

**RANI CHANNAMMA UNIVERSITY, BELAGAVI
SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE**

**DETAILED SYLLABI
CONTENTS**

2014-15 Onwards

	Semester IV:		
4.1	Media, Crimes and Criminal Justice System	4 Credits	100
4.2	Forensic and Correctional Psychology	4 Credits	100
4.3	Advanced Course in Comparative Criminal Justice	4 Credits	100
4.4	Vigilance and Security: Private Security Agencies	4 Credits	100
4.5	Custom and Tradition Related Crimes in India	4 Credits	100
4.6	Assessed Student Research Project	4 Credits	100
4.6	Specialization Paper 2 (a) Examination of Handwriting and Questioned Documents; or (b) Social Work Applications in Juvenile Institutions	4 Credits	100
	TOTAL	28 Credits	700
	GRAND TOTAL	104 Credits	2600

SECOND YEAR, FOURTH SEMESTER COURSES: All Courses carry 4 Credits each

4.1 Media, Crimes and Criminal Justice

4.2 Forensic and Correctional Psychology

4.3 Advanced Course in Comparative Criminal Justice

4.4 Vigilance and Security: Private Security Agencies

4.5 Customs and Tradition Related Crimes in India

4.6 Assessed Student Research Project

4.7 Specialization Paper 2:

(a) Examination of Handwriting and Questioned Documents

(b) Social Work Applications in Juvenile Institutions

4.1 Media, Crimes, and Criminal Justice System

4 Credits

Media shape our perception of things, problems, persons and phenomena. They make or mar image of persons, their character, shape public opinion, and create or destroy consensus on important public issues. Sensational reports of crimes, criminals, and criminal justice systems create either good image of the system or cause fear and panick reaction of the public about crimes and criminals, safety of lives and property. The study of media is not only relevant but important from many points of view. This course is designed to create awareness about the importance of media and how to use them for better public image, cooperation, and participation of public in crime fighting preventive programmes.

UNIT 1: Meaning of Mass Media and Journalism;

(a) Media as a link between people and important public institutions;

(b) The role information plays in modern societies;

(c) Media as the fourth estate in democracy;

(d) Types of media: print media, audio media, audio-visual media, internet and the world wide web;

(e) Information technology and electronic media revolution affecting all aspects of life and society including criminals, victims, public and criminal justice operatives;

UNIT 2:

(a) **Meaning and Varieties of news: Informative journalism:** political news, cultural news, business news, science and technology news, sports news, entertainment news and weather and natural calamities news;

(b) **Sensation Mongering to boost sales and TRP:** Collection of facts and selection of news worthy items, and sensational reporting;

(c) **Crime news and playing to the gallery:** public fascination with adventurous criminals and their daring crimes, court room dramas and land mark decisions, strange and weird criminal events; sensational items like police encounters with criminals, hot chase, firing and killing, daring escapes; (Ranga and Billa case, Ishrat Jahn case,), Terror attacks (Godhra train burning case, Godhra riots, Mumbai Terror Attack, Bangalore ATM robbery case, Bangalore serial bomb blasts, Delhi bomb attacks); sexual crimes (Jessica Lal Case, Nirbhaya case, Tandoor murder case, Priyadarshini Mattoo case);

(d) **Court Room reporting** of trials, bails, convictions and acquittals, arguments in sensational cases (like Jayalalitha DA case, Subroto Roy Sahara detention case);

(e) **Image building and image destruction:** reports of police inefficiency, retrograde and reactive police, delay in trials, police and judicial corruption cases reporting, reporting of custodial deaths and violence, prison riots and gangster activities in prisons, mismanagement of jails, jail breaks and escapes create negative image of criminal justice.

UNIT 3: Investigative Journalism and its significant Consequences in public life:

(a) Targeting, collecting reliable facts, planning, capturing and reporting; risks involved (physical violence, criminal prosecution, damage to equipment);

(b) **Covert crimes, corrupt practices and conspiracies and their exposure leading to serious consequences:** Tehelca case of BJP President Shivshankar taking one lakh rupees, Central I&B minister taking money, aborted attempts to trap Karnataka minister D.K. Shivakumar;

(c) **Scams and scamsters and consequences of exposure:** (Times Now exposing CWG scam, 2G scam, Coalgate, Watergate and Richard Nixon, Monica Levinsky and Clinton affair, cricket match fixing, BCC and Srinivasan);

(d) **VIPs and Celebrity bashing and violation of privacy and destruction of private lives and their public faces:** paparazzi and peep into the private lives of celebrities (Princess

Diana case, N.D. Tiwari and Kalpana Sharma affair, Strauss-Kahn case, Arnold Swarznegger cheating on his wife).

