

**MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI, TAMIL NADU, INDIA**



Bachelor of Arts- Criminology and Police Administration

**Choice Based Credit System (CBCS)
Incorporating the Outcome Based Education (OBE) Norms with
Syllabus Pattern as recommended by Tamil Nadu State Council for Higher Education, Chennai**

SYLLABUS

From the academic year 2026- 2027

OUTCOME BASED EDUCATION - CHOICE BASED CREDIT SYSTEM

A. VISION AND MISSION OF THE UNIVERSITY

Vision

"To provide quality education to reach the un-reached"

Mission

- ❖ To conduct research, teaching and outreach programmes to improve conditions of human living
- ❖ To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- ❖ To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development
- ❖ To provide quality / inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled.

B. PREAMBLE

The Bachelor of Arts (B.A.) in Criminology and Police Administration is designed to provide comprehensive knowledge in criminology, criminal laws, police administration, correctional administration, victimology, juvenile justice, forensic science, cyber security, criminal investigation, social work and criminal justice administration through the Choice Based Credit System (CBCS) and Outcome Based Education (OBE) framework. The programme emphasizes theoretical understanding, analytical thinking, ethical values, practical exposure, field visits, institutional training, project-based learning, and professional competency to prepare students for careers in law enforcement agencies, correctional institutions, private security services, forensic and investigative agencies, social welfare organizations, victim assistance services, and allied criminal justice sectors. The curriculum integrates interdisciplinary learning with practical orientation to enhance employability, research aptitude, communication skills, leadership qualities, and lifelong learning abilities among learners

C. PROGRAMME EDUCATIONAL OUTCOMES (PEO)

In alignment with the Vision and Mission of the University, the following have been defined as the PEO for the graduates.

PEO1: Developing strong positive attitude to learn independently the concepts in the field of study

PEO2: Ensuring confidence among the learners to apply the knowledge and skills gained to solve real life issues

PEO3: Habituating ethical values among the learners to succeed in personal and professional life.

D. PROGRAMME OUTCOMES (PO)

Programme Outcomes for the Under Graduate and Post Graduate Degree Programmes of the University are articulated as under.

After the successful completion of Postgraduate Programme from the University, the learner should be able to

PO1: Comprehend the knowledge acquired and the same to others

PO2: Analyze and compare the factual data / situation to comprehend and to critically evaluate to find solution to the problem ahead

PO3: Apply the theories and philosophies learned in the problem in scientific manner.

PO4: Think reflectively on the earlier activities and attempt for self directed lifelong learning process.

PO5: Understand the multicultural and identify the means to prolong moral/ethical values in personal and professional life

PO6: Explore through multiple sources and get exposed to the digital technology.

PO7: Act as a responsible member in teams and practice leadership qualities.

E. PROGRAMME SPECIFIC OUTCOMES (PSO)

PSO 1	Demonstrate a systematic and coherent understanding of the fundamental concepts and principles in the field of Criminology and its different subfields – penology, victimology, psychology of crime, sociology of crime and so on.
PSO 2	Procedural knowledge that creates professionals in the field of Criminology to work as professionals in the field of corporate protection, industrial security, private detective services, victim assistance organizations, non-governmental organizations, juvenile justice system, correctional services, police, and crime analysis and etc
PSO 3	Ability to employ critical thinking and efficient problem-solving skills using emerging and existing technologies in analyzing criminal behaviour, crime patterns, eradicating social problems, patterns of victimization and etc.
PSO 4	Undertake field work and extension activities that develop problem-solving abilities required for a successful career in research, teaching, policy-making, Loss prevention management, private investigation, non-governmental organizations, victim assistance organizations, correctional institutions, criminal and juvenile justice institutions etc.
PSO 5	Recognize, analyse and practice theoretical Criminology knowledge and its application in the academic, social, psychological, legal, industrial, economic and environmental context.
PSO 6	Apply and appreciate the importance of Criminal Justice agencies and its application in the academic, social, psychological, legal, industrial, economic and environmental context.
PSO 7	Develop knowledge and skills relevant to academia and industry that enable graduates of Criminology to undertake further studies in Criminology or in an allied industry.

