

ST. XAVIER'S COLLEGE
(AUTONOMOUS)

PALAYAMKOTTAI - 627 002

(Recognized as "College with Potential for Excellence" by UGC)
(Accredited at A++ Grade with a CGPA of 3.66 out of 4 in IV cycle by NAAC)



SYLLABUS

B.SC. CRIMINOLOGY AND FORENSIC SCIENCE
(w.e.f June 2023)

PROGRAMME SPECIFIC OUTCOMES

At the completion of the B.Sc. programme in Criminology and Forensic Science the students will be able to

PO 1: Develop a comprehensive understanding of crime, including its impact on society and the different types of crime.

PO 2: Apply criminology principles to analyze the causes, consequences, and societal reactions to criminal behavior.

PO 3: Recognize the roles and functions of criminal justice agencies, and understand their significance of crime investigation, prosecution, and sentencing.

PO 4: Acquire a strong foundation in forensic science and its practical application to crime and criminal cases.

PO 5: Utilize theoretical and practical knowledge of forensic science and forensic medicine to effectively gather evidence and establish facts in criminal cases.

PO 6 : Empower individuals within the Criminal Justice System, including victims, offenders, children, women, witnesses, and other relevant parties with comprehensive knowledge, skills, and aptitudes to address their challenges and provide support.

PO 6: Develop to involve in collaborative efforts at local, regional, national, and international levels with educational, research, governmental, and non-governmental organizations/institutions.

PO 7: Prepare for further academic research and professional pursuits by acquiring advanced subject knowledge and relevant qualifications for employment opportunities.

B.Sc. CRIMINOLOGY AND FORENSIC SCIENCE

Sem	Part	Status	Sub. Code	Title of the Paper	Hrs	Cdt
I	I	Lang	23UGTL11	General Tamil – I	6	3
	I	Lang	23UGHL11	Hindi – I		
	I	Lang	23UGFL11	French - I		
	II	Lang	23UGEL11	Communicative English - I	6	3
	III	Core	23UCFC11	Fundamentals of Criminology (Core 1)	5	5
	III	Core	23UCFC12	Introduction to Indian Constitution (Core 2)	5	5
	III	EC	23UCFE11	Crime and Delinquency (Allied)-I	4	3
	IV	SEC1	23UCFN11	Concept of Crime and Criminology (NME)	2	2
	IV	FC	23UHER11 23UHEE11	Foundation Course-Religion and Ethics	2	2
					30	23
II	I	Lang	23UGTL21	General Tamil – II	6	3
			23UGHL21	Hindi – II		
			23UGFL21	French - II		
	II	Lang	23UGEL21	Communicative English - II	6	3
	III	Core	23UCFC21	Introduction to Forensic Science	4	4
	III	Core	23UCFC22	Police Administration and Management	4	4
	III	EC	23UCFE21	Practical – Examination of Finger Print (Forensic Science)	4	3
	IV	SEC2	23UCFN21	Introduction to Criminal Justice System (NME)	2	2
	IV	SEC3	23UHEI21	Integrated Personality Development	2	2
					30	23
III	I	Lang	23UGTL31	General Tamil – III	6	3
	I	Lang	23UGHL31	Hindi – III		
	I	Lang	23UGFL31	French - III		
	II	Lang	23UGEL31	Communicative English - III	6	3
	III	Core	23UCFC31	Fundamentals of Psychology	4	4
	III	Core	23UCFC32	Crime against Women and Children	4	4
	III	EC	23UCFE31	Practical – Examination of Foot Print (Forensic Science)	4	3
	III	EC	23UCFE32	Information security and cyber crime	2	2
	IV	SEC4	23UHEL31	Life coping & Entrepreneurial Skills management	2	2
	IV	SEC5	23UCFN31	Introduction to Crime Scene (NME)	2	2
					30	23
IV	I	Lang	23UGTL41	General Tamil – IV	6	3
	I	Lang	23UGHL41	Hindi – IV		
	I	Lang	23UGFL41	French - IV		
	II	Lang	23UGEL41	Communicative English - IV	6	3
	III	Core	23UCFC41	Criminal Laws in Criminal Justice System	4	4
	III	Core	23UCFC42	Visit to Criminal Justice System Institutions	3	3
	III	EC	23UCFE41	Introduction to Child Psychology	3	2
	III	EC	23UCFE42	Practical-Forensic Medicine	2	2
	IV	SEC6	23UCFN41	Society and Crime(NME)	2	2
	IV	SEC7	23UCFS41	Media and Crimes	2	2
	IV	EVS	23UEVS41	Environmental Studies	2	2
					30	23

V	III	Core	23UCFC51	Prison Administration	5	3
	III	Core	23UCFC52	Research Methodology in Criminology	5	3
	III	Core	23UCFC53	Practical - Forensic Biology	5	3
	III	Core	23UCFC54	Practical - Forensic Physics	5	3
	III	EC	23UCFE51	Private Security Management	4	3
	III	EC	23UCFE52	Prevention of Crime	4	3
	IV	VE	23UVEH51	Human Rights & Social Analysis	2	2
	IV	Internship	23UCFI51	Internship	-	2
					30	22
VI	III	Core	23UCFC61	Private Detective	5	3
	III	Core	23UCF6C2	Foundations of Victimology	5	3
	III	Core	23UCFC63	Practical - Forensic Toxicology	5	3
	III	Core	23UCFC64	Practical-Private Detective and Security Management	5	3
	III	Core	23UCFC65	Project with Viva-Voce	4	3
	III	EC-T6	23UCFE61	Community Policing	4	3
	IV	SEC8	23UCFS61	Professional Competency Skill	2	2
	V	Extension Activities		STAND (Student Training and Action for Neighbourhood Development)	-	1
					30	21
					180	140
				Additional Compulsory Courses		
I UG		Add On	23UCFAO1	Fitness and Outdoor Training		2
II UG		Value Added	23UCFVA1	Investigative Journalism		2
III UG		ECC (Any one)	23UCFEC1	Counseling and Guidance		2
			23UCFEC2	Forensic Documentation- Photo/Video/Sketch		
			23UCFEC3	Cyber Laws		
			23UCFEC4	Fire and Safety		
			23UCFEC5	Finger Print Examination		
			23UCFEC6	Corporate/ private Security- Investigation		
					180	146

EC – Elective Course , FC – Foundation Course, VE – Value Education

SEC – Skill Enhancement Course

பருவம்: 1	தாள்: மொழிப்பாடம்	Hrs: 6	Credits: 3
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LEARNING OBJECTIVES: கற்றலின் நோக்கங்கள்

1. முதலாமாண்டு பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ்மொழி இலக்கியங்களை அறிமுகம் செய்தல்.
2. தற்கால இலக்கியப் போக்குகளையும் இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்.
3. தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.
4. மொழித்திறன்களை மாணவர்கள் அறிந்துகொள்ள தூண்டுதல்.
5. நவீன இலக்கிய வகைமைகளை அறிமுகம் செய்தல்.
6. சமூகச்சிந்தனைகளை உருவாக்க இலக்கியப்பாடுபொருள் காரணமாய் உள்ளது என்பதை அறியச் செய்தல்.

அலகு1: மரபுக்கவிதை

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| 1. பெ. சுந்தரனார் | - தமிழ்த் தெய்வவணக்கம் |
| 2. பாரதிதாசன் | - சிறுத்தையே வெளியே வா |
| 3. கவிமணி | - புத்தரும் சிறுவனும் |
| 4. முடியரசன் | - மொழி உணர்ச்சி |
| 5. கண்ணதாசன் | - ஆட்டனத்தி ஆதிமந்தி (ஆதிமந்தி புலம்பல்) |
| 6. சுரதா | - துறைமுகம் (வினாத்தாள்) |
| 7. தமிழ் ஒளி | - கடல் |

அலகு2: புதுக்கவிதை

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| 1. அப்துல் ரகுமான் | - வீட்டுக்கொரு மரம் வளர்ப்போம் |
| 2. ஈரோடு தமிழன்பன் | - சென்றியூ கவிதைகள் (ஏதேனும் ஐந்து கவிதைகள்) |
| 3. வைரமுத்து | - பிற்சேர்க்கை |
| 4. மு.மேத்தா | - வாழைமரத்தின் சபதம் |
| 5. அறிவுமதி | - வள்ளுவம் பத்து |
| 6. நா. முத்துக்குமார் | - ஆனந்த யாழை மீட்டுகிறாய் |
| 7. சுகிர்தராணி | - சபிக்கப்பட்ட முத்தம் |
| 8. இளம்பிறை | - நீ எழுத மறுக்கும் எனது அழகு |

அலகு3: சிறுகதைகள்

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| 1. வாய்ச்சொற்கள் | - ஜெயகாந்தன் (மாலை மயக்கம் தொகுப்பு) |
| 2. கடிதம் | - புதுமைப்பித்தன் |
| 3. கரு | - உமா மகேஸ்வரி |
| 4. முள்முடி | - தி. ஜானகிராமன் |
| 5. சிதறல்கள் | - விழி. பா. இதயவேந்தன் |
| 6. காகிதஉறவு | - சு. சமுத்திரம் |
| 7. வீட்டின் மூலையில் சமையலறை- அம்பை | |
| 8. (மொழிப்பெயர்ப்புக் கதை) நாயக்காரச் சீமாட்டி - ஒரு குறும்புக்காரச் சிறுவன் | |

அலகு4: பாடம் சார்ந்த இலக்கிய வரலாறு

அலகு5 : மொழித்திறன் போட்டித் தேர்வு

1. பொருள் பொதிந்த சொற்றொடர் அமைத்தல்
2. ஓர் எழுத்து ஒரு மொழி
3. வேற்றுமை உருபுகள்
4. திணை, பால், எண், இடம்
5. கலைச்சொல்லாக்கம், மொழிபெயர்ப்பு

COURSE OUTCOMES: பயன்கள்

இப்பாடங்களைக் கற்பதால் மாணவர் பின்வரும் பயன்களைப் பெறுவர்.

CO1– பாரதியார் காலந்தொட்டு தற்காலப் புதுக்கவிதைகள் வரை கவிதையிலக்கியம் அறிமுகப்படுத்தப்படுவதால் படைப்பாற்றல் திறன் பெறுதல். (K1,K2)

CO2– புதுக்கவிதை வரலாற்றினை அறிந்துகொள்வர். (K2)

CO3– இக்கால இலக்கிய வகையினைக் கற்பதன் மூலம் படைப்பாக்கத் திறனைப் பெறுதல். (K4)

CO4– மொழி அறிவோடு சிந்தனைத் திறன் அதிகரித்தல். (K3)

CO5– தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச் சொற்களை உருவாக்கவும் அறிந்துகொள்வர். (K4)

CO6– காலந்தோறும் சமூகச் சிந்தனைகள் மாறுவதை இலக்கிய வரலாற்றின் மூலம் அறிந்து கொள்ளுதல். (K6)

TEXT BOOKS (பாடநூல்கள்)

1. தமிழ்த்துறை வெளியீடு - தூய சவேரியார் தன்னாட்சிக் கல்லூரி, பாளையங்கோட்டை.
2. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு– எ.பி. பாக்கியமேரி

REFERENCE BOOKS (பார்வை நூல்கள்)

- தமிழ் இலக்கிய வரலாறு - சிற்பி. பாலசுப்பிரமணியன்
- புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு – தமிழண்ணல்
- தமிழ் இலக்கிய வரலாறு – சேதுராமன்

WEB SOURCES (இணையதளங்கள்)

- Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>>
- Tamil virtual University Library- www.tamilvu.org/library <http://www.virtualvu.org/library>
- Project Madurai - www.projectmadurai.org.
- Chennai Library- www.chennailibrary.com <<http://www.chennailibrary.com>>.
- Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
- Tamil E-Books Downloads- tamilebooksdownloads.blogspot.com
- Tamil Books on line- books.tamilcube.com
- Catalogue of the Tamil books in the Library of British Congress archive.org
- Tamil novels on line - books.tamilcube.com

பருவம்: 2	தாள்:மொழிப்பாடம்	Hrs: 6	Credits: 3
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LEARNING OBJECTIVES: கற்றலின் நோக்கங்கள்

1. சமய இலக்கியங்களையும் சிற்றிலக்கியங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல்.
2. மொழித்திறனையும் சிறுகதை இலக்கிய வடிவத்தையும் மாணவர்களுக்கு உணர்த்துதல்.
3. தமிழ் இலக்கிய வரிசையில் சமய இலக்கியங்களின் முக்கியத்துவத்தை உணர்த்துதல்.
4. தமிழ் இலக்கிய வரிசையில் சிற்றிலக்கியங்களின் முக்கியத்துவத்தை அறிமுகம் செய்தல்.
5. தமிழ் இலக்கிய வளமைக்குப் பல்சமயங்கள் ஆற்றிய பங்கினை உணரச் செய்தல்.
6. சமய, சிற்றிலக்கியங்களின் இடத்தைத் தமிழ் இலக்கிய வரலாற்றின் வழி அறியச் செய்தல்.

அலகு 1:

- திருநாவுக்கரசர் - தேவாரம் - நாமார்க்கும் குடியல்லோம் எனத் தொடங்கும் பதிகம் (10 பாடல்கள்)
- ஆண்டாள் - திருப்பாவை (முதல் 20 பாசரம்)

அலகு 2 :

- வள்ளலார் - அருள் விளக்கமாலை (முதல் 10 பாடல்கள்)
- எச்.ஏ.கிருட்டிணப்பிள்ளை - இரட்சணியமனோகரம் - பால்ய பிராத்தனை
- குணங்குடி மஸ்தான் சாகிபு – பராபரக்கண்ணி (முதல் 10 கண்ணி)

அலகு 3:

- தமிழ் விடுதாது (முதல் 20 கண்ணி)
- திருக்குற்றாலக் குறவஞ்சி – குறத்தி மலைவளம் கூறுதல்
- முக்கூடற்பள்ளு – நாட்டு வளம்

அலகு 4: பாடம் தழுவிய இலக்கிய வரலாறு

(பல்லவர் காலம், நாயக்கர் காலம்)

அலகு 5 : மொழித்திறன் - போட்டித் தேர்வுத்திறன்

1. தொடர் வகைகள்
2. மரபுத்தொடர், பழமொழிகள்
3. பிறமொழிச் சொற்களைக் களைதல்
4. வழுச்சொற்கள் நீக்குதல்
5. இலக்கணக் குறிப்பு அறிதல்.

COURSE OUTCOMES - பயன்கள்

- CO1– பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும், சமய நல்லிணக்கத்தையும் தெரிந்து பின்பற்றுவர். (K1,K2)
- CO2– சிற்றிலக்கியங்களின் வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுவர். (K2)
- CO3– பட்டப்படிப்பினைப் படிக்கும்போதே பெரும்பான்மையான தமிழ் இலக்கியங்கள் குறித்த அறிவினைப் பெறுவர். (K4)
- CO4– தமிழ்ச் சமூகப் பண்பாட்டு வரலாற்றினை இலக்கியங்கள் வாயிலாக அறிவர். (K3)
- CO5– போட்டித் தேர்வுகளில் வெற்றிப் பெறுவதற்குத் தமிழ்ப்பாடத்தினை பயன் கொள்ளும் வகையில் ஏற்ற பயிற்சி பெறுவர். (K4)
- CO6– பல்சமய இலக்கியங்களை அறிவதன் மூலம் பல்சமய உரையாடல்களின் முக்கியத்துவத்தை அறிவர். (K3)

TEXT BOOKS (பாட நூல்கள்)

1. தமிழ்த்துறை வெளியீடு, தூய சுவேரியார் தன்னாட்சிக் கல்லூரி, பாளையங்கோட்டை.
2. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு– எ.பி. பாக்கியமேரி

REFERENCE BOOKS (பார்வை நூல்கள்)

- தமிழ் இலக்கிய வரலாறு - சிற்பி. பாலசுப்பிரமணியன்
- புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு – தமிழண்ணல்
- தமிழ் இலக்கிய வரலாறு – சி.சேதுராமன்

WEB SOURCES (இணையதளங்கள்)

- Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>>
- Tamil virtual University Library- [www.tamilvu.org/ library](http://www.tamilvu.org/library) <http://www.virtualvu.org/library>
- Project Madurai - www.projectmadurai.org.
- Chennai Library- www.chennailibrary.com <<http://www.chennailibrary.com>>.
- Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
- Tamil E-Books Downloads- [tamilebooksdownloads. blogspot.com](http://tamilebooksdownloads.blogspot.com)
- Tamil Books on line- [books.tamil cube.com](http://books.tamilcube.com)
- Catalogue of the Tamil books in the Library of British Congress archive.org
- Tamil novels on line - books.tamilcube.com

பருவம்: 3	தாள்: மொழிப்பாடம்	Hrs: 6	Credits: 3
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Learning objectives: கற்றலின் நோக்கங்கள்

1. காலந்தோறும் எழுந்த காப்பியங்களின் போக்கையும், புதினத்தின் இலக்கிய வடிவத்தையும் மாணவர்கள் உணருமாறு செய்தல்
2. காப்பியம், புதினம், ஆகிய படைப்பியல் வகைகளைப் பற்றிய பரந்து பட்டபுலமையைப் பெருக்குதல்.
3. தமிழ் இலக்கியங்களின் உள்ளடக்கம், வெளியீட்டுநெறி, படைப்பியல் கொள்கை ஆகியவற்றை அறியச் செய்தல்.
4. இலக்கியக் கொள்கைகளின் அடிப்படையில் இலக்கியங்களைத் திறனாய்வுச் செய்யப் பயிற்சி அளித்தல்.
5. படைப்புத் துறையிலும் ஊடகத் துறையிலும் கல்விப் புலத்திலும் அயல்நாடுகளிலும் வேலைவாய்ப்பினைப் பெறுதற்குத் துணைசெய்தல்.
6. மதிப்புரை, திறனாய்வு அறிமுகப்படுத்துவதன் மூலம் சிறந்த திறனாய்வுகளை அடையாளம் காணுதல்

அலகு: 1

சிலப்பதிகாரம் - வழக்குரைகாதை, மணிமேகலை - ஆதிரை பிச்சையிட்ட காதை, சீவகசிந்தாமணி - பூமகள் இலம்பகம், வளையாபதி

அலகு: 2

பெரியபுராணம் - பூசலார் புராணம், கம்பராமாயணம் - மந்தரை சூழ்ச்சிப் படலம், வில்லிபாரதம் - மற்போர் சருக்கம், சீறாப்புராணம் - புலி வசனித்த படலம்.

அலகு: 3

வஞ்சிமாநகரம் வரலாற்றுப் புதினம் - நா.பார்த்தசாரதி

அலகு: 4

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு: 5

மொழித்திறன்

1. நூல் மதிப்புரை
2. திறனாய்வுசெய்தல்
3. கடிதம் வரைதல்
4. விண்ணப்பம் எழுதுதல்

Course outcomes: பயன்கள்

- CO1 - காப்பியங்களின் வழி வாழ்வியல் சிந்தனையைப் பெறுதல். (K1,K2)
- CO2 - காப்பியங்கள் அறிமுகப் படுத்தப்படுவதால் தமிழ் மொழியின் உயர்வையும், சிறப்பையும் உணர்தல். (K2)
- CO3 - தமிழ் புதினங்கள் வழி சமகாலப் படைப்புகளின் வாழ்வியல் சிந்தனைகளை அறிதல் (K4)
- CO4 - நாவல் இலக்கியம் அறிமுகப்படுத்தப்படுவதால் சிந்தனை ஆற்றல், படைப்பாற்றல், கற்பனைத் திறன் வளர்தல் (K3)
- CO5 - தமிழ் இலக்கியம் சார்ந்தபோட்டித் தேர்வுகளை எதிர்கொள்ளும் ஆற்றல் பெறுதல் (K4)
- CO6 - கடிதம், விண்ணப்பம் எழுதும் முறைகளை அறிதல் (K6)

பாடநூல்கள் :

தமிழ்த்துறை வெளியீடு

பார்வை நூல்கள்

1. தமிழ் இலக்கியவரலாறு- சிற்பிபாலசுப்பிரமணியன்

இணையதளம்

1. Tamil Heritage Foundation – www.tamilheritage.org<<http://www.tamilheritage.org>>.
2. Tamil Virtual University Library – www.tamilvu.org/library<http://www.virtualvu.org/library>
3. Project Madurai – www.projectmadurai.org
4. Chennai Library – www.chennailibrary.com<<http://www.chennailibrary.com>>
5. Tamil Universal Library- www.ulib.prg<<http://www.ulib.prg>>
6. Tamil E-books downloads – tamilbooksdownloads.blogspot.com
7. Tamil Books online – books.tamilcube.com
8. Catalogue of the Tamil Books in the library of British congress archive.org
9. Tamil novels.online – books.tamil.cube.com

பருவம்: 4	தாள்: மொழிப்பாடம்	Hrs: 6	Credits: 3
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Learning objectives: கற்றலின் நோக்கங்கள்

1. இலக்கியங்களின் சிறப்பினை உணர்த்துதல்
2. சங்க இலக்கியத்தின் மும் வாழ்வியல் நெறிகள் உணர்தல்
3. தமிழ் இலக்கியங்களின் உள்ளடக்கம், வெளியீட்டுநெறி, படைப்பியல் கொள்கை ஆகியவற்றை அறியச் செய்தல்.
4. அகத்திணை, புறத்திணை இலக்கணங்களை மாணவர்கள் அறியச் செய்தல்
5. மொழிபெயர்ப்புத் திறனை வளர்த்தல்
6. நாடக இலக்கியங்களின் அமைப்பு முறையை அறிதல்

அலகு: 1

நற்றிணை 10, 14, 16, குறுந்தொகை - 16, 17, 19, 20, 25, 29, 38, 44, கலித்தொகை - 38, 51, அகநானூறு - 15, 33, 55, புறநானூறு - 37, 86, 112, பரிபாடல் - 55

அலகு: 2

நெடுநல்வாடை- நக்கீரர்

அலகு: 3

சபாபதிநாடகம் - பம்மல் சம்பந்த முதலியார்

அலகு: 4

பாடம் தழுவிய இலக்கியவரலாறு

அலகு: 5

மொழித்திறன்

1. மொழிபெயர்ப்புகலைச்சொற்கள்
2. கொடுக்கப்பட்டுள்ள ஆங்கிலப் பகுதியைத் தமிழில் மொழிபெயர்த்தல்
3. அலுவலகக் கடிதம்- தமிழில் மொழிபெயர்த்தல்

