

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

**DETAILED SYLLABI  
CONTENTS**

**2014-15 Onwards**

	<u>Semester III:</u>		
<b>3.1</b>	<b>Statistical Application in Criminological Research</b>	<b>4 Credits</b>	<b>100</b>
<b>3.2</b>	<b>Prison Management in India</b>	<b>4 Credit</b>	<b>100</b>
<b>3.3</b>	<b>Advanced Forensic Science</b>	<b>4 Credits</b>	<b>100</b>
<b>3.4</b>	<b>Recent Developments in Criminology</b>	<b>4 Credits</b>	<b>100</b>
<b>3.5</b>	<b>Assessed Field work in Police Stations, Prison, Probation and Study Tour</b>	<b>4 Credits</b>	<b>100</b>
<b>3.6</b>	<b>Specialization Paper 1: (a)Analysis of Fingerprints, Footprints, Lip prints and Bite Marks; or (b) Child Protection Laws, Policies, and Programmes</b>	<b>4 Credits</b>	<b>100</b>
	<b>OPEN ELECTIVE COURSE</b>		
<b>3.7</b>	<b>Criminal Justice System</b>	<b>4 Credits</b>	<b>100</b>
	<b>TOTAL</b>	<b>28 Credits</b>	<b>700</b>

**SECOND YEAR, THIRD SEMESTER COURSES: All Courses carry 4 credits each**

**3.1 Statistical Applications in Criminological Research**

**3.2 Prison Management in India**

**3.3 Advanced Forensic Science**

**3.4 Recent Developments in Criminology**

**3.5 Assessed Field Work in Police Stations, Prison, and Probation & Study Tour**

**3.6 Specialization Paper 1:**

**(a) Analysis of Fingerprints, Footprints, Lip prints, and Bite Marks**

**(b) Child Protection Laws, Policies, and Programmes**

**3.7 Open Elective Course (OEC): Cyber Crime: An Introductory Course**

**3.1 STATISTICAL APPLICATIONS IN CRIMINOLOGICAL RESEARCH**

**4 CREDITS**

The objective of the course in Statistical Applications is to make students learn to apply basic statistics in research and understand their meaning and importance, and how to use advanced statistical techniques in multi-variate analysis ( like multiple regression, multivariate multiple regression, factor analysis, path modelling and causal analysis etc). In the latter the emphasis is not on complicated formulae or how to compute them which the computers and the readily available SPSS give but on the context of their applications, and how to interpret them in the analysis of research data.

**UNIT 1:**

Meaning of statistics, important uses of statistics, dangers of misuse and statistical lies; crime statistics and their sources: CII, UCRs, Interpol reports, victim surveys, criminal court data, prison reports, probation reports etc.; population and sample, statistic and estimate, statistical and non-statistical errors; confidence limits, and standard errors.

**UNIT 2:**

Descriptive Statistics: Range, Interval, Percentage, Ratio; Measures of Central Tendencies: Mean (and moving average), Mode, Median and Bell-Shaped Curve and Z Distribution; Average Deviation, Standard Deviation, Quartile Deviation, Percentiles.

**UNIT 3:**

Classification or categorization of data and its basic requirements: mutually exclusive and collectively exhaustive; levels of measurement and the relevant statistical tools for each level; Meaning of definitions and operational definitions which are measurable; Measures of Association: Bivariate Correlations: Pearsons  $r$  (product moment correlation) for ratio level data; Rank Order Correlation for ordinal data, Phi Correlation for nominal data, coefficient of contingency, Kendall's coefficient of concordance.

**UNIT 4:**

Inferential Statistics: Testing Hypotheses: Null Hypothesis and Alternate Hypothesis: acceptance of one is rejection of the other (falsifiability criterion in scientific research), Type One Error, Type Two Error; Tests of Significance: 't' Test, 'F' Test, 'Z' Test, One Tailed or Two Tailed Tests in the testing of hypotheses.

**UNIT 5:**

Computer aided statistics: SPSS with reference to Causal Research: Multiple Regression, prediction, projections and forecasting, Canonical Relations, Factor Analysis, Time Series Analysis.

**References:**

1. Research Methodology and Statistical Analysis by G.R.Krishnamurthy and Obul Reddy. Himalaya Publishing House
2. Methodology of Research in Social Sciences by Krishnaswamy and Ranganathan. Himalaya Publishing House.
3. Simple Statistics: Application in Criminology and Criminal Justice by Terance D. Miethe. Roxbury Pub.Co.
4. Statistics in Criminology and Criminal Justice by Jeffery Walker & Sean Maddan. Cathleen Sether Pub.

