes practical – visits to private detective agencies, fire stations, Fire & Safety Training Academy, Airport, Seaport and so on.*

*Theory (4 Credits) + Practical (2 Credits).*

### **References**

- Blyth, M. (2008). *Risk and security management* (1st ed.). Hoboken, NJ: John Wiley & Sons.
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- Stephens, S. (2010). *Everything private investigation book: Master the techniques of the pros to examine evidence, trace down people*. Cincinnati, OH: F+W Media.
- Woodhull, A. (2002). *Private investigation: Strategies and techniques*, Austin: Thomas Investigative Publications.



**(B) ELECTIVE PAPERS****I. Psychology of Crime & Delinquency (Semester I: Elective Paper I)****Course Learning Outcome**

- Define the concept and scope of psychology. Explain the application of psychology in understanding crime and delinquency.
- Understand the importance of perception and learning in the light of various psychological theories.
- Explain the nature, concept, types and theories of motivation. Also understand frustration and its source. Describe the relationship between frustration and criminal behaviour.
- Describe the concept of personality and its development. Bring out the growth and organisation of personality, its theories and assessments.
- Characterise the concept of abnormality and various types of psychological disorders. Understand various psychopathic personality and its therapeutic approaches.

**Unit I: Introduction**

Definition and scope of psychology – Application of psychology to crime and delinquency.

**Unit II: Perception and Learning**

Perception and learning – Perceptual organization – Theories of perception – Person Perception (Social Perception) – Types of learning – Classical and operant conditioning – Social learning theories – Learning and criminality: Sutherland's Differential Association.

**Unit III: Motivation and Frustration**

Motivation: Nature and concept; Types of motives – Motivation theories: Maslow, Murray, McClelland; Motivation and adjustment – Frustration – Sources of frustration – Motivational conflicts – Frustration leading to criminal behaviour.

**Unit IV: Personality**

Personality – Concept – Development of personality – Factors influencing the growth and organization of personality – Personality theories – Personality assessment.

**Unit V: Abnormal Psychology and Psychotherapy**

Concept of abnormality – Types of psychological disorders: Neurosis, psychosis; psychopathic personality – Therapeutic approaches – Behaviour therapy –

Psychoanalysis – Cognitive therapy – Group therapy.

## References

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- Comer, R. (2005). *Fundamentals of abnormal psychology*. New York: Worth Publishers.
- Corsini, R., & Wedding, D. (2011). *Current psychotherapies*. Nashville: Cengage Learning, Inc.
- Hollin, C. (2013). *Psychology and crime: An introduction to criminological psychology*. Hove, East Sussex: Routledge.
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- Nyla, R. B., & Robert, A. B. (2017). *Social psychology* (4th ed.). New Delhi: Pearson Education.

## II. Introduction to Forensic Science (Semester II: Elective Paper II)

### Course Learning Outcome

- Understand the definition, scope and basic principles of forensic science, exhibit the various tools and techniques utilized in the application of the subject.
- Explain the significance of evidence, types and classification of physical evidences such as blood, fibre, paint, firearms, fingerprints, etc.
- Examine the forensic documents, tools and techniques employed, types of forgeries, types of handwriting and its characteristics, etc.
- Explain the basic principles and stages involved in crime scene reconstruction.
- Describe the scope and importance of medical evidence such as oral and documentary, etc.
- Importance of medico-legal autopsy and type and characteristics of wounds, etc.

### Unit I: Introduction – Forensic Science

Forensic Science: Conceptual definitions – Scope – Basic principles; Forensic tools and techniques – Application of forensic science.

### Unit II: Physical Evidence

Significance of evidence – Locard's principle – Types of evidence – Classification of physical evidence: Blood, fibre, paint, firearms, tyre marks, fingerprints, footprints, bite marks – DNA typing – Collection of evidence – Preservation of evidence – Forensic anthropology.

### Unit III: Forensic Document Examination

Introduction – Types of documents – Tools and techniques for examination and identification – Types of forgeries, characteristics and detection – Types of handwriting and its characteristics.

### Unit IV: Crime Scene Reconstruction (CSR)

Nature and importance of CSR – Basic principles and stages involved – Types and classification of reconstruction – Role of logic in CSR – Writing a reconstruction report – Cases of special importance pertaining to forensic examination.