UNIT 4: Yellow Journalism, Blackmail, and Paid News and Views:

Violation of journalistic ethics, blackmailing people to get ransom, tarnishing and destroying persons and institutions by false reporting; publishing favourable news, views and advertisement on payment (legal or illegal); Paid News around elections; manipulating polsters;

Unit 5: Controlling the Media:

Constitutional right of the media (right of speech and expression), Freedom of the Press, Right to Information Act, protection of information source; Press Censorship during emergency, Registrar General of Newspapers and his power to cancel licence/permit, defamation cases in criminal courts, cases against violation of privacy, mass attacks and damage to office, machinery and assault on editors and reporters;

References:

1. Ideology, the Mass Media and Journalism by Matthias Igbarumah. Jos University, 1990
2. Modern Journalism Reporting and Writing by D.Sharma. Deep & Deep Publications Pvt Ltd, New Delhi.
3. Investigative Journalism: Context & Practice by Hugo de Burgh Routledge, 2000
4. Yellow Journalism: Puncturing the Myths, Defining the Legacies by Joseph Campbell.w.Praeger Pub.
5. Media Control: The Spectacular Achievements of Propaganda by Noam Chomsky. Series Editor:Greg Ruggiero

4. 2 FORENSIC AND CORRECTIONAL PSYCHOLOGY

4 CREDITS

This course is a brief account of the common psychological approaches to the study of crimes, criminals and criminal behaviour patterns. While forensic psychology largely concerns with more police related activities, the correctional psychology deals with correctional aspects of trying to improve, correct or treat convicted offenders and confirmed delinquents. Criminal psychology dealing with aetiology of criminal behaviour and their typologies is made a separate component of criminological theories in another paper and as such it is not covered here.

UNIT 1: Basic Psychological Concepts essential to understand Forensic Psychology: Part I:

- (a) Meaning of behaviour and its components (overt and covert); meaning of criminal behaviour and its special features;
- (b) Meaning of learning, types of learning: trial and error (experiential /exploratory learning), insightful learning, conditioning, operant conditioning; law of effect: avoidance of pain approaching pleasure; reinforcement and maintenance of learnt behaviour; formation of habits and addictions; de-conditioning, negative reinforcement and unlearning; behaviour modification methods and their applications in criminal justice: AA, DAA, role of punishment, deterrence and prevention of criminal behaviour.
- (c) Motivation and frustration, normal frustration management: failure to manage frustration: reaction patterns: (i) lack of impulse control, aggression, violence and crime, (cognitive dissonance, sudden provocation); (ii) withdrawal, depression and suicidal tendencies; (iii) normal and abnormal coping mechanisms and defence mechanisms as indicators disturbed mental state.

UNIT 2: Basic Psychological Concepts Part II:

- (a) Personality development: early environmental stimulation, role of socialization, emotional controls in interpersonal relations, learning of moral judgements; psychopathic personality and criminal behaviour, DSM-V.
- (b) Psychoanalytical components of personality: conscious, preconscious, and the unconscious: Id, Ego, Superego; repression, guilt and neuroses: dissociative disorders (fugue, split personality, selective forgetting), phobias, anxiety neurosis, PTSD; psychoses, mental retardation and criminal geneologies, superior intelligence and their relation to criminal behaviour;
- (c) Normal sexual instinct and drive and abnormal sexual perversions and criminal behaviour and sexual offenders: Adler, Anna Freud, Friedlander, Karen Horney.

Unit 3:

- (i) Definition, scope and importance of Forensic Psychology in criminal justice;**
- (ii) Legal concepts relating to Forensic Psychology:** (a) Guilty mind (mens rea), Guilty Action (Actus reus), Guilty Motivation (Animus Nocendi), Freedom of Choice (Free Will Doctrine), Criminal Responsibility. Court room Psychology and Witness Psychology.

(iii) Legal Exceptions to crime: (a) Age and issues in deciding maturity at statutory age limit (Islamic, European, US and Indian statutory levels), cognitive development and mental maturity, ability to form moral judgement; (b) Duress and self survival instinct; (c) Good faith (lack of mens rea); (d) Mistake of fact (lack of guilty knowledge); (e) Insanity, limited insanity and diminished responsibility; (f) Self defence and survival instinct; (g) Genuine accident being beyond human control.

UNIT 4:

(i) Investigative Psychology: (a) Crime Profiling and its role in identifying the accused; (b) Lie Detection: Lie Detector and polygraphs, Narco-analysis, BEOS, Brain Mapping, Behavioural indicators of lying; (c) Pre-trial Identification of suspects and accused: Line ups and Photo arrays; (d) Psychopathic Scale and prognosis of recidivism.

(ii) Varying Interviewing Techniques: (a) Accused: confessing ones; cooperative ones; and hard nuts; (b) Victims: precipitating, guilty, innocent, ignorant and unsuspecting victims; (c) Accomplices: coercive questioning and offer of protection against prosecution as approver; (d) Witnesses: children and women, disinterested ones, frightened and apprehensive ones, hostile witnesses, partisan witnesses, bogus witnesses, vengeful witnesses;

(iii) Major Roles of Forensic Psychologist: (a) Expert Testimony in deciding competency to stand trial in cases of insanity pleas, drunken behaviour or influence of drugs; (b) Assessing Fitness for child custody; (c) Assessing prognosis and fitness for early release sex offenders, gamblers, habitual criminals, psychopaths; (d) Ethical considerations in forensic consultations; (e) Eligibility conditions to work as professional forensic psychologists.