### 3.2 PRISON MANAGEMENT IN INDIA

4 CREDITS

This is a comprehensive course in the management of prisons. It aims to provide insights to understand intricate aspects of prison management and its unique problems. It will help those students who opt for careers in prison department.

#### UNIT 1:

**(i) History:** Prisons in ancient India as explained in Kautilya's Arthshastra; Dungeons in forts for prisoners of war or other serious offenders;

(ii) Evolution of Prison Systems in UK and USA (Sing Sing, Auburn, Elmira Prisons) and their impact on India; Prisons as holding places with rigorous labour, harsh prison punishments and regimented prison life; Later use of prisons as sources of free labour for galleys, prison industries, prison farms and their consequences;

(iii) Evolution of prisons in India: prior to 1838; Macaulay's Minutes and creation of Central Prisons and improving prison administration; first prison committee, second prison committee;

(iv) Extensive Use of Prisons to suppress freedom movements since 1857, construction of penal colonies in Andamans Islands and transportation for life (Kalapaani); Application of Bentham's 'panopticon' model of prisons (Port Blair and other major central jails);

(v) Post-independence Prison Reforms: UN Experts recommendations, DIGs Conference, Model Prison Manual.

#### UNIT 2:

**(i) Legal Framework:** Background of Prisons Acts, Prisoners Act, Transfer of Prisoners Act, Borstal Schools Act, UN Standard Minimum Rules for Treatment of Offenders, Prison Manuals of different states to regulate prison administration;

**(ii) Classification of Prisons:** (a) according to size: Central Jails, District Jails, Sub Jails, and Lock ups (with revenue Dept); (b) according to type of security arrangements: Supermax prisons, Maximum security prisons and Medium Security Prisons; (c) according to varieties of inmates: Women's Jails, Juvenile Jails, and Borstal Schools;

**(iii) Classification of criminals:** under-trial prisoners, convicts (short, medium and long term prisoners, lifers, death row inmates, others like civil prisoners foreigners, and miscellaneous detenues), 'B' class VIP prisoners and special services;

### **UNIT 3:**

**(a) Prison Organization in the state:** Home Minister, Home Secretary, DG/IG, DIGs, Superintendents, Deputy Superintendents, Jailors, Warders, Convict Warders, Security Guards, their duties and responsibilities;

**(b) Components of Unit Level Prison Management PART I:** (i) Entry Management and access control systems, and admission formalities for inmates (manual and electronic); (ii) Prison kitchen and food service management (menus, rations, meal timings, grocery and food stuff supplies, cooking arrangements); (iii) Prison Health Management (hospital system and patient care, outside referrals); (iv) Prison Wards and cells management (security, isolation, sanitation, and discipline rules); (v) Prison industries management (men, machinery, raw material inventory, sale of goods, pricing and accounts, training and inmate attendance, wage register, and administration of rigorous imprisonment);

### **Unit 4: Components of Unit Level Prison Management PART II:**

(i) Religious services, prayers, sermons, yoga classes, and managing inside mosques, temples and churches; (ii) Educational services and library; (iii) Managing attendance of prisoners in courts daily (transport, escort, security, escape prevention, coordination with police); (iv) Managing monitoring of progress of prisoners in jail (remission, furlow, parole, final release); (v) Crisis management (prison riots, violent inmates, prison escapes, prison deaths, hanging of death row prisoners and control of inmates' fear, anger, misuse of communication system, drugs and sex menace, gangsters and kangaroo courts); (vi) Managing staff and their careers and indiscipline; (vii) Managing Prison visits of inmates' family and friends, legal counsel, police officers; surprise checks by police; (viii) Attending to Prison Visitors, Judges, District Magistrate, Human Rights Commission members etc.

### **UNIT 5:**

**(A) Modernization of Prison Management:** (i) Building design and their maintenance; (ii) Electronic Security Management and admission formalities; (iii) Supermax Prisons and their management; (iv) Electronic communication systems, their monitoring and maintenance; (v) Modernizing Kitchen, food preparation, storage and distribution; (vi) Modernizing record maintenance and computerised progress monitoring, remission, behavioural change or breach of discipline; (vi) Sanitation, health, and hospital service modernization; (vii) Creating state of the art prison industries on commercial basis and self-sustaining jails;

**(B) Prison Management Problems and solutions:** (i) Over-crowding and ways to reduce it; (ii) Lack of funding and ways to generate funds; (iii) Private Jails and cost in USA; (iv) Impact of long term imprisonment and ways to redress; (v) Humanising Prison Stay: Counselling Services, Social Work with inmates, reintegrating with family and community, vocational training, post-release guidance; (vi) Problems of Under Trial; (vii) Problems of Women Prisoners; (viii) Prison Codes.