### Unit V: Forensic Medicine

Conceptual definitions – Scope – Medical evidence: Oral and documentary – Importance of medico-legal autopsy – Dying declaration – Definition of wounds – Types of wounds – Characteristics of wounds – Medico-legal importance of injuries: Suicidal, accidental, homicidal wounds, firearm wounds, thermal injuries, electrical injuries.

**NOTE:** *This paper includes practical – visits to the Forensic Science Lab, witnessing autopsies in Forensic Medicine Departments of Government Hospitals and so on.*

**Theory (4 Credits) + Practical (2 Credits).**

## References

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- Gardner, R., & Bevel, T. (2009). *Practical crime scene analysis and reconstruction*. Boca Raton, FL: CRC Press.
- Lewis, J. (2014). *Forensic document examination*. New York: Academic Press.
- Nageshkumar, G. (2007). *Practical forensic medicine*. New Delhi: Jaypee Brothers Medical.
- Nanda, B., & Tewari, R. (2001). *Forensic science in India: A vision for the twenty-first century*. New Delhi: Select Publishers.
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- Turvey, B., & Crowder, S. (2017). *Forensic investigations – an introduction*. Academic Press.
- Young, T., & Ortmeier, P. (2010). *Crime scene investigation*. Pearson.

### III. Social Problems (Semester III: Elective Paper III)

#### Course Learning Outcome

- Analyse the scope of sociology, social control, forms of groups and their role.
- Describe the scope of various social institutions such as religion, family, marriage, etc.
- Explain the role of social stratification such as caste, its characteristics, relationship, functions and dysfunctions.
- Examine the social problems like inequality, untouchability, poverty, illiteracy, female genital mutilation, female infanticide and foeticide.
- Discuss the developmental issues such as constitutional categories, minority groups, reservation policy and economically disabled groups.

#### Unit I: Introduction

Definition and scope of sociology – 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, functions of religion – Family – Types of family: patriarchal and matriarchal families, joint and nuclear families – Marriage – Types of marriage: polygamy, polyandry and monogamy – Kinship and lineage.

#### Unit III: Social Stratification

Definition and characteristics of caste – Dominant caste – Caste relationship – Functions and dysfunctions of caste – Caste violence in Tamil Nadu.

#### Unit IV: Social Problems

Inequality – Untouchability – Poverty – Illiteracy – Unemployment – Child labour – Bonded labour – Sati – Devadasi system – Female genital mutilation (FGM) – Dowry – Domestic violence – Female infanticide and foeticide – Prostitution – Transgenders (LGBTQ) – Surrogacy – Corruption – Bribery.

#### Unit V: Development Issues

Constitutional categories – Scheduled Caste/Scheduled Tribes, Other Backward Classes and De-notified communities – Minority groups – Reservation policy for

the development of society – Economically disabled groups.

## References

- Ahuja, R. (2014). *Social problems in India* (3rd ed.). New Delhi: Rawat Publications.
- Biju, M. (2010). *Developmental issues in contemporary India*. New Delhi: Concept Publishers.
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- Panandikar, V. A. Pai (1997). *The politics of backwardness of reservation policy in India*. New Delhi: Konark Publishers.
- Sengupta, S. (2012). *Introductory sociology*. New Delhi: New Central Book Agency.
- Sharma, R. K. (2007). *Fundamentals of sociology*. New York: Atlantic.
- Singh, E. (2009). *Caste system in India*. Delhi: Kalpaz Publications.

## IV. Contemporary Forms of Crime (Semester IV: Elective Paper IV)

### Course Learning Outcome

- Analyse the emergence, concept, nature and scope of contemporary forms of crime.
- Examination of the evolution, causes, types, characteristics and socio-economic offences of white-collar crime.
- Describe the history, hierarchical organizational structure, patterns and characteristics of organized crime.
- Accuracy in explaining the globalization of crime, history, causes and consequences of terrorism.
- Analyse the evolution, types, extent, profile of computer criminals and cyber warfare.

### Unit I: Introduction

Concept of crime – Criminal behaviour – Nature and scope of contemporary crimes – Emergence of contemporary crimes.

### Unit II: White-Collar Crime

Definitional evolution of white-collar crime – Causes for white-collar crime – Types of white-collar crimes – Characteristics of white-collar crime – Socio-economic offences in India.