UNIT 5: Correctional Psychology:

(i) Application of Social Learning Theories: identification, Imitation, modelling, conditioning in the socialization process; Learning of values, social norms, moral judgements and sentiments; Indirect social controls: role of gossip, criticism, ridicule, integrative shaming, saner advice; role of religion: concept of sin and vice, faith in God, fear of God's punishment herein and hereafter;

(ii) Use of Case Work: Counselling and Guidance: Child Guidance Clinics, Group Work Therapy, Youth Centres, Boot Camps, Play Therapy, Psychodrama, Career Counselling, Family Counselling, Occupational Therapy;

(iii) Behaviour Modification Techniques: Conditioning and de-conditioning, learning and unlearning, reinforcement; AAA, Drug Addicts Anonymous;

(iv) Role of Psychologist in Correctional Settings: As behaviour assessor (initial and pre-discharge), as behavioural crisis manager (suicidal tendencies, violent and aggressive attacks, drug dependencies), as counsellor (emotional, family, and career counselling), as an expert in court hearings.

References:

1. psychology of Learning Behavior by Asha Rani. Central Press, New Delhi.
2. Abnormal and Developmental Psychology by Asch, M. Ivy Pub, Delhi.
3. Evolutionary Perspective of Human Development by Burgess, R.L. Sage Publication.
4. Current Perspective in Forensic Psychology and Criminal Behaviour by Bartol & Bartol. Sage Publication.

4.3 ADVANCED COURSE IN COMPARATIVE CRIMINAL JUSTICE 4 CREDITS

This course is intended to broaden the nation-specific mindsets of students, public, and criminal justice functionaries on the varieties of systems. It will help them assess the relative merit and demerits, and the lessons that may be learnt to change their own systems. One may also be surprised to find universality of human societies in many matters of dealing with problems of serious deviant behaviours of their members. The countries for this course are chosen carefully which widely vary in their systemic approaches to crimes and criminals. Primarily basic sub systems of criminal justice systems of one country may be compared with their counterparts in other countries. But no such comparisons are attempted in this course. It is presumed that wise students, policy makers and system operatives can do such comparisons on their own based on the descriptive narratives provided in this course.

UNIT 1:

(i) Meaning of comparative criminology; the advantages and limitations of comparing criminal justice systems one country to other countries; Why criminal justice systems vary widely? Are there major similarities that may be used to learn good lessons?

(ii) CJS as a reaction to and mechanism for controlling deviance in society: disasters of not controlling deviance in society; country specific CJS as a result of cumulative historical experience with deviance; histories of countries vary and so do CJS.

UNIT 2:

Comparative Law Enforcement Systems of (a) Japan, (b) China, (c) USA, (d) Saudi Arabia, (v) India; Organization style, size, types, hierarchies, efficiency indicators, community satisfaction and trust, crime rates, conviction rates, special circumstances, unique features.

UNIT 3:

Comparative Judicial Systems of the same countries and on the same criteria as explained unit 1.

UNIT 4:

Comparative Prosecutorial Systems of the same countries on the same criteria as explained in Unit 1.

UNIT 5:

Comparative Penal Systems of the same countries on the same criteria as mentioned in unit 1.

References:

- 1.Hermann Mannkiem, 1994. Comparative Criminology Volume 1 and 2, Routledge and Kegan Paul.
- 2.Levone et al, 1980, Criminal Justice : A Public Polish Approach, Jovanouich Publishers.
- 3.Hagan F E 1993, Research Methods in Criminal Justice and Criminology Precntice Hall, Englewood Chiffs .NJ
- 4.Harry Dammer Jay Albanses, 2013 Comparative Criminal Justice System Cengage Learning .
- 5.Shahid M Shahidullah, 2012, Comparative Criminal Justice Systems; Jones and Bastlett.
- 6.David Nelken : 2013, Comparative Criminal Justice and Globalization
- 7.Ebbe , obi Ignotus ,2000. Comparative and International Criminal Justice systems , Butterworth, Boston

4.4 VIGILANCE AND SECURITY: PRIVATE SECURITY AGENCY

4 CREDITS

This course is intended to prepare students for possible employment avenues in the field of private security. The syllabus is so prepared as to enable students to acquire basic knowledge about the context in which PSAs operate their role and risks, their activities and methods, their scope and challenges. This knowledge will further be sharpened by their direct exposure to the field during the field placement in a PSA. Operators of PSAs will deliver some lectures and share their experiences with the students.

UNIT 1:

Difference between vigilance and security; Private investigations: Espionage, Surveillance, Patent/Trademark violations, Verifications, First Aid, security audit; PSAs in India, their magnitude, their increasing roles, related law; USA enables PSAs by law as police and enjoy police powers such as university police, national park police, etc. Before 1861 consolidation British followed practices like in USA. Present Indian scenario for PSAs is limited: no weapons, no arresting powers except causing citizen arrest until police arrive; recent legislation to regulate PSAs.

Common physical security measures: Exclusion Area (as prohibited zone), control area or limited control area; physical barriers: forts, forts and moats, natural barriers like rivers, steep rocky cliffs, human barriers like cordoning off by security staff, presence of other humans; structural barriers like barricades, humps, fences, compound walls, moveable traffic curbs, ground spikes, bollards, gates, guarded gates, gated communities, land mines, live electric fences, bridge bombardment; animal barriers like blood hounds in supermax jails, trained personal dogs, domesticated lions/ tigers, snakes.