COURSE OUTCOMES AND MAPPING

Four Course Outcomes (COs) for each course that can be achieved by the learners on completion of that particular course are as follows:

Considering outcomes related to

- i. K1 and K2 level of evaluation in all the Units as CO1
- ii. K3 level of evaluation in all the Units as CO2
- iii. K4 level of evaluation in all the Units as CO3
- iv. K5 and K6 level of evaluation in all the Units as CO4.

All the COs proposed in each of the courses should be mapped with POs based on the relevance.

Level of Correlation between COs and POs

0 – No Correlation 1 – Low 2 – Medium 3 – High

Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) can be carried out accordingly, assigning the appropriate level in the grids:

Mapping of Course Outcomes to Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1							
CO 2							
CO 3							
CO 4							
Total Score							

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							
CO4							
Total Score							

**MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI**

**B.A Criminology and Police Administration
Choice based Credit System (CBCS)
(for those who joined from 2026- 2027)**

Scheme, Regulations and Syllabus

1. TITLE OF THE COURSE:

Bachelor of Arts Degree course in Criminology and Criminal Justice Science.

2. ELIGIBILITY:

Candidates for the Degree of Criminology and Criminal Justice Science should have passed higher secondary examination in any group conducted by the Board of Secondary Education, Government of Tamil Nadu or any other equivalent examination prescribed and accepted by the Syndicate / SCAA of the Manonmaniam Sundaranar University.

3. MEDIUM OF INSTRUCTION

Medium of Instruction is English

4. DURATION OF THE COURSE:

Three years under semester pattern

5. NATURE OF THE PROGRAMME

Criminology is the scientific study of crime and criminality. It includes within its scope, the processes of making laws, of breaking laws and of reacting toward the

breaking of laws. Further, the objective of criminology is also the development of a body of general and verified principles and of other types of knowledge regarding the process of law, crime and treatment of offenders. The advent of technology has led to a paradigm shift in the scope of Criminology as a subject, studying traditional forms of crime to new and emerging forms of crime such as cybercrime, environmental crime, economic crime and so on. As part of the efforts to improve the employability of Criminology graduates, the present curriculum of the undergraduate programme in Criminology provides for a holistic learning approach, that includes learning through lectures, tutorials and practicum.

Criminology by itself is an interdisciplinary subject hence it cannot be taught as a standalone branch of knowledge. Studying crime and criminal behaviour is complemented by learning related subjects such as sociology, psychology, economics, statistics, forensic science etc. Further, subjects such as environmental crime, crime and media and society and social problems are generic and interdisciplinary in nature. Hence, the present curriculum offers these subjects as Interdisciplinary Electives to students of other disciplines. Teaching a wide range of subjects in the undergraduate programme, will not only help the graduates of Criminology have a broader perspective but will also give them the added advantage in their employability prospects.

6. AIMS OF THE PROGRAMME

- To provide students with a learning experience that will help instill a deep interest in the subject; develop a broad knowledge base and an understanding of key criminological concepts, principles and theories; and equip students with the employability and entrepreneurship skills.
- To develop students' ability to understand the nature and extent of traditional forms of crime to new and emerging forms of crime.
- To provide students with the knowledge and skill set that would enable them to undertake further studies in Criminology and related or in multi-disciplinary areas.

Examination

MEASUREMENT OF ATTAINMENT OF COURSE OUTCOME

The Course Outcomes (COs) are measured through the performance of learners by direct and indirect assessment methods for that particular course.

Internal Assessment (25 Marks)

Tests – 20 Marks

Seminar / Attention (Participation) in Class – 5 Marks

Semester End Examinations (75 Marks)

Written exams, Practical, Project report, and Comprehensive Viva Voce

Note: In both Internal and Semester End Examinations

Lower Order Thinking (K1, K2, & K3) – 60 % in each part

Higher Order Thinking (K4, K5, & K6) – 40 % in each part

Semester End Examination Question Paper Pattern For The Theory Papers

- The Maximum Marks for Semester End Examination is 75 for UG.
- The question paper shall have three Parts with the maximum of 75 marks for three hours with the following break-up.