### Unit III: Organized Crime

History of organized crime – Hierarchical organizational structures – Patterns of organized crimes – Characteristics of organized crimes – Drug trafficking – Smuggling of arms, persons, animals – Trafficking of persons, human organs, psychotropic substances – Prostitution – Environmental crime.

### Unit IV: Transnational Crime and Terrorism

Concept of transnational crime – Defining terrorism (international and domestic) – Causes and consequences – Characteristics of terrorism – Terrorism and organized crimes – Extremism – Insurgency.

### Unit V: Cybercrime

History and nature of computer crimes – Definition and key concepts – Types of cybercrime – Extent of cybercrime – Profile of computer criminals – Cyber

warfare.

## References

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- Borowitz, A. (2005). *Terrorism for self-glorification* (1st ed.). Kent, OH: Kent State University Press.
- Furst, G. (2009). *Contemporary readings in Criminology*. Los Angeles, CA: SAGE.
- Hill, J., & Marion, N. (2016). *Introduction to cybercrime*. Westport, CT: Praeger
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- Mishra, V. (2013). *Human trafficking*. New Delhi: Sage.
- Mukherjee, J. (2005). *An insider's experience of insurgency in India's North-East* (1st ed.). Delhi: Anthem Press.
- Nair, P. M. (2002). *Combating organised crime*. Konark Publishers.
- Reichel, P., & Albanese, J. (2014). *Handbook of transnational crime and justice*. Thousand Oaks, CA: Sage.
- Singh, B. V. (1993). *Communal violence*. New Delhi: Rawat Publications.
- Strader, J. (2011). *Understanding white collar crime* (3rd ed.). New Providence, NJ: LexisNexis.
- Walker, C. (1998). *Crime, criminal justice and the Internet*. London: Sweet & Maxwell.
- Wright, A. (2011). *Organised crime*. London: Routledge.



## V. Juvenile Justice (Semester V: Elective Paper V)

### Course Learning Outcome

- Understand the definition of child, delinquents, history of the juvenile justice system, types of problem children, etc.
- Analyse the laws relating to delinquency and other child-related problems. Understand legal instruments such as United Nations Convention on Child Rights, Fundamental Rights in the Constitution of India, other national and state-level commissions.
- Analyse the characteristics of juvenile delinquents with respect to socio-economic status, gender and family background and risk factors of recidivism.
- Give an account on the classical theories, psychological theories, sociological theories and control theories with respect to juvenile delinquency.
- Develop the knowledge about the juvenile justice system in India.

### 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: Factors of Juvenile Delinquency

Gender – Socio-economic status – Family background – Childhood abuse and neglect (as a factor) – Peer group – School achievement – Risk factors of recidivism: Offence history – Academic achievement – Gender.

### Unit IV: Theories of Juvenile Delinquency

Classical theories: Concept of free will – Rational choice theory; psychological theories: Freud's Psychoanalytic Theory – Social Learning Theory of Albert Bandura; Sociological theories: Social Disorganisation Theory by Shaw and McKay – Robert K. Merton's Strain Theory; Control theories: Hirschi's Social

Control Theory of Crime – Self-control Theory.

### **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 – Special Juvenile Police Unit; Institutions for Children in Need of Care and Protection: Child Welfare Committee (CWC) – Open shelter – Place of safety – Foster care – Children's/Shelter homes.

**NOTE:** *This paper includes practical – visits to the Juvenile Justice Institutions namely, Juvenile Justice Board, Observation home, Special home, Child Welfare Committees, Children's home and so on.*

**Theory (4 Credits) + Practical (2 Credits).**

### **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.).
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- Whitehead, J. T., & Lab, S. P. (2013). *Juvenile justice: An introduction*. Waltham, MA: Lexis Nexis Matthew Bender.

## VI. Dissertation (Semester VI: Elective Paper VI)

### Course Learning Outcome

- Give the students a platform to practice the paper on basics of research methods, statistics and computer application.
- Develop the skills to identify the research problem.
- Understand the methodologies and techniques involved in investigating the research problem.
- Describe and present the outcome of research in the form of report. Develop the presentation skills and the ability to defend questions during viva-voce examination.

Under the guidance of a teacher, the students will take up a project on any relevant topic related to Criminology.