UNIT 2: Preventive Private Security:

(i) prevention of theft, robbery and pilferage: Bank Cash Transfer vehicle escorts, guarding ATMs, Banks, Estates, Industrial/business premises; (ii) access control at entry and exit points by manned security, frisking of person and personal belongings (HHFD, Fixed FD, X-raying the baggage and other movables in hotels, hospitals, malls, bus stations, airports, railway stations, risk prone temples/mosques. Synaguags/ churches, public offices, parking lots, courts,); (iii) prevention of sabotage by internal staff or acquaintances; (iv) Precautions against subversion and damage during strikes, Lockouts, Hold Ups, Gheraos, Wildcat strikes; (v) Industrial espionage and counter espionage; (vi) Fire protection plan; (vii) Electronic Surveillance: CCTVs, Moving Image Detector and Alarm system, burglar alarms, night vision lamps, Infra red photography, bomb disposal unit, Dogs to detect bombs.

UNIT 3: Private Investigation Methods:

(i) Undercover operations and surveillance: purpose, covert and overt surveillance: automobile surveillance, Foot Surveillance, Team Surveillance; (ii) Corporate Intelligence: (a) pre-employment verification, post employment verification, (b) industrial/business rivalry and espionage and counter-espionage measures; (c) Economic offences: commercial frauds, false representations, trade mark/ patent violations, faking balance sheets in audits, bank frauds, white collars crimes, tax evasions, hawala operations, money laundering, insurance frauds, fake land title documents and land encroachments; (d) Pre-post marital investigations of fidelity, virginity and sexual habits; (e) Kidnapping and abduction and missing person investigations; (f) land disputes, possession disputes, tenancy disputes, loan recovery disputes and mafia interventions.

UNIT 4: Modern Tools for Investigation:

(i) Audio recording devices, (ii) video recording devices: Binoculars and Telescopes, Microscopes, (iii) IR and UV Spectroscopes, (iv) night vision devices, (v) Lie Detectors, (vi) Interrogation and interview methods (direct, sympathetic, psychological, formal and informal), (vii) expert witnesses, eye witnesses, and hearsay and grape vine, informer system.

UNIT 5: Organization and Management of PSAs:

(i) Security Organization Structure:

Chief Supervisor, Security Officer, Security Guard and their duties; Recruitment and Training; Remuneration and Risk coverage (insurance, PF, Gratuity, Pension); Physical and Mental Fitness standards; Morale and motivation; POSDCORB in the PSAs; Competition and falling wages;

Regulation of PSAs under the PSA (Control and Regulation) Act, 2008 and Rules; PSA and their role in security, their size and scope in comparison to police; Some large PSAs.

Challenges and problems of PSAs: No weapons, no arrest powers, no investigating powers, poor wages, high competition, poor training and low salaries, low morale and low motivation, overwork and job stress, risk perception and risk aversion.

Overall assessment of PSAs role in crime prevention; Scope for entrepreneurship; application of criminological knowledge and skills in the functions of PSA.

References:

1. Effective Security Management by Charels Sennewald. Elsevier Pub.USA.
2. Contemprory Security Management by John Fay Elsevier Pub.USA.
- 3.Industrial Security Management by Sharma.R.P.
- 4.Introduction to Private Security by Karen Hess. Wadsworth Cengage Learning.
- 5.Intelligence and private Investigation by hank Prunckun.Charles C.Thomas Publishers ltd.

4.5 CUSTOM AND TRADITION RELATED CRIMES IN INDIA

4 CREDITS

This course is intended to sensitize students about the close nexus of crime and custom with special reference to India. This also will sensitize them about the difficulties in enforcing criminal laws which go against the age-old customs and traditions that have popular support and contrarily the concerned law enforcement agencies face the opposition of the larger community. The emphasis is NOT on teaching these as “Social Problem” but on the Legal and Technical aspects of law enforcement and adjudication by the agencies of criminal justice. The relevant laws and their inherent flaws will be examined with reference to their efficacy and extent of compliance.

UNIT 1:

Meaning of custom and tradition; social change and its sources; consequences of social change and redundant customs and traditions; Identification of major outlawed customs and traditions:

(A) **Family Related Customs:** (i) Sati, (ii) Patriarchal Family System and Domestic Violence, (iii) Polygamy, (iv) Female Infanticide and pre-natal sex determination.

(B) **Marriage Related Customs:** (i) Dowry and Dowry Death, (ii) Inter-caste marriages and honour killings, (iii) intra-gotra marriages and khap panchayats, (iv) Child Marriages.

(C) **Sexual Preferences Related Customs:** (i) Aravanis/ Jogappas, Sikhandis, and Transgender problems, (ii) Issues relating to homosexuality; (iii) Traditional Sexual preferences: devdasi, trokoski, vestal virgins;

(D) **Caste and Religion Related Customs:** (i) Untouchability, (ii) Communal Tensions, (iii) Fundamentalist Terrorism.

(E) **Marginalized Communities:** (i) Denotified Tribes, (ii) Caste-based Customary Prostitution (Bedias of MP, Naiks of UP, Devdasi) (iii) Nomadic and Beggar Communities, (iv) Devdasi system.

(F) **Miscellaneous Customs:** Human and Animal Sacrifice and Kali Cult.

UNIT 2: Family Related Outlawed Customs:

I. **Sati Problem:** and its historical roots among Hindus; Its prevalence in the past in Northern India and Karnataka;

(b) R R M Roy's efforts in Bengal;

(c) Old Provincial laws banning Sati; Recent instance in Rajasthan and the latest law on Sati;

(d) Provisions of Prevention of Sati Act.