Course outcomes: பயன்கள்

- CO1 – சங்க இலக்கியங்களில் காணப்படும் வாழ்வியல் சிந்தனைகளை அறிதல் (K1,K2)
- CO2 – தமிழின் தொன்மையையும் செம்மொழித் தன்மையையும் உணர்தல் (K2)
- CO3 – நாடக இலக்கியம் மூலம் நடிப்பாற்றலையும் கலைத்தன்மையையும் வளர்த்தல் (K4)
- CO4 – நாடக இலக்கியம் அறிமுகப்படுத்தப்படுவதால் சிந்தனை ஆற்றல், படைப்பாற்றல், கற்பனைத் திறன் வளர்த்தல் (K4)
- CO5 – தமிழிலிருந்து அலுவலகக் கடிதங்களை மொழிபெயர்க்கும் அறிவைபெறுதல் (K3)
- CO6 – மொழி அறிவோடு வேலைவாய்ப்பினையும் பெறுதல். (K4)

பாடநூல்கள் :

தமிழ்த்துறை வெளியீடு

பார்வை நூல்கள்

2. தமிழ் இலக்கிய வரலாறு- சிறப்பிபாலசப்பிரமணியன்

இணையதளம்:

1. Tamil Heritage Foundation – www.tamilheritage.org<<http://www.tamilheritage.org>>.
2. Tamil Virtual University Library – www.tamilvw.org/library<<http://www.virtualvu.org/library>>
3. Project Madurai – www.projectmadurai.org
4. Chennai Library – www.chennailibrary.com<<http://www.chennailibrary.com>>
5. Tamil Universal Library- www.ulib.pig7<<http://www.ulib.pig7>>
6. Tamil E-books downloads – tamilbooksdownloads.blogspot.com
7. Tamil Books online – books.tamilcube.com
8. Catalogue of the Tamil Books in the library of British congress archive.org
9. Tamil novels.online – books.tamil.cube.com

DEPARTMENT OF ENGLISH

UG – PART II - GENERAL ENGLISH

(The Seven-Tier Pattern recommended by UGC Curriculum Development Centre
and Identified as Best Practice by NAAC)

	Stream A (For learners of high entry level proficiency)	Stream B (For learners of average entry level proficiency)	Stream C (For learners of low entry level proficiency)
Courses in Semester I	IV 23UGEL14	III 23UGEL13	I 23UGEL11
Courses in Semester II	V 23UGEL25	IV 23UGEL24	II 23UGEL22
Courses in Semester III	VI 23UGEL36	V 23UGEL35	III 23UGEL33
Courses in Semester IV	VII 23UGEL47	VI 23UGEL46	IV 23UGEL44

GENERAL COURSE OUTCOMES

- CO1 Acquire the four language skills (Listening, Speaking, Reading and Writing)
- CO2 Develop the skill of independent reading and interpreting of graded texts
- CO3 Expand and consolidate active and passive vocabulary
- CO4 Acquire the skills needed to participate in a conversation that builds knowledge collaboratively
- CO5 Acquire a clear understanding of English Grammar to facilitate accuracy of communication
- CO6 Develop the skills of formal written communication to be used in academic and career related contexts

TEXTS

- Course I - *Spotlight I*
- Course II - *Spotlight II*
- Course III - *Spotlight III*
- Course IV - *Spotlight IV*
- Course V - *Spotlight V*
- Course VI - *Spotlight VI*
- Course VII - William Shakespeare's *Julius Caesar* &
Charles Dickens' *Oliver Twist*
- All Courses - *Active English Grammar and Composition* by the Board of Editors

EXTERNAL EXAMINATION

- ❖ External Examination has two components.
1) Written Examination and 2) Viva Voce
 - ❖ A three-hour written examination will be conducted for 100 marks for all General English papers and the scores will be converted to 40 marks, with a pass minimum of 16 marks
 - ❖ At the end of every semester, **Spoken English Viva Voce** will be conducted for all the students for 100 marks (four components) and the scores will be converted to 10 marks, with a required pass minimum of 4 marks
 - ❖ To pass in any General English paper, a student must secure the pass minimum of 40 out of 100
- Distribution of marks:

Written Exam	(100 marks)	Converted to 40 marks
Viva voce	(100 marks)	Converted to 10 marks
TOTAL	(40+10)	50 marks

INTERNAL ASSESSMENT

- ❖ Two Internal Examinations shall be conducted for 50 marks each along with the Continuous Internal Assessments for the Core and Allied courses.
- ❖ The internal assessment for the courses may include assignments, seminars, projects, tests, viva (any oral presentation), communication activities etc., focusing on skill development or / and the course content

GENERAL ENGLISH**COURSE – I****Hours: 6****Course Code: 23UGEL11****Credits: 3****LEARNING OUTCOMES**

- LO1** To provide an ambience to acquire the basic language skills, listening, speaking, reading and writing
- LO2** To make the learners learn the basic elements of grammar
- LO3** To enable them to involve in basic communicative activities
- LO4** To develop basic vocabulary
- LO5** To help the learners comprehend and respond in English
- LO6** To build confidence in using English to communicate

UNIT	TOPICS	
I	POETRY Maya Angelou Hilaire Belloc	“Poor Girl” “The Justice of Peace”
II	PROSE A. P. J. Abdul Kalam Madhavan Kutty	“My Early Days” “I Won’t Let Him Go!”
III	SHORT STORIES Oscar Wilde Mulk Raj Anand	“The Selfish Giant” “The Lost Child”
IV	LANGUAGE COMPETENCY 1. Use of Verbs: Verb Grid (Positive, Negative & Question), Regular Verbs, Irregular Verbs & Modals 2. Tenses: Active Voice Tenses & Passive Voice Tenses 3. Use of Nouns: Forms of Personal Pronouns, Use of Nouns as Subject, Object, Complement and Object of the Preposition 4. Sentence Patterns: SV, SVO, SVC, SVA, SVOA, SVIODO 5. Punctuation and Capitalisation 6. Reading Comprehension (5 Anecdotes and 5 Wisdom Stories)	
V	SPOKEN ENGLISH 1. Reading Aloud (From the text) 2. Introducing oneself 3. Describing a place (With hints) 4. Describing a picture (With hints)	

COURSE OUTCOMES

- CO1** Use grammatical structures in meaningful constructions
- CO2** Use oral communication for day-to-day activities
- CO3** Use simple sentences for oral and written communication
- CO4** Use punctuation and capitalisation accurately
- CO5** Comprehend what they listen to, and respond to it at the primary level
- CO6** Read and appreciate simple stories and anecdotes

TEXTBOOKS

1. Board of Editors. *Spotlight I*. India: Ponnasai Publishers & Distributors, 2015.
2. *Oxford Elementary Learner's Dictionary*. Ed. Angela Crawley. Phonetics Ed. Michael Ashby. United Kingdom: Oxford University Press, 2021.
3. Board of Editors. *Active English Grammar and Composition*. India: Trinity Press, 2022.

REFERENCE

- Bhatnagar, R. P. ,*English for Competitive Examinations*, India: Trinity Press, 2017.
- Joseph K. V. , *A Textbook of English Grammar & Usage*, India: McGraw Hill Education 2015.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	3 Short essays (200 words each) out of 6 from Units I, II & III (3X10)	30
II	5 Match the following from Units I, II & III	05
III	5 Stating True or False from Units I, II & III	05
IV	Verb Grid (Positive, Negative & Question)	20
V	Tense Grid (Active & Passive)	10
VI	Noun as subject, object, complement & object of the preposition	10
VII	Sentence pattern	10
VIII	Punctuation & Capitalization	05
IX	Reading comprehension	05
	Total	100

GENERAL ENGLISH

COURSE – II

Hours: 6

Course Code: 23UGEL22

Credits: 3

LEARNING OUTCOMES

- LO1** To provide an ambience to acquire the basic language skills, listening, speaking, reading and writing
LO2 To make the learners frame questions and answers
LO3 To enable them to involve in basic communicative activities
LO4 To develop a comprehensible use of adjectives and adverbs
LO5 To help the learners comprehend and respond in English
LO6 To develop oral communication for day-to-day activities

UNIT	TOPICS	
I	POETRY Rabindranath Tagore Gieve Patel	“Leave this Chanting and Singing” “ On Killing a Tree”
II	PROSE Leslie W. Leavitt Sister Nivedita	“Mahatma Gandhi” “The Judgement Seat of Vikramaditya”
III	SHORT STORIES O. Henry Stephen Leacock	“After Twenty Years” “With the Photographer”
IV	LANGUAGE COMPETENCY 1. Use of Adjectives 2. Use of Adverbs 3. Use of Conditional ‘If’ (Probable & Improbable Conditions) 4. Use of ‘who’, ‘which’, ‘where’ & ‘that’ in combining sentences 5. Framing questions – ‘Wh -’ & ‘Yes’ / ‘No’ Questions 6. Prefixes and Suffixes 7. Developing Hints into a Paragraph	
V	SPOKEN ENGLISH 1. Reading Aloud (from the Prescribed Text) 2. Introducing Others 3. Describing a Personality (from Hints) 4. Narrating a Story(from Hints)	

COURSE OUTCOMES

- CO1 Use grammatical structures in meaningful contexts
CO2 Use oral communication for day-to-day activities
CO3 Use simple sentences for oral and written communication
CO4 Use enhanced vocabulary
CO5 Comprehend and respond to what they listen to at the secondary level
CO6 Read and appreciate simple pieces of fiction and non-fiction

TEXTBOOKS

1. Board of Editors. *Spotlight II*. India: Ponnasai Publishers & Distributors, 2015.

2. *Oxford Elementary Learner's Dictionary*. Ed. Angela Crawley. Phonetics Ed. Michael Ashby. United Kingdom: Oxford University Press, 2021.
3. Board of Editors. *Active English Grammar and Composition*. India: Trinity Press, 2022.

REFERENCE

- Bhatnagar, R. P., *English for Competitive Examinations*. India: Trinity Press, 2017.
- Joseph K. V. *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	3 Short Essays from Unit I, II and III	30
II	5 True or False (Units I, II and III)	05
III	5 Match the Following (Unit I, II and III)	05
IV	Adding appropriate adjectives	10
V	Adding appropriate adverbs	10
VI	Framing Probable & Improbable Conditional Sentences	10
VII	Combining Sentences with 'who', 'where', 'which' & 'that'	10
VIII	Framing 'Wh' & 'Yes/No' Qns.	10
IX	Prefixes & Suffixes	05
X	Developing Hints to a Paragraph (100 words)	05
	Total	100

GENERAL ENGLISH

COURSE - III

Hours: 6

Course Code: 23UGEL13, 23UGEL 33

Credits: 3

LEARNING OUTCOMES

- LO1** To involve the learners in reading and interpreting English in poetry and prose (Fiction and Non-fiction)
- LO2** To enable learners to write about prescribed literature
- LO3** To help learners develop vocabulary register
- LO4** To help learners learn the appropriate use of articles, prepositions and adverbs
- LO5** To facilitate in learners, the ability to create a narration based on hints
- LO6** To build confidence in the learners to speak English for specific purposes

UNIT	TOPICS	
I	POETRY William Shakespeare P. B. Shelley Oliver Goldsmith	"All the World's a Stage" "Ozymandias" "The Village Schoolmaster"
II	SHORT STORIES A. J. Cronin Stephen Leacock Ernest Hemingway	"Two Gentlemen of Verona" "The Conjuror's Revenge" "A Day's Wait"
III	PROSE & SHORT STORIES C. L. N. Prakash O. Henry Natsume Soseki	"Rethink Your Thinking" "The Gift of the Magi" "I am a Cat"
IV	LANGUAGE COMPETENCY 1. Homonyms, Homophones, Homographs 2. Articles 3. Prepositions 4. Adverbs 5. Constructing a story using hints	
V	SPOKEN ENGLISH 1. Reading aloud 3. Describing a picture 2. Describing a process 4. Personal Conversation (Habits, Hobbies, Future Plan)	

COURSE OUTCOMES

- CO1** Read and understand English in poetry and prose (Fiction and Non-Fiction)
- CO2** Write coherent essays about prescribed literature
- CO3** Use words from acquired vocabulary register
- CO4** Use articles, prepositions and adverbs appropriately
- CO5** Create a narration from hints

CO6 Speak English confidently in a descriptive as well as expository style

TEXTBOOKS

1. Board of Editors. *Spotlight III*, India: Ponnasai Publishers & Distributors, 2015.
2. Board of Editors. *Active English Grammar and Composition*. India: Trinity Press, 2022.

REFERENCE

- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Joseph. K. V, *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	1 Short Essay (200 words) out of 2 from Unit I	10
II	1 Essay (300 words) out of 2 from Unit II	15
III	1 Essay (300 words) out of 2 from Unit III	15
IV	5 passages with 2 Qns. each (from Units I,II &III)	10
V	Homonyms, Homophones, Homographs	10
VI	Articles	10
VII	Prepositions	10
VIII	Adverbs	10
IX	Constructing a story	10
	Total	100

COURSE - IV

Hours: 6	Course Code: 23UGEL14, 23UGEL24, 23UGEL44	Credits: 3
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LEARNING OUTCOMES

- | | |
|------------|---|
| LO1 | To make learners read and understand intermediate level poetry and prose |
| LO2 | To encourage learners to continue building a vocabulary register as the students interpret, speak and write about prescribed literature |
| LO3 | To enable learners fashion sentences to make paragraphs with unity of sense and structure |
| LO4 | To enable learners plan, organise ideas and write an essay |
| LO5 | To help learners learn the different types of letter, their structures and the use of appropriate language |
| LO6 | To make learners use grammatical structures in meaningful constructions |

UNIT	TOPICS		
I	POETRY William Shakespeare John Milton Lewis Carroll Nissim Ezekiel	“Shall I Compare Thee” “On His Blindness” “The Walrus and the Carpenter” “The Professor”	
II	PROSE Amitav Ghosh Desmond Morris Mark McCormack	“The Town by the Sea” “A Little Bit of What You Fancy” “To Know When to Say It’s None of Your Business”	
III	SHORT STORIES & DRAMA Aldous Huxley Oscar Wilde Fritz Karinthy	“The Portrait” “The Happy Prince” “The Refund”	
IV	LANGUAGE COMPETENCY 1. Tenses (with Verb Grid) 2. Concord 3. Describing a thing / a place / an event 4. Spotting Errors (Tenses and Concord) 5. Letter Writing (Personal & Official)		
V	SPOKEN ENGLISH 1. Reading Aloud 2. Issue based conversation 2. Speaking about prescribed literature 4. Speaking on a given topic		

COURSE OUTCOMES

- CO1** Read, interpret and analyse intermediate level of English in poetry, prose and fiction
CO2 Write coherent essays on prescribed literature

- CO3** Use the various tense forms accurately with proper subject - verb agreement
- CO4** Write descriptive paragraphs with unity of sense
- CO5** Identify common errors in the usage of Tenses and Concord
- CO6** Speak English fluently with confidence in an expository as well as analytical style

TEXTBOOKS

1. Board of Editors. *Spotlight IV*. India: Ponnasai Publishers & Distributors, 2015.
2. Board of Editors. *Active English Grammar and Composition*. India: Trinity Press, 2022.

REFERENCE

- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Joseph K. V. *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015
- Sinha, R. P. *Current English Grammar and Usage with Composition*, India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	1 Short Essay (200 words) out of 2 from Unit I	10
II	1 Essay (300 words) out of 2 from Unit II	15
III	1 Essay (300 words) out of 2 from Unit III	15
IV	5 passages with 2 Qns. each (from Units I, II & III)	10
V	Tenses	10
VI	Concord	10
VII	Describing a thing / a place / an event	10
VIII	Spotting Errors	10
IX	Letter Writing	10
	Total	100

GENERAL ENGLISH**COURSE – V**

Hours: 6	Course Code: 23UGEL25, 23UGEL35	Credits: 3
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LEARNING OUTCOMES

- LO1** To introduce learners to intermediate level of English through prescribed literature
- LO2** To make learners read, interpret and write about prescribed pieces of literature
- LO3** To make learners learn complex language structures and appropriate use of conjunctions
- LO4** To help learners become familiar with the accurate use of language with an awareness of common errors in language use
- LO5** To make learners understand the logical sequence of ideas within a paragraph
- LO6** To make learners speak English fluently with confidence and accuracy for specific purposes

UNIT	TOPICS	
I	POETRY William Wordsworth Robert Frost Mina Assadi H.W. Longfellow Philip Larkin	“The Solitary Reaper” “The Road Not Taken” “A Ring to Me Is Bondage” “A Slave’s Dream” “Next Please”
II	PROSE, DRAMA AND SHORT STORY Dr. Radhakrishnan Collins & Lapierre Oscar Wilde Somerset Maugham A. A. Milne	“Humanities Vs Sciences” “The Second Crucifixion” “The Model Millionaire” “The Ant and the Grasshopper” “The Boy Comes Home”
III	LANGUAGE COMPETENCY (Grammar & Vocabulary) 1. Words often confused 2. Synonyms and Antonyms 3. Synthesis and Transformation of Sentences (Simple, Compound & Complex) 4. Conjunctions 5. Active - Passive Voice	
IV	LANGUAGE COMPETENCY (Composition) 1. Expansion of Ideas / Proverbs 2. Sentence Arrangement 3. Dialogue Writing	
V	SPOKEN ENGLISH 1. Reading and Interpreting 2. Turncoat 3. Expand a Proverb 4. Issue Based Conversation	

COURSE OUTCOMES

- CO1** Read, interpret and analyse poetic English to understand open possibility of inferences
- CO2** Write logically planned essays to address specific questions concerning prescribed literature
- CO3** Understand the forms and structural differences in different types of sentences and their specific purposes
- CO4** Use complex language structures with appropriate conjunctions
- CO5** Use vocabulary actively with an awareness of homonyms, homophones, synonyms and antonyms
- CO6** Use Spoken English fluently with confidence and accuracy for specific purposes such as analytical, argumentative and expository talks

TEXT BOOKS

1. Board of Editors. *Spotlight V*, India:Ponnasai Publishers & Distributors, 2015.
2. Board of Editors. *Active English Grammar and Composition*. India:Trinity Press, 2022.

REFERENCE

- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017.
- Joseph K. V. *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015
- Sinha, R. P. *Current English Grammar and Usage with Composition*, India: Oxford University Press, 2018

S. No.	QUESTION PATTERN	Marks
I	1 Short Essay (200 words) out of 2 from Unit I	10
II	1 Essay (300 words) out of 2 from Unit II	15
III	5 passages with 2 Qns. each (from Units I, II & III)	10
IV	Vocabulary	15
V	Synthesis of sentences	10
VI	Transformation of sentences	05
VII	Active - Passive Voice	10
VIII	Conjunction	05
IX	Expansion of Ideas / Proverbs (2x5=10)	10
X	Sentence Arrangement	05
XI	Dialogue Writing	05
	Total	100

GENERAL ENGLISH

COURSE - VI

Hours: 6

Course Code: 23UGEL36, 23UGEL46

Credits: 3

LEARNING OUTCOMES

- LO1** To introduce learners to advanced level of poetic English through representative pieces, to make them understand oblique use of language
- LO2** To make them read and understand modern English prose through samples of biography, autobiography, short story and one act play
- LO3** To familiarise them with advanced language structures and the use of idioms and phrasal verbs
- LO4** To make them understand and use different degrees for comparison and use language for reporting speech
- LO5** To acquaint them with the skills of expanding or developing, and condensing ideas
- LO6** To make them speak English fluently and accurately for specific purposes

UNIT	TOPICS	
I	POETRY Edwin Arnold Sylvia Plath John Keats John Donne Maya Angelou	“Siddhartha” “The Mirror” “La Belle Dame Sans Merci” “Death Be Not Proud” “I Know Why the Caged Bird Sings”
II	PROSE, SHORT STORY & DRAMA Anne Frank C.P. Snow Chinua Achebe Hugh Chesterton	“The Diary of a Young Girl” “Hardy and Ramanujan” “Marriage is a Private Affair” “The Pie and the Tart”
III	LANGUAGE COMPETENCY (Grammar and Vocabulary) 1. Degrees of Comparison 2. Direct- Indirect Speech 3. Cloze Test. 4. Idioms and Phrasal verbs 5. Spotting Errors	
IV	LANGUAGE COMPETENCY (Composition) 1. Précis Writing 2. Essay Writing	
V	SPOKEN ENGLISH 1. Reading and Interpretation 2. Issue Based Conversation 3. Public Speaking on subject topic 4. Extempore	

COURSE OUTCOMES

- CO1** Read and interpret the oblique language of poetry and write appreciative essays on the prescribed literature
- CO2** Read, interpret and write analytical essays about prescribed prose pieces
- CO3** Use advanced grammar structures to report speech and use the three degrees of comparison for intended emphasis
- CO4** Use advanced nuances of language such as idioms and phrasal verbs
- CO5** Write reflective, descriptive, expository and imaginative essays with appropriate content, and condense material to a précis
- CO6** Use English fluently and accurately for public speaking, extempore and other specific purposes

TEXT BOOKS

- Board of Editors. *Spotlight VI*, India: Ponnasai Publishers & Distributors, 2016.
- Board of Editors. *Active English Grammar and Composition*, India: Trinity Press, 2022

REFERENCE

- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017.
- Joseph K. V. *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	1 short essay (200 words) out of 2 from Unit I	10
II	1 essay (300 words) out of 2 from Unit II	15
III	5 Passages with 2 Qns. each (from Units I & II)	10
IV	Degrees of Comparison	05
V	Direct Indirect Speech	10
VI	Making sentences – Idioms	05
VII	Phrasal verbs	05
VIII	Spotting errors (Multiple Choice)	10
IX	Correcting the errors (Rewriting)	05
X	Cloze Test	05
XI	Precis Writing	10
XII	Essay Writing	10
	Total	100

