



**JINDAL INSTITUTE OF
BEHAVIOURAL SCIENCES**

Law Enforcement and Crime Prevention

Jindal Institute of Behavioral Sciences (JIBS)

Cross Registered Elective

4 Credits

SPRING 2026

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Office Hours: *TBD*

Classroom: *TBD*

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course

Part I

Course Title: Law Enforcement & Crime Prevention	
Course Code	BE-E-0051
Course Duration	1 Semester (15 Weeks)
No. of Credit Units	4
Level	Cross-Elective
Pre-Requisites	None

Part II

1. Course Description

The last two decades have seen dramatic changes in the field of international crime prevention and criminal justice. Evidence-based justice and crime prevention has been challenged by calls not only to relax the criminal procedure, but to get tough on first-time offenders, and even tougher on recidivists. If every second violent offender returns to prison, then reducing the number of future crime victims does not only depend on more successful prisoner's rehabilitation but also on social reintegration of those released and better anti-victimization strategies and policies, starting with early prevention.

"Prevention is the first imperative of justice" (United Nations document S/2004/616, para. 4) "Crime Prevention comprises strategies and measures that seek to reduce the risk of crimes occurring, and their potential harmful effects on individuals and society, including fear of crime, by intervening to influence their multiple causes." Guidelines for the Prevention of Crime ECOSOC Resolution 2002/13, Annex.

Crime prevention is a multi-sectoral, multi-disciplinary, and integrated endeavour. The introduction to the Guidelines for the Prevention of Crime indicates that: "There is clear evidence that well-planned crime prevention strategies not only prevent crime and victimization, but also promote community safety and contribute to sustainable development of countries.

Effective, responsible crime prevention enhances the quality of life of all citizens. It has long-term benefits in terms of reducing the costs associated with the formal criminal justice system, as well as other social costs that result from crime." (Economic and Social Council resolution 2002/13, annex).

In 2005, the Economic and Social Council (ECOSOC), in its Resolution 2005/22 Action to promote effective crime prevention, requested UNODC to achieve a balanced approach between crime prevention and criminal justice responses, and to further develop initiatives on crime prevention. In 2008, ECOSOC, in its Resolution 2008/24 Strengthening prevention of urban crime: an integrated approach, encouraged member states to integrate crime prevention considerations into all relevant social and economic policies and programmes in order to effectively address the conditions in which crime and violence can emerge.

In accordance with the United Nations standards and norms on crime prevention, UNODC actively contributes to international and national efforts to prevent and control crime. UNODC assists requesting member states to enhance the capacity of key crime prevention actors and systems to operate more effectively, with particular attention to vulnerable groups. To that effect, UNODC works in close partnership with national and regional counterparts, other UN agencies, civil society organizations, academia, the business sector, and other key actors. UNODC also focuses on the development of specialized tools and manuals in support of policy making and the delivery of technical assistance.

Recognizing the multiple causes of crime and as the custodian of the United Nations standards and norms in crime prevention and criminal justice, UNODC promotes strategies, plans, and programmes, which are multi-sectoral, multi-disciplinary, and which favour civil society participation. Such strategies and action plans are underpinned by the basic principles for the prevention of crime (Guidelines for the Prevention of Crime, ECOSOC Resolution 2002/13, Annex):

- Government leadership at all levels is required to create and maintain an institutional framework for effective crime prevention.
- Socio-economic development and inclusion refer to the need to integrate crime prevention into relevant social and economic policies, and to focus on the social integration of at-risk communities, children, families, and youth.