II.Polygamy: Among Hindus as a custom, its prevalence among the propertied class and kings as a status symbol;

(a) Abolition of Bigamy in the Hindu Marriage Act 1956;

(b) Bigamy in IPC and punishment for it;

(c) Illegitimacy and inheritance and succession rights under the personal laws;

(d) Maintenance of concubines and their children under the Criminal Procedure Code;

(e) Loop holes in the law: only the first wife can complain; Concubines, Common law wives, living together without marriage Not affected.

III.Domestic Violence: As endemic in Patriarchal Family System; common forms of domestic conflicts with married women everywhere: mother-in-law versus daughter-in-law conflicts as reflection of competition for control over the family provider; competition for love (i.e., mother's loss of love versus daughter-in-law's gain of love, fear of loss of love and control);

(b) Conflict between old and new values and systems: Changing patterns of marriage and family; problems in joint family and preference for nuclear family; arranged marriages versus self chosen marriages; unequal status of women versus egalitarian marriage and sharing of family roles by both the spouses; change in laws relating to women rights in property, right to education, equal employment and wages, political rights; increasing education, employment, and relative independence of women;

(c) Forms of domestic violence: mental harassment, physical injury, death;

(d) Causes of domestic violence: Dowry demand, status differences between the families of origin, differences in life styles, extra-marital affairs, bad habits (personal hygiene, smoking, drinking, gambling, pornography etc.), persistent neglect of spouse and family, mental health problems, chronic ill-health, acquired impotency, inability to provide for family, working couples and lack of time for family and spouse, miscellaneous problems;

(e) Perpetrators of domestic violence: Husband, in-laws, relatives, others;

(f) Domestic Violence Act: its provisions, punishments, legal presumptions in favour of women, statistics of domestic violence in India; role of police.

IV. Female Infanticide and Pre-natal Sex Determination:

- a. Traditional belief in the insult to father as father-in-law, girl as economic liability, girl as a source of trouble in teenage years as causes of female infanticide;
- b. Magnitude of the problem in India especially Northern States of Punjab, Haryana, UP, Madhya Pradesh, Bihar; adverse sex-ratios and difficulty in finding brides for marriage, increasing rapes;
- c. Pre-Natal Sex Determination Act: Its provisions, punishments, role of health officers, control over medical technology, misuse of Medical Termination of Pregnancy Act.

UNIT 2: Marriage Related Customs and Crimes:

I. Dowry and Dowry Death:

(a) Dowry tradition originating from Kanyadan and Varadaxina among Hindus; Woman as inferior and unfit for liberty; Dowry in Europe (England: Bombay as dowry to Prince Charles from King of Briganza, Julius Ceasar receiving dowry from Cleopatra of Egypt etc.);

(b) Extent of dowry practice in India; dowry as status symbol; dowry as business; dowry as advance share of bride in her parental property, dowry as compensating element for the inferior status of women; dowry expectation as the root cause of domestic violence;

(c) Consequences of Dowry: No marriages and self-chosen marriages increasing; living together without marriage and contract co-habitation rising; suicides among married women increasing, murder of married women growing.

(d) Dowry Prevention Act: Its provisions, punishments, legal presumptions, its impact and its relative failure.

II Child Marriages:

(a) Originating from Hindu smritis ordaining father to arrange daughter's wedding by 8th year of her age; virginity in marriage as a virtue; child marriage as a means of safeguarding virginity and family honour (avoiding dishonour by the girls pre-marital teenage sex);

(b) Prevalence of child marriages in India and other countries (Census data on child marriages in rural and urban areas among boys and girls, poor and middle class families, crime statistics);

(c) Consequences of Child marriages: Deprivation of childhood, early motherhood, poor health and poor mental health, high maternal mortality, morbidity, large families and population explosion due to longer period of fertility, educational deprivation, increasing number of child widows;

(d) Law as an instrument of change: increasing age limit at marriage 12 years, 14 years, 18 years from British times to now; Sarda Act, IPC provision under section 375 (statutory rape by husband);

(e) Child Marriage Abolition Act: its provisions, punishments to abettors, saving the sanctity of child marriage, girl to decide on attaining age of majority, consequences of the Act and its relative failure; number of child marriages decline as more girls get education, employment, and awareness of their rights, better standard of living and relative growth in economic conditions.

III.Honour Killings, Inter-caste Marriages, Intra-gotra Marriages:

Caste system and intra-caste marriage as a custom and as a symbol of family honour; evil consequences of marriage outside caste: isolation from the caste group, loss of family honour, difficulty in getting children born out of caste married later; Honour killing common among Muslims, Sikhs and Hindus; Khap Panchayats and Caste Panchayats role in enforcing intra-caste and inter-gotra marriages and harsh informal punishments to those who transgress their orders.

UNIT 3: Sexual Preference Related Problem and Caste/Religion Related Customs and Crimes:

I.Transgender:

(a) Traditional recognition to transgenders as Sikhandis, Aravanis, Jogappas in Hindu Epics (Mahabharat, and Jamadagni Puran), their use and social recognition in marriage ceremonies, house warming, child birth and naming rituals and popular folklore (Tamasha, Lavani, Jogappa Dance etc) among Hindus; Greek culture recognising Hermaphrodite cult (Hermes plus Aphrodite); Persians using Hijdas in Harems as made servants;

(b) Conflicts of transgender with the community: as beggars, harassment of public for blackmailed beggary, homosexual habits, spreading STDs and AIDS, their demands for civil, and political rights, reservation in public jobs etc.,

(c) Recent judgements of Supreme Court on transgender while Not upholding legality of homosexuality.