Part-A

Part-A shall contain **ten** Multiple Choice Questions drawn from all the units on the basis of two questions from each unit. Each question shall carry one mark (10×1 = 10 Marks). Answer all the questions.

Part-B

Part-B shall contain **five** either or type questions drawn from all the 5 units. One either or type question from each unit. Each question shall carry 5 marks (5×5 = 25 Marks). Answer all the questions.

Part-C

Part-C shall contain **five** either or type questions drawn from all the 5 units. One either or type question from each unit. Each question shall carry 8 marks (5×8 = 40 Marks). Answer all the questions.

In select subjects the internal assessments will form 25 % of the marks (including 15 marks for tests, 5 marks for assignments and 5 marks for seminar presentation), Internal Evaluation of Hands-on Training 25 % of the marks and the end semester examination will form 50 % of the total marks.

A minimum of 50 % marks in each course is prescribed for a pass in the course. The candidate who has not secured a minimum of 50% marks in a course will be deemed to have

failed in that course.

Time: Three hours

Maximum: 75 Marks
(10X1=10 Marks)

PART – A

Answer ALL the Questions, choose the correct answer.

1. Define Crime.
2. What is Deviance?
3. What is FIR?
4. Define Probation.
5. What is Social Control?
6. Expand NCRB.
7. What is Juvenile Delinquency?
8. Define Community Policing.
9. What is Victimology?

Define White-Collar Crime

PART – B

(5X3=15 Marks)

Answer ALL the Questions, choosing either (a) or (b), in about 100 words.

11.(a) Explain the scope of Criminology.

(or)

(b) Describe the characteristics of deviant behaviour

12. (a) Explain the functions of police in society

(or)

(b) Discuss the importance of public security

13. (a) Explain the objectives of punishment.

(or)

(b) Describe probation as a correctional measure.

14. (a) Discuss the role of victims in criminal justice administration
(or)

(b) Explain the causes of juvenile delinquency

15. (a) Explain the significance of crime statistics
(or)

(b) Describe the functions of correctional institutions.

PART – C

(5X5=25 Marks)

Answer ALL the Questions, choosing either (a) or (b), in about 200 words.

16.(a) Analyze the structure of the Criminal Justice System in India.
(or)

(b) Evaluate the contribution of criminology to crime prevention

17. (a) Analyze police-public relations and their importance
(or)

(b) Evaluate recent police reforms in India.

18. (a) Examine the effectiveness of prisons in offender rehabilitation
(or)

(b) Analyze community-based correctional programmes

19. (a) Evaluate the role of victim assistance programmes
(or)

(b) Analyze the challenges of juvenile justice administration

20. (a) Develop a strategy for reducing cybercrime among youth

- (or)
- (b) Formulate measures to improve criminal justice delivery

Model Questions

S. No	Questions	Cognitive levels
	1 Marks	
1.	Define deviance	K1
	5 Marks	
2.	Describe the historical development of criminology	K2
3.	Apply rational choice theory to explain cybercrime	K3
	8 Marks	
4.	Analyze the role of prisons in criminal justice administration	K4
5.	Critique the functioning of prisons in India	K5
6	Formulate policy recommendations to improve criminal justice delivery	K6

Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
1.1 Part-1 Tamil or other Languages	3	6	2.1 Part-1 Tamil or other Languages	3	6	3.1 Part-1 Tamil or other Languages	3	6	4.1 Part-1 Tamil or other Languages	3	6	5.1 Core Course IX	4	5	6.1 Core Course – XIII	4	6
1.2 Part-2 English	3	6	2.2 Part-2 English	3	6	3.2 Part-2 English	3	6	4.2 Part-2 English	3	6	5.2 Core Course X	4	5	6.2 Core Course XIV	4	6
1.3 Core Course I	5	5	2.3 Core Course III	5	5	3.3 Core Course V	5	5	4.3 Core Course VII Core Industry Module	5	5	5.3. Core Course XI	4	5	6.3 Core Course XV	4	6
1.4 Core Course II	5	5	2.4 Core Course IV	5	5	3.4 Core Course VI	5	5	4.4 Core Course VIII	5	5	5.4. Core Course –/ Project with viva-voce XII	4	5	6.4 Elective VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course-1	2	2	2.6 Skill Enhancement Course-2	2	2	3.6 Skill Enhancement Course 4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course 6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-