- Cooperation and partnerships between government ministries and authorities, civil society organizations, the business sector, and private citizens are required given the wide-ranging nature of the causes of crime and the skills and responsibilities required to address them.
- Sustainability and accountability can only be achieved if adequate resources to establish and sustain programmes and evaluation are made available, and clear accountability for funding, implementation, evaluation and achievement of planned results is established.
- Knowledge base strategies, policies and programmes need to be based on a broad multidisciplinary foundation of knowledge, together with evidence regarding specific crime problems, their causes, and proven practices.
- Human rights/rule of law/culture of lawfulness the rule of law and those human rights which are recognized in international instruments to which Member States are parties must be respected in all aspects of crime prevention, and a culture of lawfulness actively promoted.
- Interdependency refers to the need for national crime prevention diagnoses and strategies to take into account, where appropriate, the links between local criminal problems and international organized crime.
- The principle of differentiation calls for crime prevention strategies to pay due regard to the different needs of men and women and consider the special needs of vulnerable members of society.

2. Course Aims

1.	This course will look at understanding the activities and range of behaviors that can be classified under the terms “Prevention”, and “Deterrence of Crime” and examine the results of what has worked and failed with prevention, detection, and deterrence of crime
2.	How to reduce the number of future offenders and victims by especially focusing on the intergenerational (individual and social), intercultural and international aspects of early crime prevention, primary or secondary.
3.	To enable the students, appreciate, evaluate and interpret crime prevention strategies and to make inroads into the prevention of crime by next generations with those who may violate the rule of law
4.	To provide knowledge related to tertiary crime prevention and criminological concepts in connection with criminal violence, security, safety, sustainable development, public participation, good governance and intercultural training skills – for the social rehabilitation/reintegration for the rule of law across the world

Assessment	Weightage	Content	
Quiz 1	20 points	MCQ and short-answer quiz*	Internal Assessments: 70
Quiz 2	20 points	MCQ and short-answer quiz*	
Class Participation	10 points	Awarded based on class, decorum, & conduct through the length of the course	
Final Exam			Final exam: 30

(*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

COURSE LETTER GRADES AND THEIR INTERPRETATION			
Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	Outstanding: Exceptional knowledge of the subjectmatter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter,thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter,ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter,limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study andreasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical andanalytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of thesubject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of thesubject matter.

F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.
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1. Course Outline:			
1	Introduction to Crime Prevention	Conceptual definition of Crime prevention, History of crime prevention, Primary, Secondary and Tertiary crime prevention, Prevention of various types of crimes; Educational programs, training and assistance; Recidivism; Fear of Crime;	❖ Atri, Parvesh K, 1998, Dynamics of Crime Prevention and Criminology, Anmol
3	Methods of Crime prevention	Punitive methods, defence methods, intervention method, mechanical method, mass method, clinical method, group relations' method, Environmental design. Reducing first offenders and recidivism.	❖ Magurie Mike, Morgan, Rod and Reiner Robert, 2007, The Oxford Handbook of Criminology, Oxford University Press.
4	Theories of Crime Prevention	Various theories associated through crime prevention	❖ Gilling, Daniel, 1997 Crime Prevention: Theory, Policy and Polities, UGL Press Ltd., U.K.

5	Community Prevention	Crime	Neighbourhood, Tenants, Resources, Education as Crime prevention	❖ Hughes Gordon, Mc Laughlin Engene, Muncie John, 2002, Crime Prevention and Community Safety, New Directions, Sage Publications Ltd
6	Situational Prevention	Crime	Various Precipitators and Triggers of Crime and its prevention Strategies	❖ Hayward, K. (2007). Situational crime

			<p>prevention and its discontents: rational choice theory versus the ‘culture of now’. Social Policy & Administration, 41(3), 232-250.</p> <p>❖ Clarke, R. (1997). “Introduction” In: R. Clarke (ed.), Situational Crime Prevention: Successful Case Studies. Guilderland, NY: Harrow & Heston</p>
7	Development Prevention	Crime	<p>Evolution of criminal and response through Crime Prevention</p> <p>❖ Tremblay, R. E.,& Craig, W. M. (1995). Developmental crime prevention. Crime and justice, 151-236.</p> <p>❖ Homel, R. (2005). Developmental crime prevention. Handbook of crime prevention</p>