II.Homosexuality:

Christian Values relating to Homosexuality as sin (Lesbos, and city of Sodoms in the Bible); Order of Nature and homosexuality as violating that order; Definition of “unnatural offences” in IPC derived from British values; Recent order of Supreme Court upholding traditional views and the controversies around it; Details of developed countries allowing same sex marriages; Extent of homosexuality in the general population in India, in Western countries, in Muslim countries.

UNIT 4: Caste and Religion Related Customs and Crimes:

I.Practice of Untouchability

(a) Origins in the creation of castes from different parts of body (Brahmin from the head, Kshatriya from shoulders and chest, Vaishya from Hands and Limbs, Shudra from the feet); Fixed social positions and theory of duties in Karma Theory and Varnashram Dharma;

(b) Violation of Human Rights, Equality, Equal treatment before law, and equal legal protection; Liberal thoughts, democratic ideals run contrary to traditions notions of caste-based inequities and injustices; Social isolation, indignities, and inhumanity of man to man; apartheid in South Africa, racial segregation in USA, Burakumin in Japan, Boat People in Hongkong resemble Indian untouchables;

(c) Laws Banning untouchability: Detailed provisions of Protection of Civil Rights Act, Prevention of Atrocities (against Scheduled Castes and Scheduled Tribes) Act, Positive Discrimination and affirmative Action programmes for the S.Cs, and S.Ts Reserving government jobs and seats in educational institutions and other promotional schemes; Extent of discrimination and violation of these laws (crime statistics); Special Courts and their impacts, Scheduled Castes Commissions and their achievements.

(II) Caste and Religious Tensions and Violence:

(a) Inter-caste rivalries, feuds, culture-conflict; Multi-religious, and multi-cultural country with secularism as its state policy; Communal tolerance and co-existence violations;

(b) Imposition of some moral order/religion/caste over others as cause of communal tensions; Religious Conversions another cause; Extent of communal tensions in India (crime statistics); Anti-Conversion Laws in Maharashtra, Orissa, Tamil Nadu, Madhya Pradesh.

(c) Politics of protests, political ideologies and caste politics in India; electoral politics and increasing tensions, rise of parochial regional parties and fundamentalist ideologies; religious minorities and politics of appeasement;

(d) Sachar Commission; Mandal Commission; Backward Classes Commissions, Minority Commissions; Constitutional provisions for protection of minorities, Scheduled Castes, Scheduled Tribes, Scheduled Areas; Separation Movements in Nagaland, Bodoland, Gorkhaland, Mizoram, Meghalaya, Manipur.

(III) Fundamentalist Terrorism in India:

Concepts of Jihad, Crusade, and Dharmayuddha and the religious basis for them;

Political overtones of Fundamentalist Terrorism: Khilapat Movement and Gandhiji versus Jinnah; Communal Award; Partition of India and Jammu and Kashmir Issue; Entry of International Jihadist and Islamist Movements into India; Sporadic violence, bombings, killings, arson; SIMI and other international terror networks like Lashkar E Toyba, Al Khyda, role; Hindu Terrorism as a reaction to Jihadist activities; Anti-Conversion Hindu organizations and violence in the Northeast India; Godhra violence and the backlash; Serial bombings in Bombay, Delhi, Bangalore, Hyderabad.

UNIT 5: Communities and Other Marginalized Customs:

I. Denotified Tribes:

(a). History: Political chaos in Medieval India and spread of criminal tribes: Communities organized around crime as a “normal” “whole time” “organized profession” for “generations”; Thuggy, Dacoity, Maraudery and other crime as occupation of the community; value systems, strange customs and beliefs, unique modes of committing crimes, symbols and signs for communication, training children from infancy into criminal careers, community support for those caught by police or killed in the criminal adventure

(b). British Response: Colonel Sleeman and Anti Dacoity and Thuggy Department of Government of India; Passing of the Criminal Tribes Act 1971 around the time of popularity of “born Criminal” theory of Lombroso; 200 Notified Criminal Tribes, their settlements; their regimented life and control of dacoity and thuggy;

(c). Post-Independence repeal of CT Act and categorising as De-notified Tribes, passing of Habitual Offenders Acts by States. Sporadic crimes today and their unique modus operandi as brands of CT crimes.

II. Customary Practice of Prostitution:

The Naik of UP, Bedias of MP, Devdasis of South India; Community values about prostitution as a normal profession; Training young girls into prostitution, helping, pimping, and running prostitution and living on them;

U.P. Naik Girls (Prevention of) Prostitution Act; Its impact and later superceded by Immoral Traffick Prevention Act.

III. Nomadic and Beggar Communities:

Beggary as a customarily accepted practice: Shiva as beggar, beggar as a result of previous life's sins, alms giving as a meritorious act, feeding beggar as a charity.

(a) Communities organized around the nomadic life of beggary: durg-murgis, snake charmers, makadwales, soothsayers, acrobats, hashyagars, veshyagars, daasas, sudugadsidhas, magicians, singers and dancers, bullock keepers, etc.

(b) Beggary perceived as inhuman and violation of human rights: (right to food, right to health, right to work, social welfare schemes in welfare state); beggary as an indicator of absolute poverty and destitution.