Credit and Hours Distribution System for all UG courses including Lab Hours

FIRST YEAR

Semester-I

Part	List of Courses	Credit	No. of Hours
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course COURSE-1	2	2
	Foundation Course	2	2
		23	30

Semester-II

Part	List of Courses	Credit	No. of Hours
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course- 2	2	2
	Skill Enhancement Course- 3 (Discipline / Subject Specific)	2	2
		23	30

SECOND YEAR

Semester-III

Part	List of Courses	Credit	No. of Hours
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course- 4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course- 5 (Discipline / Subject Specific)	2	2
	Environmental Studies	-	1
		22	30

Semester- IV

Part	List of Courses	Credit	No. of Hours
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	13
Part-4	Skill Enhancement Course- 6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course - 7 (Discipline / Subject Specific)	2	2
	Environmental Studies	2	1
		25	30

THIRD YEAR**Semester-V**

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	22	28
Part-4	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	
		26	30

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based & LAB	18	28
Part-4	Extension Activity	1	-
	Professional Competency Skill	2	2
		21	30

METHODS OF EVALUATION

Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks

METHODS OF ASSESSMENT

Remembering (K1)	- The lowest level of questions requires students to recall information from the course content - Knowledge questions usually require students to identify information in the textbook.
Understanding (K2)	- Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. - The questions go beyond simple recall and require students to combine data together
Application (K3)	- Students have to solve problems by using / applying a concept learned in the classroom. - Students must use their knowledge to determine a exact response.
Analyze (K4)	- Analyzing the question is one that asks the students to break down something in to its component parts. - Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations.
Evaluate (K5)	- Evaluation requires an individual to make judgment on something. - Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem. - Students are engaged in decision-making and problem – solving.

	• Evaluation questions do not have single right answers.
Create (K6)	• The questions of this category challenge students to get engaged in creative and original thinking. • Developing original ideas and problem-solving skills

Note on Teaching Methodology

- A. The teaching methodology adopted for the course will utilize participatory learning methods, like workshops, discussions, assignments, short education tours, seminars, peer teaching, and group work, apart from regular lectures.
- B. The syllabus indicates the type of teaching method, to be adopted for a particular topic, in the footnote of the same page.
- C. The method suggested is only indicative; the concerned course teacher can use other methods or a combination of many methods, in order to improve the quality of knowledge transfer.
- D. Course teachers adopting participatory teaching methods may please take extra care on the following issues
 - a) Set a brief, clear task rather than lecturing
 - b) Use hands-on, multi-sensory materials rather than rely only on verbal communication
 - c) Create an informal, relaxed atmosphere
 - d) Choose growth-producing activities Evoke feelings, beliefs, needs, doubts, perceptions, aspirations
 - e) Encourage creativity, analysis, planning
 - f) Decentralize decision-making
- E. The following portions give details of some contemporary techniques that may be followed by course teachers, who teach various subjects in criminology

1. BRAINSTORMING

Brainstorming is a familiar technique in which the teacher asks a specific question or describes a particular scenario, and students offer many different ideas. These ideas are then usually written on a flipchart or chalkboard and considered for further discussion.

2. CASE ANALYSIS

A case study is a written scenario that usually involves an important community situation. Since it is written beforehand, it can be specifically created to address relevant local issues.

3. DEMONSTRATIONS / PRACTICAL EXPOSURE

A demonstration is a structured performance of an activity to show, rather than simply tell, a group how the activity is done. This method brings to life some information that you may have already presented in a lecture.

4. DRAMATIZATION

A dramatization is a carefully scripted play where the characters act out a scene related to a learning situation. It is designed to bring out the important issues to be discussed or messages to be learned.

