

B.Sc. CRIMINOLOGY AND FORENSIC SCIENCE

LOCF SYLLABUS 2026



Department of Criminology and Forensic Science

School of Criminological Sciences

St. Xavier's College (Autonomous) Palayamkottai

Tirunelveli – 627 002, Tamil Nadu, India

Vision

To mould young men and women as leaders in all walks of life so that they may serve the people especially the poor and the oppressed of our nation in truth, justice and love.

Mission

To achieve a synthesis of academic excellence and the formation of character.

To ensure social justice through equity and access

To include the excluded for empowerment

To equip students with global competencies

To engage in relevant research activities.

To promote Lab to Land through the Outreach Programme – Student Training and Action for Neighbourhood Development (STAND)

SCHOOLS OF EXCELLENCE WITH CHOICE-BASED CREDIT SYSTEM (CBCS)**Undergraduate Courses**

While the Tamil Nadu State Council of Higher Education (TANSCHE) came forward to introduce CBCS in all the affiliated colleges in Tamil Nadu in June 2008, St. Xavier's College had already introduced CBCS as early as June 2002 for UG courses and in June 2003 for PG courses. The aim of the Choice-Based Credit System is to provide ample choice of subjects to students, based on the weighted credit point system. This system offers the learners a chance to match their aptitude and interest with the subjects of their choice and learn at their own pace. Thus St. Xavier's College gives every student an opportunity to study his / her discipline - specific courses and pursue other courses from any other department simultaneously.

Essential Features of CBCS

Standardisation of degree courses to internationally accepted levels

Focus on skill-based curriculum

Emphasis on value education

Institution - Industry collaboration

Provision for earning more credits

Development of communication skills

Credit system

The credit system at St. Xavier's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines. The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work. For undergraduate (UG) courses, students are required to accumulate a minimum of 150 credits, as stipulated in the programme pattern table. The total number of courses offered by the department is outlined in the Programme Structure.

OUTCOME-BASED EDUCATION (OBE)

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology that focuses on measuring student performance through clearly defined outcomes. For St. Xavier's College, with its commitment to excellence and NAAC/NBA accreditation requirements, OBE is not just a regulatory expectation but a pathway to academic quality, global competitiveness, and improved employability of graduates.

We prepare students to meet future industry requirements and reinforce St. Xavier's College, Palayamkottai, as a leader in quality higher education. St. Xavier's College introduced OBE in 2018, and for the Attainment Calculation, we developed our own method in 2018. From the academic year 2025-26 onwards, in examinations, for each question we mark Course Outcome (CO), Competency and Performance Indicator, Programme Outcome / Programme Specific Outcome, Bloom's Revised Cognitive Level and we follow the OBE procedure for the calculation of the Attainment of Outcome for each student, course, semester, programme.

EVALUATION PATTERN (UG)

Continuous Internal Assessment

There is no internal minimum for any paper. However, Continuous Internal Assessment (CIA) is a mandatory requirement for all students. A student must take at least one CIA test out of two tests and must fulfil at least one mode of assessment among assignments, quiz, seminars, etc., otherwise he/she will not be permitted to write the semester examination.

S.No	Component	Marks Allotted
1	I CIA Test	50
2	II CIA Test	50
	Total	100

The total CIA marks of 100 will be converted to 70 marks. An additional 30 marks will be awarded through other internal assessment components.

The Continuous Internal Assessment (CIA) consists of two component tests, each carrying 15 marks (15 + 15).

The final internal assessment marks will be calculated out of 100 (70 + 30). The obtained marks will be **converted to 50 marks**.

Semester (External) Examination

- The External Semester Examination will be conducted for **100 marks**.
- The obtained marks will be **converted to 50 marks**.

Question Pattern

UG Semester Examinations Part- I & II & III (3 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	20X1	20
B	ALL	5X3	15
C	Either/or	5X7	35
D	3 out of 5	3X10	30
		Total	100

UG Semester Examinations Part- IV (2 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	5X1	5
B	ALL	5X2	10
C	Either/or	5X5	25
D	1 out of 2	1X10	10
		Total	50

UG Internal Examinations Part- I & II & III (1.30 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	6X1	6
B	ALL	3X3	9
C	Either/or	3X5	15
D	2 out of 3	2X10	20
		Total	50

UG Internal Examinations Part- IV (1.00 Hour)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	5X1	5
B	ALL	5X3	15
C	2 out of 3	2X7.5	15
		Total	35

Grading System

Range of Marks	Letter Grade	Grade Point	Description
90-100	A+	9.0-10.0	Outstanding
80-89	A	8.0-8.9	Excellent
70-79	B+	7.0-7.9	Very Good
60-69	B	6.0-6.9	Good
50-59	C	5.0-5.9	Above Average
40-49	D	4.0-4.9	Average
00-39	U	0	Reappear

PROGRAMME OUTCOMES (PO) FOR UG PROGRAMMES

Students of all Undergraduate Degree Programmes at the time of graduation will be able to attain the following:

PO1. Critical Thinking: Acquire the knowledge in the respective field and take informed actions.

PO2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. Social Interaction: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional practice.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems and apply ethical principles and commit to professional ethics and responsibilities and norms of different value systems.

PO6. Environment and Sustainability: Demonstrate the issues of environmental contexts and sustainable development.

PO7. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern IT tools including prediction and modeling to complex activities with an understanding of the limitations.

PO8. Self-directed and Life-long Learning: Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

PROGRAMME SPECIFIC OUTCOMES (PSOS)

Programme Name: B.Sc. Criminology and Forensic Science Programme Code: CFS

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

PO 8: 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	26UGTL11	General Tamil – I	6	3
	I	Lang	26UGHL11	Hindi – I		
	I	Lang	26UGFL11	French - I		
	II	Lang	26UGEL11	Communicative English - I	6	3
	III	Core-T1	26UCFC11	Fundamentals of Criminology	5	5
	III	Core –P1	26UCFC12	Visit to Criminal Justice System Institutions- Part I.	3	3
	III	EC-T1	26UCFE11	Introduction to Indian Constitution	4	3
	III	EC-P1	26UCFE12	Fundamentals of Criminalistics and Forensic Science.	2	2
	IV	SEC1	26UCFN11	Concept of Crime and Criminology (NME)	2	2
	IV	FC	26UHER11 26UHEE11	Foundation Course-Religion and Ethics	2	2
					30	23

II	I	Lang	26UGTL21	General Tamil – II	6	3
			26UGHL21	Hindi – II		
			26UGFL21	French - II		
	II	Lang	26UGEL21	Communicative English - II	6	3
	III	Core-T2	26UCFC21	Introduction to Forensic Science	5	5
	III	Core-P2	26UCFC22	Examination of Finger Print	3	3
	III	EC-T2	26UCFE21	Police Administration and Management	4	3
	III	EC-P2	26UCFE22	Examination of Questioned Documents	2	2
	IV	SEC2	26UCFN21	Introduction to Criminal Justice System (NME)	2	2
	IV	SEC3	26UHEI21	Integrated Personality Development	2	2
Sem					30	23
III	I	Lang	26UGTL31	General Tamil – III	6	3
	I	Lang	26UGHL31	Hindi – III		
	I	Lang	26UGFL31	French - III		
	II	Lang	26UGEL31	Communicative English - III	6	3
	III	Core-T3	26UCFC31	Criminal Laws in Criminal Justice System	5	5
	III	Core-P3	26UCFC32	Visit to Criminal Justice System Institutions- Part 2	3	3
	III	EC-T3	26UCFE31	Crime against Vulnerable populations	4	3
	III	EC-P3	26UCFE32	Examination of Foot print	2	2
	IV	SEC4	26UHEL31	Life coping & Entrepreneurial Skills management	2	2
	IV	SEC5	26UCFS31	Information Security and Cyber Crime	2	2
					30	23

Sem	Part	Status	Sub. Code	Title of the Paper	Hrs	Cdt
IV	I	Lang	26UGTL41	General Tamil – IV	6	3
	I	Lang	26UGHL41	Hindi – IV		
	I	Lang	26UGFL41	French - IV		
	II	Lang	26UGEL41	Communicative English - IV	6	3
	III	Core-T4	26UCFC41	Fundamentals of Psychology	4	4
	III	Core-P4	26UCFC42	Practical-Forensic Medicine	3	3
	III	EC-T4	26UCFE41	Special and Local Laws in India	4	4
	III	EC-T5	26UCFE42	Criminology and Competitive Exams	3	3
	III	EC-P4	26UCFE43	Crime Scene Management	2	2
	IV	EVS	26UEVS41	Environmental Studies	2	2
	V	Extension Activities		STAND (Student Training and Action for Neighbourhood Development)	-	1
					30	25

Sem						
V	III	Core-T5	26UCFC51	Penology and Correctional Administration	5	5
	III	Core-T6	26UCFC52	Research Methodology in Criminology	5	5
	III	Core-P5	26UCFC53	Practical - Forensic Biology	5	3
	III	Core-P6	26UCFC54	Practical - Forensic Physics	5	3
	III	EC-T6	26UCFE51	Private Detective	4	3
	III	EC-P5	26UCFE52	Practical-Private Detective and Security Management	4	3
	IV	VE	26UVEH51	Human Rights & Social Analysis	2	2
	IV	Internship	26UCFI51	Internship	-	2
Sem					30	26
VI	III	Core-T7	26UCFC61	Foundations of Victimology	5	4
	III	Core-T8	26UCFC62	Contemporary Forms of Crime	5	4
	III	Core-P7	26UCFC63	Practical - Forensic Toxicology	4	2
	III	Core-P8	26UCFC64	Practical - NGO Management	4	2
	III	Core	26UCFC65	Project with Viva-Voce	6	3
	III	EC-T7	26UCFE61	Community Policing & Crowd Control Management.	4	3
	IV	SEC6	26UCFS61	Professional Competency Skill in Competitive Exam and Entrepreneurship	2	2
					30	20
					180	140

			Additional Compulsory Courses		
I UG	Add-On Course	26UCFAO1	Fitness and Outdoor Training		2
II UG	Value-Added	26UCFVA1	Investigative Journalism		2
III UG	ECC (Any one)	26UCFEC1	Counseling and Guidance		2
		26UCFEC2	Forensic Documentation - Photo/Video/Sketch		
		26UCFEC3	Cyber Laws		
		26UCFEC4	Fire and Safety		
		26UCFEC5	Finger Print Examination		
		26UCFEC6	Corporate/ private Security- Investigation		
			Industrial Visit		1
			MOOC		2
			Co-curricular /Extra Curricular Activities		1
			TOTAL	180	150

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

SEC – Skill Enhancement Course

பொதுத்தமிழ் - I
26UGTL11

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
I	26UGTL11	GT	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ் - I					

COURSE OUTCOMES: (பயன்கள்)

CO1	பாரதியார் காலந்தொட்டுத்தற்காலப் புதுக்கவிதைகள் வரையிலானகவிதைகளை அறிமுகப்படுத்துவதால் படைப்பாற்றல் திறன் பெறுதல் (K1, K2)
CO2	புதுக்கவிதைவரலாற்றினைஅறிந்துகொள்ளுதல்.(K2)
CO3	இக்கால இலக்கியவகையினைக் கற்பதன் மூலம் படைப்பாக்கத்திறனைப்பெறுதல்.(K4)
CO4	மொழிஅறிவோடுசிந்தனைத் திறன் அதிகரிக்கச் செய்தல்.(K3)
CO5	தமிழ்மொழியைப் பிழையின்றிஎழுதவும்,புதியகலைச்சொற்களைஉருவாக்கவும் அறிந்து கொள்ளுதல்.(K4)
CO6	காலந்தோறும் சமூகச் சிந்தனைகள் மாறுவதை இலக்கியவரலாற்றின் மூலம் புரிந்துகொள்ளுதல்.(K6)

UNITS	SYLLABUS CONTENTS	HOURS
I	மரபுக் கவிதை 1. பெ.சுந்தரனார் - தமிழ்த்தெய்வவணக்கம் 2. இராமலிங்கஅடிகளார் - வள்ளலார் பாடல்கள் 3. பாரதியார் - பாரத ஜனங்களின் தற்கால நிலைமை 4. பாரதிதாசன் - சிறுத்தையே வெளியில் வா 5. மு.நல்லசுவாமிபண்டிதர் - சிலுவைத் தியானமாலை - மரியாள் புலம்பல் 6. கவிமணிதேசிகவிநாயகம்பிள்ளை -புத்தரும் ஏழைச்சிறுவனும் 7. முடியரசன் - மொழிஉணர்ச்சி 8. கண்ணதாசன் - ஆட்டனத்திஆதிமந்தி - ஆதிமந்திபுலம்பல் 9. கல்யாணசுந்தரம் - பட்டுக்கோட்டையார் பாடல் புதுக்கவிதை 1. கவிக்கோஅப்துல் ரகுமான் - வீட்டுக்கொருமரம் வளர்ப்போம் 2. சிற்பி- கவிதைமுடியவில்லை 3. மு.மேத்தா- வாழைமரத்தின் சபதம் 4. வைரமுத்து- புத்தகப்புராணம் 5. ஞானக்கூத்தன் - அம்மாவின் பொய்கள் 6. அறிவுமதி-வள்ளுவம் பத்து 7. நா.முத்துக்குமார் - ஆனந்தயாழை மீட்டுகிறாய் 8. சுகிர்தாராணி- சபிக்கப்பட்டமுத்தம் 9. அபிமானி - தலித்தியக்கவிதைகள் - 10. வைகைச் செல்வி - அம்மி 11. நாட்டுப்புறப்பாடல்	30

II	சிறுகதைகள் 1. புதுமைப்பித்தன் - கடவுளும் கந்தசாமிப் பிள்ளையும் 2. கு.ப.ராஜ கோபாலன் - விடியுமா? 3. கி.ராஜநாராயணன் - கதவு 4. வண்ணதாசன் - ஒருசிறுஇசை 5. உமாமகேஷ்வரி - மரப்பாச்சி உரைநடை 1. இலக்கியத்தின் உயிர்- இரா.மோகன் 2. இருபதாம் நூற்றாண்டுக்கவிதைகளில் தொழிலாளர் நிலை- இரா.மோகன் 3. எண்பதுகளில் புதுக்கவிதைப் போக்குகள் - இரா.மோகன் 4. தமிழ்ச் சிறுகதைகளில் முன்னிலைஉத்தி- இரா.மோகன் 5. வளமுடன் வாழ - அருள்முனைவர் ச.இன்னாசிமுத்து.சே.ச.	15
III	தமிழ் இலக்கியவரலாறு (இக்கால இலக்கியம்)	15
IV	இலக்கணம் - எழுத்து 1. தொல்காப்பியத்தின் எழுத்துவகை 2. முதல் எழுத்துக்கள் 3. சார்பெழுத்துக்கள் 4. மொழிமுதல் எழுத்துக்கள் 5. மொழி இறுதிஎழுத்துக்கள் 6. மொழி இடைஎழுத்துக்கள் 7. போலி 8. பதவிலக்கணம் 9. புணர்ச்சி இலக்கணம்	15
V	பிழையின்றிஎழுதுவோம் 1. பிழைப்பட எழுதும் சொற்களும், திருத்தங்களும் 2. சொற்பொருள் வேறுபாடு 3. பிழையான வாக்கியங்களும், திருத்தங்களும் 4. நிறுத்தற்குறிகள் 5. மரபு 6. வல்லெழுத்து (க்.ச்.த்,ப்) மிகுமிடங்கள் 7. வல்லெழுத்துமிகா இடங்கள் 8. வாக்கியம் :வகைகளும்,மாற்றங்களும் 9. வழ(ழு)க்குத் தமிழ் 10.உவமைகள் - பழமொழிகள் - மரபுத் தொடர்கள்	15
TEXT BOOKS (பாடநூல்கள்)		
- தமிழ்த்துறை வெளியீடு- தூய சவேரியார் கல்லூரி,(தன்னாட்சி)பாளையங்கோட்டை. - வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு- பாக்கியமேரி		
REFERENCE BOOKS (பார்வைநூல்கள்)		
- தமிழ் இலக்கியவரலாறு- சிறிபிபாலசுப்பிரமணியன் - புதியநோக்கில் தமிழ் இலக்கியவரலாறு- தமிழண்ணல் - தமிழ் இலக்கியவரலாறு- சேதுராமன்		
WEB SOURCES(இணையதளங்கள்)		
- Tamil Heritage Foundation – www.tamilheritage.org - Tamil Virtual University Library – www.tamilvu.org/library - Project Madurai – www.projectmadurai.org - Chennai Library – www.chennaiLibrary.com - Tamil University Library – www.ulib.prg - Tamil E-books downloads – tamilebooksdownloads.blogspot.com - Tamil Books online – books.tamilcube.com - Catalogue of the Tamil Books in the library of British congress archive.org		

