# AI, Environmental Justice, and Crime

*Course Instructor: MANEKA NAIR SASTHARAM*

Jindal Institute of Behavioural Sciences (JIBS)

4 Credit Course

**SPRING SEMESTER 2026**

Faculty Contact: Maneka Nair Sastharam
Email: mnair@jgu.edu.in
Office Hours:
Classroom:
The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

**Part 1:**

| Course Title: AI Governance and Human Rights | |
|---|---|
| Course Code | |
| Course Duration | 1 Semester |
| No. of Credit Units | 4 |
| Level | |
| Pre-Requisites | Nil |
| Pre-Cursors | Nil |
| Equivalent Courses | Nil |
| Exclusive Courses | Nil |
| Class Timing | |

**Part II**

**Course description:**
We are living in a world that is algorithm driven. The fear of AI apart, AI has proven quite useful in making governance easy. AI help manage tasks that are times consuming, man power intensive with relative ease, managing time and efforts most effectively. AI can aid in mitigating environmental concerns. AI technology has been used to reduce animal fatalities in railway lines in India. It has been deployed all over the world by different countries to bring about specific outcomes, like reducing deforestation, preventing illegal mining etc.

This course will discuss the foundations of environmental justice and crime and examine how AI can help in bringing about environmental justice and reducing environmental crime. We will discuss how this technology can help in detecting and monitoring environmental crimes. Global

policies and efforts in the use and deployment of AI in addressing environmental justice and crime would be dealt with. While examining the benefits of AI for addressing environmental concerns, we will also debate the ethical and social implications for the use of AI. How would community rights be affected? How would we ensure corporate accountability? Is there a possibility to bring about fairness, accountability and transparency in these systems.

**Assessment Process:**
The evaluations will include mostly in-class activities, individual and group work, written assignments and class participation.

**Percentage breakdown of Grade:**
70%- Internal assessment
30% - End Semester Exam (Closed book and timed)

**Grading of Student Assessment**

| Letter Grade | Percentage of Marks | Grade Points | Interpretation |
|---|---|---|---|
| O | 80 and above | 8 | **Outstanding:** Exceptional knowledge of the subject matter, 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 and reasonable critical and analytical skills. |
|---|---|---|---|
| B- | 50 - 54 | ..<br>3 | **Marginal:** Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills. |
| P1 | 45 - 49 | .2 | **Pass 1:** Pass with Basic understanding of the subject matter. |
| P2 | 40 - 44 | 1 | **Pass 2:** Pass with Rudimentary understanding of the subject matter. |
| F | Below 40 | ..<br>0<br><br>.. | **Fail:** Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course. |

## 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.

## Notes on Plagiarism

*Plagiarism is not acceptable!* Please refrain from copying and pasting paragraphs and sentences from your reading materials. This includes copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!
What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse 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.

## 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.

**Safe Space Pledge**

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images 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.

**Disability Support and Accommodation Requirements**

JGU endeavours 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 first week of the semester 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 Counselling Services:**
Contact: Email ID: cwcs@jgu.edu.in
Mobile: +91 8396907312

## COURSE OUTLINE

| Week | Module | Scope of Discussion |
|---|---|---|
| 1 | **Foundations** | What is environmental justice (EJ) and environmental crime (EC)? Why is it important to understand this? |
| 2 | **AI & Society** | How is AI impacting governance? How can AI bring about environmental protection? |
| 3 | **Environmental Data Justice** | Data, surveillance and environmental data for EJ- how can we avoid algorithmic bias? |

| | | |
|---|---|---|
| **4-5** | **AI and Environmental Crime** | Can AI help in managing environmental crime? Are their surveillance concerns in managing environmental crime? |
| **6** | **Criminology and AI** | How is predictive policing helpful in managing environmental crime? |
| **7-8** | **AI and Climate Justice** | Ai can contribute in mitigating climate change. Does AI contribute to this issue? How are communities affected by use of AI for climate justice? |
| **9** | **Ethical Challenges** | Eco-colonialism, indigenous communities, native species protection. |
| **10-11** | **Law and Regulation of AI** | Comparative analysis of environmental protection norms in AI. |
| **12** | **Corporate Accountability** | Greenwashing, ESG norms, AI monitoring and AI enabled approvals. |
| **13** | **Access to Justice** | Can AI ensure access to justice an participatory justice? |
| **14** | **Future Trends** | Governance of AI, international law, human rights & environmental justice intersections. |
| **15** | REVIEW | |