5. FISHBOWL

In a fishbowl discussion, most of the students sit in a large circle, while a smaller group of students sits inside the circle. The fishbowl can be used in two distinct ways:

- As a structured brainstorming session: Choose a specific topic based on the group’s needs or interests. A handful of seats are placed inside a larger circle. Students who have something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl can make a comment, offer information, respond to someone else in the center, or ask a question. When someone from the outside

circle has a point to make, he or she taps the shoulder of someone in the center and takes that person's seat. This continues, with people from the outside tapping and replacing people on the inside, as a lively brainstorm takes place. You will need to process the many ideas after the fishbowl exercise.

- For structured observation of a group process: Students in the fishbowl are given a specific task to do, while students outside the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note specific behaviors. To process the activity, ask the inner group to reflect on the group process, and ask the outer group to describe what they observed.

6. GAMES

Games are appropriate participatory tools when they are used to encourage students to take charge of their own learning, and to test and reinforce new knowledge or skills. Adapt a popular game to convey or test knowledge of a particular topic, or create a new game to test or reinforce learning. Divide students into groups, if necessary, to play the game. Use games after information has already been shared using another method (e.g., lecturette, demonstration, jigsaw learning, etc.) or to assess students' knowledge at the start of a learning activity.

7. JIGSAW LEARNING

In a jigsaw activity, evenly divided groups are given a topic to learn (a piece of the puzzle to master). Once these small groups have mastered the content, the groups are reorganized so that each new group contains one member from each original group (now each group contains all essential pieces of the puzzle to put together). Each new group now contains an "expert" on the content that they have mastered in the original groups, and one at a time, each expert teaches the new content to the newly formed groups. The teacher then processes the activity and emphasizes key learning.

8. LECTURETTE

A lecturette is a short, oral presentation of facts or theory. No more than 15-20 minutes in length, the goal of a lecturette is to impart information in a direct, highly organized fashion. The course teacher presents knowledge on a topic, sometimes using flipcharts, computer software presentations or other media to guide the discussion.

9. PANEL DISCUSSIONS

This method usually involves the presentation of an issue by several teachers at a table in front of a group. Usually, each teacher speaks briefly on the topic and then a moderator solicits questions from the audience. The moderator introduces the presenters/ teachers, keeps the discussion on the topic and within time limits and summarizes the discussion at the end. Each teacher typically speaks for a set period of time (for example, five minutes). After all teachers have spoken, the moderator invites questions from students. At the end of the session, the moderator may summarize the discussion and thank the presenters for their participation.

10. ROLE PLAY

Role-plays are short interactions of students playing specific, predetermined roles to explore issues or practice skills. Roles are usually written out, and the teacher may help students playing the roles understand "who" they are to be. Role-plays are generally used after a period of instruction or discussion. For example, if students are learning communication skills, groups can role-play being assertive in typical situations (e.g., students in peer pressure situations, or people needing to access services in a clinic or office). Stop the role-play periodically and discuss what behaviors worked and what was difficult and allow the group to brainstorm different choices of behavior/words. The role-play may be done again, with the same person practicing or someone else trying.

11. SKIT

A skit is an impromptu performance by students to demonstrate something they know. Skits can be created by students to show concerns they have about such things as peer pressure, victim issues in their community or lack of resources. Give students a topic, the maximum length of the skit and the amount of time they have to prepare (depending on the complexity, 30 minutes or an afternoon, for example).

12. SMALL GROUP DISCUSSION

A small group discussion is a structured session in which three to six students exchange ideas and opinions about a particular topic or accomplish a task together. After the groups have had an opportunity to work together, they report the highlights of their work back to the large group, and the teacher helps

the group process the activity. Begin the learning activity by briefly presenting a topic to the large group. Then, divide the group into smaller groups and set a clear task for the small groups to accomplish. Write directions, goals and time allotted for the task on a chalkboard, flipchart or handout. As groups are working, walk around and listen in briefly to each group. Keep groups focused by announcing the time remaining periodically. After the small group work, students typically reassemble in the large group and a representative from each small group shares their findings to the large group for a whole group discussion. Help the group process the activity to be sure the intended message was conveyed.