பொதுத்தமிழ் - II
26UGTL21

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
II	26UGTL21	GT	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ் - II					

COURSE OUTCOMES (பயன்கள்)

CO1	பக்தி இலக்கியத்தின்தோற்றம்,வளர்ச்சி சிற்றிலக்கியத்தின் தோற்றம்,வளர்ச்சி குறித்து அறிந்துகொள்வர்.(K1)
CO2	பக்தி இலக்கியங்கள் ,சிற்றிலக்கியங்கள் முதலியவற்றின் இலக்கண மற்றும் இலக்கிய அமைப்பை விளங்கிக் கொள்வர் (K2)
CO3	பக்தி இலக்கியப் பாடல்களில் காணப்படும் தெய்வவழி பாட்டுணர்வு, சிற்றிலக்கியங்களில் காணலாகும் சமூகநீதிக் கருத்துகளை, இன்றைய வாழ்வோடு தொடர்புபடுத்தி நோக்குவர் (K3)
CO4	பக்தி இலக்கியம் சிற்றிலக்கியங்களின் வழி இலக்கண இலக்கியச்சிறப்புகளை ஒப்பிட்டுப் பேதங்களைக் காண்பர். (K3)
CO5	பக்தி இலக்கிய, சிற்றிலக்கியங்களின் வழி தமிழ்மொழி, பண்பாடு, மதம், தத்துவம் ஆகியவற்றினை மதிப்பிட்டுச் சீர்தூக்கிப் பார்ப்பர் (K5)
CO6	கற்ற இலக்கியங்களை அடிப்படையாகக் கொண்டு,சிறுபக்திக் கவிதைகள் அல்லது சிற்றிலக்கிய மரபில் பாடல் இயற்றும் திறன் பெறுவர்.,(K6)

UNITS	SYLLABUS CONTENTS	HOURS
I	பக்தி இலக்கியம் -1 1. திருஞானசம்பந்தர் - திருக்கோடிக்கா 2. திருநாவுக்கரசர் - திருப்பாதிரிப்புலியூர் 3. திருப்பாவை - ஆண்டாள் 4. குலசேகரஆழ்வார் - 5 ஆம் பதிகம் 5. சித்தர் பாடல்கள் - அழகணிசித்தர் (தேர்ந்தெடுக்கப்பட்டபாடல்கள்) சிற்றிலக்கியம்: 2 1 கலிங்கத்துப்பரணி - களம் பாடியது 2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம் 3. திருக்காவலூர்க்கலம்பகம் - சமூகஉல்லாசம் 4. முக்கூடற்பள்ளு-நாட்டு வளம் 5. தமிழ்விடுதாது - தூதுக்கானகாரணம்	30
II	ஊரைநடை 1. இறைநம்பிக்கையும் மனிதவாழ்வும் 2. இயேசுபிரான் குறிப்பிடும் எண்வகைமனிதர்கள் 3. நபிகள் நாயகத்தின் வாழ்வியல் நெறிகள் 4. திருமூலர் காட்டும் இறைநெறி 5. வள்ளலார் கூறும் வாழ்வியல் நாவல் - கருப்பாயி என்கிற நூர்ஜஹான் -அன்வர் பாலசிங்கம்	15
III	தமிழ் இலக்கியவரலாறு (பக்திஇலக்கியம்,சிற்றிலக்கியம் தொடர்பானபகுதிகள்)	15
IV	இலக்கணம் சொல்லின் இலக்கணம்-பெயர் ,வினை, இடை,உரிச்சொற்கள்	15

	பிறமொழிச் சொற்களைத் தமிழில் வழங்கும் முறை	
V	மொழிபெயர்ப்பு ஆட்சிச் சொல்லகராதி - மரபுத் தொடர்கள் -பழமொழிகள் - திருக்குறள்	15
TEXT BOOKS (பாடநூல்கள்)		
1. தமிழ்த்துறைவெளியீடு - தூயசவேரியார் தன்னாட்சிக் கல்லூரி,பாளையங்கோட்டை. 2. வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு - முனைவர்பாக்கியமேரி 3. கருப்பாயின்கிறநூர்ஜஹான் -அன்வர் பாலசிங்கம்		
REFERENCE BOOKS (பார்வைநூல்கள்)		
• தமிழ் இலக்கியவரலாறு - சிற்பி. பாலசுப்பிரமணியன் • புதியநோக்கில் தமிழ் இலக்கியவரலாறு - தமிழண்ணல் • தமிழ் இலக்கியவரலாறு- சேதுராமன்		
WEB SOURCES (இணையதளங்கள்)		
• Tamil Heritage Foundation- 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 . • Tamil Universal Digital Library- www.ulib.prg . • Tamil E-Books Downloads- tamilebooksdownloads..blogspot.com		

பொதுத்தமிழ் - III

26UGTL31

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
III	26UGTL31	GT	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ் - III					

COURSE OUTCOMES (பயன்கள்)

CO1	மாணவர்கள் காப்பியம், உரைநடை, ஊடகத்தமிழ், இலக்கணம், யாப்பு ஆகியவற்றின் அடிப்படைக் கருத்துக்கள்,பண்புகள், வரலாற்றுப் பின்னணிகளை அறிதல். (K1)
CO2	மாணவர்கள் தமிழ் இலக்கியவடிவங்கள் (காப்பியம்,உரைநடை) மற்றும் இலக்கணக் கூறுகளைப் (எழுத்து,சொல்,பொருள்,யாப்பு) புரிந்துகொண்டு அவற்றின் தனித்துவங்களைவிளங்கிக் கொள்ளல். (K2)
CO3	மாணவர்கள் கற்ற இலக்கணவிதிகள் மற்றும் யாப்புமுறைகளைப் பயன்படுத்தி சரியான தமிழ் வாக்கியங்களையும் செய்யுள்களையும் உருவாக்கப் பயிற்சியளித்தல். (K3)
CO4	மாணவர்கள் காப்பியங்கள் மற்றும் உரைநடைப் படைப்புகளைப் பகுத்து, ஆய்வுசெய்து,அதன் கருத்து,கட்டமைப்பு, இலக்கியநயம் ஆகியவற்றை ஆராய்தல். (K4)
CO5	மாணவர்கள் இலக்கியப் படைப்புகளைதரம்,மொழிநடை, இலக்கணஅமைப்பு ஆகியவற்றைவிமர்சனமுறையில் மதிப்பீடுதல், (K5)
CO6	மாணவர்கள் தமிழ் இலக்கணம் மற்றும் யாப்புஅடிப்படையில் சுயமாக செய்யுள்,கட்டுரை,உரைநடைப் படைப்புகளைஉருவாக்கப் பயிற்சியளித்தல்;(K6)

UNITS	SYLLABUS CONTENTS	HOURS
I	1. சிலப்பதிகாரம் - வழக்குரைக் காதை. 2. மணிமேகலை- ஆபுத்திரன் திறம் அறிவித்தகாதை. 3. சீவகசிந்தாமணி- பதுமையர் இலம்பகம். 4. கம்பராமாயணம் - மந்தரைச் சூழ்ச்சிப் படலம்.	30
	1. சூளாமணி 2. உதயணகுமாரகாவியம் 3. இயேசுகாவியம் 4. மருமக்கள் வழி மான்மியம்	
II	ஊரைநடை 1. காளத்திவேடனும் கங்கைவேடனும். 2. தீமையை இயற்றும் தன்மையினர் கூனி இயாகோ. 3. சிலம்புகாட்டும் சீர்மிகு சிந்தனைகள். 4. மணிமேகலை காப்பியத்தில் மானுட விழுமியங்கள். நாடகம் - வேலைக்காரி - அறிஞர் அண்ணா.	15
III	தமிழ் இலக்கிய வரலாறு (காப்பியங்கள்)	15
IV	இலக்கணம் - யாப்பு,எழுத்து, அசை. சீர்,தளை, அடி,தொடை,பா வகைகள்	15
V	ஊடகத்தமிழ் - விளக்கம், வகைகள்,செயல்பாடுகள் 1.இதழ்கள்	15

	2.வானொலி 3.தொலைக்காட்சி 4.திரைப்படம்	
TEXT BOOKS (பாடநூல்கள்)		
- தமிழ்த்துறைவெளியீடு-தூயசவேரியார்க் கல்லூரி,(தன்னாட்சி) பாளையங்கோட்டை. - வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு-பாக்கியமேரி		
REFERENCE BOOKS (பார்வைநூல்கள்)		
- தமிழ் இலக்கியவரலாறு-சிற்பிபாலசுப்பிரமணியன் - புதியநோக்கில் தமிழ் இலக்கியவரலாறு-தமிழண்ணல் - தமிழ் இலக்கியவரலாறு-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 University Library – www.ulib.prg<http://www.ulib.prg> - Tamil E-books downloads – tamilbooksdownloads.blogspot.com - Tamil Books online – books.tamilcube.com - Catalogue of the Tamil Books in the library of British congress archive.org		

பொதுத்தமிழ் - IV
26UGTL41

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
IV	26UGTL41	GT-IV	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ்- IV					
COURSE OUTCOMES (பயன்கள்)							
CO1:	பழந்தமிழ் இலக்கியவரலாற்றறிவைப் பெறுதல் (K1, K2)						
CO2:	சங்க இலக்கிய அறிமுகங்களின் ஊடாகத் தமிழர் வாழ்வியல் நெறிகளை உணர்தல். (K2,K3)						
CO3:	தமிழ் இலக்கியங்களின் செய்யுள் உருவம்,உள்ளடக்கம், படைப்பியல் கொள்கைகளைப் புரிந்துகொள்ளுதல். (K4)						
CO4:	அகத்திணை,புறத்திணைவாழ்வியல் நெறிப்பாடுகளின் ஊடாகத் தமிழர்ப்பண்பாட்டு அடிப்படைகளை மதிப்பிடும் திறன் பெறுதல். (K2,K3)						
CO5:	மொழித்திறன்,படைப்புத்திறன் பெறுதல். (K3,K4)						
CO6:	நாடக இலக்கியஅனுபவத்தின் வழியாகதமிழ்ச் சமூகநிலைகளை இலக்கியமாக்கும் நுட்பங்களைப் பெறுதல். (K2,K6)						

UNITS	SYLLABUS CONTENTS	HOURS
I	செய்யுள் பகுதி 1 1. நற்றிணை (5பாடல்கள்) 2. குறுந்தொகை (5பாடல்கள்) 3. அகநானூறு (2பாடல்கள்) 4. புறநானூறு (5பாடல்கள்)	30
	செய்யுள் பகுதி 2 1. நெடுநல்வாடை முழுமையும் 2. திருக்குறள் (விருந்தோம்பல், நட்பாராய்தல், குறிப்பறிதல்) 3. நாலடியார் (கல்வி)	
II	உரைநடைக் கட்டுரைகள் 1. ஊரும் பேரும் - ரா.பி. சேதுபிள்ளை 2. தமிழர் பண்பாடும்அதன் சிறப்பியல்புகளும் - தனிநாயகம் அடிகளார் 3. இலக்கியஉருவாக்கமும் பயனும் - சேதுமணிமணியன் பயண இலக்கியம் 1. மண் புதிது - சுப்ரபாரதிமணியன்	15
III	தமிழ் இலக்கியவரலாறு 1. சங்ககாலம் 2. சங்கம் மருவியகாலம்	15
IV	இலக்கணம் -பொருள் 1. அகப்பொருள் 2. புறப்பொருள் 3. அணியிலக்கணம் (உவமை,உருவகம்,பிறிதுமொழிதல்,வஞ்சப்புகழ்ச்சி,தற்குறிப்பேற்ற அணி)	15
V	மொழிப்பயிற்சி 1. ஒப்பும் மறுப்பும் (ஒருகருத்தினை வெட்டி,ஒட்டி எழுதும் பயிற்சி) 2. விண்ணப்பம் எழுதுதல் (பயிற்சி) 3. தமிழில் தன்விவரக் குறிப்புவரைதல் (பயிற்சி) 4. மேடைப்பேச்சு நுட்பங்கள் (நேர்முகப் பயிற்சிமற்றும் மதிப்பீடு)	15

TEXT BOOKS (பாடநூல்கள்)	
1. பொதுத்தமிழ் பாடநூல், தமிழ்த்துறை வெளியீடு ,தூய சவேரியார் கல்லூரி,பாளையங்கோட்டை.	
2. பாக்கியமேரி,தமிழ் இலக்கியவரலாறு,பதினொன்றாம் பதிப்பு - 2025 ,பூவேந்தன் பதிப்பகம்,மயிலாப்பூர்,சென்னை.	
3. சுப்பரத்திமணியன்இமண் புதிது,முதல் பதிப்பு 2018 அறிவுப்பதிப்பகம்,சென்னை.	
REFERENCE BOOKS (பார்வைநூல்கள்)	
பார்வை நூல்கள்	
1. மது.ச.விமலானந்தம்தமிழ் இலக்கியவரலாறு,	
2. மு. வரதராசனார்,தமிழ் இலக்கியவரலாறு,	
3. தமிழண்ணல்,புதியநோக்கில் தமிழ் இலக்கியவரலாறு.	
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 University Library – www.ulib.prg<http://www.ulib.prg> • Tamil E-books downloads – tamilebooksdownloads.blogspot.com • Tamil Books online – books.tamilcube.com • Catalogue of the Tamil Books in the library of British congress archive.org	

HINDI
SEMESTER 1

UNIT I: GRAMMAR

- Swar(स्वर),
- Vyanjan(व्यंजन),
- Barah Khadi(बारहखड़ी),
- Shabd aur Vakya Rachna (शब्द और वाक्य रचना)

UNIT II: SUBODH HINDI RACHNA

- Binna binna arth(भिन्न भिन्न अर्थ),
- Numbers (गिनती1-100),
- Vaakyong mein Prayag kijiye (वाक्यों में प्रयोग कीजिये)
- Rishto ke Naam (रिश्तो के नाम)
- Gharelu padartho ke Naam (घरेलु पदार्थों के नाम)

UNIT III: PROSE

- Sadharan Vakya aur Sangya (संज्ञा),
- Sarvanaam(सर्वनाम)
- Visheshan(विशेषण)
- Kriya (क्रिया)

UNIT IV: SHORT STORIES

- Bacho ki Kahaniya

UNIT V: COMPREHENSION

- Sant Tiruvalluvar, संत तिरुवल्लुवर,
- Hamara desh, (हमारा देश,)
- Paryavaran Sanrakshan, (पर्यावरण संरक्षण)
- Naari Sashaktikaran, (नारी सशक्तिकरण)
- Rastriya janvar(राष्ट्रीय जानवर)

Reference Books

Hindi sentences - Chaturbhuj Sahay
Subodh Hindi Grammar - Phoolchand Jain
Sankshipt Hindi Grammar - Kamta Prasad
Practical Hindi - Nagappa
Abhinav Hindi Grammar – Nagappa
Saral Hindi Grammar - Shyamchandra Kapur
Grammar Pradeep - Ramdev
Laghu Bal Kathaye - Ramashankar
Captivating Stories - Premchand
CONCISE GRAMMAR OF THE HINDI LANGUAGE - H.C Scholberg
Hindi Grammar - Edwin Greaves

SEMESTER II

UNIT I: Hindi Ekankiya

- Sooryodhaya(सूर्योदय),
- Mayoppiya (मायोपिया),
- Udhayan (उदयन),
- Upendranath Ashk – Lakshmi ka Swagat

Characters: (Tippani)

- Nirjarani (निर्झरणी),
- Sudhi(सुधी)
- Thathagath(तथागत),
- Udhayan (उदयन),

UNIT II: Hindi Kahaniya

- Premchand – Bade Ghar ki Beti
- Malathi Joshi – Vo Tera Ghar Yah Mera Ghar
- Gyanranjan - Pita

UNIT III: ANCIENT POETRY

- Pathya Chayanika– KabeerDhoha–Saaki (साखी) 1 to 10.