**References:**

1. Penology, Victimology and Correctional Administration in India by Dr. Krishna Pal Malik .
2. Criminology and Criminal Administration by Sirohi JPS. Allahabad Law Agency, Allahabad.
3. Society and the Criminal by Sethna.M.J
4. Criminology and Penology by James Vadakumcherry
5. Prison Management: Problems and Solutions by manaworker.M.B
6. Prison Management, Prison Workers and Prison theory: Alienation and Power By Stephen C. McGuinn

### 3.3 ADVANCED FORENSIC SCIENCE

4 Credits

This course is intended primarily to familiarize students of criminal justice to the use of science in the cause of justice. This is not adequate to prepare students as experts. But it will make them aware of a variety of experts, how to use their expertise when required, and apply the scientific principles while detecting crimes.

#### UNIT 1:

- (i) Meaning of Forensic Science as a branch of criminal justice; and varieties of Forensic Sciences; Importance of forensic science at various stages of investigating crimes and detecting criminals;
- (ii) The scope of expert opinion and its importance under the Indian Evidence Act 1872;
  - (a) Basic Principles of Forensic Science; Issues of Privacy in Forensic Science; (b) identification of criminals; Fingerprints and footprints, biometric devices, DNA fingerprinting, Iris, Bite Marks; Lip prints, Voice Identification, Body smells and dog squad; Modus Operandi and force of habits; Police Line up, and photography and CC TV footages, crime profiling and psychological methods;

#### UNIT 2:

**(i) Ballistics:** basic questions to be asked; determination of bullets marks, speed, direction, angle, and distance from the firearm to the body; entry wound, exit wound; types of weapons and their varying impacts: guns and gun-shot wounds, rifles and the rifle wounds; revolver/pistol;

**(ii) Handwriting and Questioned Documents:** basic questions to be asked; types of documents: hand written, typed, printed; linking writer/criminal to the document and examining individual characteristics: slant, size, flourishes, strokes, scribble, idiosyncrasy etc.

**(iv) Fingerprints:** pores, ridges and sweat on the palmer surface and soles of feet and their three basic characteristics; patterns and peculiarities; AFIS and manual examination; decisions of the Supreme Court and the High Court on the number of peculiarities required: chance prints and specimen; methods of lifting of chance prints, photography and expert evidence.

#### UNIT 3: Toxicology and poisoning cases: Types of poisons:

**(A) Chemicals:** (i) Caustic: (inorganic): sulphuric, nitric, and hydrochloric acids; (organic): carbolic acid (phenol), oxalic and acetylsalicylic acids; (ii) Inorganic elements: Phosphorus, Iodine and Barium; (iii) Heavy Metals: arsenic, lead, mercury, copper, iron,

cadmium, thallium; (iv) Alcohols: Ethanol, Methanol, ethylene glycol; (v) Hydrocarbons and pesticides: kerosene, petrol, benzene, methane, turpentine; organophosphates, carbamates, organochlorines, pyrethroids, paraquat, aluminium and zinc phosphide; (v) Toxic Gases: Ammonia, Carbon monoxide, hydrogen cyanide;

**(B) Pharmaceuticals:** (i) overdoses of medicines, analgesics, anaesthetics, muscle relaxants; (ii) Neuropsychotoxins: (i) Barbiturates, (ii) benzodiazepine, phenytoin, lithium, haloperidol, neuroleptics, tricyclics;

**(C) Poisonous Plants:** Castor, croton, datura, strychnos, abrus, calotropis;

**(D) Food Poisoning:** Bacterial, Viral, chemical, toxic mushrooms and fish;

**(E) Venomous bites and stings:** snakebites, scorpion stings, bee & wasp sting, spider bites;

**(F) Substance Abuse: Cannabis, Cocaine, amphetamines, hallucinogens, and NDPS Act. In each category clinical features, fatal doses, fatal period, post mortem appearance and medico-legal aspects shall be explained briefly.**

#### **UNIT 4: Forensic Medicine:**

**(a) Death and its medico-legal aspects:** medical definition of death and its types; cellular, somatic or brain-death; asphyxial, comatose, or synocopal death;

**(b) Post-mortem changes:** cooling of body, lividity, rigor mortis, cadaveric spasm, cold and heat stiffening; putrefaction, mummification, adipocere and maceration; estimation of time of death; Ascertaining cause of death: natural or unnatural;

**(c) Injuries and wounds:** abrasion, contusion and laceration; stab wound, incised wound, defence cuts, hesitation cuts, self-inflicted injuries and fabricated wounds; wounds caused by Heat, Cold, Electricity, Lightning, Explosions, and Radiation; Asphyxial Injuries and marks in hanging, suffocation, strangulation, drowning; differentiation between accidental, suicidal and homicidal injuries; age of injury;

**(d) firearm injuries** based on firearms and weapon identification by wound features;

**(f) NHRC guidelines** for torture and Human Rights cases;

**(g) medico-legal aspects of virginity, pregnancy and delivery** in rape, conjugal disputes, disputed parentage cases;

**(h) illegal pre-natal sex determination tests;**



**(i) impotency and infertility tests;**

**(j) disputed identity (sex): hermaphrodites:** eunuchs, Turner Syndrome, Klinefelter Syndrome; **(k) Disputed age** and its medical determination.