Reading list for Participatory Teaching Methodology

Cross, K. P. (1991). Effective College Teaching. ASEE Prism, (1)2, 27-29.

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Hamer, L.O. (2000). The Additive Effects of Semi-structured Classroom Activities on Student Learning: An Application of Classroom-Based Experiential Learning Techniques. Journal of Marketing Education, (22)1, 25-34.

Holzer, S. M. & Andruet, R.H. (2000). Active Learning in the Classroom. Proceedings, ASEE Southeastern Section Annual Meeting, April 2-4, 2000.

Kolb, David A. (1984). Experiential Learning. New York: Prentice-Hall, Inc.

Narayan, D. and Srinivasan, L. (1994) Participatory Development Toolkit: Materials to Facilitate Community Empowerment. Washington: World Bank

Newstrom, John W. (1993) *Even More Games Trainers Play*. New York: McGraw-Hill, Inc.

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Srinivasan, Lyra. (1990) *Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques*. Washington, DC: PROWESS/UNDP.

Technology of Participation: Group Facilitation Methods: Effective Methods for Participation. (2000) Phoenix, AZ: Institute for Cultural Affairs.

BA- Criminology and Criminal Justice Science

Course Structure

Elective- Generic/ Discipline Specific

SEC- Skill Enhancement Course

SEMESTER I

				Maximum Marks				Passing Marks	
Subject Part	Title of the Subjects	Hrs/ Week	Credits	Int	Practicals	Ext	Total	Min	Max
1.1 Part 1 Language	Tamil/ Other Languages	6	3	25	-	75	100	40	100
1.2 Part 2 English	English	6	3	25	-	75	100	40	100
1.3 Core Course I	Fundamentals of Criminology and Criminal Justice	5	5	25	-	75	100	40	100
1.4 Core Course II	Police Administration	5	5	25	-	75	100	40	100
1.5 Elective I	Criminal Laws	4	3	25	-	75	100	40	100
1.6 SEC- 1	Indian Society and Social Problems	2	2	25	-	75	100	40	100
1.7 Skill Enhancement (Foundation Course)	Personality and Managerial Abilities	2	2	25	-	75	100	40	100
Sub Total Credits		30	23						

SEMESTER II

				Maximum Marks				Passing Marks	
Subject Part	Title of the Subjects	Hrs/ Week	Credits	Int	Practicals	Ext	Total	Min	Max
2.1 Part 1 Language	Tamil/Other Languages	6	3	25	-	75	100	40	100
2.2 Part 2 English	English	6	3	25	-	75	100	40	100
2.3 Core Course III- Practical's	Visit to Institutions	5	5	25	25	50	100	40	100
2.4 Core Course IV	Basics of Crime Prevention	5	5	25	-	75	100	40	100
2.5 Elective II	Crimes against Women, Children and Marginalised	4	3	25	-	75	100	40	100
2.6 SEC- 2	Basics of Corporate Security Management	2	2	25	-	75	100	40	100
2.7 SEC- 3	Basics of Private Detective	2	2	25	-	75	100	40	100
Sub Total Credits		30	23						

SEMESTER III

				Maximum Marks				Passing Marks	
Subject Part	Title of the Subjects	Hrs/Week	Credits	Int	Practicals	Ext	Total	Min	Max
3.1 Part 1 Language	Tamil/Other Languages	6	3	25	-	75	100	40	100
3.2 Part 2 English	English	6	3	25	-	75	100	40	100
3.3 Core Course V	Penology and Correctional Administration	5	5	25	-	75	100	40	100
3.4 Core Course VI	Psychology of Crime and Delinquency	5	5	25	-	75	100	40	100
3.5 Elective III	Forms of Crimes	4	3	25	-	75	100	40	100
3.6 SEC- 4 (Entrepreneurial Skill)	Security Management and Private Detective Entrepreneurship	1	1	25	-	75	100	40	100
3.7 SEC 5	Local and Special Laws	2	2	25	-	75	100	40	100
3.8 EVS	Environmental Studies	1	-	-	-	-	-	-	-
Sub Total Credits		30	23						