UNIT IV: Vyakaran

- Kriya Visheshan (क्रियाविशेषण),
- Sambandh Bodhak (संबंधबोधक),
- Samuchay Bodhak (समुच्चयबोधक)
- Vismayadi Bodhak (विस्मयादिबोधक) aadi shabdo ka prayog

UNIT V:

Pratiyogi Pariksha par aadharit Nimnalikhit Vishayo se sambandhit Prashikshan Karya

- Tamil Bhasha: Mahakavi Bharatiyar
- Sanket Vikas dwara Lekhan kala aur Kahani Lekhan ka Vikas
- Gadyansh dekhkar sahi Shirshak chunna
- Pathit Vyakaran par aadharit Vakya rachna
- Vibhinna Pratiyogi parikshao ke bare mein suchna pradan dena

Reference Books

- Sooryodaya (Dakshin Bharat Hindi Pracharsabha publications)
- Aath Ekanki Natak - Ed. Dr. Ramkumar Verma
- Das Ekanki

SEMESTER III

Niji Patra – Arth aur Bhed, Pitaji/Mataji ke naam patra, Mitra, Bhai aadi ke naam patra

UNIT I: Niji Patra Lekhan

- Niji Patra - Arth aur Bhed
- Pitaji/Mataji ke naam patra
- Mitra, Bhai aadi ke naam patra
- Paribhashik Shabdawali - 20 words

Unit II

- Samajik Patra Lekhan
- Aavedan Patra - Noukri, Chutti aadi
- Dak Adhikari ke naam patra
- Paribhashik shabdawali - 20 words

Unit III

- Vyavasayik Patra Lekhan
- Vyavasayik Patra - Arth aur Bhed
- Prakashak ke naam patra
- Shikayathi
- Paribhashik shabdawali - 20 words

Unit IV

- Samanya Parichay
- Sarkari Patra
- Ardh-Sarkari Patra
- Gyapan, Paripatra
- Anusmarak
- Paribhashik Shabdawali - 20 words

Unit V

- Precis Writing And Applied Grammar (Ling, Vachan and Karak)
- Karak (कारक)
- Vachan badaliye(वचन बदलिए),
- Ling badaliye(लिंग बदलिए)

Reference Books

- Viyavaharik Hindi, Hindi Prachar press, T.Nagar, Madras-600 017
- Alekhan aur Tippan - Prof. Viraj
- Alekhan Kichlu

SEMESTER IV

UNIT I: STORIES (दक्षिणी कथाएं)

- Meri pathni(मेरी पत्नी),
- Thotha aur Mynah(तोता और मैना),
- Noorunisha(नूरनिशा),
- Mruthudhand (मृत्यु दंड),
- Karmaveer(कर्मवीर) and their Characters.

UNIT II: Proudlyogiki aur Hindi

- Unicode
- Dewanagari Lipi
- Hindi ki Vibhinna Website - Ek Parichay

UNIT III: POETRY (काव्यशास्त्र)

Ras :

- Kavyaras (काव्यरस),
- Veer ras (वीररस),

Sandh:

- Chowpayi (चौपाई),
- Rola(रोला),

Alankar:

- Yamakalankar (यमकअलंकार),
- Upmaalankar (उपमाअलंकार).

UNIT IV:

AUTOBIOGRAPHY (Sathya ka Swar–Gandhiji ki Jeevani)

- Ma, bap aur Janma(मां, बाप और जन्म)
- Ladakpan (लड़कपन)
- High school mein (हाई स्कूल में)
- Vivah aur Mamsabhakshan(विवाह और मांस भक्षण)
- Ankhen Kuli (आंखें खुली)

Unit V :Pratiyogi priksa par aadharit Computer sambandhit prashikshan Karya

- Hindi mein Powerpoint banana
- Hindi mein Google Document taiyar karna
- Hindi mein Google form taiyar karna
- Vibhinna pratiyogi parikshao ke bare mein suchna pradan karna

Reference Books

- Social Networking: Naye Samay ka Samvad – Ed. Sanjay Dwivedi
- Jansanchar aur Maas Culture - Jagdeeshwar
- Media: Bhumandalikaran aur Samaj - Ed. Sanjay Dwivedi
- Naye Jamane ki Patrakarita - Sourabh Shukla
- Patrakarita se Media tak - Manoj Kumar

French semester-I

UNIT. I

Communication:	Decrire la salle de classe et le professeur.
Grammaire :	Les articles indefinis et defines, les verbes reguliers et irreguliers.
Culture:	Les symbols de la France.
Projet:	Desiner les objets dans le sac et dans la trousse.

UNIT. II

Communication:	Parler de la journee.
Grammaire :	Les verbes pronominux,Affirmatif Negatif et interrogatif
Culture:	Les Frontieres de la France.
Projet:	Faire un rapport sur la journee des parents.

UNIT. III

Communication:	se presenter, parler de la nationlite, dire son numero de telephone.
Grammaire :	Les prepositions , Accord adjective nom, verbes aller venir.
Culture:	Les fete en France trditions et multi culturralisme.
Projet:	faire une liste des camarades et noter leurs numeros de telephone a haute voix et demander a un ami de verifier.

UNIT. IV

Communication:	parler de la nourriture et des repas simples et sains.Decrire les repas.
Grammaire :	L'impertif, Les articles partitifs,
Culture:	Les plats francais.
Projet:	Dessiner et decrire l nourriture que les gens mangent dans leur pays,

UNIT. V

Communication:	Exprimer ses gouts.
Grammaire :	Les adjectifs qulificatifs, les adjectifs possessifs, La negation.
Culture:	La France et ses regions.
Projet:	qu'est-ce que tu aimes faire pendant ton temps libre?

- Lecon 1.** La vie scolaire de luc
- Lecon 2.** La vie quotidienne de luc
- Lecon 3.** Le monde multiculturel
- Lecon 4.** La bonne nourriture
- Lecon 5.** Parlons de nos preferences

Ref.Avenir method de francais 3

French
Semester-II

UNIT. I

Communication:	Demander et donner les directions , Situer un endroit (sur la carte)
Grammaire :	Les prepositions L'interrogation.
Culture:	Les vetements francais.
Projet:	Faire une carte de la ville imaginaire.

UNIT. II

Communication:	Parler de la semaine ,Parler des activites faites pendant la semaine.
Grammaire :	Les articles contractes,Les adjectifs demonstratifs, les expressions avec les verbes Faire et Avoir.
Culture:	Les villes connues en France.
Projet:	Preparer un emploi du temps avec des activites faites pendant la semaine.

UNIT. III

Communication:	Parler du passe, Raconter le week end dernier.
Grammaire :	Le passe compose avec l'auxilaire avoir, La formation du participe passe.
Culture:	Noel
Projet:	Faire un petit dossier sur les activites faites pendant les vacances d'ete.coller les photos de ces activites faites.

UNIT. IV

Communication:	Parler du passe, Rconter les vacances dernieres
Grammaire :	Le passe compose avec l'auxilaire etre.
Culture:	Les montagnes en France.
Projet:	Preparer un dossier sur la fete favorite celebree l'annee derniere.

UNIT. V

Communication:	Parler de la ville de demain , Exprimer des projets et des predictions.
Grammaire :	Le future proche, Le future simple.
Culture:	Les monuments en France.
Projet:	Imginer et presenter la ville du future

Lecon 6. Sara cherche son chemin

Lecon 7. Ma semaine en action

Lecon 8. Mon weekend dernier

Lecon 9. Mon sejour a Annecy

Lecon 10. La ville du futur

Ref.Avenir method de francais 3

French
semester-III

UNIT. I

- Communication:** Decrier ce que les Francais aiment faire , Parler de la vie des Francais.
- Grammaire :** Les articles indefinis et defins ,Les articles partitifs,Les articles contractes.
- Culture:** La France dans le Coeur des Francais.
- Projet:** Preparer un dossier sur ce que les gens du pays aiment faire.

UNIT. II

- Communication:** Comparer la vie des adolescents d'autrefois et d'aujourd'hui.
- Grammaire :** Le negation,Les articles.
- Culture:** Les sous cultures adolescents.
- Projet:** Decrivez la vie des adolescents d'hier et d'aujourd'hui.

UNIT. III

- Communication:** Parler d'un sport.
- Grammaire :** L'imperatif,L'interrogation questions/reponses,Lesconjonctins.
- Culture:** Le sport en France.
- Projet:** Parler du sport favort.

UNIT. IV

- Communication:** Decriver les vacances,Racontredes experiences,Envoyerles mails.
- Grammaire :** Le passe compose.
- Culture:** La France ,une destination touristique.
- Projet:** Dessiner ou coller les images de l'anniversaire fete l'annee derniere, rediger un petit texte pour raconter ce jour.

UNIT. V

- Communication:** Parler d'une sortie scolaire,Ecrire un e-mail.
- Grammaire :** Le passe recent, le futur proche .
- Culture:** Les penitures celebres du muse du Louvre.
- Projet:** Ecris sur une visite au muse.

- Lecon 1.** Esprit Francais.
- Lecon 2.** Les ados modernes
- Lecon 3.** Une grande aventure a velo
- Lecon 4.** Un sejour a nice
- Lecon 5.** La sortie au muse scientifique

Ref.Avenir method de francais 4

French
Semester-IV

UNIT. I

Communication:	Parler de l'automobile
Grammaire :	Les adjectifs les verbes .
Culture:	Les automobiles en France.
Projet:	Faire un dossier sur ta voiture .Coller une photo de cette voiture et decire cette voiture.

UNIT. II

Communication	Reflechir aux villes a venir,Parler des projets d'avenir.
Grammaire :	Le futur simple ,le futur proche.
Culture:	Les projets d'avenir en France
Projet:	preparer un dossier sur les changements attendus dans la ville

UNIT. III

Communication:	partager la recette , Parler de la nourriture.
Grammaire :	Les adverbs de quantite,l'adjectif indefini.
Cultur	les fetes et les traditions.
Projet:	Preparerun dossier sur un dessert prefereet parle de son origine.

UNIT. IV

Communication:	Discuter les avantages d'internet,Ecrire un blog.
Grammaire :	Les adjectifs demonstratifs , Les adjectifs possessifs ,Les prepositions.
Culture:	Les principaux medias francais.
Projet:	Faire un rapport sur les avantages et les inconvenients d'internet.

UNIT. V

Communication:	Rediger des invitations , Ecrire des .messages les consignes, Repondre a une invitation.
Grammaire :	Les verbes pronominaux , les verbes pronominaux a l'impertif.
Culture:	Les arts du spectacle en France.
Projet:	Rediger une belle invitation pour feter l'anniversaire d'un grand parent.

Lecon 6. Le monde des automobiles

Lecon 7. La vie en 2050

Lecon 8. L'epiphanie en France

Lecon 9. La vie en ligne

Lecon 10. On fait quoi ce week-end?

Ref.Avenir method de francais 4

GENERAL ENGLISH

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 26UGEL14	III 26UGEL13	I 26UGEL11
Courses in Semester II	V 26UGEL25	IV 26UGEL24	II 26UGEL22
Courses in Semester III	VI 26UGEL36	V 26UGEL35	III 26UGEL33
Courses in Semester IV	VII 26UGEL47	VI 26UGEL46	IV 26UGEL44

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 the accuracy of communication.

CO6 Develop the skills of formal written communication to be used in academic and career-related contexts

TEXTS

Course I – *SPARK I: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course II - *SPARK II: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course III - *SPARK III: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course IV - *SPARK IV: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course V - *SPARK V: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course VI – *SPARK VI: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course VII - *SPARK VII: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

EXTERNAL EXAMINATION

❖ External Examination has two components:

1) Written Examination and 2) Spoken English 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 (16/40 in Written Examination and 4/10 in Spoken English Viva Voce Examination).

Distribution of marks: **Written Exam** (100 marks) Converted to 40 marks
 Spoken English 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 30 marks.

❖ The internal assessment for the courses may include skill-based activities such as seminar presentation/spoken English /critical podcast/ video essay/ creating a 5–8 slides on a topic/ composing a poem/ submitting a relevant photo with description etc.

In both the Internal Examinations and Semester Written Examination, 40% of the mark is allotted for literature-based questions, and 60% of the mark is allotted for grammar and composition exercises.

General English Evaluation Procedure

Internal Examination			Converted to	Total
CIA 1 (Written)	50	Converted to 70	50	100
CIA 2 (Written)	50			
Two Classroom Assessments (Spoken/Skill-based Activities) 2x 15	30	30		
External Examination			Converted to	
Semester Exam (Written)	100	Converted to 40/ (Pass Min. 16)	50	
Semester Viva Voce 4x25 (Spoken)	100	Converted to 10/ (Pass Min. 4)		

Course I

Hours: 6

Course Code: 26UGEL11

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 – I POETRY (READING AND WRITING SKILLS)

1. Sarojini Naidu- “Indian Weavers”
2. Robert Burns – “My Love is like a Red Red Rose”

UNIT – II SHORT STORIES (READING AND WRITING SKILLS)

1. W. Somerset Maugham – “The Ant and the Grasshopper”
2. Guy De Maupassant – “The Necklace”

UNIT –III GRAMMAR AND VOCABULARY SKILLS

1. Use of Verbs: Verb Grid (Positive, Negative & Question), Regular Verbs, Irregular Verbs & Modal
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)

UNIT – IV LISTENING AND SPEAKING SKILLS

1. Listening Practice –Listen and Do exercises: Listening to English songs, simple Indian short stories, homonyms/homophones
2. Pronunciation Practice: Vegetables, Fruits, Flowers, Trees, Spices, Eatables
3. Introducing Oneself
4. Introducing Others

UNIT –V LISTENING AND SPEAKING SKILLS

1. Greetings
2. Making Request
3. Reading Aloud (From the text)
4. Describing a place / a picture (With hints)

COURSE OUTCOMES

Learners will be able to

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

TEXT BOOKS

- *SPARK I: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 2019.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (7 from each of the Units I, II & 6 from Unit III) 20

PART B - Compulsory - Units I, II & III (5X3) 15

- Unit I - Short answer/ ERC
- Unit II - Short answer/ ERC
- Verb Grid (be verb)
- Verb Grid (possessive)
- Verb Grid (action/passive)

PART C – Compulsory- Unit III (5x7) 35

- Use of Verbs: Verb Grid
- Tenses
- Use of Nouns
- Sentence Patterns
- Punctuation and Capitalisation

PART D - (3x10) 30

- Essay (250 words) Unit I (Either/or)
- Essay (250 words) Unit II (Either/or)
- Compulsory -Comprehension

TOTAL 100

INTERNAL EXAMINATIONS		Marks
PART A - MCQs 6X1(2 from each of the Units I, II & III)		6
PART B- Compulsory - one question from each of the Units I, II & III		
1 Short answer/ 1 ERC / Grammar (3X3)		9
PART C –Compulsory (Unit III) (3X5)		15
PART D- (2X10)		20
• Essay - Either /or Units – I & II 250 words		
• Compulsory- Grammar/ Composition		
TOTAL		50

INTERNAL ASSESSMENTS Marks

Skill-based activity - 2x15 30
 (Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
 Composing a poem/ Submitting a relevant photo with description, etc.)
TOTAL 30

Viva Voce Components: 100 Marks

1. Introducing Oneself / Others (25)
2. Reading Aloud (From the text) (25)
3. Describing a place / a picture (With hints) (25)
4. Conversation with the examiner (Greetings/ Making Request) (25)

COURSE II

Hours: 6

Course Code: 26UGEL22

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

LO5 To help the learners comprehend and respond in English

LO6 To develop oral communication for day-to-day activities

UNIT – I POETRY (READING AND WRITING SKILLS)

1. Rabindranath Tagore – “Leave this Chanting and Singing”
2. Gerard Manley Hopkins- “God’s Grandeur”

UNIT – II SHORT STORIES (READING AND WRITING SKILLS)

1. Sister Nivedita - “The Judgement Seat of Vikramaditya”
2. Stephen Leacock - “With the Photographer”

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Use of Adjectives
2. Use of Conditional ‘If’ (Probable & Improbable Conditions)
3. Use of ‘who’, ‘which’, ‘where’ & ‘that’ in combining sentences
4. Framing questions – ‘Wh –’ & ‘Yes’ / ‘No’ Questions
5. Prefixes and Suffixes
6. Developing Hints into a Paragraph

UNIT – IV LISTENING AND SPEAKING SKILLS

1. Listening Practice – Listen and Do exercises: Sound patterns and words ending ‘s’ endings and ‘d’ endings, and Listening to English songs and Indian short stories
2. Pronunciation Practice: Medical Terms/ Names of Ailments/People /Currency/ Countries and Capitals/World-famous Cities
3. Making Requests
4. Offering help

UNIT – V LISTENING AND SPEAKING SKILLS

1. Seeking Permission
2. Expressing Gratitude
3. Reading Aloud (from the Prescribed Text)
4. Narrating a Story (from Hints)

COURSE OUTCOMES

Learners will be able to

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

TEXT BOOKS

- *SPARK II: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 2019.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A – MCQs (7 from each of the Units I, II, and 6 from Unit III)	20
PART B – Compulsory Units I, II & III - Short answers/ ERC/Grammar (5X3)	15
• Unit I - Short answer/ ERC • Unit II - Short answer/ ERC • Prefixes • Suffixes • Adjectives	
PART C – Compulsory Unit III (5x7)	35
• Adjectives • Use of 'who' & 'where' in combining sentences • Use of 'which' & 'that' in combining sentences • Framing questions – 'Wh –' & 'Yes' / 'No' Questions • Developing Hints into a Paragraph	
PART D – (3x10)	30
• Essay (250 words) Unit I (Either/or) • Essay (250 words) Unit II (Either/or) • Compulsory -Use of Conditional 'If' (Probable & Improbable Conditions)	