GENERAL ENGLISH

COURSE - VII

Hours: 6

Course Code: 23UGEL47

Credits: 3

LEARNING OBJECTIVES

- LO1** To facilitate learners' reading advanced English through representative pieces of Literature
- LO2** To help learners infer and interpret prescribed literature and write coherent, Analytical essays
- LO3** To help learners acquire the advanced use of English for professional purposes
- LO4** To help learners prepare resume and CVs for professional use
- LO5** To encourage learners in using English skillfully and creatively to discuss, brainstorm or debate a topic, through active practice
- LO6** To equip learners with the soft skills necessary for employability

I	DRAMA William Shakespeare <i>Julius Caesar</i>
II	FICTION Charles Dickens <i>Oliver Twist</i>
III	SOFT SKILLS 1 (Theory and Practice) 1. Interview skills* 2. Group Discussion* 3. Debate 4. Interpersonal Skills * Included for Spoken English Viva Voce also
IV	SOFT SKILLS 2 (Theory and Practice) 1. Time Management 2. Problem Solving Techniques 3. Teamwork 4. Leadership
V	APPLICATION & RESUME 1. Chronological Resume. 2. Functional Resume 3. Responding to the given advertisement

COURSE OUTCOMES

- CO1** Read and understand advanced forms of English in Literature
- CO2** Interpret and write analytical essays on topics concerning prescribed pieces of literature
- CO3** Speak English fluently and accurately in professional contexts
- CO4** Prepare application with appropriate Resume structure for employment
- CO5** Use English effectively and creatively for interview, group discussion etc.,
- CO6** Behave, react and handle situations connected to employability, using the acquired knowledge of soft skills

TEXT BOOKS

- Shakespeare, William. *Julius Caesar*, United Kingdom: Oxford University Press, 2008.
- Dickens, Charles. *Oliver Twist*, United Kingdom: Penguin Classics, 2003

REFERENCE

- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Joseph K. V. *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015
- Sinha, R. P. *Current English Grammar and Usage with Composition*, India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	5 Multiple Choice Questions from Unit I	05
II	5 Multiple Choice Questions from Unit II	05
III	1 Essay (400 words) out of 3 from Unit I	15
IV	1 Essay (400 words) out of 3 from Unit II	15
V	2 Annotations out of 3 from Unit I	10
VI	2 Paragraphs out of 3 from Unit II	10
VII	1 Essay out of 2 from Unit III	15
VIII	1 Essay out of 2 from Unit IV	15
IX	Responding to the given Advertisement	10
	Total	100

DEPARTMENT OF HUMAN EXCELLENCE**St. Xavier's College (Autonomous), Palayamkottai****Courses offered**

Semester	Category	Course Code	Course Title
I	FC	23UHER11/ 23UHEE11	Religion: Catholic Doctrine / Ethics
II	SEC3	23UHEI21	Integrated Personality Development
III	SEC4	23UHEL31	Life Coping and Entrepreneurial Skills Management
IV	EVS	23UEVS41	Environmental Studies
V	VE	23UVEH51	Human Rights and Social Analysis

NME

Semester	Category	Course Code	Course Title
I	Library	23ULBN11	Foundations of Library Science
I	XRF	23UXRN11	Traditional Knowledge of Indian Medicinal Systems
II	Library	23ULBN21	Information Resources
II	XRF	23UXRN21	Indian Traditional Medicinal Foods
III	XRF	23UXRN31	Food Microbiology
IV	XRF	23UXRN41	Herbal Resources and Their Conservation
IV	MAX Forum	23UMXN41	Society, Economy and Politics in Contemporary India

Common Question Pattern**Internal Test**

Part A	Answer ALL the questions in one or two lines	5 x 2 = 10
Part B	Answer ALL the questions, each in a paragraph	3 x 5 = 15
Part C	Write an essay on the following	1 x 10 = 10

Semester Exam

Part A	Answer ALL the questions in one or two lines	10 x 3 = 30
Part B	Answer ALL the questions, each in a paragraph	5 x 8 = 40
Part C	Write an essay on each the following	2 x 15 = 30

RELIGION: CATHOLIC DOCTRINE
(23UHER11)

SEMESTER:I	VE	HOURS:2	CREDITS: 2	TOTAL HOURS:30
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Course Outcomes:

Upon completion of the course the students will be able to

1. Recite the Sacraments(K1)
2. Identify the challenges of the present day church(K1)
3. Associate Old and New testaments of the bible(K2)
4. Explain the Church history(K2)
5. Discuss the Marian worship (K2)
6. Summarize the catholic social teachings(K2)

Unit I: Introduction to Bible (6 Hours)

Bible as a Word of God, its inspiration, the Canon - Old and New Testaments and their interconnectedness - Traditional and modern interpretations

Unit II: Introduction to the Church history (6Hours)

The beginnings of the Church - Medieval period and its challenges - The importance of the Second Vatican Council and their decrees - Synodality

Unit III: Introduction to the Sacraments (6Hours)

The origin of the seven sacraments - Their practices and meanings - History of the sacraments

Unit IV: Introduction to Mariology (6Hours)

Mary, Mother of God and Jesus - Mary, our Mother and in the Gospels - Mariology in the history of the Church – Mary as a Prophet of revolution

Unit V: Church in the Contemporary World (6Hours)

The challenges of the present day Church – Casteism and Same sex marriage – Ecumenical unity and Inter Religious harmony - Catholic Social Teachings

REFERENCES:

1. Paul C. Jesuraj, Growing in Your Faith, July 2022.
2. Second Vatican Council Documents

ETHICS
(23UHEE11)

SEMESTER: I	VE	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course Outcomes :

Upon completion of the course the students will be able to

- Describe the Ethical foundations and human history (K1)
- Identify Ethics and its relationship with Religions (K1)
- List the personal ethical codes to be practices in day to day life (K1)
- Associate ethics in family and society (K2)
- Summarize modern ethical issues and problems (k2)
- Discuss bio and environmental ethics (k2)

Unit I : Introduction to Ethics (6 Hours)

Meaning, Nature and Scope of Ethics - Challenges and Importance of ethics - Basic Ethical Foundations

Unit II : Ethics in Religions (6 Hours)

Ethical foundations and meanings in big and small traditions - Ethics and its relationship with Religions

Unit III : Personal Ethics (6 Hours)

Moral precepts - Dynamics of personal morality - Moral Conscience - Ethical aspects of Thirukural – Evils of Corruption – Gandhi's Seven Deadly Sins.

Unit IV : Family Ethics and Social Ethics (6 Hours)

Role of Family in ethical formulations- Respecting persons - Peace and Justice - Human Duties

Unit V : Modern Ethical Issues (6 Hours)

Bio Ethics - Media Ethics - Environmental Ethics –Cyber Ethics

REFERENCES:

1. Ethics prepared by School of Interdisciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University (MPYE 002)
2. Course material prepared by the Department of Human Excellence.

INTEGRATED PERSONALITY DEVELOPMENT
(23UHEI21)

SEMESTER: II	SEC3	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course Outcomes:

Upon completion of the course the students will be able to

- Identify personal strengths and weaknesses (K1)
- Identify the means of self-esteem (K1)
- Identify the means of improving personal performance(K1)
- Explain the techniques of self-management(K2)
- Describe coping strategies of learning (K2)
- Discuss the traits of personal competence(K2)
- Summarize different dimensions of Personality (K2)

UNIT I: Self – Knowledge (6 Hours)

Exploring habits, attitudes, preferences and experience –SWOC analysis – Johari Window – Enhancing one’s self image, self-esteem, self confidence

UNIT II: Self-Management (6 Hours)

Understanding of life story - Focusing on Internal narratives - Managing change, confusion and uncertainty –Goal setting – Personal Vision and Mission statements

UNIT III: Personal Competence and Maturity (6 Hours)

Motivation - Developing rapport - Giving and receiving constructive criticism - Assertiveness and negotiation skills – Leadership – Type of Leadership – Qualities of a good leader

Unit IV: Dimensions of Personality Development (6 Hours)

Recognizing the gradual growth in different dimension of one’s personality such as (a) Physical (b) Intellectual (c) Emotional (d) Moral (e) Social and (f) Spiritual - Learning the Development process; Tools and Skills - Helping to maximize one’s potentials

Unit IV: Academic Learning Strategies (6 Hours)

Memory - Art of generative listening, learning and writing - Note making - Presentation skills - Time management - Receptive skills - Classroom etiquettes - Cyber knowledge

REFERENCE BOOKS:

1. Dr. Xavier Alphonse S.J., We Shall Overcome, ICRDEC Publications, Chennai, 2004.
2. Personality Development, Harold R. Wallace and L. Ann Masters, South-Western, Cengage Learning India PL, New Delhi, 2006.
3. Course material prepared by the Department of Human Excellence

LIFE COPING AND ENTREPRENEURIAL SKILLS MANAGEMENT
(23UHEL31)

SEMESTER: III	SEC4	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course Outcomes :

Upon completion of the course, the students will be able to

1. Identify the various challenges faced in adolescence (K1)
2. Tabulate healthy habits and lifestyle (K1)
3. Identify problem solving strategies (K1)
4. Discuss family and professional relationship(K2)
5. Explain cognitive, emotional and behavioural perspectives (K2)
6. Describe evils of addiction and the remedies available (K2)

Unit I: Physical AND Mental Wellbeing (6 Hours)

Adolescent Health and Holistic Health - Understand and appreciate physical Self - Personal hygiene and grooming - Balanced diet - Healthy habits and lifestyle - Sound body and mind - Nurturing health at home, in campus –Definition of Health - Women health – various medicine systems

Unit II: Interpersonal and Social Wellbeing (6 Hours)

Family Relationship: Values in family relationship, Nuclear, Joint Family, Dependence, Overdependence, Happy family, Broken Family - Caring Elders - Rapport Building with Peers/ Friends, Strangers, Transgenders - Professional Relationship : Officials, Mentors, Staff & Service Personnel- Other centeredness and others point of view and Empathy

Unit III: Problem-solving and Decision making skills (6 Hours)

Decision making processes - Lateral Thinking and problem-solving strategies - Select and apply problem-solving strategies to more complex tasks and problems - Gain familiarity with concepts such as performance indicators and benchmarking – Counseling.

Unit IV: Coping Strategies (6 Hours)

Conflict/Crisis Management –Stress Management – Emotional Management - Team, Task and Resource Management – Ignatian Discernment Process

Unit V: Overcoming Addiction (6 Hours)

Various stages of addiction- Gadgets addiction - Substance abuse - Media addiction – Internet addiction – Impact, prevention and remedies.

REFERENCE BOOKS:

1. Dr. Xavier Alphonse S.J., We Shall Overcome, ICRDEC Publications, Chennai, 2004.
2. Covey Sean, Seven Habits of Highly Effective Teens, New York, Fireside Publishers, 1998.
3. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
4. Course Material prepared by the Department of Human Excellence.

ENVIRONMENTAL STUDIES
(23UEVS41)

SEMESTER: IV	EVS	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course objective:

To cater to students from diverse disciplinary backgrounds and to sensitise them about the commitment of our nation towards achieving sustainable development goals and addressing global environmental challenges.

Course outcomes:

The student will be able to:

1. Describe various natural resources and the need for sustainable development (K1).
2. Relate biodiversity and its conservation approaches (K2).
3. Solve the environmental issues of concern and discover prevention strategies (K3).
4. Sensitize and categorize the adverse health impacts of pollution (K3).
5. Assess environmental quality and risks for climate change mitigation (K4 & K5).
6. Recognize the major treaties to safeguard Earth's environment and resources (K2).

Unit I: Natural Resources and Sustainable Development (6 hours)

Overview of natural resources: definition, classification. Biotic resources: major types, status and challenges. Water resources: types, over-exploitation, issues, challenges, water scarcity, conflicts. Soil and mineral resources: important minerals, problems, soil as a resource. Energy resources: sources, conventional and non-conventional, implications. Introduction to sustainable development: SDGs, targets and indicators, challenges and strategies.

Unit II: Conservation of Biodiversity and Ecosystems (6 hours)

Biodiversity and its distribution: Levels and types, India and world, hotspots, threat categories. Ecosystems and ecosystem services: major types in India, basic characteristics, significance. Threats to biodiversity and ecosystems: land use, commercial exploitation of species and invasive species. Major conservation policies: in situ, ex situ, protected areas, traditional knowledge, community based conservation, gender and conservation.

Unit III: Environmental Pollution and Health (6 hours)

Understanding disaster and pollution: definitions, natural and man-made, point source and non-point source, kinds. Air and water pollution: criteria pollutants, sources, and adverse effects, quality standards. Soil and noise pollution: sources and health effects. Thermal and radioactive pollution: sources and impact on health and ecosystems.

Unit IV: Climate Change: Impacts, Adaptation and Mitigation (6 hours)

Understanding climate change: structure of atmosphere, natural and anthropogenic variations, importance of 1.5 °C and 2.0 °C limits to global warming, projections of climate change in Indian subcontinent. Impacts, vulnerability and adaptation to climate change. Mitigation of climate change: GHG reduction vs. sink enhancement, concept of carbon intensity, energy intensity and carbon neutrality; policy instruments, carbon capture and storage, climate justice.

Unit V: Environmental Treaties and Legislation**(6 hours)**

Overview of instruments of international cooperation: bilateral, multilateral, conventions and protocols, COPs. Major International Environmental Agreements: CBD, CITES, UNCCD, UNFCCC. Major Indian Environmental Legislations: acts, rules, sites, areas, zones and judgements. Major International organisations and initiatives: UNEP, IUCN, WCED, UNESCO, IPCC, MAB.

Reference books

1. Singh, J.S., Singh, S.P., Gupta, S.R. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications.
2. Harris, Frances (2012). Global Environmental Issues, 2nd Edition. Wiley- Blackwell.
3. Krishnamurthy, K.V. (2003). Textbook of Biodiversity, Science Publishers, Plymouth, UK.
4. Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI).
5. Pittock, Barrie (2009). Climate Change: The Science, Impacts and Solutions. 2nd Edition. Routledge.
6. Ministry of Environment, Forest and Climate Change (2019). A Handbook on International Environment Conventions & Programmes.
7. KanchiKohli, Manju Menon (2021). Development of Environment Laws in India, Cambridge University Press.

HUMAN RIGHTS AND SOCIAL ANALYSIS
(23UVEH51)

SEMESTER: V	VE	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course Outcomes :

Upon completion of the course, the students will be able to

- Describe Indian social scenario (K1)
- List the different kinds of fundamental rights (K1)
- Discuss major social problems in India (K2)
- Analyze critically society and its network of relationships (K4)
- Analyze local and global social problems (K4)
- Describe redressal mechanisms for human rights violations (K6)

Unit I: World trends today and Indian Scenario (6 Hours)

Some basic data – Globalization - World Social Forum vs World Economic Forum - The North South divide – Democracy - Types of Governance in the world – Demography and Basic Data of India

Unit II: Indian Social System (6 Hours)

Social Analysis - Social system and its components - Interdependence of human being and society - A land of cultural linguistic and religious diversity - secularism-communalism-fundamentalism-Indian politics and religion-problems of the minority.

Unit III: Major Social Problems I (6 Hours)

Indian Economic inequality and Poverty; Manifestation and Measurement; Incidence and Magnitude; Causes, problems of poor and pains of poverty; the remedy - Ignorance in Governance and corruption: The Concept; Causes and Impact of Corruption; Combating Corruption - Illiteracy: Magnitude, Causes and Consequences

Unit IV: Major Social Problems II (6 Hours)

Caste Discrimination: caste discrimination and process of exclusion, Honour Killing, Untouchability, Caste Politics, Reservation policy –Dalit Empowerment - Child abuse, child labour - Effects of Abuse on Children - Violence against women: Harassment; Nature, Extent and Characteristics– Empowerment of Women - LGBTQIA+ – Currently pressing issues.

Unit V: Human Rights, Indian Constitutions and Empowerment (6 Hours)

Universal Human Rights: The concept – Evolution – Organizations and Recent Developments – Indian Constitutions: Preamble - Political and Civil fundamental rights and duties. Empowerment Models: Communitarian and Local Models – Social Reformers: Ambedkar, Gandhi, Muthulakshmi Reddy and Periyar - Dreams and hopes for better India.

REFERENCE BOOKS:

1. P.N. Sharma, “Social problems and issues in India”, Bharat Book Centre, 2014
2. New India, The Reality Reloaded, Gurjot S. Kaler, Chandigarh, India, 2018
3. Course Material Prepared by the Department of Human Excellence

FOUNDATIONS OF LIBRARY SCIENCE

(23ULBN11)

SEMESTER: I	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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COURSE Outcomes: At the end of the course the students will be able to

- CO1. Comprehend the Evolution, Significance, and Fundamental Operations of Libraries. (K2)
- CO2. Develop Effective Reading Strategies and Critical Thinking Skills. (K3)
- CO3. Differentiate and grasp the distinct roles and functions of various types of libraries. (K4)
- CO4. Explore Modern Library Services and the Impact of Digital Resources. (K4)
- CO5. Recognize the potential of VR, AI, and chatbots in enhancing user support within library environments. (K5)

UNIT 1 (6 Hours)

INTRODUCTION TO LIBRARY

The history and evolution of libraries - Need - Purpose - Functions - Five Laws of Library Science.

UNIT 2 (6 Hours)

TYPES OF LIBRARY

Public – Academic – Special - National. (Definition, purpose and functions of each type of library.

UNIT 3 (6 Hours)

LIBRARY SERVICES AND COLLECTION DEVELOPMENT

Reference services and reader advisory- Collection development and Management - E-books - E-journals Database - Bulletin Boards.

UNIT 4 (6 Hours)

EMERGING TECHNOLOGIES IN LIBRARIES

Virtual reality and augmented reality in libraries - AI and chatbots for user support - Internet of Things (IoT) applications in libraries.

UNIT 5 (6 Hours)

READING CULTURE FOR LIBRARY PRACTITIONERS

Value of Reading in Professional Development - Exploring Diverse Reading Materials - Effective Reading Techniques - Critical Thinking and Reflection.

Text Book

Kumar P S G, Foundations of Library and Information Science B. R. Publishing Corporation

Reference

1. Khanna J K, Library and Society, Kurukshetra University, Kurukshetra
2. Kumar P S G, Foundation of Library and Information Science Paper 1 of UGC Model Curriculum, B.R. Publishing Corporation

TRADITIONAL KNOWLEDGE OF INDIAN MEDICINAL SYSTEMS
(23UXRN11)

SEMESTER: I	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course outcomes: At the end of the course the students will be able to

CO1: Understand the concepts of ethno botany and its branches (K1).

CO2: Provide a strong foundation in the principles of ethno medicine and its applications (K2 & K4).

CO3: Inculcate knowledge and make the students aware of the commercial value of medicinal plants (K2 & K3).

CO4: Give an insight into the edible and medicinal plants in tribal medicine (K3).

CO5: Comprehend the advances made in the field of plant biotechnology in conservation of medicinal plant resources (K4).

CO6: Understand ethno botany of the Western Ghats, their medicinal and commercial values and conservation (K1- K4).

Unit I: Ethnobotany (6 hours)

History of Ethnobotany, concept, scope and objectives. The relevance of ethnobotany in the present context. Major ethnic groups in Tamil Nadu.

Unit II: Traditional medicines (6 hours)

Medicinal plants used by Tribals. Ethnobotanical formulations; Ethnobotanical uses of selected medicinal plants with a) *Azadirachta indica* b) *Ocimum tenuiflorum* c) *Vitex negundo*. d) *Gloriosa superba* e) *Tribulus terrestris* f) *Pongamia pinnata* g) *Senna auriculata* h) *Indigofera tinctoria*. Importance and scope of medicinal plants used by Paliyans.

Unit III: Commercial value of traditional medicinal plants (6 hours)

Raw drugs from ethnomedicinal plants - Economic potentials of selected ethnomedicinal plants. Ethnobotany as a source of important drugs a) Reserpine b) Artemisin c) Gugulipid d) Cathranthin e) Strychnine. Export of medicinal plants and their products.

Unit IV: Collection, Utilization and Conservation of Traditional Medicinal Plants (6 hours)

The significance of wild medicinal plants – Collection and utilization of medicinal plants – Therapeutics uses of wild medicinal plants. Role of ethnic groups in the conservation of plant genetic resources. Participatory forest management.

Unit V: Conventional and modern aspects of medicinal plant propagation (6 hours)

Plant Propagation; Methods of propagation – conventional - vegetative cutting, layering grafting etc., Modern methods- Tissue culture; Micropropagation, isolation of secondary metabolites from *in vitro* culture

Textbooks:

1. P.C. Trivedi, Dr. Pravin Chandra 2011. Text Book of Ethnobotany, Pointer Publishers.
2. Bir Bahadur, K. V. Krishnamurthy, T. Pullaiah. 2021. Ethnobotany of India, 5-Volume Set. Apple Academic Press
3. Jain, A. and Jain, S.K. 2016. Indian Ethno botany - Bibliography of 21st Century Scientific Publishers (India).
4. Cunningham, A. B. (2001). Applied Ethnobotany. Earthscan publishers Ltd. London & Sterling
5. Indian Medicinal Plants -An Illustrated Dictionary-C.P. Khare (Ed.) 2019, ©Springer Science+Business Media, LLC.

Reference Books

1. Paul E. Minnis 2000. Ethnobotany: A Reader. University of Oklahoma Press
2. Gary J. Martin, 2014. Ethnobotany A Methods Manual. Springer US.
3. T. Pullaiah, Bir Bahadur, K. V. Krishnamurthy. 2016. Ethnobotany of India Western Ghats and West Coast of Peninsular India. Apple Academic Press
4. Ministry of Environment and Forests. 1994. Ethno biology in India. A Status Report. All India Coordinated Research Project on Ethno biology. Ministry of Environment and Forests. New Delhi
5. Albuquerque, U.P., Ramos, M.A., Júnior, W.S.F., and De Medeiros, P.M. 2017. Ethnobotany.