			and community safety, 71-106.
7	Crime Prevention Through Environmental Design	Surveillance, Access Management, Territory, Attendance monitoring as Crime Prevention	❖ Jeffery, e. Ray, 1971, Crime Prevention though Environmental design, Sage Publications. Inc.
8	Crime prevention and Criminal justice administration	Crime Prevention by Police – Police Information Centres. Community Policing, Intervention programs, Patrolling and Beats, Intelligence, Surveillance; mediation in courts; *The study of this and the following theme on conventional programs will include practical / experiential learning for the students in the form of a visit to the nearby police station.	❖ Beavon, D. J., Brantingham, P. L., & Brantingham, P. J. (1994). The influence of street networks on the patterning of property offenses. Crime prevention studies, 2, 115-148.
9	Conventional programs	Crime prevention by police: Police information centres, 'May I Help You' squad, community policing, intervention programmes, patrolling and beats Intelligence Surveillance.	❖ Wrobleksi, H. M. & Hess, K. M. (2000). An introduction to law enforcement and criminal justice (6th ed.).

			Belmont, CA: Wadsworth Publishing.
10	Contemporary programs	Public relations campaign, Potential Victim protection, Demotivating potential offenders, Socialization of youth at risk, Programs aimed at slums and badfamily situations. Programs to reduce school failure.	❖ Cressey Donald R, 1971, Other People's Money, Wadsworth Publishing Company Inc.
11	Crime Prevention Organizations	Role of Boys Clubs and Friends of Police in crime prevention. Responsibilities of NGO's in crime prevention, Community Watch, Neighborhood Watch, Community involvement; International cooperation in crime prevention, Local community Organizations	❖ Welsh, B. C. and Farrington, D.P. (2007). Evidence-Based Crime Prevention In Preventing Crime: What Works for Children, Offenders, Victims and Places (pp.1-17). New York: Springer
12	Crime prevention and the future		❖ Shaftoe, Henry (2004). Crime prevention: Facts, fallacies and the future. New York:

			<p>Palgrave Macmillan.</p> <p>❖ Welsh, Brandon C. and David P. Farrington (2012).</p> <p>Science, Politics, and Crime Prevention: Toward a New Crime Policy. Journal of Criminal Justice 40:128-133</p>
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Part III

Course/Class Policies:

Professional Conduct in Classroom

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class, but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same

Attendance Policy

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam

Academic Integrity and Honesty

Learning and knowledge production of any kind is always a collaborative process. As such, collaboration demands an ethical responsibility to acknowledge who we have learnt what from, and how reading and learning from others have helped us shape our own ideas. Even originality requires an acknowledgement of the sources and the processes that helped you achieve it. Thus, any idea, sentence or paragraph you refer to or are inspired by must be cited in the piece of writing or any presentation being made. Any source from the internet, articles, books, journals, magazines, case law, statute, photographs, films, paintings, etc. must be credited with the original source. If the source or inspiration for your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even these must be credited. If you paraphrase or directly quote from a web source in the exam, presentation or essays, the source must be explicitly mentioned. The university has strict rules with consequences for students involved in plagiarism. This is an issue of academic integrity on which no compromise will be made, especially as students have already been trained in the perils of lifting sentences or paragraphs from others and claiming authorship of them.

Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee dsc@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the month of June/January as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

Centre for Wellness and Counseling Services:

Contact: Email ID: cwcs@jgu.edu.in

Mobile: +91 8396907312

Safe Space Pledge

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Plagiarism

Plagiarism is not acceptable. Please refrain from copying and pasting paragraphs and sentences from your reading materials or any internet source. This includes copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes in your submissions are not acceptable.

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use of citation is a must. Present the content you read from reading and reference materials in your own words. Think and critically analyze the content. The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

Cell Phones

Cell phones or such other devices are strictly prohibited in classroom and such activities distract other students, speakers and the instructor. Any such actions would be inducted as violation of classroom code of conduct.

Laptops and Similar Gadgets

Laptop and similar gadgets can be used only on the instruction of the professor.