(c) Beggary Prevention Acts: definition of beggary, anti-beggary squads, Beggars' Homes, beggars rehabilitation, effects of beggary laws and their failure.

IV. Devdasi System:

Customary System of dedicating pubescent girls to prostitution in the name of deity; Trokoski system in African countries, Nubile Girls in Egypt, Vestal Virgins in Greeks, Geisha Girls in Japan resemble Devdasis;

(b) Devdasi common among scheduled castes, poor, ignorant castes; rituals and religious beliefs important; initiation ceremonies, unique beliefs and norms are special to Devdasis;

(c) Devdasi as social custom as demeaning practice, violation of girls dignity and right of choice, life of shame, illegitimacy, problems of STD,

(d) Devdasi Prevention Acts in Karnatyaka, Maharashtra, Andhra Pradesh, their efficacy and failure.

V. Human and Animal Sacrifice:

Customary practice of sacrificing animals in certain temples, generally female deities or shakti worship, related to Tantrism, Vedic rituals in Yagnas, blackmagic and Atharvan Ved; Sacrificing a goat; Human sacrifice is related to Tantrik and Occult traditions and very rare.

Prevention of Cruelty to Animal Act, Magical Remedies (Prevention) Act, Animal Sacrifices Act.

References:

1. Indian Social Problem by G.R.Madan.Allied Publishers Pvt Ltd.Mumbai.
2. Crime and Customs in Savage Society by Bronislow Malinowski. Transaction Publishers.New Jersey
3. Culture and Customs of the Sioux Indians by Gregory O.Gagnon. ABC-CLIO,LLC .California
4. Crime and Customs among Lamabanis in Chitradurga District by Krishnamurthy.M.
5. Social Problems in India by Ram Ahuja, Rawat Publications.
6. India S Social Problems in Twenty First Century by Qureshi M.U.Anmol Pub

4.6 ASSESSED STUDENTS RESEARCH PROJECT**4 CREDITS**

4.7 SPECIALIZATION PAPER 2:

4 CREDITS

(a) Examination of Hand Writing and Questioned Documents

This is a professional course meant to impart technical knowledge and skills in the analysis and examination of the disputed hand writings and other documents questioned in the courts. Police officials, criminal lawyers, banking and insurance company officers may also enrol for a four month Certificate Course in Hand writing and Questioned Document Examination. There will be an equal number of practical hours followed by theory classes. Necessary equipments and training manuals in respect of different aspects of analysis will be made available. Theory shall carry 40 marks and practicals will carry 40 marks and other 20 marks will be for internal assessment relating to regularity of attendance, two tutorials, and degree of participation in the class and practical discussions.

Equipments Supplied: (i) adequate number of Handlenses, (ii) one/two stereo microscope, (iii) Electro-static Detection Device (EDD), and (iv) Video Spectral Comparator (VSC).

Basic Requirements: (i) A good Eyesight, good colour perception, absence of near or distant vision problems.

UNIT 1:

(i) Meaning of Graphology and Forensic Questioned Document; differences between the two;

(ii) Meaning of document and difference between hand writing and other questioned documents: (a) Hand writing cases (purported suicide notes, wills, forged cheque, love letters, graffiti, etc.), and (b) other questioned documents like type written documents, printed matter, business contracts, identity theft (logos, trade marks, labels of companies), counterfeit documents, printed cheques, maps, drawings, art work, seals and stamps (dry seal and rubber stamp), hidden marks, etc.

(iii) Principles of Identification;

(iv) Legal provisions under the Indian Evidence and legal issues bearing upon privacy and self-incrimination.

UNIT 2: Duties:

(i) Establish genuineness or otherwise: expose forgery; reveal alterations, additions, deletions and erasures;

(ii) Identify or eliminate persons as the source of handwriting;

(iii) Identify or eliminate typewriter, or other impression marks or evidence; (iv) Write report, Give Testimony in the court under oath and answer in cross examination, and explain findings to the user or the payer for your services.

UNIT 3: Stages of Examination:

- a. Analysis of minutiae by handlens or microscope or UV light of questioned document and sample document of the accused and noting the minutiae
- ii. Comparing the minutiae of the QD and sample document;
- iii. Evaluating the observations and drawing inferences for the report;
- iv. Peer Review or second opinion of another expert.

UNIT 4: Types of Examination:

- i. Hand writing and signature examination (cursive and printing);
- ii. Physical Matching;
- iii. Sequence determination;
- iv. Examination of Ink, Paper, Pencil/Pen;
- v. Examination of Alterations, Additions, Deletions and obliteration/erasures;
- vi. Indentation and decipherment.

Unit 5: Examination of Other QDs:

- i. Typewriters, Photocopiers, Laser printers, Ink Jet Printers, Fax Machines;
- ii. Cheque writer, Rubber Stamps and Dry Seals, Price Markers and Label Markers;
- iii. Printing Processes.