Web Resources

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2816487/>
- https://www.wipo.int/edocs/pubdocs/en/wipo_pub_tk_6.pdf
- <https://main.ayush.gov.in/ayush-systems/ayurveda/faq>
- <https://www.who.int/news>
- <https://www.csir.res.in/documents/tkdl>
- <https://www.meity.gov.in/content/national-digital-library>

INFORMATION RESOURCES
(23ULBN21)

SEMESTER: II	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course Outcomes: Upon completion of the course, the students will be able to

- CO1. learn all kinds of Secondary Sources. (K1)
- CO2. Learn electronic reference materials. (K1)
- CO3. Understand the concept and importance of Primary, Secondary and Tertiary sources (K2)
- CO4. Analyze the different Non Documentary Sources (K4)
- CO5. Assess electronic information sources, including e-books and e-journals. (K4)

UNIT-I : Introduction to Information Sources (6 Hours)

Definition, Type, Characteristics - Primary, Secondary, Tertiary –Evaluation of print Reference Sources

UNIT-II: Secondary Sources (6 Hours)

Definition, Types- Dictionaries, Encyclopedia, Directories, Manuals and Handbooks, Bibliographic sources

UNIT-III : Non – Documentary Source (6 Hours)

Formal and Informal – Human Sources, Institutional Information Sources, Technological Gate Keepers and Invisible Colleges.

UNIT-IV : Electronic Information Sources (6 Hours)

Meaning- Characteristics- Research database Open Access Resources-Audio resources

UNIT-V: Online Publishers (6 Hours)

Detailed study of E-books (Amazon, Sage Publication), E-journals (Springer, Verlog), Database (PROQUEST, EBSCO), Evaluation of E-Resources.

Reference Books:

- Singh, G. (2011). Digital libraries and digitization. EssEss Publications.
- 2. Baby M.D. (2000) Peter Clayton, G. E. Gorman. Managing Information Resources in Libraries. Cambridge Publishers.

**INDIAN TRADITIONAL MEDICINAL FOODS
(23UXRN21)**

SEMESTER: II	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course outcomes: At the end of the course the students will be able to

- CO1:** Know the foundational principles of health supplements such as functional foods, nutraceuticals, superfoods, etc., and assess their potential within the market context (K1).
- CO2:** Understand the core principles of nutrition, including carbohydrates, proteins, lipids, vitamins, minerals, health-enhancing phytochemicals, and antinutritional factors (K2).
- CO3:** Get knowledge about the origins, traditional uses, nutritional composition, and health advantages of selected plant-based foods (K1).
- CO4:** Know the scientific rationale underlying the health benefits and potential adverse effects of various food substances (K3).
- CO5:** Identify the indigenous wild edible plants found in the Southern Western Ghats and their role in enhancing food security (K1).
- CO6:** Comprehend the fundamental concepts related to food and its significance in promoting health, specifically addressing contemporary health challenges, and demonstrate the ability to apply this knowledge in daily life (K1-K3).

Unit I: FOOD CULTURE (6 Hours)

Concept of food and its medicinal value - Food and health in Indian traditional medicine - Effect of globalization on food culture - Fast foods, Junk foods and their impact on the health of children and youth population - Emerging trends in health supplements

Unit II: MACRONUTRIENTS (6 Hours)

Carbohydrates and their role in health - Cereals, Millets, and Pseudo - Cereals - Proteins and their importance on health - Pulses and their health benefits - Lipids and their health impacts - Nuts and oil seeds

Unit III: MICRONUTRIENTS (6 Hours)

Vitamins, minerals and their health impacts - Hidden hunger - Greens, Vegetables and Fruits

Unit IV: PHYTOCHEMICALS (6 Hours)

Health promoting phytochemicals and antinutritional factors - Spices, and beverages - Lower plants as food sources - Mushrooms and their health benefits

Unit V: WILD EDIBLES & FOOD SECURITY (6 Hours)

Tribal knowledge of food plants - Seasonal foods and wild edible plants of *Kanikaran* and *Paliyan* tribes of Tamil Nadu - Sustainability, Food Security, and Health

Text books:

1. Begum, R.M. 2008. A Textbook of Foods, Nutrition & Dietetics, Sterling Publishers Pvt. Ltd.
2. Mudambi, S.R., Rajagopal, M.V. 2007. Fundamentals of foods, nutrition and diet therapy. New Age International.

References:

1. Gopalan, C., Sastri, B.V.R., Balasubramanian, S.C. 2014. Nutritive Value of Indian Foods, National Institute of Nutrition, Hyderabad
2. Dietary Guidelines for Indians – A Manual (English), National Institute of Nutrition, Hyderabad

FOOD MICROBIOLOGY
(23UXRN31)

SEMESTER: III	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course outcomes: Upon successful completion of this course, students should be able to:

CO1: Understand the fundamental principles of food microbiology and its importance in the food industry; Apply laboratory techniques for microbial analysis in food samples (K1).

CO2: Identify and characterize common food borne pathogens and their sources (K2).

CO3: Evaluate methods for food spoilage prevention and preservation (K2).

CO4: Describe the role of fermentation in food production and its health implications (K2).

CO5: Analyze emerging trends and ethical considerations in food microbiology; Apply regulatory guidelines and best practices for ensuring food safety and quality (K3).

CO6: Communicate effectively about food microbiology topics in both written and oral formats; Demonstrate critical thinking and problem-solving skills in food safety and quality assurance (K1-4).

Unit 1: Introduction to Food Microbiology (6 hours)

Overview of Food Microbiology; Historical Perspective; Microbial Classification and Taxonomy; Microbial Growth and Factors Affecting Growth; Laboratory Techniques in Food Microbiology

Unit 2: Food borne Pathogens (6 hours)

Common Food borne Pathogens (e.g., *Salmonella*, *Escherichia coli*, *Listeria*, *Campylobacter*); Sources of Food borne Pathogens; Detection and Control Strategies; Food borne Illness Outbreaks and Investigations; Food Safety Regulations

Unit 3: Food Spoilage Microorganisms (6 hours)

Types of Food Spoilage Microorganisms; Factors Influencing Food Spoilage; Spoilage Detection and Prevention; Food Preservation Methods; Food Packaging and Shelf-Life Extension

Unit 4: Food Fermentation (6 hours)

Fermentation in Food Production; Microorganisms Used in Fermentation; Fermented Food Products (e.g., yogurt, cheese, bread); Health Benefits of Fermented Foods; Quality Control in Fermentation

Unit 5: Food Safety and Quality Assurance (6 hours)

Food Safety Management Systems (HACCP); Good Manufacturing Practices (GMPs); Food Testing and Analysis; Risk Assessment and Management; Emerging Trends in Food Safety

Reference Books:

1. Food Microbiology: An Introduction by Thomas J. Montville and Karl R. Matthews, 2017
2. Foodborne Pathogens: Microbiology and Molecular Biology by Pina M. Fratamico, Arun K. Bhunia, and James L. Smith, 2005
3. Food Microbiology: Fundamentals and Frontiers by Michael P. Doyle, Robert L. Buchanan, and Vijay K. Juneja, 2019
4. Fermented Foods and Beverages of the World by Jyoti Prakash Tamang, 2010
5. Food Safety Management: A Practical Guide for the Food Industry by Yasmine Motarjemi and Huub Lelieveld, 2014

HERBAL RESOURCES AND THEIR CONSERVATION
(23UXRN41)

SEMESTER: IV	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course outcomes: At the end of the course the students will be able to

CO1: Understand the concepts in herbalism, medicinal plant trade and National policies (K2)

CO2: Recognize the threats and importance of conserving the medicinal plant resources (K2)

CO3: Explore the important medicinal plant resources of India, their scientific rationale and applications (K3)

CO4: Learn the good agricultural and collection practices of medicinal plants (K1)

CO5: Know the cultivation and post-harvest processing of selected medicinal plants cultivated Tamil Nadu (K2)

CO1: Understand the role of plant resources in global healthcare and its conservation (K1-K3)

Unit I: SCENARIO OF HERBALISM (6 Hours)

History of herbalism - Herbalism across the globe - Trade of herbals in ancient and contemporary India - Global herbal market and India's position

Unit II: UNSUSTAINABLE USE OF HERBAL RESOURCES (6 Hours)

Basics of endemism, IUCN categories of threat and CITES - Market demand - Negative impacts of collection from wild resources - Overexploited medicinal plants of India - *In situ* and *ex situ* conservation

Unit III: HIGHLY USED HERBALS OF INDIA (6 Hours)

Botany, identification, chemistry and applications of *Aswagandha*, *Seenthil*, *Nilavembu*, *Brahmi*, *Garcinia*, *Glycyrrhiza*, *Amla*, *Vilvam*, *Keelanelli* and *Satavari*

Unit IV: CULTIVATION & POST-HARVEST PROCESSING (6 Hours)

Good agricultural practices - Good collection practices - Storing medicinal plants – Post-harvest methods and value addition

Unit V: CULTIVATION OF SELECTED MEDICINAL PLANTS (6 Hours)

Good agricultural and collection practices for *Senkanthal*, *Senna*, *Vinca*, *Tulsi* and *Asogu*- Government schemes for cultivation of medicinal plants - Kitchen and home herbal gardens

Text book:

Wallis, T.E. 2018. Textbook of Pharmacognosy (Reprinted edition), CBS Publishers, New Delhi.

References:

1. Anonymous, Agro-techniques of selected medicinal plants Vols. I-III. 2014. National Medicinal Plants Board, Government of India.
2. Anonymous, WHO guidelines on good agricultural and collection practices (GACP) for medicinal plants. 2003. WHO, Geneva.
3. Ravikumar, K., Ved, D.K. 2000. Illustrated Field Guide to 100 Red Listed Medicinal Plants of Conservation Concern in southern India, FRLHT, Bangalore.
4. Ved, D.K., Goraya, G.S. 2007. Demand and Supply of Medicinal Plants in India. NMPB, New Delhi & FRLHT, Bangalore.

SOCIETY, ECONOMY AND POLITICS IN CONTEMPORARY INDIA
(23UMXN41)

SEMESTER: IV	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course Outcome:

On completion of the course, the students will be able to

- CO1: Relate the concept of state and government (K1)
- CO2: Understand and evaluate different types of societies in India (K2 & K5)
- CO3: Identify and compare role of market in different types of economy (K3)
- CO4: Examine and compare ideas of Ambedkar with other social, economic and political reformers (K4 & K5).
- CO5: Analyse and formulate the casteless society in India.

UNIT I: STATE AND GOVERNMENT (6 Hours)

State and Government: Meaning and concepts – Features, characteristics and Nature of State and its dynamics in India

UNIT II: DYNAMICS OF SOCIETY (6 Hours)

Society: concept, meaning and basic characteristics of society – different types of societies – stratification of societies in India – Rural-Urban Structures and social Institutions.

UNIT III: ECONOMY AND MARKET (6 Hours)

Economy and Market: Meaning and concept, basic characteristics and types of economies – dynamics of economy and market in new economic policy era.

UNIT IV: SOCIAL, ECONOMIC AND POLITICAL THINKERS IN INDIA (6 Hours)

Jyotirao Phule, Periyar, Gandhi, Ambedkar and Amartya Sen on interaction of society, economy and politics and its dynamics.

UNIT V: BUILDING CASTELESS SOCIETY (6 Hours)

Annihilation of Caste: Meaning and concept - Meaning of sati, childhood marriage, endogamous and exogamy of marriage - Status of Dalit and women in Indian society – Dalit and women emancipation.

References:

1. Jodhka, S. S. (2002). Nation and village: Images of rural India in Gandhi, Nehru and Ambedkar. *Economic and political weekly*, 3343-3353.
2. Jodhka, S. S. (2010). Dalits in business: Self-employed scheduled castes in North-West India. *Economic and Political Weekly*, 41-48.
3. Jodhka, S. S. (2016). Ascriptive hierarchies: Caste and its reproduction in contemporary India. *Current Sociology*, 64(2), 228-243.
4. Jodhka, S. S., & Fazal, T. (2021). Religion and Politics in South Asia. *Sociological Bulletin*, 70(4), 447–452. <https://doi.org/10.1177/00380229211062752>
5. Mitra, S. K. (1993). Caste, democracy and the politics of community formation in India. *The Sociological Review*, 41(1_suppl), 49-71.

6. Mosse, D. (2020). The modernity of caste and the market economy. *Modern Asian Studies*, 54(4), 1225-1271.
7. Nayyar, D. (1998). Economic development and political democracy: interaction of economics and politics in independent India. *Economic and Political Weekly*, 3121-3131.
8. Robinson, R. (2014). Planning and economic development: Ambedkar versus Gandhi. *Invoking Ambedkar: Contributions, Receptions, Legacies*, 59-71.
9. Singh, A. (2014). Gandhi and Ambedkar: Irreconcilable Differences? *International Journal of Hindu Studies*, 18(3), 413-449.
10. Stiglitz, J. E. (2016). *The state, the market, and development* (No. 2016/1). WIDER Working Paper.
11. Vikas, R. M., Varman, R., & Belk, R. W. (2015). Status, caste, and market in a changing Indian village. *Journal of Consumer Research*, 42(3), 472-498.

FUNDAMENTALS OF CRIMINOLOGY (23UCFC11)

SEMESTER-I CORE-T1 HOURS-5 CREDITS-5 TOTAL HOURS: 75
Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Explain why the definition of crime may vary across different contexts and perspectives.	K2
CO2	Use criminological terminology to describe and analyze different aspects of criminal behavior and justice systems.	K3
CO3	Evaluate the relevance and applicability of different theories in explaining real-world criminal phenomena.	K5
CO4	Explain the roles and responsibilities of different actors within the criminal justice system.	K2
CO5	Recall different categories and types of crimes.	K1
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction**(15 Hours)**

Criminology, Crime- definitions; historical perspectives; nature, origin and scope. Criminology as a social science, relations with other social sciences, medicine & law; Crime Statistics.

UNIT II Schools of Criminology**(15 Hours)**

School of Criminology – Pre-classical; Classical; Neo-Classical; Positive; Cartographic and Biological.

UNIT III Criminal Justice System**(15 Hours)**

Structure of Criminal Justice System in India. Role of legislature, police, judiciary and prison system in Criminal Justice; co-operation and co-ordination among the various subsystems of criminal justice system.

UNIT IV Theories in Criminology**(15 Hours)**

Differential Association Theory; Containment Theory; Subculture Theory; Labeling Theory; Concentric Zone Theory; Theory of Anomie; Routine Activities Theory; Power Control Theory

UNIT V Typology of Crime**(15 Hours)**

Crime against person; Crime against property; Conventional crime; White collar crime; Economic offences, Organized crime; Cyber crime; Environmental crime; Juvenile Delinquency; Habitual offenders; Professional criminals; Violent offences; Recidivism.

TEXT BOOK:**REFERENCES:**

1. Chockalingam, K. (1997). 'Kuttraviyal' (Criminology) in Tamil. Chennai: Parvathi Publications.
2. Conklin, J.E. (2001). Criminology. New York: Macmillan Publishing Company.
3. Hughes, G. (2002). Crime prevention and community safety: New directions. London: Sage.
4. Siegel J.L. (2011). Criminology. New York: Wadsworth.
5. Allen, Harry E., Friday, Paul C., Roebuck, Julian B., & Sagarin, Edward (1981). Crime and punishment: An introduction to criminology. Free Press: New York.

INTRODUCTION TO INDIAN CONSTITUTION (23UCFC12)

SEMESTER-I CORE-T1 HOURS-5 CREDITS-5 TOTAL HOURS: 75

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Explain the significance of the Indian Constitution in the context of India's history and governance.	K2
CO2	Analyze different perspectives on the historical events leading to the formation of the Indian Constitution and its Preamble.	K4
CO3	Evaluate the effectiveness of the Indian Constitution in upholding and promoting fundamental rights, fundamental duties, and Directive Principles of State Policy.	K5
CO4	Recall the roles and functions of the Executive, Legislature, and Judiciary in the Indian governance system.	K1
CO5	Evaluate the effectiveness of the Union Government in addressing national challenges and promoting development.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I :Introduction

(15 Hours)

Historical Background – Constituent Assembly of India – Preamble – Citizenship – Constitutional Remedies for citizens – Amendment of the Constitution.

UNIT II :Rights and Duties

(15 Hours)

Definition of Rights – Fundamental Rights – Right to Equality – Right to Freedom – Right against Exploitation – Right to Freedom of Religion – Fundamental Duties

UNIT III: Directive Principles of State Policy

(15 Hours)

Definition of Principles – Secure a social order for the promotion of Welfare of the people – Principle of Policy to be followed by the state – Equal Justice and Free Legal Aid – Provisions for: Village Panchayat, Education and Public Assistance, Workers and Cooperative Societies

UNIT IV : Union and State Government

(15 Hours)

Structure of the Union Government and Functions – President – Vice President – Prime Minister – Cabinet – Parliament – Structure of the State Government and Functions – Governor – Chief Minister – Cabinet – State Legislature

UNIT V: Judiciary and Constitutional Institutions:

(15 Hours)

Supreme Court of India – Powers and Structure; High Court - Powers and Structure; subordinate courts in India. Election commission- powers and functions; National commissions for Scheduled Caste, Scheduled Tribes and Minorities.

TEXT BOOK:

Basu. D. D., (1993) Introduction to the Constitution of India, P. H. L.

REFERENCES:

Guar. K. D., (1995) Criminal Law, Oxford Uni. Press

Pylee. M. V., (1994) India's Constitution, s. Chand Company ltd, New Delhi

Baksh. P. M., 91999), Constitution of India, Universal Law Publishing house, New Delhi

Sharma. K., (2002), Introduction to the Constitution of India, Prentice Hall of India, New Delhi

CRIME AND DELINQUENCY (23UCFE11)

SEMESTER-I EC-T1 HOURS-4 CREDITS-3 TOTAL HOURS: 60

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Explain the historical context and evolution of attitudes towards delinquency.	K2
CO2	Analyze the provisions and mechanisms established by international instruments to protect the rights of children in conflict with the law.	K4
CO3	Evaluate the effectiveness of legislation in promoting and safeguarding the rights of children.	K5
CO4	Apply knowledge of the Act to analyze specific cases or scenarios involving the care and protection of children.	K3
CO5	Evaluate the relevance and applicability of different theories in understanding and addressing juvenile delinquency.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I

(12 Hours)

Definition: Criminology, Crime, Child–Delinquents; historical perspectives; nature, origin and scope; Punishments.

UNIT II

(12 Hours)

United Nations Convention on the Rights of the Child (UNCRC); Constitutional Provisions; National Commission for Protection of Child Rights; State Commission for the Protection of Child Rights; National and State Child Protection Programs/Schemes.

UNIT III

(12 Hours)

Structure of Juvenile Justice System in India. Role of the legislature, police, judiciary and correctional institutions of Juvenile Justice.

UNIT IV

(12 Hours)

Causes and Consequences of Delinquency; Statistics on Delinquency; Juvenile Justice (Care and Protection of Children) Act, 2015 and its Amendments

UNIT V

(12 Hours)

Rational choice theory; Freud's Psychoanalytic Theory –Social Learning Theory of Albert Bandura; Labelling Theory; Containment Theory; Hirschi's Social Control Theory of Crime; Techniques of Neutralization; Social Bond Theory.

REFERENCES:

1. Chockalingam, K. (1997). *'Kuttraviyal' (Criminology) in Tamil*. Chennai: Parvathi Publications.
2. Cox, S. M. (2017). *Juvenile justice: A guide to theory, policy and practice*. Los Angeles: SAGE.
3. Freeman, M. D. (2014). *The future of children's rights*. Leiden, The Netherlands: Brill Nijhoff.
4. Juvenile Justice (Care and Protection of Children) Act, 2015 (Ind.).
5. Kumari, V. (2012). *The juvenile justice system in India*. New Delhi: Oxford University Press.

CONCEPT OF CRIME AND CRIMINOLOGY (23UCFN11)

SEMESTER-I NME-T1 HOURS-2 CREDITS-2 TOTAL HOURS: 30 Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Explain the different types of crimes, their causes, and their impact on society.	K2
CO2	Analyze the evolution of criminological thought and its impact on policy and practice.	K4
CO3	Apply the theories and concepts associated with different schools of thought to analyze criminal behavior and crime causation.	K3
CO4	Evaluate the effectiveness and fairness of the criminal justice system in achieving its goals.	K5
CO5	Explain the purposes and principles underlying punishment in the context of criminal justice.	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction to Crime

(6 Hours)

Definition: Crime - Concept of Crime – Historical Perspective of Crime – Characteristics of Crime

UNIT II Introduction to Criminology

(6 Hours)

Definition: Criminology – Nature and Scope of Criminology – Criminology as a Social Science

UNIT III Schools of Criminology

(6 Hours)

Pre Classical School – Classical - Neo Classical School – Positive School

UNIT IV Criminal Justice System

(6 Hours)

Introduction to Criminal Justice System – Legislature – Law Enforcement – Judiciary and Correctional Systems in CJS

UNIT V Punishments of Crime

(6 Hours)

Definition: Punishments – Historical Perspective of Punishment – Forms of Punishment – Objectives of Punishment – Recent Trends in Punishments

TEXT BOOK:

Chockalingam, K. (1997). *'Kuttraviyal' (Criminology) in Tamil*. Parvathi Publications. Chennai
Siegel J. L. (2011). *Criminology*. Wadsworth. New York
Nigam, R. C., (1964). *Law of Crimes in India*, Asia Publishing House, Bombay
Vibuthe, K. I., (2014). *P.S.A. Pillai's Criminal Law (12TH ED.)* Lexis Nexis

INTRODUCTION TO FORENSIC SCIENCE (23UCFC21)

SEMESTER-II CORE-T3 HOURS-5 CREDITS-5 TOTAL HOURS: 75

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Understand how various forensic techniques and methods are applied to gather and analyze evidence in crime investigations.	K2
CO2	Analyze the role of basic scientific principles in shaping forensic techniques and technologies used in criminal justice.	K4
CO3	Evaluate the relevance and effectiveness of employing various forensic techniques based on the nature of the crime and available evidence.	K5
CO4	Apply knowledge of the links between forensic science and the Indian legal system to analyze case studies or scenarios.	K3
CO5	Evaluate the reliability and validity of scientific evidence presented by forensic scientists in legal proceedings.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction

(15 Hours)

Definition – Nature, Scope and Role of Forensic Science - History and development of Forensic Science
- Basic principles – Locard's principle - Branches of Forensic science.

UNIT II Forensic Science Department:

(15 Hours)

National and state- structures: Central Forensic Science Laboratories- State Forensic Science Laboratories and its Hierarchy; Divisions of Forensic science and functions; recent developments in Forensic Science.