**Unit 5: Forensic Psychology:**

**A.**

(b) Crime profiling; (ii) Narco-analysis; (iii) Lie detection: Polygraphs, BEOS, Electrical Oscillations of the Brain; (iv) Insanity Plea and competency to stand trial; (v) Fitness for child custody; (vi) Prognosis of criminal behaviour for early release cases; (vii) Mental retardation and criminal behaviour; (viii) Mental Health Act and various certifications.

**B. Ethical Issues in Forensic Science**

**References:**

1. Andrew R.W.Jackson, Julie M Jackson, 2011, " Forensic Science", Pearson Education Limited.
2. B.S.Nabar , 2001, forensic science in Crime Investigation", Asia law House.
3. J C Upshaw Downs, Anjali Ranadive, Swienton , 2002, "Ethics in Forensic Science, Academic Press Publications.
4. Jay A Siegel, KathyMirakovits, 2013, " Forensic Science: The Basics", CRC press.
5. Jim Fraser, Robin Williams, 2013,"Hand book of Forensic Science", Routlidge publications.
6. Max.M.Houck, Jay A Siegal,2010, "Fundamentals of Forensic Science" Academic Press.

### 3.4 RECENT DEVELOPMENTS IN CRIMINOLOGY

4 CREDITS

This course briefly surveys the recent developments in criminological perspectives. Five major developments are discussed: Restorative Justice, Feminist Criminology, Convict Criminology, Environmental Criminology, New Deterrence. The objective of the course is to familiarise students with these new trends so that they should realise the dynamic nature of the interdisciplinary study of criminal behaviour.

#### UNIT 1:

**(i) Restorative Justice:** Definition of restorative justice: its salient features; its objectives and relevance in the current scenario of dominant mode of Western Adversarial Justice Systems: Accusatory vs Inquisitional and their negative consequences; Renaissance of native justice traditions (Maori, Navajo, *gesellschaft* vs *gemeinschaft* etc.);

(ii) Emerging Methods of Practicing RJ in the West: VORA, VOMA, Neighbourhood Justice Centres, RJ Circles, ADRs; The magnitude of their success and their percentage in the total crimes successfully disposed of;

(iii) Elements of RJ in the Adversarial Systems and harnessing them for propagating RJ:  
(a) Restitution by the offender and the role of the court in reconciliation between the offender and the victim; (b) Plea Bargaining as a tool to reconcile the strained relations between the offender and the victim; (c) Compounding of criminal cases with or without the permission of the court and the role of the court, the mediator and the community in amicably resolving the disputes; Obstacles to (a), (b), and (c) by the advocates associations and the judges;

(iv) Victimological impetus to the growth of RJ: (i) forgotten victim is being remembered through: (a) victim advocacy movements; (b) victim assistance programmes; (c) publicly funded victim compensation schemes;

(i) Strength and weaknesses of Restorative Justice

#### UNIT 2: Feminist Criminology:

(A) Views of feminist criminologists on criminal justice system (police, courts and corrections): as male dominated system and extension of patriarchy, male hegemony;  
(B)(i) Crimes against women and girls as expression of power over women's bodies: rape and marital rape, domestic violence, sexual harassment; (ii) Adultery as an offence against the man for intruding into another man's property the married woman;  
(iii) Aggression against women in wars as show physical power over women and forced slavery (comfort women, military brothels); (iv) "objectification" of women in trafficking

of women and girls, obscenity in films, pornography, and art, as slaves, sex objects, as an exchangeable commodity; denial of right to abortion as an act of patriarchal religious and political ideology; Property crimes largely victimize men who hold property not women;

(C) Feminist Views on Female Offenders as those fighting against male dominance;

(D) Feminist Views on Criminal Justice Reform and re-look at criminological theories.

### **UNIT 3: Convict Criminology:**

Convict criminologists and their views on definition of crimes, meaning of punishment, self experience of prison experience, personal exposure to police treatment, insights into the court proceedings as strange dramatization of evil; their contributions to labelling and stigma theories; major convict criminologists and their representative writings.