SEMESTER IV

				Maximum Marks				Passing Marks	
Subject Part	Title of the Subjects	Hrs/Week	Credits	Int	Practicals	Ext	Total	Min	Max
4.1Part 1 Language	Tamil/ Other Languages	6	3	25	-	75	100	40	100
4.2 Part 2 English	English	6	3	25	-	75	100	40	100
4.3 Core Course VII	Forensic Science and Forensic Medicine	5	5	25	-	75	100	40	100
4.4 Core Course VIII	Juvenile Justice Administration	5	5	25	-	75	100	40	100
4.5 Elective IV	Crime and Media	3	3	25	-	75	100	40	100
4.6 SEC- 6	Fundamentals of Cyber Security	2	2	25	-	75	100	40	100
4.7 SEC 7	Human Rights and Policing	2	2	25	-	75	100	40	100
4.8 EVS	Environmental Studies	1	2	25	-	75	100	40	100
Sub Total Credits		30	23						

SEMESTER V

				Maximum Marks				Passing Marks	
Subject Part	Title of the Subjects	Hrs/	Cre	In	Pra	Ex	Tot	Min	Max

		Week	Credits	Th	Theoreticals	Practical	Lab	Workshop	Others
5.1 Core Course IX	Social Work in Criminal Justice	5	4	25	-	75	100	40	100
5.2 Core Course X	Child Protection	5	4	25	-	75	100	40	100
5.3 Core Course XI	Victimology	5	4	25	-	75	100	40	100
5.4 Core Course XII- Practical's	Project / Case Study Presentation	5	4	25	25	50	100	40	100
5.5 Elective V- Practical's	Outdoor Training	4	3	25	25	50	100	40	100
5.6 Elective VI	Environmental Crimes and Laws	4	3	25	-	75	100	40	100
5.7 Value Education	Value Education	2	2	25	-	75	100	40	100
5.8 Summer Internship/ Industrial Training- Practical's	Mini Project- Internship	-	2	25	25	50	100	40	100

SEMESTER VI

				Maximum Marks				Passing Marks	
Subject Part	Title of the Subjects	Hrs/Week	Credits	Int	Practicals	Ext	Total	Min	Max
6.1 Core Course XIII	Indian Constitution and Criminal Justice	6	4	25	-	75	100	40	100
6.2 Core Course XIV	NGO Management	6	4	25	-	75	100	40	100
6.3 Core Course XV- Practical's	Advanced Outdoor Training	6	4	25	25	50	100	40	100
6.4 Elective VII	Crowd Control & Riot Management	5	3	25	-	75	100	40	100
6.5 Elective VIII	Effective Communication and Technical Reporting	5	3	25	-	75	100	40	100
6.6 Extension Activity	Extension Activity	-	1	-	-	-	-	-	-
6.7 Professional Competency Skill	Organisational Behaviour and Human Resources Management	2	2	25	-	75	100	40	100
Sub Total Credits		30	21						
Total Credits for 6 Semester (Three Years) is 140									

CREDIT DISTRIBUTION

Course Component	Name of the Course	Credits allotted	
Part I	Language	4 x 3	12
Part II	English	4 x 3	12
Part III	Core Paper	15 x 4	60
	Elective	8 x 3	24
Part IV	Skill Enhancement Course (NME)	2 x 2	04
	Skill Enhancement Course (Entrepreneurial Skill)	1 x 1	01
	Skill Enhancement Course (Foundation Course)	1 x 2	02
	Skill Enhancement Course	8 x 2	16
	EVS	1 x 2	02
	Value Education	1 x 2	02
	Summer Internship/ Industrial Training	1 x 2	02
	Professional Competency Skill	1 x 2	02
Part V	Extension Activity	1 x 1	01
TOTAL		140	