UNIT III Forensic Evidence and Examination

(15 Hours)

Types of Forensic Evidences : Physical, Material, Biological; Finger Prints – pattern classification, Foot prints – nature, identification characteristics, Trace Evidence – identification, DNA profiling, Handwriting Examination – principles, Document Examination – Types, Signature, Identification of Human remains, paternity tests.

UNIT IV Examination of Fire Arms

(15 Hours)

Forensic Ballistics and Forensic Physics Firearms: History and background, classification, characteristics, firing mechanisms, typology – Ammunition: Typology, cartridge components matching of crime, test bullets and cartridge cases, identification of bullets, pellets and wads – Automated method of cartridge case and bullet comparison – Determination of range and time of fire – Visual, chemical and instrumental methods – Gun Shot Residues (GSR).

UNIT -V : Legal Aspects Of Forensic Evidences:

(15 Hours)

COLLECTION- PRESERVATION OF EVIDENCES: Samples, packing and transportation.
Preservation- Examination; Expert opinion and its legal procedures.

REFERENCES

- Dr. B. R. Sharma. (2016). *Forensic science in criminal investigation and trials*. Universal Law Publishing, New Delhi
- Lee, H., & Palmbach, T. (2001). *Henry Lee's crime scene handbook*. San Diego, California: Academic.
- Pillay, V. (2011). *Textbook of Forensic Medicine & Toxicology (16th ed.)*. Paras Medical Publisher, Hyderabad.
- Dr. Reddy, K.S.N & Dr. Murthy, O.P (2017). *The Essentials of Forensic Medicine and Toxicology (34th Ed.)*. Jaypee, New Delhi.

POLICE ADMINISTRATION AND MANAGEMENT (23UCFC22)

SEMESTER-II CORE-T4 HOURS-5 CREDITS-5 TOTAL HOURS: 75

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Explain the principles, theories, and practices underlying police administration and policing.	K2
CO2	Analyze the coordination and collaboration among different police agencies and related establishments in India.	K4
CO3	Evaluate the alignment of recruitment, selection, and training practices with the goals and values of law enforcement agencies.	K5
CO4	Apply knowledge of police records to identify and interpret relevant information in specific contexts.	K3
CO5	Develop strategies or initiatives for addressing identified issues and improving the efficiency and effectiveness of police station operations in contemporary policing environments.	K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction

(15 Hours)

History of Indian Police–Policing in Ancient, Medieval and Modern India; Police Act of 1861; National Police Commission Recommendations (NPC).

UNIT II Organization and Structure

(15 Hours)

Structure of State Police – District Police – City Police; Central Police Organizations-CBI, CISF, CRPF, NIA, RPF etc; Police Research and Crime Statistics Organizations –BPR & D, NCRB. Village Police, Railway and Armed Police.

UNIT III Recruitment, Training and Functions

(15 Hours)

Recruitment boards and procedures; Recruitment of Constables, Sub-inspectors, Deputy/Assistant Superintendents of Police; Indian Police Service (IPS); Training Centers- National and State level- National police academy, State police academy. In-service Training. Functions – Crime prevention: Patrolling, surveillance, traffic regulation, law & order – collection of intelligence; Investigation – Information, Interrogation, Recording of FIR, Case Diary and Station House Diary, Modus Operandi, Examination of Witnesses and Suspects, Confession, Filing Charge Sheet, Victim Services.

UNIT IV Police Station Records

(15 Hours)

General Diary; Sentry Relief Book; Duty Roster; Village Roster; Government Property Register; Gun License Register; Arms Deposit Register; Process Register; Tapal Register; Crime Register – Part I to V- Ex-convict Register; Prisoner's Search Register; Registers relating to maintenance of law and order– FIR Index, Arrest Card, Bail Bond, Petty Case Register, Crime cards, Crime Memo, Search List and Digital Records.

UNIT V Police Station Routine and Contemporary Policing

(15 Hours)

Roll Call, Catechism Class, Duties of Prevention of Crime, Protection of law and order, Station Guards, Weekly routine duties of police men in cities and villages. Beats and Patrolling, Surveillance duties; Modernization of police

REFERENCES:

1. Fisher, Barry A.J.(2000). Techniques of crime scene investigation (6thed.). New York: CRC Press.
2. Swanson, Charles, R. (1983). Police administration: Structure, processes and behaviour. New York: MacMillan Publishing Co., Inc.
3. Diaz,S.M.(1976). New dimensions to the police role and functions in India. Hyderabad: National Police Academy.
4. Gautam, D. N. (1993). The Indian police: A study in fundamentals. New Delhi: Mittal Publications

PRACTICAL – EXAMINATION OF FINGER PRINT (FORENSIC SCIENCE)
23UCFE21

SEMESTER-II EC-P1 HOURS-4 CREDITS-4 TOTAL HOURS: 60

	COURSE OUTCOMES	Cognitive level
CO1	Know the history and development of fingerprints in forensic science and cases.	K1
CO2	Understand the classification of fingerprints -Henry system, single digit classification.	K2
CO3	Identify the formation of friction ridges, pattern types and individual characteristics of ridges.	K2
CO4	Application of the methods to developing, identifying, classification, and collecting fingerprints.	K3
CO5	Application of the methods to developing, identifying, classification, and collecting fingerprints.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit I: Forensic Science -Crime Cases (Finger Prints)

Write reports on different types of crime cases from a forensic science perspective. Review how the Central Fingerprint Bureau, New Delhi, coordinates the working of State Fingerprint Bureaus.

Unit II: Forensic Science Agencies Review (Finger Prints)

To review the sections of forensic science at INTERPOL. To examine the list of projects (forensic science-based) undertaken by the Bureau of Police Research and Development (BPR&D).

Unit III: Methods for Developing Fingerprints

Development of Fingerprints: Physical (Black and Grey, and Magnetic Powder Method). Chemical Methods and Fuming Methods: Developing Fingerprint using Ninhydrin Method- Iodine Fuming Apparatus. Lifting of Latent Fingerprints.

Unit IV: Examination of Fingerprints

Ridge Counting and Tracing, Filling and Searching. Method for Making an Inked Specimen of Fingerprint. Taking of Fingerprint from Living Person. Comparison Protocols: Class and Individual Characteristics (Galton's Details), Different Ridge Characteristics.

Unit V: Recording of Examined Finger Print

Record Plain Fingerprints and Identify Ridge Characteristics. To Calculate Henry Classification for Rolled Fingerprints

RECOMMENDED READINGS

1. Bridges, B.C., Vollmar, A. and Munir, M. Criminal Investigation, Practical Fingerprinting, Thumb Impressions, Handwriting, Expert Testimony Opinion Evidence. University Book Agency: Allahabad;(2000).
2. James, S.H. and Nordby, J.J. Forensic Science-An Introduction to Scientific and Investigation Techniques 4 th ed. CRC Press: London;(2015).
3. Nanda, B.B. and Tewari, R.K. Forensic Science in India-A Vision for the Twenty-First Century. Select Publishers: New Delhi;(2001).
4. Saferstein, R. Criminalistics, An Introduction to Forensic Science 6thed. PrenticeHall: New Jersey;(1998).
5. Sharma, B.R. Forensic Science in Criminal Investigation and Trials 3rd ed. Universal Law Publishing: New Delhi;(2001). 6. Chatterjee, S.K. Speculation in Fingerprint Identification. Calcutta; (1981).

INTRODUCTION TO CRIMINAL JUSTICE SYSTEM (23UCFN21)

SEMESTER-II NME-T2 HOURS-2 CREDITS-2 TOTAL HOURS: 30

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Explain the principles and theories of justice as they apply to the criminal justice system.	K2
CO2	Analyze the effectiveness of different policing approaches in addressing crime and community needs.	K4
CO3	Apply knowledge of court hierarchy to understand how cases move through the legal system.	K3
CO4	Evaluate the fairness and humaneness of punishment and correctional practices in light of human rights principles.	K5
CO5	Explain the significance of human rights in the context of criminal justice and governance.	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I

(6 Hours)

Concept of Justice – retributive, restorative – Constitutional Law – Introduction to Statutes: IPC, Cr.P.C., IEA – Special Laws–Elements of CJS, Inquisitorial and Adversarial system

UNIT II

(6 Hours)

Structure of Police–State, District, City–Registers–Investigation –Functions of Police – D. K. Basu guidelines –Indian Police Act, 1861

UNIT III

(6 Hours)

Hierarchy of Courts in India: Supreme Court, High Court, District Court, Lower courts–Inquiry – Prosecution– Defense Counsel–Bail–Summons–Types of trial–Power of Courts

UNIT IV

(6 Hours)

Types of punishment: Probation, imprisonment, death penalty–Different types of Correctional institutions in India: Homes, Borstal Schools, Prisons–Rehabilitation Measures

UNIT V

(6 Hours)

Human Rights–National Human Rights Commission–State Human Rights Commission–Commissions for Women, Children, SC/ST–NGOs

REFERENCES:

1. Conklin, J.E.(2001).Criminology. New York: Macmillan Publishing Company.
2. Hughes, G. (2002). Crime prevention and community safety: New directions. London: Sage.
3. Allen, Harry E., Friday, Paul C., Roebuck, Julian B., & Sagarin, Edward (1981). Crime and punishment: An introduction to criminology. Free Press: New York.
4. Paranjpe, N. V.(2002).Criminology and penology. Allahabad: Central Law Publications

FUNDAMENTALS OF PSYCHOLOGY (23UCFC31)

SEMESTER-III CORE-T5 HOURS-5 CREDITS-4 TOTAL HOURS: 75

Course Outcomes:

	COURSE OUTCOMES	Cognitive level
CO1	Understand the basics of Psychology and its relationship with Criminology	K2
CO2	Learn the personality traits acting behind the psychological behavior of a person.	K2
CO3	Apply the psychological concepts and theories learnt to crime and criminal behavior.	K3
CO4	Understand the delinquent and criminal behavior from a developmental, cognitive-behavioral, and psychological perspective.	K2
CO5	Explain the main behavioural assumption about offenders.	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction

(15 Hours)

Psychology: Meaning, definition, nature and scope– Key perspectives of Psychology– Branches of Psychology– Application of Psychology to Crime and Delinquency – Emotion, intelligence, attention, memory, problem solving, abnormality

UNIT II Cognition and Perception

(15 Hours)

Cognition: Meaning, definition and forms - Perception: Definition, Theories of Perception–Direct Theory of Perception, Constructivist theory of perception –Perceptual cycle–Perceptual organization– Gestalt principles

UNIT III Motivation, Frustration and Behaviour

(15 Hours)

Motivation: needs, drives and incentives–Types of Motives–Homeostasis–Motivation theories-Maslow, McClelland and Murray; Motivational Conflicts; Frustration-sources; Frustration leading to criminal behaviour –Emotions– Characteristics of emotions, types – Environmental determinants of behaviour – Family, socio-cultural setup

UNIT IV Learning

(15 Hours)

Learning–concept, factors influencing learning –Classical conditioning (Pavlov), Operant conditioning (Skinner), Law of effect (Thorndike), Insightful learning (Kohler), Social learning Theory (Bandura) – Learning and criminality

UNIT V Personality

(15 Hours)

Personality – concept – Personality Theories- Trait theory (Allport and Catell), Type theory and structural model of Personality (Eysenck) Psychodynamic theory and psycho sexual stages of development (Freud), Neo-psycho analytical theory–Erickson, Adler and Jung –Personality and Criminality

TEXT BOOK:**REFERENCES:**

1. Baron, Robert A. and Misra, Girishwar (2016). Psychology, Indian Sub continent 5th Edition. Uttar Pradesh: Pearson India
2. Mangal, S.K. (2015). An Introduction to Psychology. New Delhi: Sterling Publications
3. Morgan, C.T., King, R.A., Weisz, J. R. and Schopler, J. (2016). Introduction to Psychology, Seventh Edition. New Delhi: McGraw Hill Education
4. Carson, R.C., Butcher J.N. & Mineka, S. Abnormal Psychology and Modern Life: 11th edn. New Delhi: Dorling Kindersley (India) Pvt. Ltd, 2000.
5. Coon, D. & Mitterer, J.O. (2013). Introduction to Psychology: Gateways to Mind and Behaviour., 13th ed. Wadsworth: Cengage Learning

CRIME AGAINST WOMEN AND CHILDREN (23UCFC32)

SEMESTER-III CORE T6 HOURS-5 CREDITS-4 TOTAL HOURS: 75

	COURSE OUTCOMES	Cognitive level
CO1	Understanding the historical, social, and political contexts of violence against women.	K2
CO2	Describe the social impact of violence against women	K2
CO3	Identify the intimate partner violence, domestic abuse and sexual assault in the workplace on women.	K2
CO4	Explain various forms of crime against children and its consequences.	K2
CO5	Examine the role of NGOs and Commissions dealing with women and children.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outcomes:

UNIT I Gender-based violence – Definition, history and concepts.

(6 Hours)

Gender-based violence – Definition, history and concepts. Impact of crime against women and children in the society, indecent representation of women, Statistics on crime against women and children in India.

UNIT II Crimes against women and Laws protecting women

(6 Hours)

Crimes against women – types and definitions – causes and consequences. Female infanticide, Foeticide, Honour Killing, Outraging the modesty, Rape Aggravated sexual harassment: Dowry- Dowry Prohibition Act, 1961; Domestic Violence, Protection of Women from Domestic Violence Act, 2005, Prostitution; Immoral Traffic Prevention Act, 1956, Sexual harassment prevention act.

UNIT III Crime against children and Laws protecting children

(6 Hours)

Crime against children - Female infanticide, Foeticide, child rape, pornography, sexual offences, child marriage. Prohibition of Child Marriage Act, 2006; The Protection of Children from Sexual Offences Act, 2012; Child Labour, Child Labour (Prohibition And Regulation) Amendment Act, 2016

UNIT IV Rights women and children

(6 Hours)

Basic rights – Child rights as human rights – United Nations Convention on the Rights of the Child (UNCRC) – Legal protection for children – Fundamental rights as defined by the Constitution of India. International instruments relating to women – Convention on the Elimination of all forms of Discrimination against Women (CEDAW), 1979 – Rights of women in custody.

UNIT V Commissions and NGO in protecting women and Children

(6 Hours)

National Commission for Protection of Child Rights – State Commission for the Protection of Child Rights. National Commission for women – State Commission for women. The role of NonGovernmental Agencies in Preventing Crimes against Women and Children.

REFERENCES:

1. Aadesh, K. D. (2008). Crime against women and child: An emerging social problem. New Delhi: Cyber Teck Publications.
2. Acharya, N. K. (2005). The protection of women from domestic violence Act. Hyderabad: Asia Law House
3. Gisbert Pascal (1973) Fundamentals of Sociology, Orient Longman.
4. Ahuja Ram, (1994) Social Problems in India, Rawat Publications, New Delhi.
5. Jayaram, N. (1988) Introductory Sociology, Macmillan, India

PRACTICAL – EXAMINATION OF FOOT PRINT (FORENSIC SCIENCE)
(23UCFE31)

SEMESTER-III EC-P1 HOURS-4 CREDITS-4 TOTAL HOURS: 60

Practical Outcomes: .

	COURSE OUTCOMES	Cognitive level
CO1	Evaluate the role and functioning of the Central Fingerprint Bureau, New Delhi, in coordinating the activities of State Fingerprint Bureaus	K6
CO2	Analyze the list of projects related to forensic science undertaken by the Bureau of Police Research and Development (BPR&D), evaluating their impact on law enforcement and criminal justice.	K4
CO3	Demonstrate proficiency in the application of physical and chemical methods for developing fingerprints, including fuming techniques, and lifting latent prints, emphasizing the importance of accuracy and precision in forensic analysis	K3
CO4	Conduct thorough examinations of footprints, applying appropriate forensic techniques and methodologies to identify relevant evidence and draw conclusions regarding the source and nature of the prints.	K4
CO5	Accurately record examined footprints, utilizing standardized protocols and documentation methods to maintain the integrity and reliability of forensic evidence for investigative and legal purposes	K3
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit I: Forensic Science -Crime Cases (Foot Prints)

(12 Hours)

Write reports on different types of crime cases from a forensic science perspective. Review how the Central Fingerprint Bureau, New Delhi, coordinates the working of State Fingerprint Bureaus.

Unit II: Forensic Science Agencies Review (Foot Prints)

(12 Hours)

To review the sections of forensic science at INTERPOL. To examine the list of projects (forensic science-based) undertaken by the Bureau of Police Research and Development (BPR&D).

Unit III: Methods for Developing Foot Prints:

(12 Hours)

Development of Physical and Chemical Methods: Developing Footprint, Lifting of Latent/ Patent/Plastic.

Unit IV: Examination of Footprints

(12 Hours)

Examination of Foot Prints.

Unit V: Recording of Examined Foot Print

(12 Hours)

Record foot Print.

RECOMMENDED READINGS

1. Bridges, B.C., Vollmar, A. and Munir, M. Criminal Investigation, Practical Fingerprinting, Thumb Impressions, Handwriting, Expert Testimony Opinion Evidence. University Book Agency: Allahabad;(2000).
2. James, S.H. and Nordby, J.J. Forensic Science-An Introduction to Scientific and Investigation Techniques 4 th ed. CRC Press: London;(2015).
3. Nanda, B.B. and Tewari, R.K. Forensic Science in India-A Vision for the Twenty-First Century. Select Publishers: New Delhi;(2001).

INFORMATION SECURITY AND CYBER CRIME (23UCFE32)

SEMESTER-III SEC-T2 HOURS-2 CREDITS-2 TOTAL HOURS: 30 Course Outcomes:

	COURSE OUTCOMES	Cognitive level
CO1	Understand the fundamentals of software features in computer and networks in computer	K2
CO2	To know the computer information security threats and its classifications.	K2
CO3	Explain the concept of cyber crime and its various dimensions.	K2
CO4	Differentiate the concept of various types of cyber crime in the contemporary world.	K4
CO5	To know the prevention methods and the legal aspects of cyber crime	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit I Introduction

(6 Hours)

Understanding computer operating systems (OS) - Introduction to file systems and types of file system: Computer networking- Digital and Analog signaling methods - Network types and typologies- Different types of IP Addresses - Network Hardware Devices and Client/Server Computing.

Unit II Basics of Information Security

(6 Hours)

Overview of Information Security. Threats and Vulnerabilities and Risk, Policy, Standards, Procedures, Guidelines and Baselines. Information Asset Classification: Classification of Information, Information Assets owner, custodian & user. Access control, authentication and authorization . Digital Document Security.

Unit III Understanding Cybercrime

(6 Hours)

Cyber Crime- Meaning, Definition and. Internal and External attacks. Crime related to social media. ATM and Bank Frauds. Simple Cryptosystems: Encryption and Decryption, Symmetric and Asymmetric Cryptosystems, Cryptanalysis, Block ciphers. Internet security, threats to privacy, packet sniffing, spoofing. Web security requirements.

UNIT IV Forms of Cyber Crime

(6 Hours)

Definition – History and evolution, Space Transition Theory; Types and forms of cyber crimes - Malicious Code, Hacking, Denial of Service Attacks, Identity theft, Email Crimes, Online Scam, Cyber crimes against women and children; Intellectual Property Issues and Cyberspace.

Unit V Basics of Computer Forensics

(6 Hours)

Computer Forensics- objectives and methodology, rules of digital forensics. Search and Seizure of Volatile and Non-volatile digital evidence, Imaging and Hashing digital evidence, analyzing and recovery of deleted, hidden and altered files- Tools and Technology. Seizing and preserving mobile devices. Methods of data acquisition & analysis of evidence from mobile devices. Salient features of IT Act 2000 along with Amendment 2008.

REFERENCES:

- Agarwal.R.K., (2016), White collar crimes Socio Economic Offences, Pioneer Printers; 1st Edition.
- Edwin H. Sutherland and Donald R. Cressey (1974), Principles of Criminology, Lippincott, Philadelphia.
- Gandhirajan, C.K.2004, Organised crime, APH Publishing Corporation
- Karan Raj, 2002, Dictionary of Terrorism and Bioterrorism, IVY Publishing House, Delhi.
- Larry J. Siegel. (2015). Criminology – Theories, Patterns, and Typologies, Wadsworth Publishing

INTRODUCTION TO CRIME SCENE (23UCFN31)

SEMESTER-III

NME-T3

HOURS-2

CREDITS-2

TOTAL HOURS: 30

Course Outcomes:

	COURSE OUTCOMES	Cognitive level
CO1	Know the vital of crime scenes in forensic science.	K1
CO2	Familiarity of crime scene procedures and its process.	K2
CO3	Learn the preservation techniques of evidence and forwarded it to the forensic laboratory.	K2
CO4	Clarify the methods of crime scene investigations by the investigation officers.	K2
CO5	Acquire to apply the collection and packing of evidence in a crime scene.	K3
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction

(12 Hours)

Introduction to Crime Scene – Locard’s Principle in crime scene; – Protecting the Evidence in crime scene; Dealing with Suspect Persons, Witnesses and Family Members; – Identifying Physical Evidence in crime scene.

UNIT II Procedures

(12 Hours)

General Crime Scene Procedure – Identifying Scene Dimensions, Establishing security, Conducting Primary Survey – Note taking, Crime Scene Photograph, Documenting.

UNIT III Evidences

(12 Hours)

Preservation of Evidence in the crime scene, Chain of custody and forwarding of different types of evidences to the laboratories; – Interpreting a Crime Scene; Techniques for Handling evidence,

UNIT IV Investigations

(12 Hours)

Crime scene examinations by the investigative officers. Stages of crime scene investigations - Securing the crime scene - Sketching the scene - Searching the evidence – Collecting and packing the evidence in the crime scene.

UNIT V Reconstruction Methods

(12 Hours)

Nature and importance of Crime Scene Reconstruction – Basic principles and stages involved – Types and classification of reconstruction – Role of logic in CSR – Writing a reconstruction report.