### **UNIT 4: Environment Criminology:**

(i) Pollution: its impact on human health and well-being; depletion of finite resources and future of humanity; increasing extinction of flora and fauna (wild life and plant species); climate change and its impact on island nations and rise of ocean levels, global warming and seasonal variations affecting agriculture, food security and future of mankind; Strict enforcement of anti pollution laws and punishment for violations; Water pollution laws; Air Pollution Laws; Soil and Land degrading Laws: Noise Pollution Laws; Radiation Regulatory Laws; Magnitude of anti pollution violations; Effectiveness of Penal Measures: Strict Liability offences and lack of mens rea;

(ii) Epidemiological Criminology: New Diseases: SARS, Avian Flu, Swine Flu, Plague, Aids; global pandemics and their prevention; medical quarantine laws and their violations; restrictions on foreign travel, isolation, deportation; medical technology and their enforcement; role of WHO, Red Cross/ Red Crescent, international health NGOs.

### **UNIT 5: Neo-deterrence and other Development:**

Survey of Recent Penal Policy developments in USA, UK, and India;(A) Decline in the influence of corrections (Martinson's Report: "Nothing Works"); (B)Emerging trends in penal policy: neo-deterrent views as reflection public opinion:(a) Decreasing rates of parole and probation; (b) re-introduction of death penalty; (c) longer prison sentences and mandatory sentencing laws; (d) supermax prisons; (e) decreasing budgets for reform measures (death of corrections); (f) privatization of jails; (g) tightening of homeland security: electronic surveillance and violation of privacy; (C)Causes of neo-

deterrence: Soaring crime rates and increasing recidivism in developed countries, increase in transnational crimes: terrorism, fundamentalism, trafficking in drugs, arms, and humans for forced labour or sex slavery; increasing fear of crime and public uproar.  
(D) Peace Making; Cultural anomaly; Risk Society, Surveillance

### **References:**

1. Recent Development in Criminological Theory: Towards Disciplinary Diversity & Theoretical Integration by Stuart Henry, Scott A. Lukas. Ashgate Pub
2. New Directions in Criminological Theory. Edited by Steve Hall & Simon Winlow
3. Restorative Justice by Janet Jauritsen. Oxford
4. Feminist Criminology by Claire M. Renzetti. Routledge Pub.
5. Convict Criminology by Jeffrey Ian Ross, Stephen C. Richards. Wadsworth/Thomson Learning, 2003
6. James Treadwell, 2012, "Criminology: The Essentials", Sage Publications Inc.
7. Kelly Frailing, Dec Wood Harper, 2013, "Fundamentals of Criminology: New Dimensions", Carolina Academic Press, USA.
8. Larry J siegel, 2012, "Criminology" eleventh Edition, Woods worth Cengage Learning.
9. Sandra Walklate, 2005, "Criminology: The Basics", Routledge Publications.
10. Tim NewBurn (2009), " Key Readings In Criminology", willian Publications.

### **3.5 ASSESSED FIELD WORK In POLICE STATIONS, PRISON, and PROBATION and STUDY TOUR**

**4 Credits**

### **3.6 SPECIALIZATION PAPER 1**

#### **(a) ANALYSIS OF FINGERPRINTS, FOOTPRINTS, LIP PRINTS, AND BITE MARKS 4 CREDITS**

This is a professional course imparting knowledge and skills in different aspects of using the Fingerprints, Footprints, Lip-prints, Bite Marks, Tool Marks and Skid Marks in the investigation and detection of crimes. For non-students like criminal lawyers, police officers, private security agencies' staff members this course will be considered a Four Month Certificate Course on regular payment basis. Regular theory classes will be followed by practical sessions of equal duration. Examination shall also consist of written theory paper of 40 marks and practical examination and viva of 40 marks. 20 marks are reserved for regular attendance, two tutorials, and participation in the student seminars and discussions in the class and practicals.

#### **UNIT 1:**

**(i) Introduction to Dactyloscopy/Poroscopy/ Dermatoglyphics:** meaning and scope; biological morphology of fingerprints and footprints;

(ii) Basic features of Fingerprints: Individuality, Permanence, and immutability as established by various research studies in the past;

(iii) Brief history of Fingerprints from Babylonian, Egyptian, Greek, and Chinese practices before the Christian era; Developments in Japan, and other countries in the middle ages in using Fingerprints; 17 and 18<sup>th</sup> century developments in the scientific use of Fingerprints: J.E.Purkinje's thesis on 9 patterns of Fps in 1823, P.J. Coulier's discovery of revealing latent prints by using Iodine Fumes, 1880 discovery of basic features by Henry Faulds in Tokyo hospital, 1886 Galton's statistical probability study of false positive being 1 in 64 billion people and distribution of main patterns in the population (65% Loops, 30% whorls, 5% Arches); 1879 first police use in Argentine by Juan Vucetich, 1897 first Fingerprint Bureau in Calcutta by Herschel; Classification system by Haque and Bose in the name Sir Edward Richard Henry; 1902 New York Police use Fps, 1902 first murder conviction based on fingerprints of Scheffer in New York.