### Details of the evaluation procedure:

- i. Each candidate should submit a project report and appear for a public *viva voce* before a panel of internal and external examiners.
- ii. The project report will be evaluated at two levels.
  - a) For the continuous assessment – evaluation will be for 40 marks based on the following criteria:
    - Report (20 marks)
    - Attendance (20 marks)
  - b) For the end semester examination – evaluation will be for 60 marks by a panel of examiners, including internal examiners.
    - A public *viva voce*, where the first and second year students will be the audience.
    - The students will be evaluated on the following criteria:
      - Content of the presentation (20 marks)
      - Presentation skills (20 marks)
      - Ability to defend the questions (20 marks)

Proposed Scheme for the B.A. Degree in Criminology (General)				
Semester	Type of Paper	Title of Paper		Credits
	Core	English	2 papers of 6 credits each	12
		Hindi/MIL	2 papers of 6 credits each	12
I	Core Paper I	Fundamentals of Criminology	Theory + Tutorial	6
	Elective Paper I	Psychology of Crime and Delinquency*	Theory + Tutorial	6
II	Core Paper II	Criminal Justice System	Theory + Practical	6
	Elective Paper II	Introduction to Forensic Science	Theory + Practical	6
III	Core Paper III	Major Laws (Indian Penal Code, Code of Criminal Procedure & Indian Evidence Act)	Theory + Tutorial	6
	Elective Paper III	Social Problems*	Theory + Tutorial	6
IV	Core Paper IV	Theories of Crime	Theory + Tutorial	6
	Core Paper V	Victimology	Theory + Tutorial	6
	Elective Paper IV	Contemporary Forms of Crime	Theory + Tutorial	6
V	Core Paper VI	Penology and Correctional Administration	Theory + Practical	6
	Core Paper VII	Basics of Research Methods, Statistics and Computer Application	Theory + Tutorial	6
	Elective Paper V	Juvenile Justice	Theory + Practical	6
VI	Core Paper VIII	Private Detective and Security Management	Theory + Practical	6
	Elective Paper VI	Dissertation		6
Ability Enhancement Compulsory Courses (AECC)				
Environmental Science			2 papers of 4 credits each	8
English/Hindi/MIL Communication				
Skill Enhancement Courses (SEC)			4 papers of 4 credits each	16
Total				132

\*Interdisciplinary Elective

## Course Map

Table 1								
Programme outcomes	Core Papers (CP)							
	CP I	CP II	CP III	CP IV	CP V	CP VI	CP VII	CP VIII
PLO-1	X	X	X	X	X	X	X	X
PLO-2				X	X	X	X	X
PLO-3	X	X		X	X		X	X
PLO-4		X				X		X
PLO-5	X	X	X		X		X	X

Table 2						
Programme outcomes	Elective Papers (EP)					
	EP I	EP II	EP III	EP IV	EP V	EP VI
PLO-1	X	X	X	X	X	X
PLO-2	X	X	X		X	X
PLO-3	X	X	X	X	X	X
PLO-4		X			X	X
PLO-5	X		X	X		

## 7. Teaching–Learning Process

As the programme of study in Criminology is designed to encourage the acquisition of disciplinary/subject knowledge, understanding academic and professional skills required for Criminology-based professions and jobs, learning experiences should be designed and implanted to foster active/participative learning. The development of practical skills will constitute an important aspect of the teaching-learning process. A variety of approaches to the teaching-learning process, includes lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning, open-ended project works, technology-enabled learning, internship in criminal justice institutions, research establishments etc. will need to be adopted to achieve this objective. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

## 8. Assessment Methods

The assessment of students' achievement in Criminology will be aligned with the course/programme learning outcomes and the academic and professional skills that the programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of Criminology will be used. Learning outcomes will be assessed using the following: oral and written examinations, problem-solving exercises, practical assignments, observation of practical skills, judgement analysis, individual project reports, seminar presentations; *viva voce* interviews; literature surveys and evaluation, outputs from collaborative work, etc.

## 9. Keywords

Crime, Crime Statistics, Criminal Behaviour, Criminal Justice System, Criminology, Cyber Crime, Delinquency, Document Examination, Juvenile Justice, Private Detective, Research Methods, Risk Management, Security Management, Social Problems, Transnational Crime, Victimisation, White Collar Crime.