REFERENCES:

- Gardner, R., & Bevel, T. (2009). Practical crime scene analysis and reconstruction. Boca Raton, FL: CRC Press
- Young, T., & Ortmeier, P. (2010). Crime scene investigation. Pearson.
- Turvey, B., & Crowder, S. (2017). Forensic investigations – an introduction. Academic press

CRIMINAL LAWS IN CRIMINAL JUSTICE SYSTEM (23UCFC41)

SEMESTER-IV CORE-T7 HOURS-4 CREDITS-4 TOTAL HOURS: 60

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Explain the differences between procedural law and substantive law.	K2
CO2	Apply the knowledge of the Indian Constitution to analyze legal cases or scenarios.	K3
CO3	Explain the classifications of crimes and corresponding punishments in the IPC.	K2
CO4	Evaluate the effectiveness of certain provisions in the CrPC in ensuring fair trials.	K5
CO5	Analyze the impact of different types of evidence on legal proceedings.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction to law

(12 Hours)

Rule of law – Procedural and Substantial law – Introduction to Indian Constitution 1950, Indian Penal Code 1860, Criminal Procedure code 1973, Indian Evidence Act 1872 – Nature and scope

UNIT II Introduction to Indian Constitution, 1950

(12 Hours)

Constitution of India and its supremacy–History of Indian Constitution –Preamble–citizenship –Fundamental Duties–Fundamental Rights – Directive Principles of State Policy – Executive, Legislature and Judiciary

UNIT III Introduction to Indian Penal Code, 1860

(12 Hours)

Definition of Crime - Doctrine of Actus Reus and Mens Rea, General Concepts - Joint liability, Punishments, General Exceptions – for Child, Unsound mind, Private defence –against body and property, Crime against body–Abetment, Conspiracy, Hurt, Murder and Culpable Homicide, Dowry death, Crime against women–Outraging the modesty, Rape, Crime against property–Theft, Robbery, Extortion, Dacoity, Cheating, Crimes against public tranquility - Riot, Unlawful assembly Public nuisance.

UNIT IV Introduction to Criminal Procedure Code, 1973

(12 Hours)

Definitions – Cognizable and Non- Cognizable offences, Bailable and Non-Bailable Offences, Compoundable Offences, FIR, Complaint, Charge Sheet, Hierarchy of courts in India – Arrest and Bail Procedure, Trial, Inquest, Victim Compensation.

UNIT V Introduction to Indian Evidence Act, 1872

(12 Hours)

Fact in issue- Res gestae- Confessions and Dying Declaration–Primary Evidence and Secondary Evidence, Presumption of fact and law, Burden of proof, Examination in Chief, Cross Examination and Reexamination; Medical Evidence.

REFERENCES:

1. Sarathy, V.P (1994) Elements of Law of Evidence .Lucknow: Eastern book Co.
2. Kelkar, R.V.(1996) Outlines of Criminal Procedure
3. Gaur, K.D.(1985). Criminal Law. Second edition, N.M. Tripathi, Bombay
4. Atchuthan Pillai, P.S.(1983) Criminal law. N.M. Tripathi, Bombay
5. Ratanlal & Dhirajlal (2000).The Code of Criminal Procedure, Nagpur: Wadhwa & Co
6. Singh, A.,(1995) Law of Evidence, Allahabad Law Agency

PRACTICAL-VISIT TO CRIMINAL JUSTICE INSTITUTIONS (23UCFC42)

SEMESTER-IV CORE P1 HOURS-4 CREDITS-3 TOTAL HOURS: 45

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Explain the various functions and roles within different agencies of the Criminal Justice System.	K2
CO2	Analyze how the roles and responsibilities of different uniformed service personnel contribute to the functioning of the Criminal Justice System.	K3
CO3	Explain the importance of ethical considerations in professional decision-making.	K2
CO4	Apply techniques for exhibiting a professional demeanor in behavior and communication.	K3
CO5	Evaluate the applicability of theoretical knowledge to different real-world problem-solving scenarios.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Practical List :

1. DIG office, District Police Office, Commissioner of Police – in Tirunelveli.
Police station with the jurisdiction of Tirunelveli city, understanding of Law and Order, Crime, Traffic, Cyber Crime Cell divisions
2. Central Prison Palayamkottai and sub-jails in Tirunelveli.
3. District Magistrate Court Tirunelveli (understand the court proceedings)
4. NGO's (Non- Governmental Organizations)
5. Juvenile Justice Board (understand the juvenile justice system) Observation Home, Special Home in Tirunelveli and Tuticorin Districts.
6. Police Training Academy.

Practical Assessment Methods.

Attendance is compulsory for all visits to institutions.

- !! Students are required to comprehend the functions of different agencies and take note of their observations.
- !! Students must individually submit the report of their institution visits to the respective faculty member for finalization.
- !! Each institution visit carries a weightage of **TBA** marks.
- !! Students must compile all their institution visit reports and submit them as a project work at the conclusion of the semester.
- !! An oral viva-voce examination will be conducted to evaluate individual work, and marks will be awarded accordingly.

INTRODUCTION TO CHILD PSYCHOLOGY (23UCFE41)

SEMESTER-IV SEC-T3 HOURS-3 CREDITS-3 TOTAL HOURS: 45

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Explain the significance of each stage in the childbirth process, including the physiological changes experienced by both the mother and the baby.	K2
CO2	Analyze how various factors, such as nutrition and environment, influence a child's physical development at each stage.	K4
CO3	Apply knowledge of psychological theories to identify stages of cognitive, emotional, and social development in children.	K3
CO4	Evaluate the physical and psychological changes that occur during adolescence, including hormonal changes, brain development, and identity formation.	K5
CO5	Develop interventions and support systems to address pressures and delinquency among children and adolescents, considering their family and social contexts.	K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction

(6 Hours)

Human development, period of life span, Conception through birth: Fertilization, heredity and environment, prenatal development, birth: stages, methods, and settings of childbirth.

UNIT II Physical stages of child

(6 Hours)

Characteristics of infancy and early childhood - physical development, health, motor, sensory, emotional, and perceptual development; characteristics of late childhood, developmental tasks, physical development, health, motor skills, cognition and language.

UNIT III Psychological stages of child

(6 Hours)

Cognitive development: Piaget sensory motor stage, moral development, personality in late childhood, development of self-concept, Freud's latency period, Erickson's industry versus inferiority, social learning theory.

UNIT IV Characteristics of Adolescence

(6 Hours)

Characteristics of adolescence, developmental tasks of adolescence, physical changes, maturation in adolescence, psychological impact of physical changes, health concerns of adolescence, aspects of intellectual development.

UNIT V Family and Social relationship

(6 Hours)

Social changes during adolescence: interests, theoretical perception in adolescence, identity formation, approved sex roles, family relationships, relationship with peers, personality changes, hazards of adolescence, problems of adolescence: teenage pregnancy, Juvenile delinquency, positive view of adolescence

REFERENCES:

1. Papilia, Diane E., Sally Wendos Olds (2005). Human Development. 9th Edition. Tata McGraw Hill Publishing Co.
2. Hurlock, E. (1980). Developmental Psychology. Tata McGraw Hill Publishing.
3. Shaffer, David R. (1993). Developmental Psychology. IV Edition Brooks / Cole Publishing Company.
4. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company.
5. Santrock, John W. (2007). Adolescence. 11th edition. Tata McGraw Hill Publishing Company.
5. Santrock, John W. (2007). Child Development. 11th edition. Tata McGraw Hill Publishing Company.

PRACTICAL-FORENSIC MEDICINE (23UCFE42)

SEMESTER-IV EC-P2 HOURS-2 CREDITS-2 TOTAL HOURS: 30

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Apply knowledge of forensic medicine to understand its application in criminal investigations.	K3
CO2	Analyze the potential challenges and risks associated with improper preservation of biological evidence.	K4
CO3	Analyze the potential challenges and risks associated with improper preservation of biological evidence.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Forensic medicine- Legal documents/ practical assignment

To design a checklist- Medico-Legal documents. Infamous conduct –Professional Secrecy- Malpractice Negligence – consent – Euthanasia. Death-medico-legal importance. Medico-legal aspect of violent deaths. Medico-legal autopsy.

UNIT II Examination of models of different wounds/ practical assignment

Wounds and injuries. Definitions- Mechanical Injuries: abrasions, contusions, Lacerations, Incisions, Cut Wounds, Punctured wounds, Thermal Injuries, Electrical Injuries, Fire Arm and blast injuries – Asphyxial death: Hanging, Strangulation, Smothering, Gagging, Choking, Dry and wet Drowning. Investigation of sexual offences- sexual injuries.

UNIT III Examination of Death/ practical assignment

To design a checklist for the forensic scientists at the death scene- Examination of decomposed and mutilated bodies. Superimposition and other methods of reconstruction. Death, types, modes and signs. Post-mortem changes: Immediate, Early and Late changes after death. Preservation of bodies- Presumption of death- Exhumation.

UNIT IV- Examination of human skeleton

Examination of human skeleton and Identification of Sex through Bone remains- Draw and Label the Human Skeleton System. 2. Determination of Age from Long Bones and Skull. 3. Determination of Sex from Long Bones and Skull.

UNIT V- Examination of Blood

Blood Test : Preliminary -Benzidine Test Casting of Scale Patterns of the Hair Samples. Microscopic Examination of Blood and Semen- Microscopic Examination of the Fur and Feather.

References:

Introduction to Forensic Sciences Second Edition : William J Eckert
Criminalistics and Scientific investigation : Fredric Cunliffe & Piazza
Modern Criminal investigation : Soderman & O'Connell.
Synopsis of forensic Medicine : Narayan Reddy.
Modi's Medical Jurisprudence and Toxicology : Dr.N.J.Modi

SOCIETY AND CRIME (23UCFN41)

SEMESTER- IV NME/SCE6 HOURS2- CREDITS-2

TOTAL HOURS: 30

Course Outcome :

	COURSE OUTCOMES	Cognitive level
CO1	• Explain how the study of crime contributes to understanding social, cultural, and subcultural dynamics	K2
CO2	• Evaluate the strengths and weaknesses of different social control methods in maintaining societal order and cohesion	K5
CO3	• Identify different family types, marriage structures, and caste systems within societies	K1
CO4	• Apply knowledge of social control mechanisms to analyze real-world scenarios of crime and social disorder	K3
CO5	• Analyze the causes and consequences of social issues like inequality, poverty, and child labor within the context of legislative frameworks	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction to Crime and Society

(6 Hours)

Definition and scope of Crime and Society - Improvement of the study of Social, Culture and Sub culture - Individual and society. – Organisation and Disorganisation -Social control: Traditional, informal and formal means of social control.

UNIT II Institutions in Society

(6 Hours)

InstitutionsofSociology:Familytypes:patriarchalandmatriarchalfamilies,jointandnuclearfamilies.Marriage:typesof marriage:polygyny,polyandryandmonogamy.Caste: Functions and Dysfunctions of Caste. Caste violence in Tamil Nadu.

UNIT III Crimes against Vulnerable groups

(6 Hours)

Violence committed against Vulnerable groups–LGBT Rights, Geronticide, Female infanticide, Foeticide, Honour Killing, Prevention of Atrocities Act,2015.

UNIT IV Social Legislations

(6 Hours)

Inequality,Untouchability,Poverty,Unemployment,ChildLabour,ChildLabour(ProhibitionAndRegulation)Amend mentAct,2016;Corruption,RighttoInformationAct,2005,PreventionofCorruption Act,1988;TheNarcoticdrugsandpsychotropicSubstancesAct,1985.

UNIT V Special laws for Women and Children

(6 Hours)

Crime against children - Prohibition of Child Marriage Act, 2006; The Protection of Children from Sexual Offences Act, 2012; Crime against Women-Dowry, Dowry Prohibition Act,1961;Domestic Violence,Protection of WomenfromDomesticViolenceAct,2005,ImmoralTrafficPreventionAct,1956.

TEXT BOOK:**REFERENCES:**

1. Botto more T.B. (1972) Sociology: A guide to Problems a Literature, Bombay: Geoge Allen and Unwin.
2. Panandikar V.A.Pai (1997) The Politics of Backwardness of reservation policy in India, Konark Publishers, New Delhi
3. Gisbert Pascal (1973) Fundamentals of Sociology, Orient Longman.
4. Bare Acts of all the Special Laws mentioned in the syllabus
5. Ahuja Ram, (1994) Social Problems in India, Rawat Publications, New Delhi.
6. Jayaram, N. (1988) Introductory Sociology, Macmillan, India

MEDIA AND CRIMES (23UCFS41)

SEMESTER-IV EC-T6 HOURS-2 CREDITS-2 TOTAL HOURS: 30

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Recall the basic functions of media in disseminating crime news to the public.	K1
CO2	Analyze the ethical implications of plagiarism in journalism and its impact on media credibility.	K4
CO3	Apply understanding of media representations to identify the potential impact on public perceptions of law enforcement, social stereotypes, and crime rates.	K3
CO4	Analyze the challenges faced by journalists in reporting crime, such as access to sources, ethical dilemmas, and safety concerns.	K4
CO5	Evaluate the effectiveness of different report writing techniques in conveying complex crime-related information to diverse audiences.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Concepts and Definitions

(12 Hours)

Definition and meaning: Mass media; three types of media – Print and Visual and Electronic Media covering crime and criminal justice stories; Policies and legislations relating to mass media; Media literacy

UNIT II Mass media and Journalistic concepts

(12 Hours)

Journalistic Concepts: Column, Editorial, Ethics in Journalism, Feature, Interview, Investigative Reporting, Objectivity, Opinion, Plagiarism, Target Audience, Yellow Journalism

UNIT III Impact of Mass media

(12 Hours)

Portrayal of crime and Police in media; Desensitisation of people by media; Impact of women and general public; spread of rumours; Indecent representation of women; role of media in crime prevention; Impact of mass media on crime and delinquency

UNIT IV Crime Reporting

(12 Hours)

Crime reporting types, interviewing expert and victims, evaluating sources, weighing evidences, verifying facts; Challenges in Crime Reporting.

UNIT V Report Writing

(12 Hours)

Techniques and styles of writing for various types of media, editing, concise writing. Analysis of news item of criminological importance from a news paper.

REFERENCES:

1. Chibnall, S. (1997). Law-and-order news: an analysis of crime reporting in the British press. London: Tavistock Publications.
2. Ericson R.V. (1991). Representing order: crime, law and justice in the news media. Milton Keynes: Open University Press.
3. Eysenck, H.J. (1978). Sex, violence, and the media. London: Temple Smith.
4. Fishman, Mark (Ed) (1998). Entertaining crime: television reality programs. New York: Aldine De Gruyter.
5. Howitt, D. (1998). Crime, the Media and the Law, John Wiley.

PRISON ADMINISTRATION (23UCFC51)

SEMESTER-V CORE-T8 HOURS-5 CREDITS-3 TOTAL HOURS: 60

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Comprehend the objectives, policies, and procedures of punishments.	K2
CO2	Identify different punishment methods and their various theories.	K1
CO3	Apply knowledge of contemporary trends in punishments to evaluate their implications.	K4
CO4	Assess the adequacy of state, national, and international legal instruments of prison in ensuring justice and human rights.	K5
CO5	Utilize understanding of punishment objectives, policies, and procedures to analyze specific cases.	K3
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Concepts

(12 Hours)

Definitions: Penology, punishment: Types of punishment; Objectives of punishment; Sentencing: Principles, policies and procedures; Punishment in Ancient and Medieval India and the World; Recent trend in punishments

UNIT II Theories of Punishment

(12 Hours)

Genesis and evolutions- objectives and theories of correction–Retributive, Deterrence, Reformation; various types of correctional methods; Prison Reforms Committees and Commissions.

UNIT III Institutional and Non – Institutional Correction

(12 Hours)

Origin and development of Indian Prison System; Daily routine; Scientific classification of prisons and prisoners; Prison industry; Open air prison; Admonition, fine, probation and parole. Halfwayhouses– organization and significance.

UNIT IV Legal Instruments

(12 Hours)

The Prisons Act, 1894; The Transfer of Prisoners Act, 1950; Tamil Nadu Prison Manual; Probation of Offenders Act, 1958; UN Standard Minimum Rules for the Treatment of Prisoners, 1955.

UNIT V Recent Trends in Corrections

(12 Hours)

Positive and negative punishments- Role of voluntary agencies in prevention of crime and treatment of offenders; Discharged prisoners' aid society; after care and rehabilitation: Need, importance and services in India – Pre-release and premature release; Best Practices.

REFERENCES:

1. Carney, Louis P. (1977). Probation and parole: Legal and social dimensions. New York: McGraw Hill Book Co.
2. Carney, Louis P. (1981). Corrections: Treatment and philosophy. Englewood Cliffs, New Jersey: Prentice Hall Inc.
3. Chockalingam, K. (1993). Issue in probation in India. Madras: Madras University Publications.
4. Datir, R.N. (1978). Prison as a social system. Bombay: Popular Prakashan.
5. Dujjee, David (1980). Correctional management. Prentice Hall Inc.

RESEARCH METHODOLOGY IN CRIMINAL JUSTICE (23UCFC52)

SEMESTER-V

Core T9 HOURS-5

CREDITS-4

TOTAL HOURS: 60

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Identify and list the characteristics, types, and significance of research.	K1
CO2	Explain the characteristics of good research and the ethical considerations in research.	K2
CO3	Compare and contrast descriptive and inferential statistics, understanding their respective applications and limitations.	K5
CO4	Utilize statistical software to perform data analysis.	K3
CO5	Evaluate the quality and reliability of data obtained from online databases and surveys.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction of Research in Criminal Justice

(9 Hours)

Significance of research in Criminology and Forensic Science- Definitions – purpose of research – Motivation in research, Objectives in research–Principles of scientific research – Research ethics in Criminal justice.

UNIT II Research Process

(9 Hours)

Formulation of the research problem- Aim and scope of the research – concept of Review of literature – Research questions – setting the Hypotheses – Citation procedures- paraphrasing- References methods.

UNIT III Research design:

(9 Hours)

Need for research design – research design and its types- exploratory/formulative design; descriptive design; experimental design; ex-post facto design – Types of research – Quantitative, Qualitative and mixed methods; Sample and sampling procedures –Types of Sampling - Probability Sampling- NonProbability Sampling - Sample Size.

UNIT IV Data Collection techniques and tools:

(9 Hours)

Data collection methods- Collection of Primary Data - Observation Method - Interview Method - Collection of Data through Questionnaires - Collection of Data through Schedules - Collection of Secondary Data, - Validity-Reliability of the tool - Levels of Measurement - Scaling- methods.

UNIT V Statistics and Computer applications in research

(9 Hours)

Statistics in Criminology and Forensic Science research- Crime statistics and its sources in India: Descriptive and inferential – Mean, median and mode: Introduction to Statistical Package for the Social Sciences (SPSS) for data analysis. Computer applications - Web search – Online databases – Online surveys: Google forms, Survey.

TEXT BOOK:

1. Kothari, C. R. (2018). Research methodology: Methods and techniques (4th Edition). New Age International Publishers
2. Gadd, D., Karstedt, S., & Messner, S. F. (2012). The Sage handbook of criminological research methods. Sage Publications.
3. James, V. (2007). The complete reference methodology of research in criminology, law, justice and correction (Vol. 1). Indian Publishers & Distributors.

REFERENCES:

- ❖ Agarwal, B. (2013). Basic statistics (6th ed.). New Delhi: New Age International (P) Limited. Bradley, P. (2017).
- ❖ Expert internet searching. London: FACET Publishing. Gupta, S. (2013).
- ❖ Fundamentals of Statistics. Mumbai: Himalaya Publishing. Kothari, C., & Garg, G. (2016).
- ❖ Research methodology. New Delhi: New Age International (P) Limited, Publishers. Matthews, B., & Ross, L. (2010).
- ❖ Research methods: A practical guide for the social sciences. New York: Pearson Longman. Muller, J. (2003).
- ❖ A librarian's guide to the Internet. Oxford: Chandos. Richardson, T. (2015). Microsoft Office 2013/365 and beyond. Dulles, VA: Mercury Learning and Information

PRACTICAL-FORENSIC BIOLOGY (23UCFC53)

SEMESTER-V Core P2 HOURS-5 CREDITS-4 TOTAL HOURS: 60 Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Explain the nature and significance of biological and entomological evidence in forensic science.	K2
CO2	Analyze the significance of different botanical evidence types in forensic investigations, such as pollen and diatoms.	K4
CO3	Explain the concept of wildlife forensics and its role in conserving natural resources.	K2
CO4	Apply knowledge of forensic entomology to analyze insect evidence in a death investigation scenario.	K3
CO5	Evaluate the role and impact of microbial evidence in forensic investigations, considering its significance and limitations.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit-I: Examination of Blood and Hair samples

Blood Test: Preliminary -Benzidine Test Casting of Scale Patterns of the Hair Samples. Composition and functions, Human Blood groups: General Principles, Blood group determination from fresh blood, titer, Forensic Characterization of Bloodstains, Stain Patterns of Blood.

Unit II- Examination Body fluids: Semen: Composition, functions and morphology of spermatozoa, Forensic significance, location, collection, evaluation. Forensic significance of other body fluids as Saliva, Sweat and fecal matters, their collection and identification.

Unit-III – Examination of Botanical evidences: Collection evaluation and forensic significance of Diatoms, Wood, Pollen grains. Wild Life Forensics: endangered species - Animals and Plants. Identification of wild life materials such as skin, bones, nails, horn, teeth, flowers and plants, by conventional and modern methods, Identification of Pug marks of various animals.

Unit-IV- Examination Forensic Entomology: Introduction, general entomology and arthropod biology, insects of forensic importance, collection of entomological evidence during death investigations, the role of aquatic insects in forensic investigations, Insect succession on carrion and its relationship to determine time since death, its application to Forensic Entomology.

Unit-V- Examination of Microbial Forensics : Types and identification of Bacteria and Viruses in Forensic Science, Microbial profiles as identification tools, use of microorganisms in bioterrorism, Anthrax, transmission of HIV as a criminal act, role of microbes in food poisoning.