TOTAL

100

INTERNAL EXAMINATIONS Marks

PART A - MCQs 6X1(2 from each of the Units I, II & Unit III)	6
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COURSE III

Hours: 6

Course Code: 26UGEL13, 26UGEL33

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 learn the appropriate use of articles, prepositions and adverbs

LO4 To help learners develop vocabulary register through homonyms, homophones and homographs

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 – I POETRY (READING AND WRITING SKILLS)

1. William Shakespeare – “All the World’s a Stage”
2. P. B. Shelley – “Ozymandias”
3. Oliver Goldsmith – “The Village Schoolmaster”

UNIT – II SHORT STORIES/ PROSE (READING AND WRITING SKILLS)

1. O. Henry – “The Gift of the Magi”
2. Katherine Mansfield – “A Cup of Tea”
3. Mark Twain – “A Day at Niagara”

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Articles
2. Prepositions
3. Adverbs
4. Spotting Errors (Articles/ Prepositions / Adverbs)
5. Homonyms, Homophones, Homographs
6. Constructing a story using hints

UNIT –IV LISTENING AND SPEAKING SKILLS

1. Listening Practice: Listen and Do exercises: Listening to short passages , short stories (Indian and British) , English songs, *Mind your Language* (Episodes:1-2)
2. Pronunciation Practice : Words related to professions
3. Words generally mispronounced
4. Telephonic Conversation
5. Making Suggestions

UNIT – V LISTENING AND SPEAKING SKILLS

1. Complimenting / Congratulating
2. Expressing Sympathy
3. Reading aloud
4. Describing a picture/ Describing a process
5. Personal Conversation (Habits, Hobbies, Future Plan)

COURSE OUTCOMES

Learners will be able to

CO1 Read and understand English in poetry and prose (Fiction and Non-Fiction)

CO2 Write coherent essays about the prescribed literature

CO3 Use articles, prepositions and adverbs appropriately

CO4 Use homonyms, homophones, and homographs appropriately, ensuring clarity and precision in their spoken and written English

CO5 Create a narration from hints

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

TEXT BOOKS

- *SPARK III: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 2019.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (7 from each of the Units I, II, and 6 from Unit III)

20

PART B - Compulsory - Units I, II & III (5X3)

15

- Unit I - Short answer/ ERC
- Unit II - Short answer/ ERC
- Articles
- Prepositions
- Adverbs

PART C – Compulsory - Unit III (5x7)

35

- Articles
- Prepositions
- Adverbs
- Homonyms, Homophones, Homographs
- Constructing a story using hints

PART D - (3x10)

30

- Essay (250 words) Unit I (Either/or)

- Essay (250 words) Unit II (Either/or)
- Compulsory -Spotting Errors (Articles/ Prepositions / Adverbs)

TOTAL 100

INTERNAL EXAMINATIONS

Marks

PART A - MCQs 6X1(2 from each of the Units I, II &Unit III)

6

PART B- Compulsory one question from each of the Units I, II & III

1 Short answer/ 1 ERC/ Grammar (3X3)

9

PART C – Compulsory- (Unit III) (3X5)

15

PART D- (2X10)

20

- Essay - Either /or Units – I & II 250 words

- Compulsory- Grammar/ Composition

TOTAL 50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30

(Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
Composing a poem/ Submitting a relevant photo with description etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Pronunciation: Words related to professions /Words generally mispronounced (25)
2. Conversation: Making Suggestions /Complimenting / Congratulating /Expressing Sympathy /
Habits, Hobbies, Future Plan (25)
3. Reading aloud (25)
4. Describing a picture/ Describing a process (25)

COURSE IV

Hours: 6

Course Code: 26UGEL14, 26UGEL24, 26UGEL44

Credits: 3

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 make learners use tenses and concord in meaningful constructions

LO4 To enable learners to employ appropriate synonyms and antonyms in written and spoken communication

LO5 To help learners learn the different types of letters, resumes and the art of composing e-mails and the use of appropriate language

LO6 To build confidence in students to speak English naturally and clearly, moving from basic sounds and reading practice to advanced conversations about books and real-world issues

UNIT – I POETRY (READING AND WRITING SKILLS)

1. John Milton – “On His Blindness”
2. Lewis Carroll – “The Walrus and the Carpenter”
3. Rudyard Kipling – “If”

UNIT – II SHORT STORIES /DRAMA (READING AND WRITING SKILLS)

1. Rabindranath Tagore – “The Postmaster”
2. Ernest Hemingway– “Cat in the Rain”
3. Fritz Karinthy –“The Refund”

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Tenses
2. Concord
3. Spotting Errors (Tenses and Concord)
4. Describing a thing / a place / an event
5. Synonyms and Antonyms (Bhatnagar)
6. Letter Writing (Formal & Informal), Resumes and Composing emails

UNIT – IV LISTENING AND SPEAKING SKILLS

1. Listening Practice: Listen and Do exercises: Listening to conversations, announcements, interviews of popular personalities, and *Mind your Language* (Episodes: 3-4)
2. Complaining
3. Apologising
4. Offering encouragement and responding to them
5. Warning Someone

UNIT –V LISTENING AND SPEAKING SKILLS

1. Pronunciation Practice: Vowels and Diphthongs & Strong and Weak forms of words
2. Reading Aloud
3. Issue-based conversation

4. Speaking about prescribed literature
5. Speaking on a given topic

COURSE OUTCOMES

Learners will be able to

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 Compose logically organized descriptive paragraphs, formal letters, professional resumes and emails

CO5 Use synonyms and antonyms appropriately, allowing for more expressive, varied, and accurate communication

CO6 Speak English fluently with confidence in an expository as well as analytical style

TEXTBOOKS

- *SPARK IV: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 1999.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (7 from each of the Units I, II, and 6 from Unit III)	20
PART B- Compulsory- Units I, II & III (5X3)	15
• Unit I - Short answers/ ERC • Unit II - Short answers/ ERC • Tenses • Concord • Spotting Errors (Tenses and Concord)	
PART C – Compulsory- Unit III (5x7)	35
• Tenses	

- Concord
- Spotting Errors (Tenses and Concord)
- Describing a thing / a place / an event
- Synonyms(4) and Antonyms(3)

PART D - (3x10) 30

- Essay (250 words) Unit I (Either/or)
- Essay (250 words) Unit II (Either/or)
- Compulsory- Letter Writing/Resumes/ Composing emails

TOTAL 100

INTERNAL EXAMINATIONS

Marks

PART A - MCQs 6X1(2 from each of the Units I, II & Unit III)

6

PART B- Compulsory one question from each of the Units I, II & III

1 Short answers/ 1 ERC/ Grammar (3X3)

9

PART C –Compulsory (Unit III) (3X5)

15

PART D- (2X10)

20

- Essay - Either /or Units – I & II 250 words
- Compulsory- Grammar/ Letter writing/ Composition

TOTAL 50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30

(Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Reading Aloud (25)
2. Issue-based conversation (25)
3. Speaking about prescribed literature (25)
4. Speaking on a given topic (25)

COURSE V

Hours: 6

Course Code: 26UGEL25, 26UGEL35

Credits: 3

LEARNING OUTCOMES

LO1 To introduce learners to the 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, the appropriate use of conjunctions and voice forms

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, argue both sides of a topic with confidence, and discuss difficult modern issues with logic and ease

UNIT – I POETRY (READING AND WRITING SKILLS)

1. William Wordsworth – “The Solitary Reaper”
2. H.W. Longfellow – “A Slave’s Dream”
3. Robert Frost – “The Road Not Taken”

UNIT – II PROSE/ DRAMA (READING AND WRITING SKILLS)

1. Oscar Wilde - “The Model Millionaire”
2. A. A. Milne – “The Boy Comes Home”
3. Francis Bacon – “Of Friendship”

UNIT – III GRAMMAR SKILLS

1. Synthesis and Transformation of Sentences (Simple, Compound & Complex)
2. Conjunctions
3. Active – Passive Voice
4. Spotting Errors (Simple, Compound & Complex sentences/ Conjunctions/ Active – Passive Voice)

UNIT – IV ADVANCED WRITING/ VOCABULARY AND ANALYTICAL SKILLS

1. Expansion of Ideas / Proverbs
2. Dialogue Writing
3. Words often confused (Bhatnagar)
4. Sentence Arrangement

UNIT – V LISTENING AND SPEAKING SKILLS

1. Listening Practice - Listen and Do exercises: Listening to news reading, directions, stories in American English, and watching movies

2. Pronouncing Words ending with common Inflections (like – ‘logy’ ‘- graphy’ ‘-ation’ etc.),
Pronouncing ‘R’ in different positions
3. Reading and Interpreting
4. Turncoat
5. Expand a Proverb
6. Issue-Based Conversation

COURSE OUTCOMES

Learners will be able to

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 and voice forms

CO5 Use vocabulary actively with an awareness of words often confused

CO6 Use Spoken English fluently with confidence and accuracy for specific purposes such as analytical, argumentative, and expository talks

TEXT BOOKS

- *SPARK V: An Integrated Course Text for General English*, Department of English, St. Xavier’s College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 1999.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (8 from Unit I, 7 from Unit II, and 5 from Unit III)	20
PART B- Compulsory Units I & II – 3 Short answers/ 2 ERC (5X3)	15
PART C – Compulsory - Unit III &IV (5x7)	35

- Synthesis and Transformation of Sentences (Simple, Compound & Complex)
- Conjunctions
- Active – Passive Voice
- Expansion of Ideas / Proverbs
- Words often confused

PART D - (3x10)

30

- Essay (250 words) Unit I & II (Either/or)
- a) Dialogue Writing (5) b) Sentence Arrangement (5)
- Compulsory -Spotting Errors (Simple, Compound & Complex sentences/ Conjunctions/ Active – Passive Voice)

TOTAL

100

INTERNAL EXAMINATIONS Marks

PART A - MCQs 6X1(1 from Units I & II , 5 from Units III & IV)

6

PART B- Units I & II – 2 Short answers/ 1 ERC (3X3)

9

PART C –Compulsory (Units III & IV) (3X5)

15

PART D- (2X10)

20

- Essay - Either /or Units – I & II 250 words
- Compulsory -Grammar/ Letter writing/ Composition

TOTAL

50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30

(Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Reading and Interpreting (25)
2. Turncoat (25)
3. Expand a Proverb (25)
4. Issue-Based Conversation (25)

COURSE VI

Hours: 6

Course Code: 26UGEL36, 26UGEL46

Credits: 3

LEARNING OUTCOMES

LO1 To introduce learners to the advanced level of poetic English through representative pieces, to make them understand the oblique use of language

LO2 To make them read and understand classical English novel

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, condensing ideas and responding to advertisements

LO6 To make them organize their professional knowledge into clear speeches, and discuss important world issues with confidence and logic

UNIT –I POETRY (READING AND WRITING SKILLS)

1. John Keats – “La Belle Dame Sans Merci”
2. John Donne – “Death Be Not Proud”
3. Walt Whitman – “O Captain! My Captain!”

UNIT - II FICTION (READING AND WRITING SKILLS)

George Orwell –*Animal Farm*

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Degrees of Comparison
2. Direct- Indirect Speech
3. Spotting Errors/Correcting Errors (Comprehensive)
4. Idioms and Phrasal Verbs (Bhatnagar)

UNIT – IV ADVANCED WRITING AND ANALYTICAL SKILLS

1. Précis Writing
2. Essay Writing
3. Responding to the given advertisement
4. Cloze Test

UNIT – V LISTENING AND SPEAKING SKILLS

1. Listening Practice - Listen and Do exercises: Listening to famous speeches, poetry renditions, sports commentary, and TED Talks
2. Pronunciation Practice: Words generally often mispronounced
3. Reading and Interpretation
4. Issue-Based Conversation
5. Public speaking on a subject topic

COURSE OUTCOMES

Learners will be able to

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 literature

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

- *SPARK VI: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- Orwell, George. *Animal Farm*. Maple Classics, 2013.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 1999.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (7 from Unit I, 8 from Unit II, and 5 from Unit III)	20
PART B – Compulsory -2 ERC from Unit I / 3 Short answers from Units II	15
PART C – Compulsory- Unit III & IV (5x7)	35
• Degrees of Comparison • Direct- Indirect Speech • Précis Writing • Essay Writing • Responding to the given advertisement	
PART D - (3x10)	30
• Essay (250 words) Unit I & II (Either/or) • Compulsory- Spotting Errors (5) Correcting Errors(5) (Comprehensive) • Compulsory- a) Idioms and Phrasal verbs (5) b) Cloze Test (5)	

TOTAL **100**

INTERNAL EXAMINATIONS

Marks

PART A - MCQs 6X1(1 from Units – I & II , 5 from Units III)

6

PART B- Compulsory Units I & II

1 ERC from Unit I /2 Short answers from Units I & II (3X3)

9

PART C –Compulsory (Unit III & IV) (3X5)

15

PART D- (2X10)

20

- Essay - Either /or Units – I & II 250 words
- Compulsory- Grammar/ Composition

TOTAL **50**

INTERNAL ASSESSMENTS Marks

Skill based activity - 2x15 30

(Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
Composing a poem/ Submitting a relevant photo with description, etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Reading and Interpretation (25)
2. Issue Based Conversation (25)
3. Public speaking on subject related topic (25)
4. Extempore (25)

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 analyse a selected dramatic scene to identify how dialogue and stage directions reveal character motivation and advance the central conflict

LO4 To encourage learners in using English skillfully and creatively to discuss, brainstorm or debate a topic, through active practice

LO5 To equip learners with the soft skills necessary for employability

LO6 To help learners to produce structured reports, engaging blogs and original creative pieces by adapting their writing style to suit different purposes and audiences

UNIT –I DRAMA (READING AND WRITING SKILLS)

1. *Julius Caesar* – Act III, Scene I

2. *Othello* – Act V, Scene II

3. *Hamlet*- Act I, Scene III

UNIT –II FICTIONS (READING AND WRITING SKILLS)

H. G. Wells –*Time Machine*

UNIT –III SOFT SKILLS AND SPEAKING SKILLS (Theory and Practice)

1. Interview Skills*

2. Group Discussion*

3. Debate*

4. Interpersonal Skills*

(* Included for Spoken English Viva Voce and Internal Assessments)

UNIT –IV SOFT SKILLS

1. Time Management

2. Problem-Solving Techniques

3. Teamwork

4. Leadership

UNIT –V ADVANCED WRITING SKILLS

1. Report Writing

2. Blog writing

3. Creative Writing (poem/short story)

COURSE OUTCOMES

Learners will be able to

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 Use English effectively and creatively for interviews, group discussions, etc.

CO5 Behave, react, and handle situations connected to employability, using the acquired knowledge of soft skills

CO6 Demonstrate versatility in written communication by producing structured technical reports, engaging digital content for blogs, and original creative works that employ evocative language and narrative techniques

TEXT BOOKS

- *SPARK VII: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- Wells, H. G. *Time Machine*. Oxford University Press, 2017 Ed.
- Alphonse S. J., Xavier. *We Shall Overcome: A Textbook on Life Coping Skills*. ICRDDCE Publication, 2004.