References:

1. Ellen D. (2005), *Scientific Examination of Documents: Methods and Techniques*, (3rd Edition) Boca Raton, CRC Press.
2. Levinson J (2001), *Questioned Documents: A Lawyers' Handbook*, San Diego, Academic Press.
3. Morris R (2000), *Forensic Handwriting Identification: Fundamental Concepts and Principles*, Academic Press.
4. ASTM Standard Manuals: For Ink: E 1422-05; E1789-04, E2389-05, E 2390-06; For Type written Material: E 2494-08, E2285-03, E2291-03, E2287-03; For paper: E2325-03, E2288-03; For rubber stamps: E2286-03, E2289-08; General: EE2331-04, E444-06, and E2195-02
5. Albert Sherman Osborn, 1910, "Questioned Documents", Lawyers Co-Operative Publishing Company.
6. Jan Seaman Kelly, Brain S Lindblom, 2006, "Scientific Examination of Questioned Documents", Second edition, CRC PRESS.
7. Jay Levinson ,2001, "Questioned Documents", Academic Press Publications.
8. Katherine KoppenHaver" 2007", *Forensic Document Examination*", Springer Science and Business Media.
9. Katherine KopperHaver , 2002, "Attorney's Guide to Document Examination", Greenwood Publishing Group.

10. Roy.A. Huber, A M Headrick, 1999, "Handwriting Identification", CRC Press.

OR

(b) SOCIAL WORK APPLICATIONS IN JUVENILE INSTITUTIONS

This course is conceived as a professional course for those working in the juvenile justice institutions. The main thrust is on the identification of different tasks in different institutions of juvenile justice where the skills and knowledge of social work would be most relevant and useful. In this course not only specific settings are identified but the application of varying methods and techniques of social work are also discussed. These theoretical inputs will be tried out in the regular field work in JJ institutions.

UNIT 1:

(a) **Basic assumptions of JJ Act:** (i) child is not responsible for its behaviour and cannot be punished; (ii) child's behaviour reflects on its family, neighbourhood and other background factors that are extraneous; (iii) child can be moulded normally by proper care, protection and training; (iv) some children who are in conflict with law need to be isolated and mended specially;

(b) **Basic Objectives of JJ Act:** (i) Child protection and protection of society; (ii) Child care and welfare; (iii) Confusion between the objectives never fully resolved;

(c) **Basic Approaches:** (i) Non-institutional approaches (probation, adoption, sponsorship, foster-care); and (ii) Institutional approach;

(d) **Importance of institutions under the JJ Act:** (i) Non-institutional approach inappropriate for many children,(ii) Majority of children need care and protection, and, (iii) Some need special treatment;

UNIT 2: Juvenile Institutions, Their Objectives and Organization:

a) Observation Home: Initial holding place pending final decision of the JJB/CWC;
Various Tasks:

b) Juvenile Justice Board: (i) adjudication of children in conflict with law;

c) Child Welfare Committee to decide the disposition of children in need of care and protection;

d) Special Schools for treatment of Delinquent Children;

e) Children's Homes for the Care and Protection of Children;

(A) Social Work in Observation Homes:

(i) Basic Purpose and Responsibilities:

- (a) provision of basic needs of the child (food, clothing, shelter and sanitation) during the short stay;
- (b) security for the child and against his or her escape;
- (c) observation of the child, its health, mental health, habits, behavioural problems, or other needs;
- (d) enquiries into the socio-economic and family background;
- (e) submission of the report to the JJB/CWC.

(ii) Social Work Values in Observation Homes in respect of initial care;

(iii) Social Work Methods to observe the child, its behaviour and problems;

(iv) Social Work Skills in preparing Soci-Economic and family background report.

B. Social Work in JJ Board and CWC:

Skills in identifying, preparing and submitting as well as discussion of those issues, problems, and recommending appropriate disposition to the JJB/CWC.

UNIT 3: Social Work in Special Schools:

- (i) Identification of child's behaviour problems (stealing, telling lies, sexual aggression/pimping/sexual perversions, drug abuse or alcoholism/bootlegging, gambling/betting/matka; Ascertaining source/s of those problems;
- (ii) Developing suitable treatment strategies;
- (iii) Treating in regular manner over a period of time;
- (iv) Counselling, Non-chemical Behaviour Modification Techniques, Psychotherapy, Psychodrama, Occupational Therapy, Educational and vocational training, family re-integration, emotional and aggression control, sex perversion treatment.
- (v) Post-release follow up and aftercare.

UNIT 4: Social Work in Childrens' Homes:

- (i) Preparing systematic case files, case studies and making entries from time to time of the progress;
- (ii) Case counselling, educational counselling, Career Guidance;
- (iii) Family contacts, employment assistance, post-release plans;
- (iv) Post release follow up and aftercare;

UNIT 5: Social Work in Aftercare Services:

- (i) Immediate shelter after release unless family takes care;

- (ii) Career counselling, placement support, and linking various government welfare programmes to the rehabilitation of the released children (house site and housing, job reservation, self-employment schemes with bank assistance and subsidy, health care schemes, etc.);
- (iii) Marriage counselling, assistance in the search for and selection of bride or groom, information about mass marriages and other assistance for marriages of the poor;
- (iv) General Handholding in the initial year.

References:

1. Social Work in Juvenile and Criminal Justice System by Albert R Robert & David W. Springer. Charles C Thomas Publishers Ltd. Illinois.
2. Social Work in 21st Century edited by Michael Reisch, Eileen Gambrill. Pine Forge Press. Sage
- 3 Delinquency and Juvenile Justice in American Society: Second Edition by Ronald G. Sheldan. Wave Land Press. USA
4. Social Welfare and Social Work by Debotosh Sinha. Concept Publishing Company Pvt. Ltd.