References:

1. Jason H. Byrd and James L. Castner (2001) Forensic entomology, CRC Press LLC.
2. Forensic Science Hand book by Richard saferstein Vol (II); Prentice Hall, Publications.
3. Robertson (1999) : Forensic examination of Hair. Francis & Taylor, USA.
4. Safersstein, R. (1982) Science Handbook; Vol. III, Prentice Hall, New Jersey.
5. Curry, A. S. (1965) Methods of Forensic Science, Vol. IV, Interscience, New Youk.
6. Chowdhuri, S. (1971) : Forensic Biology, B P R & D Govt. of India.
7. Forensic Diatomology by M.S. Pollanen 8. Encyclopedia of Forensic Science, Wiley (2010)

PRACTICAL-FORENSIC PHYSICS (23UCFC54)

SEMESTER-V

Core P3

HOURS-5

CREDITS-4

TOTAL HOURS: 60

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Apply knowledge of forensic physical evidence to identify and analyze relevant evidence in a forensic context.	K3
CO2	Analyze the characteristics and significance of glass, paint, and cement evidence in forensic investigations.	K4
CO3	Explain the examination and handling procedures for fiber and soil evidence.	K2
CO4	Analyze the significance of ballistics tool marks and GSR evidence in determining firearm usage and linking firearms to crime scenes.	K4
CO5	Apply knowledge of forensic photography techniques to capture and document evidence effectively.	K3
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT -I Examination of Physical evidence: Nature, collection, preservation & forwarding of physical evidence for scientific examinations. Building Materials- Types of cement and their composition, Determination of adulterants, Analysis of Bitumen and road material, Analysis of cement mortar and cement concrete and stones. Forensic examination of electrical appliances /installations.

UNIT II- Examination of Glass-Types of glass and their composition, Glass fracture analysis, Laboratory exercises include refractive index measurements using immersion methods and classical chemical and physical methods of analysis.

UNIT III- Examination of Soil- Formation and types of soil, Composition and color of soil, Forensic examination of soil, Interpretation of soil evidence. Paints- Types of paint and their composition, Forensic examination of paints, Interpretation of paint evidence.

UNIT IV- Examination of Photography: forensic photography, basic concepts of videography / high speed videography, Introduction to photographic instruments, Basic principles and techniques of Black & White and color photography- Photoshop-development- digital images processing and manipulation- Determination of authenticity and genuineness- forensic application.

UNIT V- Examination of Forensic Ballistics: GSR - Composition- propellants & primer mixtures, GSR Distribution, Mechanism, Location, source and collection of GSR, Analysis of GSR: spot test, chemical test, process on cartridge- firing pin marks, breech face marks, chamber marks, extractor and ejector marks band on bullet- number/ direction of lands and grooves, striation marks on lands and grooves, identification of various parts of firearms.

References:

- ❖ Caddy, B. Forensic Examination of Glass and Paint: Analysis and Interpretation. CRC Press: (2001) Murray, R.C. and Tedrow, J.C.F. Forensic Geology.
- ❖ Prentice Hall: New Jersey; (1998). Dennis S. Physics in the Prevention and Detection of Crime. Contemporary Phys: (1976). Working Procedure Manual: Physics: BPR&D Publication.
- ❖ Brian J. (2008) Handbook of Firearm and Ballistics Examination and Interpretation Forensic Evidence.
- ❖ James Smyth Wallace (2008) Chemical Analysis of Firearms, Ammunition, and Gunshot Residue.

PRIVATE SECURITY MANAGEMENT (23UCFE51)

SEMESTER-V EC T4 HOURS-4 CREDITS-3 TOTAL HOURS: 45 Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Demonstrate how the security industry functions in real-world scenarios.	K3
CO2	Identify the strengths and weaknesses of different barriers in intruder control.	K4
CO3	Explain how modern security devices operate in the digital environment.	K2
CO4	Evaluate the effectiveness of risk analysis methodologies in mitigating security threats.	K4
CO5	Apply knowledge of corporate security sectors to career decision-making.	K3
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction

(12 Hours)

Introduction to Security- Concepts of security; Overview of Security Industry- Contemporary security issue, Theory and Design of Security Systems • Security management/Managing the Threats: Security Surveys, Audits, Risk Analysis Effective Implementation of Security Operation.

UNIT II Fundamentals of security

(12 Hours)

Physical Security Process: Factors influencing physical security process, Security Areas: Exclusion Area, Limited Area and Control Area. Barrier Systems – Physical Security Barriers: Natural Barriers, Structural Barriers, Human Barriers, Animal Barriers and Energy Barriers. Security devices: Alarm devices, Security Patrol Access Control,

UNIT III Contemporary security system

(12 Hours)

Cyber security; AI- Artificial Intelligence in Security; Drone technology; Electronic security - Physical Identity and Access Management (PIAM); GPS tracking systems; Security alarm systems; Screening Measures; CCTV Surveillance systems.

UNIT IV Risk and Crisis management

(12 Hours)

Concepts of risk, Intelligence analysis and gathering. security counter measures, Event analysis, Awareness training, Identifying areas of vulnerability. Personnel and equipment, Quality control, Assessing the vulnerability of facilities, Evaluating security counter measures. Crisis management planning; Emergency Reactions- Bomb Threats - Fire and Safety - Workplace Safety- General Safety Awareness. Crisis control areas; Incident investigation and reporting.

UNIT V Commercial security concepts

(12 Hours)

Private Security Agencies Regulation Act (PSARA), 2005; Career Opportunities - Hotel Security, Hospital security, Airport security, Product security, Event Security and Personal security; Industrial Security – Safety Practices, Loss and Prevention. Guarding Commercial and Industrial Sites- High Profile and Special Assignments- Executive Protection- Security Supervision; security consultants.

REFERENCES:

- ❖ Karen Hess (2009) Introduction to Private Security. 5th Edition. Wardsworth Publisher: USA
- ❖ Carl. A Roper .(1999).Risk Management for Security Professionals. , Butter worth – Heinemann Publishers: Burlington
- ❖ Lawrence Fennelly(2004) Effective Physical Security, Butter worth – Heinemann Publishers.
- ❖ Sabharwal, O.P., 2006, Security Management, Alpha Publications, New Delhi
- ❖ Lawrence Fennelly . (2012). Effective Physical Security (Fifth Edition). Butterworth- Heinemann
- ❖ Edward Halibozek and Gerald L. Kovacich. (2003). The Manager's Handbook for Corporate Security:
- ❖ Establishing and Managing a Successful Assets Protection Program. Butterworth-Heinemann.

PREVENTION OF CRIME (23UCFE52)

SEMESTER-V EC-T5 HOURS-4 CREDITS-3 TOTAL HOURS: 45

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Demonstrate the ability to categorize examples of crime prevention into different levels.	K3
CO2	Evaluate the compatibility between different crime theories and crime prevention techniques.	K4
CO3	Explain how police, prisons, and courts contribute to crime prevention.	K2
CO4	Evaluate the factors influencing crime rates in rural and urban areas and adapt prevention methods accordingly.	K4
CO5	Assess the effectiveness of different classifications in addressing diverse crime prevention needs.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction

(12 Hours)

Definition of concepts; History of crime prevention; Primary, secondary and tertiary crime prevention; Fear of crime.

UNIT II Theories of Crime Prevention

(12 Hours)

Routine Activities Theory; Broken Window Theory; Rational Choice Theory; Crime Pattern Theory (Brantingham & Brantingham); Pockets of Crime (Peter K.B. St. Jean).

UNIT III Role of CJS

(12 Hours)

Police Information Centres; Helplines; Intervention programmes; Patrolling and beats; Intelligence; Surveillance; Correctional services and prevention of crime; Mediation in courts; Corruption control methods; Crime prevention in urban and rural areas; Role of Judiciary; Victim Services.

UNIT IV Methods of Crime Prevention

(12 Hours)

Situational crime prevention; Crime Prevention Through Environmental Design (CPTED); Punitive method; Defense –Intervention-Mechanical-Mass –Group Relations.

UNIT V Typology of Crime Prevention

(12 Hours)

Prevention of various types of crime against children, women, elders, LGBT etc.; Educational programmes; Training and assistance; Community Policing and Crime Prevention.

REFERENCES:

1. Hughes, G.(2002). Crime prevention and community safety: New directions. London: Sage.
2. Jeffery, C. R. (1977). Crime prevention through environmental design. Beverly Hills, CA: Sage Publications
3. Goldstein,H.(1990).Problem-oriented policing. New York: McGraw Hill.
4. Greene, J., & Mastrofski S. (1988). Community policing: Rhetoric or reality? New York: Praeger.
5. Hughes, G. (2002). Crime prevention and community safety: New directions. London: Sage.

INTERNSHIP (23UCFI51)**SEMESTER-V****INTERNSHIP****CREDITS-2****TOTAL HOURS: 30****Course Outcomes:****Upon completion of the course, the students will be able to**

	COURSE OUTCOMES	Cognitive level
CO1	Recognize and recall basic ideas and functions of forensic departments and private forensic agencies.	K1
CO2	Apply knowledge of the importance and functions of allied forensic agencies in various contexts.	K3
CO3	Explain the importance of confidentiality in forensic services.	K2
CO4	Evaluate the effectiveness of different approaches or methodologies encountered during the work experience.	K5
CO5	Analyze the interrelationships between allied agencies and their impact on the criminal justice process.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

The students will be placed for internship at anyone of the following agencies for a period of 10 days or College allotted days.

The agencies to be covered for internship includes Government Forensic Departments

- ✓ District Forensic Science Laborites (To be allotted/yet to be finalized)
- ✓ State Forensic Science Laborites (To be allotted/yet to be finalized)
- ✓ Private Forensic Agencies
- ✓ Fingerprint Bureau
- ✓ Cyber Security agencies
- ✓ Cyber Forensic agencies
- ✓ NGOs
- ✓ Security agencies, Police- State, Central or International Organization if any.

Assessment procedure:

Each student will be evaluated by his/her supervisor in the organization during the internship period, through a Confidential performance appraisal report filled and sent to the Head of the Department, directly.

The students are required to submit a record based on activities/roles performed by them during the internship.

The student will be evaluated at the end of the semester based on the performance appraisal report, record, and a viva-voce.

PRIVATE DETECTIVE (23UCFC61)**SEMESTER-VI CORE-T10 HOURS-5 CREDITS-3 TOTAL HOURS: 60****Course Outcomes:****Upon completion of the course, the students will be able to**

	COURSE OUTCOMES	Cognitive level
CO1	Explain the national and international legal regulations of private investigation.	K2
CO2	Identify the difference between the police investigation and private investigation.	K1
CO3	Knowledge of various kinds of private investigation methods and its characteristics.	K4
CO4	Describe the significance of private investigation and the essential qualities of private detectives.	K2
CO5	To know the access and usage of various gadgets in private investigations.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction**(12 Hours)**

Introduction to Private Investigation; History of Private Investigation; Relevance of Private Investigators; Difference between Police and Private Investigator; Desirable attributes of Investigator.

UNIT II Legislation and Private Investigation**(12 Hours)**

Right to Work, Constitution of India; The Private Detective Agencies (Regulation) Bill, 2007 (India); International Legislations on Private Investigations. World Association of Detectives; Private Detective Agencies ;Private Intelligence Agencies

UNIT III Surveillance and Instruments**(12 Hours)**

Undercover Operations; Surveillance: Purpose, Pre-surveillance, Covert and overt Surveillance, Automobile Surveillance, Foot Surveillance and Team Surveillance; Spying gadgets: Hidden Cameras, Bluetooth Devices, Voice Bugs, Mobile Spywares, Monitoring Software

UNIT IV Types of Investigation**(12 Hours)**

Pre and Post Marital Investigation, Land Dispute investigation, Student Investigation, Kidnapping and abduction investigation, missing person investigation, Traffic accident investigation, Pre& Post employment verification, Fraud Investigation, Industrial Espionage

UNIT V Field Exposure**(12 Hours)**

Student, under the guidance of the faculty, will conduct an Investigation which involves collection of Intelligence, report preparation and Submission.

REFERENCES:

- The Private Detective Agencies (Regulation) Bill, 2007
- Angela Woodhull (2002) Private Investigation: Strategies and Techniques, Texas: Thomas Investigative Publications.
- Bill Copeland (2001) Private Investigation: How to be successful, Absolutely zero loss Inc.
- Douglas Cruise (2002) The Business of Private Investigations, Texas: Thomas Investigative Publications.
- W. John George Moses (2004) Materials for Diploma in Private Investigation, Institute of Intelligence and Investigation, Eagle's Eye Detective Agency, Chennai

FOUNDATIONS OF VICTIMOLOGY (23UCFC62)

SEMESTER-VI CORE-T11 HOURS-5 CREDITS-3 TOTAL HOURS: 60

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	To know the emergence of victimology and discuss the developmental activities of victimology.	K1
CO2	Application of victimology in various interdisciplinary areas.	K3
CO3	Classify the types of victimization and victims in the Criminal justice system.	K2
CO4	Analyze the crime victim needs, legal clauses and various assistance programs assisting crime victims.	K4
CO5	Identify the national and international funding agencies supporting crime victims.	K1
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I History, Origin and Development

(12 Hours)

The Golden age of Victim, the Dark age, the re-emergence of the victim; The Victim rights movements, women's movement, civil rights movement–founding fathers of Victimology-Origin of Victimology in India.

UNIT II Definition, Nature & Types

(12 Hours)

Victimology: Definition, Types–Specific, General and Victimology of Human Rights violations–Dimensions: Forensic Victimology, Critical Victimology, Penal Victimology–Inter disciplinary nature of Victimology –Types of victims & Victimization.

UNIT III Key Concepts & Theories

(12 Hours)

Victim precipitation & provocation –Victim facilitation–Victim vulnerability – Fear of crime – Reporting behaviour – Dark figure -Victim blaming – Precipitation theories - Lifestyle theory – Routine Activity Theory–Just world hypothesis; Restorative Justice

UNIT IV Victim Assistance

(12 Hours)

Victim needs, victim rights, types of victim assistance, Restitution and Compensation, Crisis intervention, counseling and guidance, voluntary organizations, Compassion fatigue, Victim service organizations in India.

UNIT V International & National Bodies and Policies for Victims

(12 Hours)

ISV, WSV, SASCV–UN Declarations of basic principles of justice for victims of crime and abuse of power, 1985- Victim rights in India–Victim Compensation Fund–National Relief Fund–Nirbhaya Fund–Victim Support Europe.

REFERENCES:

1. Chockalingam, M.(ed.).(1985).Readings in Victimology. Madras: Ravi Raj Publications.
2. Irwin Waller (2010). Rights for Victims of Crime: Rebalancing Justice.USA: Rowman & Little field Publishers
3. JanetK.Wilson(2009).The Praeger Hand book of Victimology. California: Green wood Publications
4. Karmen,A. (2012). Crime victims: An introduction to Victimology. Boston: Cengage Learning.
5. Kirchhoff, G.F.(2005).What is Victimology? Japan: Seibundo Publishing Co.
6. RobertF.Meiera and Terance D.Mieth (1993). Understanding Theories of Criminal Victimization. Crime and Justice,Vol.17,pages–459–499

PRACTICAL-FORENSIC TOXICOLOGY (23UCFC63)

SEMESTER-VI Core P4 HOURS-5 CREDITS-3 TOTAL HOURS: 30

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Identify common toxic substances and their effects on the human body.	K1
CO2	Evaluate the reliability and accuracy of toxicological analysis results.	K4
CO3	Understand Toxicology and its significance in detection of crime.	K2
CO4	Apply chemical and biological techniques in analyzing toxicological evidence.	K3
CO5	Understand the Basic concept of Forensic Toxicology & Legal aspects.	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit I: Poisons: Definition of Poison, Toxin and Toxicant, Ideal Poison, Classification of poisons based on their origin and Chemical nature, mode of action.

Unit II: Animal Poisons: Insects and animal toxins and their examination, Composition of Snake venoms, Sites and mode of action, Effect on the body as a whole, and tests for identifications.

Unit III: Plant poisons: Classification and characteristics, method of extraction and stripping of plant poisons in matrices and analysis by chemical and instrumental techniques- Poisonous Plants: Castor, Croton, Datura, Strychnos, Abrus, Calotropis.

Unit IV: Food Poisoning: Bacterial, Viral, Chemical, Toxic Mushrooms and Fish.

Unit V: To identify metallic poisons; To identify organic poisons; To identify Alcohol Intoxication & analysis. Application of Spectroscopy, Chromatography, Gas chromatography

REFERENCES:

DFS Manual of Forensic Toxicology

A C Moffat Clarke's Analysis of Drugs and Poisons, (Formerly Isolation & Identification of Drugs) 3rd Ed. 2 Vol. Set.

Casarett & Doll Toxicology (2003) The Basic Science of poisons.

Clark, E.G.C. : Isolation and identification of Drugs, VI and Vol. II, 1966, 1975-1986.

Curry A.S (1986) Analytical Methods in Human Toxicology, Part II, CRC Press Ohio

Curry, A.S. (1976) Poison Detection in Human Organs.

Michael J. Deverlanko et al (1995) Hand Book of Toxicology CRC Press.

Morgan B.J.T (1996) Statistics in Toxicology, Clarendon Press, Oxford.

Modi, Text Book of Medical Jurisprudence Forensic Medicines and Toxicology (1999) CBS Pub.

PRACTICAL-PRIVATE DETECTIVE AND SECURITY MANAGEMENT (23UCFC64)

SEMESTER-VI CORE-P5 HOURS-4 CREDITS-3 TOTAL HOURS: 60

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	Know the practice different types of investigations.	K1
CO2	Explain the various private detective investigation techniques and methodologies.	K4
CO3	Able to understand the records used for the identification of crimes and apply.	K2
CO4	Students will be well versed in witness interviewing and suspect interview techniques.	K3
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Practical List :

- Choose the private detective and security agencies to visit and know the duties.
- Interactions with the Investigative officer (IO) or Filed officer (FO) to know the routine of their tasks and case assignments.
- Work with detectives and investigation officers get field experience.
- Preparation of case reports and its submission procedures.

Assessments:

1. Attendance is mandate for the practical and field.
2. Students must submit the report of the institutions visit individually/collectively to the concern faculty for finalizing.
3. Students must consolidate the institutions visit report and submit as a report work at the end of the semester.
4. Oral Viva-Voce shall be conducted to assess the individual work and marks will be awarded.

PROJECT (23UCFC65)

SEMESTER-V

HOURS-4

CREDITS-4

TOTAL HOURS: 60

PROJECT GUIDELINES:

Students are required to engage in certain activities.

Under the guidance of a teacher, students will undertake a project on a relevant topic in Criminology. The evaluation procedure consists of the following details:

- (i) Students will form teams of two and conduct a micro-level quantitative or qualitative study as their project. Issues related to Criminology and Victimology.
- (ii) The team must submit a project report and participate in a public viva voce session with a panel of internal and external examiners.
- (iii) The project report will undergo evaluation at two levels.
- (iv) At the first level, the teacher will assess the students for 40 marks based on the following criteria: -
Project review presentations (20 marks) –
 - 1. Regularity in attending discussions (10 marks) –
 - 2. Quality of chapters (10 marks)
- (v) At the second level, during the Vth semester examination, a panel of examiners, including internal examiners, will evaluate the project for 60 marks.
This evaluation will include: -
A public viva voce session with first and second-year students as the audience. –
 - 1. Evaluation criteria will include the content of the presentation (20 marks),
 - 2. presentation skills (20 marks),
 - 3. and ability to defend questions (20 marks).

COMMUNITY POLICING (23UCFE61)

SEMESTER-VI EC-T6 HOURS-4 CREDITS-3 TOTAL HOURS: 60

Course Outcomes:

Upon completion of the course, the students will be able to

	COURSE OUTCOMES	Cognitive level
CO1	To know the origin and developmental phases of police in Indian history.	K1
CO2	Knowledge of both central and state police organizational structure and functions.	K2
CO3	Learn the fundamental procedure and process of different stages of police personnel recruitment..	K2
CO4	Explain the role and functions of community policing in crime deduction and prevention and victims assistance.	K3
CO5	Discuss the community policing initiatives and practices in all Indian states.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction (12 Hours)

History of Indian Police – Policing in Ancient, Medieval and Modern India; Police Act of 1861; National Police Commission recommendations (NPC).

UNIT II Structure of CJS (12 Hours)

Structure of State Police – District Police – City Police; Central Police Organizations - CBI, CISF, CRPF, NIA, RPF etc.; Police Research and Crime Statistics Organizations–BPR & D, NCRB. Village Police, Railway and Armed Police.

UNIT III Recruitments in Police (12 Hours)

Recruitment and training of Constables, Sub-inspectors,, Deputy/Assistant Superintendents of Police.

UNIT IV Concepts of Community Policing (12 Hours)

Police Image; Community policing Vs traditional policing. Community policing in Action: Officers tasks and work routines –Community and beat officers–Improving detection and convictions; victim services and protecting human rights.

UNIT V Community Policing Initiatives (12 Hours)

Community policing in the Indian context - Indian Community policing experiments–“PRAHARI”: In Assam- In Himachal Pradesh – In Punjab - In West Bengal - “MAITHRI”. In Tamil Nadu Friends of Police, Samarth Yojna Community Policing Experiment, Coimbatore City –Trichy community policing –Karur community policing–Thoothukudi community policing

REFERENCES:

1. Fisher, Barry A.J.(2000).Techniques of crime scene investigation(6th ed.). New York: CRC Press.
2. Swanson, Charles, R. (1983). Police administration: Structure, processes and behaviour. New York: Mac Millan Publishing Co., Inc.
3. Diaz,S.M.(1976).New dimensions to the police role and functions in India. Hyderabad: National Police Academy.

4. Somerville, P. (2009). Understanding Community Policing. *Policing An International Journal of Police Strategies and Management* 32(2).
5. Van Rooyen, H. and Snyman, D. (1995). *Community policing*. Silverton: Promedia Publishers and Printers.