REFERENCE

- Sijwalii B.S. and Indu Sijwali, *General Interview Skills for Both Government and Private Sectors*. Arihant Publications, 2023.
- Soman, Ashok M, *Graduates and Postgraduates Entering the Corporate World*. Himalaya Publishing House, 2023.
- Patnaik, Priyadarshi, *Communication, Logical Thinking, and Public Speaking*. Cambridge University Press, India, 2016.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (5 from each of the Units I, II, III & IV)

20

PART B- Compulsory - (5X3)

15

ERC from Unit I/ Short answers from Units II, III & IV

- Unit I
- Unit II
- Units III
- Units IV
- Units III/ IV

PART C –Compulsory- Units I, II, III, IV & V (5x7)

35

- Short Essay (200 words)/ Annotation Unit I
- Short Essay Unit II (200 words)
- Short Essay Unit III (200 words)
- Short Essay Unit IV (200 words)
- Creative Writing (poem/short story)

PART D - (3x10)

30

- Essay (250 words) Unit I & II (Either/or)
- Compulsory -Report writing (250 words)
- Compulsory - Blog writing (250 words)

TOTAL

100

INTERNAL EXAMINATIONS		Marks
PART A - MCQs 6X1 (1 from Units I & II , 5 from Units III & IV)		6
PART B- Units I & II – 2 Short answers from Units I & II/ 1 ERC from Unit I (3X3)		9
PART C –Compulsory (Unit III & IV) (3X5)		15
PART D- (2X10)		20
1. Essay - Either /or Units – I & II 250 words		
2. Compulsory - Report writing / Blog writing/ Creative Writing (Unit V)		
TOTAL		50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30
 (Seminar presentation/ Video Essay/ Creating a 5–8 slide on a topic/ writing a poem, short story/Mock Interview /Group Discussion/Debate etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Interview Skills: Mock Interview (25)
2. Group Discussion (25)
3. Debate (25)
4. Interpersonal Skills: Conversation (25)

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

Semester	Category	Course Code	Course Title
I	FC	26UHER11/ 26UHEE11	Religion: Catholic Doctrine / Ethics
II	SEC3	26UHEI21	Integrated Personality Development
III	SEC4	26UHEL31	Life Coping and Entrepreneurial Skills Management
IV	EVS	26UEVS41	Environmental Studies
V	VE	26UVEH51	Human Rights and Social Analysis

NME

Semester	Category	Course Code	Course Title
I	Library	26ULBN11	Foundations of Library Science
I	XRF	26UXRN11	Traditional Knowledge of Indian Medicinal Systems
II	Library	26ULBN21	Information Resources
II	STAND	25USTN21	Rural Development Studies
II	XRF	26UXRN21	Indian Traditional Medicinal Foods
III	XRF	26UXRN31	Food Microbiology
IV	XRF	26UXRN41	Herbal Resources and Their Conservation
IV	MAX Forum	26UMXN41	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
(26UHER11)

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

Upon completion of the course the students will be able to

CO1: Recite the Sacraments (K1)

CO2: Identify the challenges of the present day church (K1)

CO3: Associate Old and New testaments of the bible (K2)

CO4: Explain the Church history (K2)

CO5: Discuss the Marian worship (K2)

CO6: 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: Jesus and His Teachings (6 Hours)

Parables of Jesus – Important Teachings of Jesus: Kingdom of God – God’s Mercy – Trust in Providence – Two Commandments of love – Be committed – No condemnation of wealth – No condemnation of sinners – Love of enemies; Prayer: Jesus’ Prayer – Types of Prayer; Jesus the Healer – Types of Miracles of Jesus – Jesus the Liberator

Unit III: A Brief History of the Church & Changes and Challenges of the Modern World

(6 Hours)

The beginnings of the Church - Medieval period and its challenges - The importance of the Second Vatican Council and their decrees – Synodality; Casteism – Ecumenical unity and Inter Religious harmony – Digital world and Religious Faith - Catholic Social Teachings

Unit IV: Introduction to the Sacraments and Trinity (6 Hours)

The origin of the seven sacraments - Their practices and meanings – Trinity: The Father – The Son and the Holy Spirit

Unit V: Introduction to Mariology (6 Hours)

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

REFERENCES:

- “Faith Matters” material prepared by the Department of Human Excellence.
- Second Vatican Council Documents.

ETHICS
(26UHEE11)

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

After completing this course, the learner will be able to know/understand: Cognitive Level

(K-Level)

CO-1 Describe the Ethical foundations and human values (K2)

CO-2 Identify Ethics and its relationship with religions (K1)

CO-3 Evaluate the personal ethical codes in day-to-day life (K5)

CO-4 Associate ethics in family and society (K3)

CO-5 Apply moral, professional, and personal ethics in academic, workplace, and daily life situations. (K3)

CO-6 Analyse the modern ethical issue (K4)

Unit-I Introduction to Ethics and Human Interface (6 Hours)

Meaning, Nature and Scope of Ethics-Challenges and Importance of ethics-Basic ethical foundations-Human values: Tolerance, Compassion, Rationality, Objectivity. Scientific Attitude, Integrity, Respecting Conscience and Empathy. Mahatma Gandhi and Ethical practices: Non violence, Truth, Non-hatred and love for all, concern for the poorest, objectivity nationalism and Education for man making relation between ends and means.

Unit-II Ethics and Major religions and civilizations (6 Hours)

Ethics and its relationship with Religions- Ten Commandments: Christianity and Judaism tradition-Hinduism- Dharma and Mokhya (out of 4 goals of life Dharma, Artha, Kama and Mokhya),concept of Purusartha, Nisakama Karma (work without attachment to results), Concept of Basudev Kutumba and Peace(Whole including all animals, plants, inanimate beings and human form one world)-Islamic Ethics: Justice, Goodness, Kindness, Forgiveness, Honesty, Purity and piety- Buddhism - Arya AstangikaMarg: Right view, Thought , Speed, Action, Livelihood, Efforts, Attention and Concentration.

Unit-III Personal and Professional ethics (6 Hours)

Moral percepts -Dynamics of personal morality-Moral Conscience-Ethical aspects of Thirukural-Evils of corruption- Professional ethics- Nature, Characteristics, scope, type. Professional Value: Trusteeship, Inclusiveness, Commitment, Sustainability, Accountability, Transparency, Impartiality.

Unit-IV Governance, Family and Social Ethics (6 Hours)

Concept of Good Governance-Principles: Transparency, Accountability, Rule of Law-Ethical Leadership and Public Responsibility-Corruption and Integrity in Public Life-Role of Family in ethical formulations-Respecting persons-Peace and Justice-Human Duties-Respecting Persons and Human Dignity-Equality, Justice and Fairness -Peace, Non-violence and Social Harmony-Tolerance, Pluralism and Social Inclusion.

Unit- V Judicious Use of Technology (6 Hours)

Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects. Ethics and Use of Digital Technology: Cyber ethics-, Ethics of social media: WhatsApp, Face book, Twitter and others.

Recommended Books/e-resources:

- R.R. Gaur, R Sangal, G.P. Bagaria (2009): A Foundation Course in Human Values and Professional Ethics, Excel Books.
- D.R. Kiran (2014) Professional Ethics and Human Values, McGraw Hill Education (India).

- Vivian L Vignoles (2017): Identity: Personal and Social, Chapter to appear in Oxford Handbook of Personality and Social Psychology (2nded.), edited by Kay Deaux and Mark Snyder.
- https://cdn.visionias.in/value_added_material/3b896-ethics.pdf
- Sargolzaei, E., & Nikbakht, M. (2017). The Ethical and Social Issues of Information Technology: A Case Study. International Journal of Advanced Computer Science and Applications, 8(10), 138–146. <https://doi.org/10.14569/ijacsa.2017.081019>
- Mirghaderi, L., Sziron, M., & Hildt, E. (2023). Ethics and Transparency Issues in Digital Platforms: An Overview. AI (Switzerland), 4(4), 831–843. <https://doi.org/10.3390/ai4040042>
- Müller, V. C. (2022). The History of Digital Ethics. Digital Dreams Have Become Nightmares: What We Must Do. <https://doi.org/10.1145/3640479.3640499>
- Course Material Prepared by Department of Human Excellence.

**INTEGRATED PERSONALITY DEVELOPMENT
(26UHEI21)**

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

After completing this course, students will be able to:

CO1: Analyze individual personality traits, habits, and attitudes by utilizing self-awareness frameworks such as SWOC and the Johari Window. (K4)

CO2: Formulate actionable plans to build self-confidence, a positive mindset, and healthy self-esteem for continuous personal growth. (K6)

CO3: Implement self-management techniques, including mindfulness, yoga, and distraction control, to regulate stress and improve discipline. (K3)

CO4: Demonstrate effective interpersonal skills, including rapport building, assertiveness, and conflict management, within group discussions and team environments. (K3)

CO5: Design a systematic roadmap of realistic personal and academic goals using structured goal-setting methodologies. (K6)

CO6: Integrate ethical values, social responsibility, and gender sensitivity into professional conduct and real-life decision-making. (K4)

UNIT-I: Self-Knowledge (6 Hours)

Exploring Habits, Attitudes, Self Awareness – Self introspection - SWOC analysis – Johari Window’s Self identity. Enhancing one’s Self image, Self -Esteem, Building self Confidence and Positive Mind Set.

UNIT-II: Self Management (6 Hours)

Understanding of One’s Life Story- Focusing on Internal Narratives – Self-Talk, Self-Discipline- Managing Change, -Adaptation to change, Managing Distractions, Yoga and Mindfulness -Overcoming Inferiority Complex

UNIT-III: Personal Competence and Goal Setting (6 Hours)

Developing Rapport - Giving and Receiving Constructive Feedback - Assertiveness and Conflict Management Skills - Group Discussion Skills –Goal Setting.

UNIT-IV: Personality Development (6 Hours)

Recognizing the growth in different dimension of Holistic and Integrated Personality Development-Ethical Behavior-Gender Sensitivity and Respect- Civic Responsibility-Social Media Responsibility

UNIT-V: Emotional Well-Being (6 Hours)

Meaning -Types of Emotions- Expressing Emotions- Managing Difficult Emotions - Self-Control-Healthy Relationships- Building Resilience & Coping Skills - -Mental Health Awareness.

Reference Books:

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

LIFE COPING AND ENTREPRENEURIAL SKILLS MANAGEMENT

(26UHEL31)

SEMESTER:III	SEC 4	HOURS:2	CREDITS:2	TOTAL HOURS:30
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Course Outcomes:

After completion of the Course, the students will be able to

CO1: Explain holistic health including physical, mental, and social wellbeing. (K2)

CO2: Apply healthy lifestyle practices including nutrition, hygiene, and digital wellbeing. (K3)

CO3: Analyze social and professional situations using empathy and ethical reasoning. (K4)

CO4: Apply structured decision-making and problem-solving skills in real-life situations. (K3)

CO5: Demonstrate coping strategies for stress, crisis, and uncertainty. (K3)

CO6: Evaluate addiction risks and design strategies for a healthy lifestyle. (K5)

Unit I: Holistic Health & Lifestyle Management (6 Hours)

WHO's definition of Health – Dimensions of Health – Adolescent Health and Women's Health – Understanding Physical Self – Personal Hygiene and Grooming – Balanced Diet and Nutrition – Healthy Habits and Lifestyle – Lifestyle Diseases and Prevention – Digital Wellbeing (Screen Time, Sleep Cycle, Mental Balance) – Public Health Awareness.

Unit II: Social Intelligence & Relationship Management (6 Hours)

Family Relationship: Values in family relationship, nuclear family, 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: Decision-Making & Problem-Solving Skills (6 Hours)

Types of Problems (Academic, Personal, Financial, Social) – Problem-Solving Strategies – Decision-Making Process – Rational and Intuitive Decision-Making – Ignatian Discernment Process – Lateral Thinking and Creativity – Basic Financial Literacy (Needs vs Wants, Saving, Budgeting).

Unit IV: Coping with Stress, Crisis & Change (6 Hours)

Meaning and Types of Stress – Causes of Stress (Academic, Social, Digital) – Stress Management Techniques – Emotional Regulation Strategies – Time Management and Productivity – Crisis Management (Failure, Uncertainty, Loss) – Building Resilience and Adaptability.

Unit V: Addiction Awareness & Personal Safety (6 Hours)

Meaning and Types of Addiction – Substance Addiction – Digital and Internet Addiction – Causes and Effects of Addiction – Prevention and Control Measures – Self-Regulation Techniques – Cyber Safety and Responsible Internet Usage – Seeking Help and Counselling Support.

Activity Collaborators: Anti-drug Club, Women's Forum.

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. Clear, James. 2018. Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones. New York: Avery
5. Atomic Habits – James Clear, Avery, 2018.
6. The 7 Habits of Highly Effective People – Stephen R. Covey, Free Press.
7. Emotional Intelligence – Daniel Goleman, Bantam Books.

8. Thinking, Fast and Slow – Daniel Kahneman, Penguin Books.
9. Course Material prepared by the Department of Human Excellence.

ENVIRONMENTAL STUDIES
(26UEVS41)

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

The students will be able to:

CO1: Describe various natural resources and the fundamental principles of sustainable development to explain resource interdependence. (K1)

CO2: Explain the relationship between biodiversity and various conservation approaches to maintain ecological balance. (K2)

CO3: Apply prevention and mitigation strategies to address specific environmental issues and ecosystem degradation. (K3)

CO4: Illustrate the adverse health impacts of different types of pollution on human populations and ecosystems. (K3)

CO5: Evaluate environmental quality indicators and the effectiveness of climate change mitigation risks. (K5)

CO6: Summarize major international environmental treaties and national legislations aimed at environmental protection. (K2)

Unit I: Natural Resources (6 Hours)

Environment – Definition; Overview of natural resources: definition, types of natural resources. Biotic and abiotic, renewable and non-renewable resources. 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. (IKS- Traditional water conservation methods (e.g., temple tanks, ooranis, johads). Indigenous agricultural practices and soil conservation methods.)

Unit II: Environmental pollution and Health (6 Hours)

Natural and man-made disasters and their impacts of environment and management. Pollution: definitions, natural and man-made pollution. Different types of pollution- Air, Water, Soil, Noise, Radioactive and solid waste pollution: Sources of pollution, different types of pollutants, effects of pollution in environment and human health, prevention and control of pollution. (IKS- Traditional waste management practices. Herbal and indigenous methods to reduce pollution impacts.)

Unit III-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. Types of Biodiversity conservation (*In-situ and Ex-situ*). (IKS- Sacred groves and community-based conservation practices, Role of indigenous communities in biodiversity protection)

Unit IV: Climate change: Impacts, Adaptation and Mitigation (6 Hours)

Climate change: structure and different layers of atmosphere, Impacts, vulnerability and adaptation to climate change. Mitigation of climate change: GHGs types, sources, impacts and control. Importance of 1.5 °C and 2.0 °C Global warming and Ozone depletion. Concept of carbon intensity, energy intensity and carbon neutrality; policy instruments, carbon capture and storage, climate justice. Anthropogenic factors - Human over population, over consumption, pollution, Mining, Transport, Environmental degradation and Impact of human activities. (IKS- Traditional climate-resilient farming practices. Indigenous housing designs for climate adaptation.)

Unit V: Environmental Treaties, Legislation and Sustainable Development (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 judgments. Introduction to sustainable development: SDGs, targets and indicators,

challenges and strategies. Principle of sustainable development, international efforts of sustainable development and sustainable development in India: Perspective and strategies. (IKS- Community based natural resource management models.)

Skill-Based Activities:

Unit-I	➤ Field observation of local water bodies ➤ Preparation of a household resource audit report ➤ Case study analysis on sustainable practices
Unit-II	➤ Air and water quality observation survey ➤ Preparation of eco-friendly products (natural cleaners, composting) ➤ Awareness campaign design
Unit-III	➤ Biodiversity documentation of campus/local area ➤ Preparation of herbarium or digital biodiversity register
Unit-IV	➤ Carbon footprint calculation (individual/department level) ➤ Tree plantation and climate awareness drive
Unit-V	➤ Mock COP session ➤ Policy analysis and presentation ➤ Preparation of sustainability action plan for the campus

General Suggestions:

- Educational visit to Xavier Solai be organized as a common activity for all students.
- Include activity based and project based assignments.
- Conduct orientation programs for EVS faculty on IKS and skill based pedagogy.
- Students examine environmental problems in their local communities and develop solutions to address them.

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

(26UVEH51)

SEMESTER:IV	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

CO1: Recall key concepts of rule of law, democracy, equality, human dignity, citizenship, social justice, secularism and human rights.(K1)

CO2: Explain the Preamble to the Constitution of India, Fundamental Rights, Directive Principles, civil and political rights, socio-economic and cultural rights and collective rights.(K2)

CO3: Apply constitutional principles and human rights concepts to contemporary social issues. (K3)

CO4: Analyze interrelationships among inequalities, social structures, social problems, and reform initiatives in India. (K4)

CO5: Evaluate the effectiveness of constitutional provisions in promoting equality and social justice.(K5)

CO6: Design strategies fostering equality, communal harmony, responsible democratic citizenship and civic participation. (K6)

Unit I: Understanding basic concepts (6 Hours)

Understanding of key concepts, their meaning and significance in today's context – Rule of law, democracy, equality, human dignity, citizenship, social justice, secularism, human rights, fundamental rights and constitutional values.

Unit II: Classification of Human Rights (6 Hours)

Civil and Political rights, socio-economic and cultural rights collective rights or group rights – Preamble to the Constitution of India, Fundamental Rights - Equality rights, personal freedom and right to life, rights against arbitrary arrest and illegal detention, Rights against exploitation, Religion Freedom, Minority rights and Fundamental Duties (Art. 51A)

Unit III: Indian Social System (6 Hours)

Social Analysis - Social system and its components, Inequalities, caste structures and manifestation, Patriarchy and violence against women, Gender and sexual Minorities– A land of cultural linguistic and religious diversity –secular ethos – religious -fundamentalism-Indian politics -Interdependence of human being and society

Unit IV: Social Problems (6 Hours)

Indian Economic inequality and Poverty - Caste Discrimination : Untouchability, honour killing - Reservation policy, and Dalit empowerment - illiteracy and its effects Child labour, child abuse, bonded labour and their effects

Unit V: Social Reformers (6 Hours)

Promoting social justice and equality, women's rights, and eradication of caste discrimination - Dr. B. R. Ambedkar, Mahatma Gandhi, Dr. Muthulakshmi Reddy, Savitribai Phule, Fathima Sheik, Pandita Ramabai and E. V. Ramasamy - Focusing on service to the marginalized, healthcare, education, and human values

Reference Books:

1. P.N. Sharma, "Social problems and issues in India", Bharat Book Centre, 2014, New India
2. The Reality Reloaded, Gurjot S. Kaler, Chandigarh, India, 2018
3. Course Material Prepared by the Department of Human Excellence
4. Activity-based learning will be conducted in collaboration with the Democracy Forum and Electoral Literacy Club to promote democratic values, constitutional awareness, and responsible citizenship.