#### **UNIT 2:**

**(I) Fingerprint Patterns:** (a) Main Patterns: Loop, Whorl, Arch; (b) Sub Patterns: Ulnar Loop, Radial Loop, Plain Arch and Tented Arch, Central Pocket Whorl, Double Loop Whorl, Peacock Eye Whorl, Accidental Whorl;

(II) Fingerprint Peculiarities/Minutiae: (a) ridge end, (b) small ridge, (c) enclosure, (d) island, (e) delta, (f) fork/bifurcation, (g) crossing ridge, (h) pore, (i) eye, (j) bridge, (k) re-curving ridge, (l) dot, (m) core;

(III) Classification of Fingerprints: (I) Manual Systems: (a) Roscher System (Germany and Japan), (b) Vucetich System (Argentina and South America), (c) Henry System (India, UK, and English speaking countries); (II) Computerised System and AFIS.

### **UNIT 3: Lifting of Fingerprints:**

(I) Latent Prints: (a) Visible latent prints by slanting photograph, (b) Fuming latent prints on vertical surfaces (Iodine, Anthracin etc.), (c) Applying powder on latent prints on flat surfaces (graphite powder), (d) Photographing Stained Fingerprints (blood, colour, dirt, flour, etc.); Fingerprint photography/ videography;

(II) Sample Prints: (a) Ink, Pad, and Paper, (b) biometric impression on scanner/ live scans;

(III) Legal Issues: Privacy laws and prior permission of the suspect; issues of self-incrimination and order of the court.

(III) Stages in the Examination of Fingerprints: (a) Analysis of relevant patterns, peculiarities, and other unique feature if any in the latent prints; obtaining sample prints from the suspect and analysing the details; (b) Comparing the Latent Print details to the details of Sample prints, noting similarities and differences; (Evaluating the findings and drawing objective inferences about identity or otherwise of the suspect; (d) Verification from another expert as a Peer Review before submission to court or user or payer; (e) preparing a report in a technical format and enclosing relevant and necessary images, sketches and photographs.

### **UNIT 4: Footprints:**

(I) Religious and social traditions of preserving footprints of sages, and important persons (Buddha, Siva, Adam, Jesus, Sri Paduke etc.);

(II) Meaning and importance footprints; Barefoot prints are not very common: bare footprints identification depends on: (a) numerous creases, (b) horizontal and vertical ridges and unique patterns they form, (c) corns, if any, (d) scars ,if any, (e) deformities, if any, (f) flat foot;

(III) (a) Estimation of Height from footprints (footprints form 15% of the average height; (b) Estimation of body weight (higher error rate); (c) determining sex from

footprints (with some difficulty); (d) Determining possible gait from the pressure patterns of the footprint;

(IV) Lifting of footprints: (a) footprints in sand: casting using plaster of paris; (b) Soils and sediments clinging to the foot/shoeprints; (c) lifting shoeprints by casting in pop; shoe marks, brands, size, and other features to be corroborated by circumstantial evidence and eye witnesses.

#### Unit 5:

**(a) Lip Prints:** Furrows on the red part of the lips and their patterns (Suzuki and Tsuchihasi 5 point classification and sketches);

strait full vertical grooves or part strait vertical grooves (Type I), Straight but branched grooves (Type II), intersecting grooves (Type III), Reticular grooves (Type IV), Mixed grooves (Type V); Uniqueness and permanence as features;

Four quadrants: upper left, upper right, lower left and lower right quadrants, central curve.

Lifting of Sample grooves: dark coloured Lipstick, Bond paper, Cellopane tape, and Magnifying glass; Photographing;

Lifting of Latent grooves: on glass, on window/doors, clothes, paper, cups; Use of fluorescent dyes and photography;

Establishing identity by patterns and size or angle.

**(b) Bite Marks:** Generally found in (a) sexual violence by the offender or (b) defensive bites by the victim or (c) fake self-inflicted bites;

State dentition, degree of damage to dentition or repair creates identifying patterns;

- (i) Bite marks may be found in the form of superficial abrasions/ or sub-surface haemorrhages or bruising of the skin;
- (ii) Pattern of injury is affected the degree of Force of the bite and it Length of Time with other mechanical factors (such as dentures): caused by Incisors, Canines and Pre-molars;
- (iii) Constitution of the injury may be distorted based on the body part, time length of bite, posture of bite, or even while photographing. Therefore, simulation is preferred.
- (iv) Distinguish between offensive bite and defensive bite;
- (v) Swabbing of injury may yield saliva or cellos of the biter which may be used for DNA analysis;
- (vi) Bite Marks may small and neglected.