SEC8 PROFESSIONAL COMPETENCY SKILL (23UCFS61)

RISK MANAGEMENT

	COURSE OUTCOMES	Cognitive level
CO1	Understand the principles of risk assessment and management.	K2
CO2	Evaluate the components of the disaster management cycle, including preparedness, response, recovery, and mitigation	K5
CO3	Apply the strategies for disaster preparedness, response, and recovery.	K3
CO4	Analyze the roles of various stakeholders in disaster management.	K4
CO5	Develop critical thinking and problem-solving skills in the context of disaster and risk management.	K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Disasters and Risk Management

Definition of disasters and their classification-Historical perspectives on disasters-Understanding risk and vulnerability-Overview of disaster management cycle

Unit 2: Disaster Management : Indian Context

Mitigation Planning and Policy Strategies: Local, State and Central level, Disaster Management Act 2005, Institutions of governance NDMA, SDMA ,NIDM , National and state Disaster Management Plans, Mapping Vulnerability, Approaches to Preparedness and Planning

Unit 3: Risk Assessment and Mitigation

First responders- Understanding concepts; Role of Government in First Response - Role of Community in Disaster Management ;Emergency Operations Centre (EOC) - The Incident Command System- Organisational Set-up of EOC

Unit 4 :Disaster Response: Approaches and Strategies

SEARCH, RESCUE AND EVACUATION- Significance of Search and Rescue (SAR)-Phases of SAR- Logistics and Methods- Behavioural Requirements

Unit 5 :COMMUNITY BASED DISASTER MANAGEMENT

Concept of Community Based Disaster Management (CBDM)Concept of Community Based Disaster Management (CBDM)Principles, Strategies and ChallengeCBDM: Approach and DirectionUnderstanding Through Case Studies

REFERENCES:

1. Introduction to Emergency Management" by George Haddow, Jane Bullock, and Damon Coppola.
2. Disaster Risk Management: A Reader" edited by Deborah S. Rogers and Peter A. Hall.
3. Principles of Emergency Management and Emergency Operations Centers (EOC)" by Michael J. Fagel.
4. Disasters by Design: A Reassessment of Natural Hazards in the United States" by Dennis S. Mileti.

ADD ON COURSE:

SEMESTER I & II

FIRST YEAR

FITNESS AND OUTDOOR TRAINING (23UCFA01)

	COURSE OUTCOMES	Cognitive level
CO1	Evaluate the benefits of outdoor training environments for fitness and performance enhancement	K3
CO2	Analyze the significance of cardiovascular health for criminology professionals, distinguishing between different types of cardio exercises and their impact on fitness and performance	K4
CO3	Explain the relevance of yoga philosophy to criminology professionals, identifying the benefits of yoga for physical strength, flexibility, and stress management.	K2
CO4	Perform exercises targeting major muscle groups and functional movements while adhering to safety considerations and injury prevention protocols in strength training.	K5
CO5	Integrate fitness and outdoor training into daily routines, demonstrating proficiency in group activities and team-building exercises in outdoor settings.	K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Fitness and Outdoor Training

Overview of the importance of fitness for criminology professionals- Basic principles of exercise physiology- Introduction to outdoor training environments and their benefits

Unit 2: Cardiovascular Training

Understanding cardiovascular health and its significance for criminology professionals- Types of cardio exercises and their impact on fitness and performance- Designing cardio training programs for individuals with varying fitness levels- Outdoor cardio training activities (e.g., hiking, running)

Unit 3: Yoga for Physical and Mental Wellness

Introduction to yoga philosophy and its relevance to criminology professionals- Benefits of yoga for physical strength, flexibility, and stress management- Basic yoga postures (asanas), breathing techniques (pranayama), and meditation- Incorporating yoga into daily routines and outdoor settings

Unit 4 :Strength Training for Criminology Professionals

Importance of strength training for law enforcement and criminal justice roles- Principles of strength training: resistance, sets, reps, and progression- Exercises targeting major muscle groups and functional movements- Safety considerations and injury prevention in strength training

Unit 5 : Practical Applications and Field Exercises

Integrating fitness and outdoor training into daily routines- Group activities and team-building exercises in outdoor settings- Field trips to outdoor training facilities or natural environments- Reflective exercises on the benefits of fitness and outdoor training for professional development

REFERENCES:

1. "Fitness and Wellness" by Werner W.K. Hoeger and Sharon A. Hoeger
2. "Fitness for Life" by Charles B. Corbin, Guy C. Le Masurier, and Karen McConnell
3. "Outdoor Leadership: Technique, Common Sense, and Self-Confidence" by John Graham
4. "Outdoor Fitness: Step-By-Step" by Tina Vindum

VALUE ADDED COURSE:**SEMESTER III & IV****SECOND YEAR****INVESTIGATIVE JOURNALISM (23UCFVA1)**

	COURSE OUTCOMES	Cognitive level
CO1	Demonstrate understanding of policies and legislations related to mass media, showing application skills	K2
CO2	Evaluate ethical considerations in journalism, including objectivity and plagiarism, demonstrating analysis skills	K5
CO3	Analyze the portrayal of crime and criminals in the media, showing comprehension and critical thinking	K4
CO4	Define investigative journalism and discuss its importance, demonstrating comprehension and application skills	K1
CO5	Demonstrate proficiency in crime reporting techniques, including interviewing, source evaluation, and fact verification, exhibiting synthesis skills	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I**Concepts and Definitions**

Definition and meaning: Mass media; three types of media – Print and Visual and Electronic Media covering crime and criminal justice stories; Policies and legislations relating to mass media; Media literacy.

UNIT II**Mass media and Journalistic concepts**

Journalistic Concepts: Column, Editorial, Ethics in Journalism, Feature, Interview, Investigative Reporting, Objectivity, Opinion, Plagiarism, Target Audience, Yellow Journalism.

UNIT III**Media and Crime:**

Types of crimes reported in media – Crime reporting in media – Media images of crime and criminals. The role of media in the prevention of crimes against women and children

UNIT IV**Investigative Journalism:**

Investigative Journalism – Definition and types of investigative journalism – Importance of investigative journalism – characteristics of investigative journalism and investigative journalists – Ethics of a crime reporter and an investigative journalist – Do's and Don'ts in Social Media reporting.

UNIT V

Crime Reporting

Crime reporting types, interviewing experts and victims, evaluating sources, weighing evidences, verifying facts; Challenges in Crime Reporting. Techniques and styles of writing for various types of media, editing, concise writing. Analysis of news item of criminological importance from a news paper.

REFERENCES:

- ❖ Chibnall, S. (1997). Law-and-order news : an analysis of crime reporting in the British press. London : Tavistock Publications.
- ❖ Ericson R.V. (1991). Representing order : crime, law and justice in the news media Milton Keynes : Open University Press.
- ❖ Eysenck, H. J. (1978). Sex, violence, and the media. London : Temple Smith.
- ❖ Fishman, Mark (Ed) (1998) . Entertaining crime: television reality programs New York: Aldine de Gruyter.
- ❖ Howitt, D. (1998). Crime, the Media and the Law, JohnWiley.

EXTRA CREDIT COURSES :
SEMESTER V AND VI THIRD YEAR
COUNSELING AND GUIDANCE (23UCFEC1)

	COURSE OUTCOMES	Cognitive level
CO1	Understand the importance and significance of principles of Counseling and Guidance.	K2
CO2	Evaluate the importance of maintaining Individualization, Confidentiality, Communication, Acceptance in the process of Counseling and Guidance.	K5
CO3	Assess the stages and technical aspects of validating and effectiveness of Counseling and Guidance in the different stages and conditions.	K6
CO4	Analyze the types of counseling and steps to guide the crime victims	K4
CO5	Demonstrate practical skills through exercises, role-playing and presenting techniques of counseling and guidance.	K3
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit I: Introduction

Introduction to Counseling: Meaning, Definition, Need and Importance of Counseling – Professional Ethics in Counseling – Guidance: Meaning, Definition, Basic Principles of Guidance, Types of Guidance – Educational, Vocational, Personal Social Guidance

Unit II: Stages and Conditions of Counseling

Stages of Counseling – Initial Disclosure, In-Depth Exploration and Commitment to Action, Core Conditions of Counseling – Empathy, Communication, Genuineness, Unconditional Positive Regard, Correctness, Transference, Referral – Barriers to Effective Counseling Sessions; Counseling Evaluation – Termination.

Unit III: Principles of Counseling

Basic Principles of Counseling: Participation, Individualization, Confidentiality, Communication, Acceptance, Self Confidence, Self Awareness and Other Principles Governing the Counseling Relationship.

Unit IV: Types of Counseling

Individual, Group & Family Counseling – Premarital and Post Marital Counseling, Counseling Children, Counseling Old People, Interpersonal Conflict Management, Counseling AIDS Patients, Counseling for De-Addiction - Effectiveness of Counseling and Guidance in the Treatment of Offenders and Victims.

Unit V: Process and Techniques of Counseling

Counseling Process, Interview and its Significance in Counseling - Use of Observation in Counseling and Understanding of Emotions in Counseling - Opening Techniques, Reflection of Feelings, Acceptance, Structuring, Silence, Leading, Questioning, Interpretation, Active Listening Skills, Immediacy, Confrontation, Interpretation – Techniques of Group Counseling, Strategies and Structure.

REFERENCES:

1. Beck, AT.(1976) Cognitive therapy and the emotional disorders, International Universities Press, New York.
2. Corey,G.(1986)Theory and practice of counseling and psychotherapy, Monterey: Brooks/ Cole
3. Corsini, R.J.(Ed)(1984) Current Psychotherapies, Itasca, Ill: peacock
4. Davison,G.C.,and Neale,J.M.(1986)Abnormal Psychology, Wiley, NewYork
5. Godfried, M.R.(Ed)(1982) Converging themes in psychotherapy: Trends in psychodynamichumanistic and behavioural practice, Springer, NewYork.

B.FORENSIC DOCUMENTATION- PHOTO/VIDEO/SKETCH (23UCFEC2)

	COURSE OUTCOMES	Cognitive level
CO1	Understand the historical evolution and significance of forensic documentation techniques.	K2
CO2	Evaluate the importance of maintaining chain of custody and employing lighting techniques for accurate forensic photography.	K5
CO3	Assess the legal and technical aspects of authenticating and analyzing forensic video evidence, including the role of audio and specialized software.	K6
CO4	Analyze famous forensic cases to understand the critical role of documentation, and discuss emerging trends and technologies in the field	K4
CO5	Demonstrate practical skills through exercises, simulations, and role-playing scenarios in capturing, processing, and presenting forensic documentation	K3
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Forensic Documentation:

Understanding the role of forensic documentation in criminal investigations. Historical perspective: evolution and significance of forensic documentation techniques. Overview of legal and ethical considerations in forensic documentation.

Unit 2: Principles and Techniques of Photographic Documentation.

Basics of photography: camera operation, exposure, and composition. Importance of maintaining chain of custody in photographic evidence. Techniques for capturing crime scenes, physical evidence, and injuries. Lighting techniques and their impact on forensic photography. Post-processing and enhancement of forensic images.

Unit 3: Videographic Documentation in Forensics.

Understanding video recording equipment and settings. Techniques for capturing dynamic crime scenes and events. Importance of audio in forensic video documentation. Legal considerations and authentication of forensic video evidence. Analysis and interpretation of video evidence using specialized software.

Unit 4: Sketching and Diagramming in Forensic Documentation

Principles of forensic sketching and diagramming. Tools and techniques for creating accurate sketches of crime scenes and objects. Role of scale, measurements, and perspective in forensic sketches. Digital sketching software and its application in forensic documentation. Interpretation and presentation of forensic sketches in court.

Unit 5: Case Studies and Practical Applications

Review of famous forensic cases where documentation played a crucial role. Practical exercises in capturing, processing, and presenting forensic documentation. Mock crime scene simulations and documentation practice. Role-playing scenarios: presenting forensic documentation in court. Discussion on emerging trends and technologies in forensic documentation.

References:

1. Barry A.J. Fisher., (2000) Techniques of Crime Scene Investigation, 6th Edition, CRC Press, New York
2. Basu S.C., Handbook of Forensic Medicine and Toxicology

3. Brian H. Kaye (1995) *Science and the Detective*, VCH, Weinheim, Federal Eaglewood Cliffs, New Jersey, 2001.
4. Camps F.E, *Gradwohl's Legal medicine Criminalistics*, McGraw Hill Book Company, New York.
5. Narayana Reddy (1981). *Introduction to Forensic Medicine and Toxicology*. Calcutta. Peter R. De Forest et.al (1983)
6. *Forensic Science: An introduction* Peter White (Ed.,) (1998) *Crime Scene to Court – The essentials of Forensic Science*, The Royal Society of Chemistry, UK.
7. Saferstein R., (2001) *Criminalistics: An introduction to Forensic Science*, Prentice Hall, Republic of Germany. William G. Eckert., (1997) *Introduction to Forensic Sciences*, CRC press New York.

C: CYBER LAWS (23UCFEC3)

	COURSE OUTCOMES	Cognitive level
CO1	Explain the historical development and evolution of cyber laws.	K2
CO2	Compare and contrast cyber security standards and best practices for organizations.	K4
CO3	Explain the principles of data protection including consent, purpose limitation, and data minimization.	K1
CO4	Identify challenges and enforcement mechanisms for protecting IP rights online.	K3
CO5	Develop cybercrime prevention strategies and public awareness campaigns.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Cyber Laws:

Overview of cyber laws: definition, scope, and significance. Historical development of cyber laws and their evolution. Understanding the need for cyber laws in the digital age. Key legal concepts and principles in cyber law: jurisdiction, privacy, liability, and intellectual property rights.

Unit 2: Legal Framework for Cyber Security:

International treaties, conventions, and agreements related to cyber security. National and regional cyber security laws and regulations. Role of government agencies and law enforcement in enforcing cyber security laws. Cyber security standards and best practices for organizations. Legal issues and challenges in combating cyber threats such as hacking, malware, and data breaches.

Unit 3: Data Protection and Privacy Laws:

Overview of data protection and privacy laws: Principles of data protection: consent, purpose limitation, data minimization. Rights of individuals regarding their personal data: access, rectification, erasure. Compliance requirements for organizations handling sensitive data. Legal implications of data breaches and measures for breach prevention and response.

Unit 4: Intellectual Property Rights in Cyberspace:

Understanding intellectual property (IP) rights: patents, copyrights, trademarks, and trade secrets. Application of IP laws in the digital environment: software, digital content, and online transactions. Challenges and enforcement mechanisms for protecting IP rights online. Digital piracy, counterfeiting, and infringement issues in cyberspace. Legal remedies and jurisdictional considerations in IP disputes on the internet.

Unit 5: Cybercrimes and Legal Remedies:

Classification of cybercrimes: hacking, cyber stalking, identity theft. Investigation and prosecution of cybercrimes: digital forensics, evidence gathering, and preservation. Legal frameworks for combating cybercrimes at national and international levels. Role of law enforcement agencies, cyber cells, and specialized cybercrime. Cybercrime prevention strategies and public awareness campaigns.

References:

Clark, K. (2020). Hacking: The Ultimate Comprehensive Step-By-Step Guide to the Basics of Ethical Hacking. Kevin Clark.

Craig, P. A., Brooks, C. J., Grow, C., Short, D. (2018). Cyber-security Essentials. Wiley.

Duggal P. (2002). Cyberlaw: The Indian perspective (1st ed.). Saakshar Law Publications

Maurushat, A. (2019). Ethical Hacking. University of Ottawa Press.

Ojha, A. (2020). Beginners Guide to Ethical Hacking and Cyber Security. Notion Press.

Santanam, R., Sethumadhavan, M., & Virendra, M. (2011). Cyber Security, Cybercrime and Cyber Forensics: Applications and Perspectives. Information Science Reference.

Shinde, A. (2021) Introduction to Cyber Security: Guide to the World of Cyber Security. Notion Press.

D. FIRE AND SAFETY (23UCFEC4)

	COURSE OUTCOMES	Cognitive level
CO1	Explain the evolution of fire safety practices over time.	K2
CO2	Compare and contrast different fire safety regulations and standards.	K3
CO3	Evaluate the effectiveness of different fire prevention strategies	K5
CO4	Analyze the proficiency in quality assurance and proficiency testing.	K4
CO5	Evaluate and refine communication and coordination strategies based on feedback and analysis.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Fire and Safety

Overview of fire and safety management: importance and significance. Historical perspective: evolution of fire safety practices. Understanding fire behavior and combustion principles. Introduction to fire safety regulations and standards.

Unit 2: Fire Prevention and Risk Assessment

Identification of fire hazards in various environments. Principles of fire risk assessment and management. Fire prevention strategies and measures. Role of building codes and standards in fire prevention.

Unit 3: Fire Detection and Alarm Systems

Types and components of fire detection systems. Principles of smoke and heat detection. Functionality and maintenance of fire alarm systems. Integration of fire detection systems with building management systems.

Unit 4: Fire Suppression Systems and Equipment.

Overview of fire suppression technologies: water-based, gas-based, and foam systems. Design considerations for fire suppression systems. Installation and maintenance of fire extinguishers. Role of automatic sprinkler systems in fire suppression.

Unit 5: Emergency Evacuation and Response.

Development of emergency evacuation plans. Evacuation procedures and protocols. Training and drills for emergency response teams. Communication and coordination during emergencies.

Reference Materials:

Fire Protection Handbook (2023 by National Fire Protection Association (NFPA)

Introduction to Fire Protection" 2019 Robert Klinoff

Fire Risk Assessment: A Guide for Business Health and Safety Executive (HSE) 2022

NFPA 101: Life Safety Code" by National Fire Protection Association (NFPA)

Fire Alarm Signaling Systems Handbook 1987 National Fire Protection Association (NFPA)

Fire Detection and Suppression Systems 2011 IFSTA

NFPA 13: Standard for the Installation of Sprinkler Systems" by National Fire Protection Association (NFPA)

Portable Fire Extinguishers IFSTA

Emergency Evacuation Planning for Your Workplace: From Chaos to Life-Saving Solutions 2014, Jim Burtles

Emergency Response Planning for Corporate and Municipal Managers, 1999 Paul Erickson.

E. FINGERPRINT EXAMINATION (23UCFEC5)

	COURSE OUTCOMES	Cognitive level
CO1	Explain the role of fingerprints in forensic science.	K2
CO2	Analyze challenges and considerations in fingerprint recovery.	K4
CO3	Compare and contrast ridge patterns, minutiae points, and characteristics.	K3
CO4	Demonstrate proficiency in quality assurance and proficiency testing.	K5
CO5	Evaluate legal challenges and case law related to fingerprint examination.	K3
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Fingerprints and Forensic Examination.

Overview of fingerprints: history, characteristics, and uniqueness. Role of fingerprints in forensic science and criminal investigations. Basic anatomy of friction ridge skin and pattern types. Introduction to fingerprint examination techniques and methodologies.

Unit 2: Development and Collection of Fingerprints

Techniques for fingerprint collection at crime scenes. Preservation methods for latent fingerprints. Chemical and physical methods of fingerprint development. Challenges and considerations in fingerprint recovery.

Unit 3: Classification and Comparison of Fingerprints

Principles of fingerprint classification systems (e.g., Henry Classification System). Automated fingerprint identification systems (AFIS) and their applications. Comparative analysis of fingerprints: ridge patterns, minutiae points, and characteristics. Identification of common types of fingerprint patterns and variations.

Unit 4: Fingerprint Examination and Verification:

Examination of latent prints using magnification and lighting techniques. Verification of fingerprint matches through ACE-V methodology (Analysis, Comparison, Evaluation, and Verification). Documentation and reporting of fingerprint examination results. Quality assurance and proficiency testing in fingerprint analysis.

Unit 5: Legal and Ethical Considerations in Fingerprint Examination :

Admissibility of fingerprint evidence in court. Expert testimony and courtroom presentation of fingerprint analysis. Legal challenges and case law related to fingerprint examination. Ethical standards and professional conduct in fingerprint analysis.

Reference Materials:

- ❖ Introduction to Forensic Sciences 1996 William G. Eckert.
- ❖ Fingerprint Science: How to Roll, Classify, File and Use Fingerprints, 2006. Louis Kobilinsky.
- ❖ Crime Scene Investigation and Reconstruction, 2017, Robert R. Ogle and Sharon Plotkin.
- ❖ Advances in Fingerprint Technology, 2001, David R. Ashbaugh.
- ❖ Fingerprint Identification, 2001 Colin Beavan.
- ❖ Automated Fingerprint Identification Systems (AFIS), 2005, R. Paul Singh.
- ❖ Forensic Science: An Introduction to Scientific and Investigative Techniques, 2014 Stuart H. James.
- ❖ Fingerprint Detection and Examination, 2017, Christopher M. Walker.
- ❖ Expert Testimony in Forensic Science: A Guide for Judges and Lawyers, 2009 Committee on Identifying the Needs of the Forensic Sciences Community, National Research Council.
- ❖ "Ethics in Forensic Science: Professional Standards for the Practice of Criminalistics, 2013, Peter D. Barnett.

F: CORPORATE/PRIVATE SECURITY- INVESTIGATION (23UCFEC6)

	COURSE OUTCOMES	Cognitive level
CO1	Understand the roles, responsibilities, and objectives of corporate/private security, including the significance of investigation within these operations.	K2
CO2	Evaluate surveillance methods and technologies utilized in corporate/private investigations and their ethical implications.	K5
CO3	Critically assess ethical considerations inherent in financial and fraud investigations within corporate/private security contexts.	K4
CO4	Apply investigative techniques for identifying and responding to cyber incidents, data breaches, and hacking attempts.	K3
CO5	Critically assess the feasibility and effectiveness of proposed crisis management plans.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Corporate/Private Security and Investigation.

Overview of corporate/private security: roles, responsibilities, and objectives. Importance of investigation within corporate/private security operations. Legal and ethical considerations in corporate/private security investigations. Understanding the scope and types of investigations in corporate/private security.

Unit 2: Investigation Techniques and Methodologies.

Fundamentals of investigation: planning, conducting, and documenting. Interviewing techniques for gathering information and evidence. Surveillance methods and technologies in corporate/private investigations. Evidence collection, preservation, and chain of custody procedures.

Unit 3: Financial and Fraud Investigations.

Understanding financial crimes and fraud schemes. Techniques for detecting and investigating corporate fraud. Forensic accounting methods in financial investigations. Use of data analysis tools in uncovering financial irregularities.

Unit 4: Cyber Security Investigations.

Overview of cyber threats and cybercrime in corporate environments. Investigative techniques for cyber incidents, data breaches, and hacking. Digital forensics tools and methodologies for cyber investigations. Legal and regulatory considerations in cyber security investigations.

Unit 5: Crisis Management and Incident Response.

Developing crisis management plans and protocols. Investigative roles during crisis situations and emergencies. Coordinating with law enforcement and other agencies in incident response. Post-incident analysis and debriefing for continuous improvement

Reference Materials:

Introduction to Security, 1998 Robert J. Fischer and Gion Green.

Corporate Security Intelligence and Strategic Decision-Making, Justin Crump and Toby J. Miller, 2015.

Practical Aspects of Interview and Interrogation, David E. Zulawski and Douglas E. Wicklander, 2001.

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