FUNDAMENTALS OF CRIMINOLOGY (26UCFC11)

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
CO6	Apply theoretical knowledge to practical problems.	K3
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; Contemporary Crime-White collar crime; Economic offences, Organized crime; Cybercrime; 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.

PRACTICAL-VISIT TO CRIMINAL JUSTICE INSTITUTIONS (26UCFC12)
LAW ENFORCEMENT AND COURT AND LAW OFFICES

SEMESTER - I Core –P1 HOURS- 3 CREDITS-3 TOTAL HOURS: 30

	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
CO6	Understand the role and functions of agencies in Criminal Justice System.	K2
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, DCRB and CCRB.
2. District Magistrate Court Tirunelveli (understand the court proceedings)
3. Juvenile Justice Board (understand the juvenile justice system) Observation Home, Special Home in Tirunelveli and Tuticorin Districts.
4. Fire service station.

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 INDIAN CONSTITUTION (26UCFE11)

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 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
CO6	Understand the role and functions of State Government.	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction

(12 Hours)

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

UNIT II Rights and Duties

(12 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

(12 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

(12 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:

(12 Hours)

Supreme Court of India – Powers and Structure; High Court - Powers and Structure; subordinates courts in India. Election commission- powers and functions; National commissions for Schedule Caste, Schedule 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., (1999), Constitution of India, Universal Law Publishing house, New Delhi

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

PRACTICAL – FUNDAMENTALS OF CRIMINALISTICS OF FORENSIC SCIENCE (26UCFE12)**SEMESTER-I EC -P1****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	Understand the fundamental principles and scope of forensic science and crime scene investigation.	K2
CO2	Demonstrate the methods of collection, preservation, and documentation of physical evidence from crime scenes.	K3
CO3	Apply Locard's Exchange Principle in the identification and interpretation of forensic evidence.	K3
CO4	Analyze crime statistics, crime rates, and crime trends using qualitative and quantitative research methods and government crime data sources such as NCRB and SCRB.	K4
CO5	Apply forensic techniques related to biological and physical evidence including fluid stains, tire marks, and trace evidence examination.	K3
CO6	Develop practical skills in crime scene photography, interrogation techniques, and media report analysis related to criminal investigations.	K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I – Introduction**(6 Hours)**

Introduction to forensic science laboratory practices; Safety measures and ethics in forensic investigation; Understanding and applying Locard's Exchange Principle, Identification and handling of physical evidence, Crime scene observation and documentation methods

UNIT II – Crime Scene Investigation and Evidence Collection**(6 Hours)**

Crime Scene Investigation techniques, Crime Scene Photography, Collection and preservation of physical evidence, Packaging, labeling, and chain of custody procedures, Collection and preservation of biological and trace evidence samples.

UNIT III –Examination of Physical Evidence**(6 Hours)**

Fluid stains collection and preservation, blood and other biological stains, Tire marks identification and comparison, Footprints, fingerprints, and trace evidence basics, Recording and interpretation of forensic observations

UNIT IV – Crime Data Analysis and Research Methods**(6 Hours)**

Calculating crime rate and crime trend analysis, Comparative analysis based on NCRB and SCRB data Geographical, spatial, and comparison of crime statistics, Analysis of metropolitan, major, and minor city crime rates in India, Qualitative and quantitative research methods in criminology and forensic science

UNIT V – Investigation Techniques and Case Analysis**(6 Hours)**

Analysis of media reports and paper cuttings of criminal cases, Investigation procedures in criminal cases Basics of interrogation techniques, Interpretation of case materials and evidence correlation, Preparation of practical records and forensic reports

References:

1. James S. H. (2014). Forensic Science: An Introduction to Scientific and Investigative Techniques. New York, Taylor & Francis.
2. Saferstein R. (1995). Criminalistics – An Introduction to Forensic Science. USA, Prentice Hall Inc.
3. Sharma B.R. (2003). Forensic Science in Criminal Investigation and Trials. India, Universal Law House.
4. Sharma J. D., (1988). Vidhivigyan Avam Vish Vigyan. India, Madhya Pradesh Hindi Granth Academy.
5. Sharma J. D. (2011). Apradhon ka Vigyanik Anveshan. India, Madhya Pradesh Hindi Granth Academy.

CONCEPT OF CRIME AND CRIMINOLOGY (26USFN11)

SEMESTER-I SEC-1 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
CO6	Understand the basic structure and functions of criminal justice system	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 (26UCFC21)

SEMESTER-II CORE-T2 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
CO6	Understand how forensic scientists operate and use scientific evidence in a legal context.	K2
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.

PRACTICAL – EXAMINATION OF FINGER PRINT (26UCFC22)

SEMESTER-II CORE-P2 HOURS-3 CREDITS-3 TOTAL HOURS: 45

	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
CO6	Analyze the fingerprint patterns and to understand the comparison system	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

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

(9 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 (Finger Prints)

(9 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 Fingerprints

(9 Hours)

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

(9 Hours)

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

(9 Hours)

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

References:

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. Prentice Hall: 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).

POLICE ADMINISTRATION AND MANAGEMENT (26UCFE21)

SEMESTER-II EC-T2 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 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
CO6	Understand the process of station records, maintenance and procedures in law enforcement.	K2
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 Organization and Structure (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 Recruitment, Training and Functions (12 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.

UNIT IV Police Station Records (12 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 (12 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 (6th ed.). 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 QUESTIONED DOCUMENTS (26UCFE22)

SEMESTER-II ELECTIVE -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	Understand the nature, scope, and types of questioned documents and their relevance in forensic investigations.	K2
CO2	Explain the various scientific tools and techniques used for forensic examination of questioned documents	K2
CO3	Apply handwriting analysis techniques to identify class and individual characteristics in questioned documents.	K3
CO4	Compare questioned and standard documents including handwriting, paper, ink, printed, typed, and photocopied documents.	K4
CO5	Analyze document alterations such as erasures, overwriting, additions, obliterations, and invisible writings using forensic methods.	K4
CO6	Examine counterfeit Indian currency notes, passports, visas, stamp pads, and charred documents using forensic document examination procedures.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit-I: Introduction :

(6 Hours)

Nature and Scope of Questioned Documents Definition of Questioned Document, Types of Questioned Document, Preliminary Examination of Questioned Document.

Unit II: Examination Tools

(6 Hours)

Basic Tools Needed for Forensic Document Examination- Ultraviolet, Visible, Infrared, and Fluorescence Spectroscopy, Photomicrography, Microphotography, Visible Spectral Comparator, Electrostatic Detection Apparatus. Determining the Age and Relative Age of Documents.

Unit-III: Handwriting questioned documents

(6 Hours)

Handwriting: Definition, Handwriting Characteristics, Class & Individual Characteristics, Comparison of Handwriting, Natural Variations, and Fundamental Divergences in Handwriting.

Unit-IV: Comparison of questioned documents

(6 Hours)

Standards for Comparison of Handwriting; Requested standards, Collected or Admitted standards, their merits and demerits, Source for collecting admitted standards, Comparison of Paper, Ink, Printed Documents: Letterpress, lithography, Intaglio, Engraved, Typed Documents, Photocopied documents.

Unit-V: Alteration in Documents

(6 Hours)

Alterations in Documents, Including Erasures, Additions, Over-Writing, and Obliterations.

Indented and Invisible Writings. charred documents. Examination of Counterfeit Indian Currency Notes, Passports, Visas, and Stamp Pads.

References:

1. Hardless H.R. (1988). Disputed Documents, Handwriting and Thumbs- Print Identification, Profusely Illustrated. India: Low Book Co.
2. Osborn A.S. (1929): Questioned Documents

3. Hilton O. (1984): Scientific Examination of Questioned Documents, Elsevier Science Publishing co. New York
4. Kelly J.S. and Lindblom B.S. (2006): Scientific Examination of Questioned Documents, Tylor and Francis, New York
5. Harrison W.R.(1996): Suspected Documents, their Scientific Examination, Universal Book Traders
6. Ellen D (2006): The Scientific Examination of Documents, Methods and Techniques, Tylor and Francis.

INTRODUCTION TO CRIMINAL JUSTICE SYSTEM (26UCFN21)

SEMESTER-II SEC-2 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
CO6	Understand the Learn the hierarchy of courts and it's functions in ensuring justice	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

CRIMINAL LAWS IN CRIMINAL JUSTICE SYSTEM (26UCFC31)

SEMESTER-III 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	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 BNS.	K2
CO4	Evaluate the effectiveness of certain provisions in the BNSS in ensuring fair trials.	K5
CO5	Analyze the impact of different types of evidence on legal proceedings.	K4
CO6	Evaluate the submission of evidence and the examination in the court of law in BSA.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Indian Criminal Laws

(15 Hours)

Rule of law – Procedural and Substantial law – Introduction to Indian Constitution 1950, Preamble–citizenship –Fundamental Duties–Fundamental Rights – Directive Principles of State, Policy – Executive, Legislature and Judiciary

UNIT II Introduction to New Criminal Laws

(15 Hours)

Indian Penal Code BNS, Criminal Procedure code BNSS, Indian Evidence Act BSA– Nature and scope in India and comparison to Indian Penal Code 1860, Criminal Procedure code 1973, Indian Evidence Act 1872.

UNIT III BNS Nature, Scope, and Development of BNS 2023

(15 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 BNSS Nature, Scope, and Development of BNSS 2023

(15 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 BSA Nature, Scope, and Development of BSA 2023

(15 Hours)

Fact in issue- Resgestae- 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 (26UCFC32)
PART 2 FORENSIC SCIENCE LABORATOIRES AND NGOs

SEMESTER III CORE-P3 HOURS- 3 CREDITS-3

TOTAL HOURS: 45

	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
CO6	Understand the importance of forensic laboratories and role in judicial system.	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Practical List:

1. Institutions related to Forensic Science laboratories – Regional Forensic Science Laboratoires.
2. Forensic Medicine laboratories - Medical colleges- Autopsy- Toxicology and weapons Divisions. Food Laboratoires.
3. NGO's (Non- Governmental Organizations) – in southern regions.

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.

CRIME AGAINST VULNERABLE POPULATIONS (26UCFE31)

SEMESTER-III EC –T3 HOURS- 4 CREDITS-3 TOTAL HOURS: 60

	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		

UNIT I Gender-based violence – Definition, history and concepts. (12 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. (12 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 (12 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: (12 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 : (12 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 (26UCFE32)

SEMESTER-III EC-P3

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	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	Analyze 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	Apply record examined footprints, utilizing standardized protocols and documentation methods to maintain the integrity and reliability of forensic evidence for investigative and legal purposes	K3
CO6	Understand the footprint importance and its procedures in the criminal investigation.	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

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

(6 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)

(6 Hours)

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

Unit III: Methods for Developing Fingerprints:

(6 Hours)

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

Unit IV: Examination of Footprints

(6 Hours)

Examination of Foot Prints.

Unit V: Recording of Examined Finger Print

(6 Hours)

Record foot Print.

References:

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).

**LIFE COPING AND ENTREPRENEURIAL SKILLS MANAGEMENT
(26UHEL31)**

SEMESTER:III	SEC 4	HOURS:2	CREDITS:2	TOTAL HOURS:30
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Course Outcomes:

After completion of the Course, the students will be able to

- CO1:** Explain holistic health including physical, mental, and social wellbeing. (K2)
- CO2:** Apply healthy lifestyle practices including nutrition, hygiene, and digital wellbeing. (K3)
- CO3:** Analyze social and professional situations using empathy and ethical reasoning. (K4)
- CO4:** Apply structured decision-making and problem-solving skills in real-life situations. (K3)
- CO5:** Demonstrate coping strategies for stress, crisis, and uncertainty. (K3)
- CO6:** Evaluate addiction risks and design strategies for a healthy lifestyle. (K5)

Unit I: Holistic Health & Lifestyle Management (6 Hours)

WHO's definition of Health – Dimensions of Health – Adolescent Health and Women's Health – Understanding Physical Self – Personal Hygiene and Grooming – Balanced Diet and Nutrition – Healthy Habits and Lifestyle – Lifestyle Diseases and Prevention – Digital Wellbeing (Screen Time, Sleep Cycle, Mental Balance) – Public Health Awareness.

Unit II: Social Intelligence & Relationship Management (6 Hours)

Family Relationship: Values in family relationship, nuclear family, 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: Decision-Making & Problem-Solving Skills (6 Hours)

Types of Problems (Academic, Personal, Financial, Social) – Problem-Solving Strategies – Decision-Making Process – Rational and Intuitive Decision-Making – Ignatian Discernment Process – Lateral Thinking and Creativity – Basic Financial Literacy (Needs vs Wants, Saving, Budgeting).

Unit IV: Coping with Stress, Crisis & Change (6 Hours)

Meaning and Types of Stress – Causes of Stress (Academic, Social, Digital) – Stress Management Techniques – Emotional Regulation Strategies – Time Management and Productivity – Crisis Management (Failure, Uncertainty, Loss) – Building Resilience and Adaptability.

Unit V: Addiction Awareness & Personal Safety**(6 Hours)**

Meaning and Types of Addiction – Substance Addiction – Digital and Internet Addiction – Causes and Effects of Addiction – Prevention and Control Measures – Self-Regulation Techniques – Cyber Safety and Responsible Internet Usage – Seeking Help and Counselling Support.

Activity Collaborators: Anti-drug Club, Women's Forum.

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. Clear, James. 2018. Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones. New York: Avery
5. Atomic Habits – James Clear, Avery, 2018.
6. The 7 Habits of Highly Effective People – Stephen R. Covey, Free Press.
7. Emotional Intelligence – Daniel Goleman, Bantam Books.
8. Thinking, Fast and Slow – Daniel Kahneman, Penguin Books.
9. Course Material prepared by the Department of Human Excellence.

INFORMATION SECURITY AND CYBER CRIME (26UCFS31)

SEMESTER-III

SEC5

HOURS-2

CREDITS-2

TOTAL HOURS: 30

Course Outcomes:

After completion of the Course, the students will be able to

	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
CO6	Understand the various technical aspects deals in the information security and cyber security.	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit I Introduction

(6Hours)

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

(6Hours)

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

(6Hours)

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 and Law - IT Act

(6Hours)

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. Salient features of IT Act 2000 along with Amendment 2008.

Unit V Basics of Computer Forensics

(6Hours)

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.

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

FUNDAMENTALS OF PSYCHOLOGY (26UCFC41)

SEMESTER-IV CORE-T4 HOURS-4 CREDITS-4 TOTAL HOURS: 60

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 behaviour.	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
CO6	Analyze the criminal psychology and abnormal criminal behaviours.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction

(12 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

(12 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

(12 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

(12 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

(12 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

PRACTICAL-FORENSIC MEDICINE (26UCFC42)

SEMESTER-IV CORE -P4 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	Understand the legal documents related to the Forensic Medicine and its applications in the criminal justice system.	K2
CO2	Analyze the different types of wounds/injuries and in the criminal investigations.	K4
CO3	Understand the examination of death- natural and unnatural and its types in the forensic medicine.	K2
CO4	Apply knowledge of forensic medicine to understand its application in criminal investigations.	K3
CO5	Analyze the potential challenges and risks associated with improper preservation of biological evidence.	K4
CO6	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 (9 Hours)

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 (9 Hours)

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 (9 Hours)

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 (9 Hours)

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 (9 Hours)

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

SPECIAL AND LOCAL LAWS IN INDIA (26UCFE41)

SEMESTER-IV EC-T4

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 meaning, objectives, and significance of Special and Local Laws in India and distinguish them from conventional laws.	K2
CO2	Describe the legal provisions related to the protection of civil rights, human rights, and safeguards for marginalized communities in India.	K2
CO3	Apply the provisions of special laws relating to crimes against women and children in analyzing legal and social issues.	K3
CO4	Analyze the role of special legislations in controlling organized crime, transnational crime, money laundering, narcotic offences, and data protection violations.	K4
CO5	Examine the importance of legislations related to transparency, consumer rights, environmental protection, probation, corruption prevention, and cyber laws.	K4
CO6	Evaluate the effectiveness of Special and Local Laws in maintaining social justice, public order, and protection of individual rights in contemporary India.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction Special and Local laws

(12 Hours)

Define Law. Fundamentals of Special and Local Laws in India – Need and Objectives – Special laws vs local laws –Differences between Conventional laws vs. Special and local laws.