- (vii) Bite Marks should be Photographed with scale placed beside, casts of upper and lower jaws of the suspect be taken, and compared, to draw inferences based on similarities and differences between casts and latent prints.

**References:**

1. Brain Kaye, 2008, "Science of the detective: selected readings in Forensic Science", John Wiley and sons.
2. John Townsend, 2008, "Forensic Evidence: Prints", Crabtree Publishing House
3. Katherine Ramsland, 2001, " Forensic Science Of CSI", Penguin Publication
4. Linda L Klepinger, 2006, " Fundamentals of Forensic Anthropology", John wiley and sons.
5. Sarah Sangeetha, 2013, "Prevalence and Different varieties of type of lip prints: Forensic Odontology", Lamert Academic Publishing, GmbH,K.G.
6. Stuart H James, Jon J Nooby, Suzanne Bell, 2005, "Forensic Science: An Introduction to Scientific and Investigative Techniques", Second Edition, CRC PRESS.
7. Terrence F Kielly, 2005, "Forensic Evidence", Second edition, CRC Press.



OR

**(b) CHILD PROTECTION POLICIES, LAWS, AND PROGRAMMES**

**4 CREDITS**

This is a broadly conceived course to sensitize students about varieties of problems, situations, issues concerning children found in difficult conditions which pre-dispose them to delinquency. The basic approach is how to prevent juvenile delinquency by dealing with the specially vulnerable categories of children. Since routine courses on JJ Act and juvenile delinquency tend to overlook the special needs and treatment of certain categories this course fills that gap.

**UNIT 1:**

Child population and categories of children exposed to various risks; Analysis of the risky situations, their magnitude, multifarious problems and prospects of the:

- (i) Street children (rag pickers, beggars, urchins, and vagabonds);
- (ii) Trafficked children (in bondage, escapees, re-captured ones, freed ones);
- (iii) Abused children (abused in the family, abused by others);
- (iv) Child Labourers (in harness or released without adequate support);
- (v) Children in natural disasters (floods, earthquakes, epidemics, famines, war ravaged areas);
- (vi) Children affected by HIV/AIDS;
- (vii) Children affected by substance abuse;
- (viii) Differently-abled poor children;
- (ix) Orphans, Abandoned, and Destitute children;
- (x) Neglected Children.

**UNIT 2: Legal Provisions and International Conventions:**

(a). Comprehensive examination of major Policies, Laws, and Programmes in India bearing upon child protection and their efficacy:

- (i) Juvenile Justice Act, 2000;
- (ii) Child Marriage (Prevention and Restraint) Act;
- (iii) Child Labour (Prohibition and Regulation Act, 1986);
- (iv) Beggary (Prevention) Acts;
- (v) National Policy for Children 1974;
- (vi) National Charter on Children, 2003;
- (vii) Protection of Children from Sexual Offences Act, 2013;
- (viii) Integrated Child Protection Scheme;
- (ix) Millennium Development Goals related to children;

(x) Integrated Child Development Programme.

(b). International Protocols signed by India:

i. UN Convention on the Rights of the Child (and optional protocols);

ii. UN Standard Minimum Rules for Administration of Juvenile Justice, 1985 (Beijing Rules and Riyadh Guidelines);

iii. World Congress against Commercial Sexual Exploitation of Children, 1996;

iv. SAARC Convention on Preventing and Combating Trafficking in Women and Children for Prostitution, 2002

### **UNIT 3:**

**Special Issues: Child Abuse and Violence in the families, neighbourhoods, schools, and employment:**

**(i) Problematic families:** step children and abuse; live-in partners and child abuse; parental sex abuse; parental violence against children; parental coercion for child labour; parental coercion for child marriage; parental coercion for Devdasi/prostitution/begging/bootlegging/pocket-picking/blackmarketing of cinema tickets or contrabands; parental discrimination of girl child.

**(ii) Teachers abusing students in schools:** using students to do household chores; excess corporal punishments in schools; teacher sexually abusing students; discrimination of students on the basis of gender, caste, religion, social status, physical appearance/handicap.

**(iii) Child abuse by the employer:** overwork and underpay; sexual abuse; physical violence in the guise of discipline (especially domestic helpers).

**(iv) Neighbours Abusing children:** Sexual Abuse (“the girl next door” syndrome); initiation to bad habits (like smoking, drinking, gambling, use of children for pornography); Street corner gangs and lack of parental control; bad neighbourhood: red-light area, gambling dens, vice bars, ghettos.