UNIT II Introduction to Protection of Basic Rights in India

(12 Hours)

Understand the protection of basic Rights in India - The Protection of Human Rights Act, 1993; Protection of Civil Rights Act, 1955 – The SC and ST (Prevention of Atrocities) Act, 1989.

UNIT III Special laws on Crime against Women and Children

(12 Hours)

The Dowry Prohibition (amended) Act, 1986 – The Indecent Representation of Women (Prohibition) Act, 1986 –Protection of Women from Domestic Violence Act, 2005– Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 – The Child Labour (Prohibition & Regulation) Act, 1986 – The Prohibition of Child Marriage Act, 2006 – The Juvenile Justice (Care & Protection of Children) Amendment Act, 2006 – The Protection of Children from Sexual Offences Act, 2012

UNIT IV Laws relating to Organized Crime and transnational crimes

(12 Hours)

The Conservation of Foreign Exchange & Prevention of Smuggling Activities Act, 1974 The Immoral Traffic (Prevention) Act, 1956. The Terrorist & Disruptive Activities. (Prevention) Act, 1987 – Prevention of Illicit Traffic in Narcotic Drugs and Psychotropic Substances Act, 1988 – Prevention of Money Laundering Act, 2002. Digital Personal Data Protection Act, 2023

UNIT V Other Legislations

(12 Hours)

The Right to Information Act, 2005– The Consumer Protection Act, 1986– The Lokpal and Lokayuktas Act, 2013 – Prevention of Corruption Act, 1988– The Environmental (Protection)

Act, 1986 – Probation of Offenders Act, 1958 – The Information Technology Act, 2000

REFERENCES: ACTS

The Terrorist & Disruptive Activities (Prevention) Act, 1987
The SC and ST (Prevention of Atrocities) Act, 1989
The Right to Information Act, 2005
The Protection of Human Rights Act, 1993
The Protection of Children from Sexual Offences Act, 2012
The Prohibition of Child Marriage Act, 2006
The Lokpal and Lokayuktas Act, 2013
The Juvenile Justice (Care & Protection of Children) Amendment Act, 2006
The Information Technology Act, 2000
The Indecent Representation of Women (Prohibition) Act, 1986
The Immoral Traffic (Prevention) Act, 1956
The Environmental (Protection) Act, 1986
The Dowry Prohibition (amended) Act, 1986
The Consumer Protection Act, 1986
The Conservation of Foreign Exchange & Prevention of Smuggling Activities Act, 1974
The Child Labour (Prohibition & Regulation) Act, 1986
Sexual Harassment of Women at Workplace (Prevention, Prohibition) Act, 2013
Protection of Women from Domestic Violence Act, 2005
Protection of Civil Rights Act, 1955
Probation of Offenders Act, 1958
Prevention of Money Laundering Act, 2002
Prevention of Illicit Traffic in Narcotic Drugs and Psychotropic Substances Act, 1988
Prevention of Corruption Act, 1988

CRIMINOLOGY IN COMPETITIVE EXAMINATIONS (26UCFE42)

SEMESTER- IV PART III EC T5 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 fundamentals of competitive examinations, including aptitude, reasoning, verbal ability, and subject-specific concepts in physics, chemistry, botany, zoology, sociology, and philosophy relevant to government sector examinations.	K2
CO2	Apply logical reasoning, analytical skills, quantitative aptitude, and scientific knowledge to solve problems encountered in competitive examinations.	K3
CO3	Analyze examination patterns, situational problems, and interdisciplinary concepts to enhance decision-making and performance in competitive examinations.	K4
CO4	Demonstrate effective time management, problem-solving techniques, and exam-oriented strategies during aptitude tests, mock tests, and competitive examination practices.	K3
CO5	Evaluate social theories, scientific concepts, and analytical methods relevant to criminology and competitive examinations for interpreting contemporary issues and problem situations.	K5
CO6	Develop competency and confidence in preparing for government sector competitive examinations through integrated learning, reasoning ability, and subject-oriented practice.	K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I: Foundations of Competitive Examinations:

(9 Hours)

Overview of competitive exams- government sector. Exam patterns, syllabus analysis, and preparation strategies, Quantitative aptitude: basic arithmetic, reasoning, data interpretation. Verbal ability: comprehension, vocabulary, grammar basics. Time management and exam techniques.

UNIT II: Physics and Chemistry:

(9 Hours)

Fundamentals of Physics- Relativity, Impulse - Impact – Laws - Space Physics. Interference, Diffraction and Polarization. Laws of thermodynamics. Electronics- - theory of Ballistic Galvanometer, Semiconductor. Modulation and demodulation techniques. - RADAR Principle. Reaction Kinetics. Acids and Bases. Structure and Bonding. Chemical and Instrumental Analysis Chromatographic Techniques.

UNIT III: Botany and Zoology:

(9 Hours)

Plant Diversity, Cell Biology, Plant pathology, Embryology, Genetics, Genetics. Microbiology. Structural Organization of animal cell. Human genetics. Beneficial and harmful insects, Anthropology scope- Forensic anthropology and criminal investigations. Metabolism of Bio molecules. Enzymes. Theories of Origin of life.

UNIT IV: Indian Philosophy Sociology:**(9 Hours)**

Anomie – Merton and Durkheim, Culture Conflict, Sub-culture theories. Family centered & Community Influences - Crimes against children and women under Indian Law. Epistemology, Jainism, Buddhism, Orthodox, Vedanta, Dvaita – Doctrine of Panchabedha.

UNIT V: Logical Reasoning and Analytical Skills:**(9 Hours)**

Types of reasoning: verbal, non-verbal, analytical. Problem-solving techniques and critical thinking, Puzzle solving, coding-decoding, series. Decision-making and situational judgment skills. Practice sessions and mock tests.

References:

Tamil Nadu Public Service Commission Syllabus Criminology, Forensic Science, Psychology and Philosophy (Degree Standard) Code:571

Tamil Nadu Public Service Commission Syllabus Physics, Chemistry, Biology, Computer Science and Forensic Science (PG Degree Standard) Code: 575

CRIME SCENE MANAGEMENT (26UCFE43)**SEMESTER-IV****EC-P4****HOURS-2****CREDITS-2****TOTAL HOURS: 30**

Course Outcomes:

	COURSE OUTCOMES	Cognitive level
CO1	Know the vital of crime scenes in forensic science.	K2
CO2	Familiarity of crime scene procedures and its process.	K1
CO3	Learn the preservation techniques of evidence and forwarded it to the forensic laboratory.	K3
CO4	Clarify the methods of crime scene investigations by the investigation officers.	K5
CO5	Acquire to apply the collection and packing of evidence in a crime scene.	K3
CO6	Analyze procedures and importance of crime scene documentation in the criminal investigation.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction**(6 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**(6 Hours)**

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

UNIT III Evidences**(6 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**(6 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**(6 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

ENVIRONMENTAL STUDIES

(26UEVS41)

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

The students will be able to:

CO1: Describe various natural resources and the fundamental principles of sustainable development to explain resource interdependence. (K1)

CO2: Explain the relationship between biodiversity and various conservation approaches to maintain ecological balance. (K2)

CO3: Apply prevention and mitigation strategies to address specific environmental issues and ecosystem degradation. (K3)

CO4: Illustrate the adverse health impacts of different types of pollution on human populations and ecosystems. (K3)

CO5: Evaluate environmental quality indicators and the effectiveness of climate change mitigation risks. (K5)

CO6: Summarize major international environmental treaties and national legislations aimed at environmental protection. (K2)

Unit I: Natural Resources

(6 Hours)

Environment – Definition; Overview of natural resources: definition, types of natural resources. Biotic and abiotic, renewable and non-renewable resources. 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. (IKS- Traditional water conservation methods (e.g., temple tanks, ooranis, johads).Indigenous agricultural practices and soil conservation methods.)

Unit II: Environmental pollution and Health

(6 Hours)

Natural and man-made disasters and their impacts of environment and management. Pollution: definitions, natural and man-made pollution. Different types of pollution- Air, Water, Soil, Noise, Radioactive and solid waste pollution: Sources of pollution, different types of pollutants, effects of pollution in environment and human health, prevention and control of pollution. (IKS- Traditional waste management practices. Herbal and indigenous methods to reduce pollution impacts.)

Unit III-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. Types of Biodiversity conservation (*In-situ and Ex-situ*). (IKS- Sacred groves and community-based conservation practices, Role of indigenous communities in biodiversity protection)

Unit IV: Climate change: Impacts, Adaptation and Mitigation**(6 Hours)**

Climate change: structure and different layers of atmosphere, Impacts, vulnerability and adaptation to climate change. Mitigation of climate change: GHGs types, sources, impacts and control. Importance of 1.5 °C and 2.0 °C Global warming and Ozone depletion. Concept of carbon intensity, energy intensity and carbon neutrality; policy instruments, carbon capture and storage, climate justice. Anthropogenic factors - Human over population, over consumption, pollution, Mining, Transport, Environmental degradation and Impact of human activities. (IKS- Traditional climate-resilient farming practices. Indigenous housing designs for climate adaptation.)

Unit V: Environmental Treaties, Legislation and Sustainable Development**(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 judgments. Introduction to sustainable development: SDGs, targets and indicators, challenges and strategies. Principle of sustainable development, international efforts of sustainable development and sustainable development in India: Perspective and strategies. (IKS- Community based natural resource management models.)

Skill-Based Activities:

Unit-I	➤ Field observation of local water bodies ➤ Preparation of a household resource audit report ➤ Case study analysis on sustainable practices
Unit-II	➤ Air and water quality observation survey ➤ Preparation of eco-friendly products (natural cleaners, composting) ➤ Awareness campaign design
Unit-III	➤ Biodiversity documentation of campus/local area ➤ Preparation of herbarium or digital biodiversity register
Unit-IV	➤ Carbon footprint calculation (individual/department level) ➤ Tree plantation and climate awareness drive
Unit-V	➤ Mock COP session ➤ Policy analysis and presentation ➤ Preparation of sustainability action plan for the campus

General Suggestions:

- Educational visit to Xavier Solai be organized as a common activity for all students.
- Include activity based and project based assignments.
- Conduct orientation programs for EVS faculty on IKS and skill based pedagogy.

- Students examine environmental problems in their local communities and develop solutions to address them.

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.

PENOLOGY AND CORRECTIONAL ADMINISTRATION (26UCFC51)

SEMESTER-V CORE-T5 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	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
CO6	Evaluate the punishment systems and rehabilitations methods in the global criminal justice system.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT- I Concepts (15 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 sin punishments

UNIT- II Theories of Punishment (15 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 (15 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. Halfway houses– organization and significance.

UNIT- IV Legal Instruments (15 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 (15 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 (26UCFC52)

SEMESTER-V CORE-T6 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	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
CO6	Demonstrate computer application on research statistics and ability to work with online databases and surveys.	K3
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Introduction of Research in Criminal Justice (15 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 (15 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: (15 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: (15 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 (15 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 (26UCFC53)

SEMESTER-V CORE-P5 HOURS-5 CREDITS-3 TOTAL HOURS: 75

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
CO6	Evaluate the importance biological evidence in criminal investigations.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit-I: Examination of Blood and Hair samples (15 Hours)

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: (15 Hours)

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: (15 Hours)

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: (15 Hours)

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 : (15 Hours)

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 (26UCFC54)

SEMESTER-V CORE-P6 HOURS-5 CREDITS-3 TOTAL HOURS: 75

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
CO6	Evaluate the various forensic techniques through the application of physics in the criminal investigations.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT -I Examination of Physical evidence:

(15 Hours)

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-

(15 Hours)

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-

(15 Hours)

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:

(15 Hours)

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 –

(15 Hours)

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 DETECTIVE (26UCFE51)

SEMESTER-V 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	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
CO6	Analyze the importance of private investigation methods and its recognize in criminal 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 recognize (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:

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

PRACTICAL-PRIVATE DEDUCTIVE AND SECURITY MANAGEMENT (26UCFE52)

SEMESTER-V EC-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
CO5	Apply practical knowledge in security management practices, risk assessment, surveillance, and safety procedures in private investigative settings.	K3
CO6	Develop professional competency, ethical standards, communication skills, and analytical abilities required for private detective and security management services.	K6
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.

HUMAN RIGHTS AND SOCIAL ANALYSIS

(26UVEH51)

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

CO1: Recall key concepts of rule of law, democracy, equality, human dignity, citizenship, social justice, secularism and human rights.(K1)

CO2: Explain the Preamble to the Constitution of India, Fundamental Rights, Directive Principles, civil and political rights, socio-economic and cultural rights and collective rights.(K2)

CO3: Apply constitutional principles and human rights concepts to contemporary social issues. (K3)

CO4: Analyze interrelationships among inequalities, social structures, social problems, and reform initiatives in India. (K4)

CO5: Evaluate the effectiveness of constitutional provisions in promoting equality and social justice.(K5)

CO6: Design strategies fostering equality, communal harmony, responsible democratic citizenship and civic participation. (K6)

Unit I: Understanding basic concepts

(6 Hours)

Understanding of key concepts, their meaning and significance in today's context – Rule of law, democracy, equality, human dignity, citizenship, social justice, secularism, human rights, fundamental rights and constitutional values.

Unit II: Classification of Human Rights

(6 Hours)

Civil and Political rights, socio-economic and cultural rights collective rights or group rights – Preamble to the Constitution of India, Fundamental Rights - Equality rights, personal freedom and right to life, rights against arbitrary arrest and illegal detention, Rights against exploitation, Religion Freedom, Minority rights and Fundamental Duties (Art. 51A)

Unit III: Indian Social System

(6 Hours)

Social Analysis - Social system and its components, Inequalities, caste structures and manifestation, Patriarchy and violence against women, Gender and sexual Minorities– A land of cultural linguistic and religious diversity –secular ethos – religious -fundamentalism-Indian politics - Interdependence of human being and society

Unit IV: Social Problems

(6 Hours)

Indian Economic inequality and Poverty - Caste Discrimination : Untouchability, honour killing
- Reservation policy, and Dalit empowerment - illiteracy and its effects Child labour, child abuse,
bonded labour and their effects

Unit V: Social Reformers

(6 Hours)

Promoting social justice and equality, women's rights, and eradication of caste discrimination -
Dr. B. R. Ambedkar, Mahatma Gandhi, Dr. Muthulakshmi Reddy, Savitribai Phule, Fathima Sheik,
Pandita Ramabai and E. V. Ramasamy - Focusing on service to the marginalized, healthcare, education,
and human values

Reference Books:

1. P.N. Sharma, "Social problems and issues in India", Bharat Book Centre, 2014, New India
2. The Reality Reloaded, Gurjot S. Kaler, Chandigarh, India, 2018
3. Course Material Prepared by the Department of Human Excellence
4. Activity-based learning will be conducted in collaboration with the Democracy Forum and Electoral Literacy Club to promote democratic values, constitutional awareness, and responsible citizenship.

INTERNSHIP (26UCFI51)

SEMESTER-V

INTERNSHIP

CREDITS-2

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
CO6	Analyze the application internship experience in the real working environment.	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)
- ✓ Sate Forensic Science Laborites (To be allotted/yet to be finalized)
- ✓ Private Forensic Agencies
- ✓ Fringer Print Bureau
- ✓ Cyber Forensic agencies
- ✓ NGOs, Law offices.
- ✓ 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.

FOUNDATIONS OF VICTIMOLOGY (26UCFC61)

SEMESTER-VI CORE-T7 HOURS-5 CREDITS-4 TOTAL HOURS: 75

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
CO6	Evaluate the aspects of victimology in Indian and global judicial system.	K5
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I History, Origin and Development (15 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 (15 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 (15 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 (15 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 (15 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. Janet K. Wilson (2009). The Praeger Handbook of Victimology. California: Greenwood 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. Robert F. Meier and Terance D. Miethe (1993). Understanding Theories of Criminal Victimization. Crime and Justice, Vol. 17, pages 459–499

CONTEMPORARY FORMS OF CRIME (26UCFC62)

SEMESTER-VI CORE-T8 HOURS-5 CREDITS-4 TOTAL HOURS: 75

Course Outcomes:

At the end of the course, the student will be able to:

CO1	Explore the shift from traditional crimes to contemporary forms, including socio-cultural offenses in India.	K4
CO2	Examine the structure, operations, and international connections of organized crime syndicates	K3
CO3	Understand the nature and causes of terrorism, communal violence, and other politically motivated crimes.	K1
CO4	Comprehensive understanding of cyber, digital and technology-facilitated crimes, emerging threats, digital forensics, regulation challenges and combating strategies.	K3
CO5	Analyze legal tools and contemporary theories for addressing and understanding crime in the 21st century.	K3
CO6	Develop comprehensive preventive measures to combat contemporary crimes	K5

UNIT I Shifting Dynamics of Crime:

(15 Hours)

Concept of Crime in Transition: Traditional Crimes Vs. Contemporary forms of Crime; Socio- Cultural Crimes: Hate Crimes, Honour Killings, Mob Lynching, sexual violence; Crime Statistics - Analysis of recent statistics in India.

UNIT II Organized Crime:

(15 Hours)

Introduction to Organized Crime, forms of Organized crime –Structure and Functioning of Criminal Syndicates, Organized Crime: Local, Regional and International Dimensions networks– Transnational Organized Crime: Drug Trafficking, Human Trafficking, Organ Trafficking, Arms Trafficking, Idol Theft; Cyber-enabled organized crime- Dark web and cryptocurrency Challenges in address – Investigation, Prosecution and Prevention.

UNIT III Political Crimes, Terrorism, and Communal Conflict:

(15 Hours)

Understanding political crimes and violence. Terrorism: Nature, meaning and forms - Types of Terrorism - Contemporary forms of Terrorism; Naxalism, Insurgency, Extremism, Militancy; Communal Violence: Historical Perspectives- Causes- Strategies to Prevent Communal Violence.

UNIT IV Green and Blue Criminology:

(15 Hours)

Meaning and definition of Green Criminology; Types of Environmental Crimes, Environmental justice, Victims of Environmental Crime – human and non-human, Climate change and crime, Challenges to prevent. Piracy and Maritime Robbery: Piracy in Specific Regions – International Efforts to Combat Piracy; Unreported and Unregulated Fishing: Challenges in Enforcement.

UNIT V Legal Framework and Theories:

(15 Hours)

NDPS Act, Money Laundering Act, Immoral Trafficking Prevention Act, IT Act, Terrorism Act. Contemporary Theories: Power-Control Theory, Peace Making Criminology, Pink Criminology and Radical Criminology, News Making Criminology.

REFERENCES:

1. United Nations Office of Drugs and Crime UNODC organized-crime module.
2. Matthew Lippman, (2015). Contemporary Criminal Law Concepts, Cases, and Controversies, Fourth Edition, - University of Illinois at Chicago, USA

3. Chockalingam, K. (1997). 'Kuttraviyal' (Criminology) in Tamil, Parvathi Publications, Chennai,
4. Gandhirajan, C.K. 2004, Organised crime, APH Publishing Corporation
5. Karan Raj, 2002, Dictionary of Terrorism and Bioterrorism, IVY Publishing House, Delhi.
6. Larry J. Siegel. (2015). Criminology – Theories, Patterns, and Typologies, Wadsworth Publishing
7. Agarwal.R.K., (2016), White collar crimes Socio Economic Offences, Pioneer Printers; 1st Edition.

PRACTICAL-FORENSIC TOXICOLOGY (26UCFC63)

SEMESTER-VI Core P7 HOURS-4 CREDITS-2 TOTAL HOURS: 60

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	K2
CO5	Understand the Basic concept of Forensic Toxicology & Legal aspects.	K2
CO6	Analyze the Toxicology role criminal investigation.	K4

Unit I: Poisons: (12 Hours)

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: (12 Hours)

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: (12 Hours)

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: (12 Hours)

Bacterial, Viral, Chemical, Toxic Mushrooms and Fish.

Unit V: Poison types: (12 Hours)

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-NGO MANAGEMENT (23UCF64)

SEMESTER-VI CORE-P8 HOURS-4 CREDITS-2 TOTAL HOURS: 60

Course Outcomes:

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

	COURSE OUTCOMES	Cognitive level
CO1	Identify and understand the structure, objectives, and functioning of NGOs and community-based organizations.	K1
CO2	Analyze the roles and responsibilities of program managers, field coordinators, and NGO staff through field interaction.	K3
CO3	Demonstrate practical exposure by participating in field activities and assisting in ongoing NGO projects.	K2
CO4	Apply basic skills in project planning, documentation, and report preparation related to NGO activities.	K4
CO5	Evaluate the impact of NGO interventions on communities and identify challenges in implementation.	K5
CO6	Develop communication, teamwork, and fieldwork skills through direct engagement with NGOs and community members.	K6

Practical List:

Choose the NGOs and community organizations to visit and know the duties.

Interactions with the program managers or field coordinators to know the routine of their tasks and project assignments.

Work with NGO staff and field coordinators to get field experience.

Preparation of project reports and its submission procedures.

Assessments:

Attendance is mandate for the practical and field.

Students must submit the report of the institutions visit individually/collectively to the concern faculty for finalizing.

Students must consolidate the institutions visit report and submit as a report work at the end of the semester.

Oral Viva-Voce shall be conducted to assess the individual work and marks will be awarded.

PROJECT (26UCFC65)

SEMESTER-VI

HOURS-6

CREDITS-3

TOTAL HOURS: 90

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, Forensic science, Victimology and related research areas in the course.

(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 75 marks based on the following criteria: -

Project review

1. Regularity in attending discussions

2. Quality of chapters

(v) At the second level, a panel of examiners, including internal examiners, will evaluate the project for 25 marks.

This evaluation will include: -

A public viva voce session with first and second-year students as the audience. –

Evaluation criteria will include the content of the presentation, Presentation skills, Ability to defend questions.

COMMUNITY POLICING AND CROWD CONTROL MANAGEMENT (26UCFE61)

SEMESTER-VI EC-T7 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 role and functions of community policing in crime deduction and prevention and victims assistance.	K3
CO2	Discuss the community policing initiatives and practices in all Indian states.	K3
CO3	Understand legal definitions of unlawful assemblies, crowd psychology, importance of police attitude, classes of agitators, de-escalation techniques, and conflict prevention/management.	K2
CO4	Gain knowledge of police mobilization strategies, resource deployment principles, field strategies like barriers, containment, channeling, snatch squads, mass arrests, and identifying early warning signs.	K3
CO5	Understand preventive measures like patrolling, preventive arrests, legal actions, intelligence, and security arrangements for elections, festivals, suspicious baggage handling, and emergency preparedness.	K3
CO6	Assess strategies for managing crowds at concerts, sports events, political gatherings, disaster crowd control and evacuation, and traffic crowd management during events/emergencies.	K4

UNIT I Concepts of Community Policing

(12 Hours)

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 II 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

UNIT III Understanding Crowds and Public Order

(12 Hours)

Crowd Psychology: Herd Mentality and Diffusion of Responsibility; Maintaining Public Order: Importance of Police Attitude in Crowd Management; Various Class of Agitators; De-escalation Techniques: Negotiation and Mediation; Conflict Prevention and Management. Legal Definitions- BNS, 2023.

UNIT IV Crowd Control Techniques and Technologies**(12 Hours)**

Crowd Dispersal Techniques: Graduate Response and Use of Force Continuum; Non-Lethal Weapons, Equipments and Technologies used in Crowd Dispersal; Rules of Engagement and Standard Operating Procedures; Ethical Considerations and Human Rights.

UNIT V Crowd Management Strategies and Operations**(12 Hours)**

Police Mobilization Strategies: Mobilization of force and Command and Control; Deployment of Resources: Deployment of Home Guards, Para Military Forces and Army - Method of Co-ordination and Co-operation – Field Strategies: Access control through Barriers, Snatch Squad and Mass Arrest - Procedures; Identifying Early Warning Signs of Potential Unrest. Special Events and Emergency Crowd Management- Concerts, Sporting Events, Political & Other Public Gatherings. Traffic Congestion, Control Evacuation Strategies.

REFERENCES:

1. Somerville, P. (2009). Understanding Community Policing. Policing An International Journal of Police Strategies and Management 32(2).
2. Van Rooyen, H. and Snyman, D. (1995). Community policing. Silverton: Promedia Publishers and Printers.
3. Feliciani, C. S., Kenichiro Nishinari, Katsuhiko. (2023). Introduction to Crowd Management: Managing crowds in the digital era. Springer Nature.
4. Drury, J., & Scott, C. J. T. (Eds.). (2015)/ Crowds in the 21st Century: Perspective from Contemporary Social Sciences. Routledge
5. Smith, M. (2023). Protest policing and human rights: A dialogical approach. Routledge, Taylor & Francis group.
6. Marx, B. (2018). Crowd management made easy: Models, methods and examples to keep your crowds safe.
7. Bennett, C. J., Haggarty, K. D., & Bennett, C. J. (Eds.). (2011). Security games: Surveillance and control at mega events. Routledge.

PROFESSIONAL COMPETENCY SKILL -

COMPETITIVE EXAM AND ENTREPRENEURSHIP (26UCFS61)

SEMESTER-VI SEC 6 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 nature, scope, and selection processes of private sector competitive examinations and employment opportunities in criminology and forensic science.	K2
CO2	Analyze employer expectations, hiring trends, and essential competencies required for private sector jobs.	K4
CO3	Apply professional skills such as resume preparation, interview techniques, and group discussion strategies for career readiness.	K3
CO4	Evaluate business opportunities and develop basic entrepreneurial plans in criminology, forensic science, and related fields.	K5
CO5	Demonstrate knowledge of entrepreneurship processes including company registration, legal compliance, and operational requirements in security management.	K3
CO6	Create innovative business ideas and strategies for establishing ventures in private security and forensic-related services.	K6

UNIT I: Introduction to Private Sector Competitive Examinations

(6 Hours)

Nature and scope of private sector employment, Differences between public and private sector recruitment Overview of selection processes in private companies, Types of recruitment: aptitude tests, online assessments, technical rounds, HR interviews, Importance of employability skills and industry expectations, Understanding job roles in criminology, forensic science, and related domains.

UNIT II: Private Sector Job Preferences:

(6 Hours)

Employer expectations and hiring trends in private industries; Key competencies: communication skills, analytical ability, problem-solving, adaptability. Soft skills vs technical skills. Resume screening and shortlisting criteria- Personality test and professional behavior- skill gaps and strategies to improve employability.

UNIT III: Career Readiness and Professional Skills

(6 Hours)

Resume/CV preparation and cover letter writing, Interview skills: personal, technical, and HR interviews Group discussion, Workplace etiquette and Career oriented skills in criminology and forensic science public & private sectors.

UNIT IV Entrepreneurship Development:

(6 Hours)

Concept and scope of entrepreneurship, Skills required for entrepreneurs, Business idea generation and opportunity identification, Basics of business planning and startup development, Funding sources, government schemes, and self-employment opportunities, Entrepreneurship in forensic science and related services.

UNIT V Entrepreneurship in Security Management:

(6 Hours)

Market analysis and capital requirement –Registration: Company registration – Nature of your company as PLC/LLP, Documents required – Permit and insurance – GST – ESI and PF registration – Client management. Private Security Agencies (Regulation) Act, 2005 (PSARA).

References:

M. S. Rao (2010) Soft Skills - Enhancing Employability, Publisher: I.K. International Publishing House Pvt. Limited.

Richard Lynch, Oliver Barish, Vinh Sum Chau, Charles Thornton, Karl S. R. Warner (2024). Strategic Management Publisher. SAGE Publications

Ralph E. Mason 1980 Marketing Practices and Principles, Publisher: McGraw-Hill Companies.

Richard Lynch, (1990) Entrepreneurship: Career Competencies in Marketing Series, Text-Workbook McGraw-Hill Companies.

McCrie, R. Security Management. In: Shapiro, L, Maras, MH. (eds) Encyclopedia of Security and Emergency Management. Springer (2019).

Sennewald, C.A., & Baillie, C. Effective Security Management. ButterworthHeinemann (2016).

Gill, M. L. (Ed The Handbook of Security. Palgrave Macmillan. Haldar, D. (1986).

Industrial Security in India. Ashish Publishing House (2014).

Lussier, R. N. Management fundamentals: Concepts, applications, Skill Development. South-Western (2012).

Jaquish, M. J. The role of the security officer: A comprehensive instruction manual of safety and security for the Security Profession in America. Outskirts Press (2006).

ADD ON COURSE:

SEMESTER I & II FIRST YEAR

FITNESS AND OUTDOOR TRAINING (26UCFA01) CREDITS-2

SEMESTER I & II AO1 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	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
CO6	Analyze the importance of physical endurance and mental strength of students who are studying in Criminology and Forensic Science.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Fitness and Outdoor Training

(6 Hours)

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

(6 Hours)

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

(6 Hours)

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

(6 Hours)

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

(6 Hours)

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 (26UCFVA1)

SEMESTER III & IV VA1 HOURS 2 CREDITS-2 TOTAL HOURS: 30

	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
CO6	Analyze the importance media in criminal justice system.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

UNIT I Concepts and Definitions

(6 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

(6 Hours)

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

UNIT III Media and Crime:

(6 Hours)

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:

(6 Hours)

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's in Social Media reporting.

UNIT V Crime Reporting

(6 Hours)

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

A. COUNSELING AND GUIDANCE (26UCFEC1)

SEMESTER V& VI ECC 1 HOURS 2 CREDITS-2 TOTAL HOURS: 30

	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.	K5
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
CO6	Create the counseling plan/session and document the experiences with contemporary strategy.	K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit I: Introduction

(6 Hours)

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

(6 Hours)

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

(6 Hours)

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

(6 Hours)

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

(6 Hours)

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, A T. (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, New York
5. Godfried, M. R. (Ed) (1982) Converging themes in psychotherapy: Trends in psychodynamic humanistic and behavioural practice, Springer, New York.

B. FORENSIC DOCUMENTATION- PHOTO/VIDEO/SKETCH (26UCFEC2)

SEMESTER V& VI

ECC 2

HOURS 2

CREDITS-2

TOTAL HOURS: 30

	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
CO6	Assess the forensic documentation in all the criminal cases and understand the usage of techniques.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Forensic Documentation:

(6 Hours)

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.

(6 Hours)

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.

(6 Hours)

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

(6 Hours)

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

(6 Hours)

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:

- Barry A.J. Fisher., (2000) Techniques of Crime Scene Investigation, 6th Edition, CRC Press, New York
- Basu S.C., Handbook of Forensic Medicine and Toxicology
- Brian H. Kaye (2995) Science and the Detective, VCH, Weinbeim, Federal Eaglewood Cliffs, New Jersey, 2001.
- Camps F.E, Gradwohl's Legal medicine Criminalistics, McGraw Hill Book Company, New York.
- Narayana Reddy (1981). Introduction to Forensic Medicine and Toxicology. Calcutta. Peter R. De Forest et.al (1983)
- Forensic Science: An introduction Peter White (Ed.,) (1998) Crime Scene to Court – The essentials of Forensic Science, The Royal Society of Chemistry, UK.
- 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 (26UCFEC3)**SEMESTER V& VI****ECC 3****HOURS 2****CREDITS-2****TOTAL HOURS: 30**

	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
CO6	Analyze the importance of cyber laws in India and global context to protect the cyber crime.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Cyber Laws:**(6 Hours)**

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:**(6 Hours)**

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:**(6 Hours)**

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:**(6 Hours)**

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:**(6 Hours)**

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 (26UCFEC4)**SEMESTER V& VI****ECC 4****HOURS 2****CREDITS-2****TOTAL HOURS: 30**

	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
CO6	Understand the role of Fire and safety in risk assessment and protection of people.	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6:Create		

Unit 1: Introduction to Fire and Safety**(6 Hours)**

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**(6 Hours)**

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**(6 Hours)**

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.**(6 Hours)**

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.**(6 Hours)**

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 (26UCFEC5)

SEMESTER V& VI

ECC 5

HOURS 2

CREDITS-2

TOTAL HOURS: 30

	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
CO6	Understand the functions of fingerprint bureau in India and global.	K2
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Fingerprints and Forensic Examination.

(6 Hours)

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

(6 Hours)

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

(6 Hours)

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:

(6 Hours)

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:

(6 Hours)

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 (26UCFEC6)**SEMESTER V& VI****ECC6****HOURS 2****CREDITS-2****TOTAL HOURS: 30**

	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
CO6	Assess the dimensions of private security investigation in the contemporary world.	K4
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Unit 1: Introduction to Corporate/Private Security and Investigation. (6 Hours)

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. (6 Hours)

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. (6 Hours)

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. (6 Hours)

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. (6 Hours)

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.
Surveillance Tradecraft: The Professional's Guide to Covert Surveillance Training, Peter Jenkins, 2010.
Principles of Fraud Examination, Joseph T. Wells, 2014.
Financial Investigation and Forensic Accounting, George A. Manning and Marlys A. Lipe, 2010.
Cybersecurity and Cyberwar: What Everyone Needs to Know, P.W. Singer and Allan Friedman, 2014.
Investigating Cyber Law and Cyber Ethics: Issues, Impacts, and Practices, Alfreda Dudley and James Braman, 2011.