### **UNIT 4: Children in Other Difficult Situations:**

**(i) Children of families displaced by internal strife (Displaced Kashmiri Pundits’ children); Children in war zone/ insurgency areas (Jammu and Kashmir, Northeast Indian insurgency affected areas, Kenyan terrorism by Boro Haram); Terror groups for**

indoctrination and recruitment; child soldiers in Nazi Germany; creation of young cadres (for rebel groups, dacoity gangs, breakaway ideologies). Prevention of child abuse in these cases; treatment of abused children physically, psychologically, socially; Role of JJ Act and NGOs.

**(ii) Children affected by Natural Calamities:** children of families displaced by Floods, famines, earthquakes, major accidents and epidemics; surviving children of families perished in calamities; child abuse in calamities (kidnapping, sexual abuse, missing children, injured children, children losing limbs, differently-abled children); Dealing with mental trauma and psychic pain; treatment of children physically, psychologically, relief and rehabilitation of children.

#### **UNIT 5:**

**HIV/AIDS affected children:** their special needs: fighting isolation, shame and deprivation in school and neighbourhood; treatment medical and mental health; Role of NGOs, Govt Role; education and employment of HIV affected children.

#### **References:**

1. Juvenile Justice ( Care and protection of Child) Act 2000.
2. Bhattacharya Sunil K Juvenile Justice an Indian Scenario Regency Publications, New Delhi.
3. Gupta M C Chokulingam – Child Victims of crime, Gyan Publishing House, New Delhi.
4. Chakravarti N K 1999, Institutional Corrections, Deep and Deep Publications, New Delhi.
5. Devasia and Devasia, 1992, Criminology , Victimology and Corrections , Ashis Publishing House
6. Thailgiraj R 2002, Human Rights and Criminal Justice Administration , APH Publishing House.

#### **Base Acts**

- a. JJ Act 2000
- b. Child Labour ( Prohibition and Regulation ) Act 1986
- c. The Protection of Children From Sexual Offences Act 2012
- d. Factories Act 1948
- e. Prohibition of Child Marriage Act 2006
- f. Immoral Traffic Prevention Act 1986
- g. Pre-natal Diagnostic Techniques Act 1994

### **3.7 Open Elective Course (O. E. C.): CRIMINAL JUSTICE SYSTEM**

**4 CREDITS**

This is an introductory course offered to students of other Schools or Departments opting it as an Open Elective Course. It covers basic features, functions, and importance of the main agencies of criminal justice system in modern societies with special reference to India.

#### **UNIT 1: Introduction**

Meaning, purpose, and social significance of criminal justice system;  
Evolution of CJS in India and its background in Europe;  
Main types of CJS: Adversarial, Inquisitorial and Assessorial systems;  
Coordination Problems in Criminal Justice Agencies.

#### **UNIT 2: Law Enforcement System (Police and Policing)**

Origin and development of police systems in France, England and India;  
Vital role of police in modern especially urban societies;  
Indian Police Organization;  
Police and Community Relations;  
Police modernization and reforms.

#### **UNIT 3: Adjudication System (Criminal Court: Judiciary)**

Importance of justice in society and role of institutional justice;  
Organization of Criminal Courts in India;  
Protection of rights of the accused, rights of the victims and due process;  
Ideal justice: prompt, cheap, simple, local, fair and just;  
Judicial Reforms and modernization of judicial administration.

#### **UNIT 4: Prosecution System**

Role and purpose of prosecution;  
Powers and functions of prosecutors;  
Prosecution Organization in India since 1974  
Police and prosecution as agencies of government;  
Problems of prosecution wing and need for independence and honesty.

#### **UNIT 5: Penal System**

Types of punishment: Fines, forfeiture of property, imprisonment, death, restitution, probation, community service;  
Prisons and their development in India;  
UN Standard Minimum Rules for Treatment of Offenders;  
Prison Organization in India;  
Modernization of prison system.

**References:**

- 1.Schmalleges frank, 1999, Criminal Justice Today, Practice Hall New Jersey
- 2.Phelps Thomas R, 1979 Introduction to criminal Justice , Good year Publication
- 3.Mehrajuddin Mir , 1984 Crime and Criminal Justice System in India Deep and Deep Publications
- 4.Sharma P.D 1985 Police and Criminal justice administration in India. Uppal Publishing House Delhi.
- 5.Chaturvedi J C 2006, Penology and Correctional Administration, Isha Books Delhi.
- 6..Thailgraj R 2002. Human Rights and Criminal Justice Administration, APH Springs Publishing House.