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
Recall(K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or overview	
Application (K3)	Suggest idea/ concept with examples, Suggest formulae, Solve problems, Observe, Explain	
Analyze(K4)	Problem-solving questions, Finish a procedure in required steps, Differentiate	
	Between various ideas, Map knowledge	
Evaluate(K5)	Longer essay/Evaluation essay, Critique or justify with pros and cons	
Create(K6)	Check knowledge in specific or off beat situations, Discussion, Debating or Presentations	

MSU

Course–PSO Average Mapping Table

Course	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	Total Score
Fundamentals of Criminology & Criminal Justice	3	3	2	2	2	3	3	18
Police Administration	2	3	2	2	2	3	2	16
Criminal Laws	2	2	2	1	3	3	1	14
Indian Society and Social Problems	2	2	2	1	3	2	1	13
Personality and Managerial Abilities	1	2	2	1	2	1	3	12
Visit to Institutions	2	3	2	3	2	3	2	17
Basics of Crime Prevention	2	3	2	3	3	2	3	18
Crimes against Women, Children and Marginalised	2	2	2	1	3	2	1	13
Basics of Corporate Security Management	2	2	2	1	3	2	1	13
Basics of Private Detective	1	3	2	1	2	3	2	14
Total score of all courses contributing to PSO	19	25	20	16	25	24	19	

Level of contribution: 0 = No Contribution, 1 = Low, 2 = Medium, 3 = High.
Values are rounded averages derived from CO–PSO mapping tables.

It is the roundoff of the average calculated from PSO column of the Cos – PSOs mapping table of the course

MSU

SEMESTER -I
FUNDAMENTALS OF CRIMINOLOGY AND CRIMINAL JUSTICE

Course Code	Subject Code	TITLE OF THE COURSE	L	T	P	C
CORE I		FUNDAMENTALS OF CRIMINOLOGY AND CRIMINAL JUSTICE	4	1	0	5

L: Lecture T: Tutorial P: Practical C: Credits

Course Objectives:

- To understand the history, origin, scope and definition of crime, its relevance in the present scenario and its relation to other social sciences.
- To understand the interdisciplinary nature of Criminology and the role of criminologists in the criminal justice system.
- To familiarise the different Schools of Criminology and critically identify the contribution of each school of thought for the growth and development of Criminology.
- To analyse typologies of crimes including crimes against body, crimes against property, contemporary crimes like cyber-crime, white collar crime, etc.
- To analyse typologies of criminal behaviour like dossier criminal, habitual offenders, professional criminals, etc.

Course Outcomes (COs):

At the end of this course of study, the student will be able to

CO No.	Course Outcome	Cognitive Levels
CO1	Understand the history, origin, scope and definition of crime under various Indian Legislations	K1, K2,
CO2	Apply the interdisciplinary nature of Criminology and its relation to other discipline and identify the causes of crime(s)	K3, K4
CO3	Apply and appreciate different Schools of Criminology and analyse the crimino-genic and sociological explanation of criminal behaviour (s)	K3, K4 & K6
CO4	Analyse, evaluate, create and fix the offences and counter working mechanism under the criminal justice system of India	K4, K5 & K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

Unit I: Introduction to Crime

Definition of crime- Sin, Tort, Deviance, Vices– Nature and origin of Criminology- Forms and Typology of crime and criminal behaviour- Felony and Misdemeanor- Traditional, Contemporary and Tech-related crimes. Statutory Laws of India.

Unit II: Introduction to Criminology

Criminology Definition – Historical development of Criminology– Nature and Scope– Relevance of Criminology with other Social Sciences, Philosophy, Sciences, Medicine & Law.

Unit III: Schools of Criminology

Schools of Criminology thought: Pre-classical school– Classical school– Neo-classical school– Positive school– Cartographic school

Unit IV: Sociological Explanation of Criminal Behaviour

Anomie– Sub-culture Theory– Techniques of Neutralization- Differential Association Theory– Law of Imitation– Labeling Theory– Rational Choice Theory– Social Bond Theory.

Unit V: Introduction to Criminal Justice System (CJS)

Criminal Justice System: Historical Development– Structure– Accusatorial and Inquisitorial system of Criminal Justice System - Role and Functions of Legislature; Police; Judiciary and Prison in Indian Criminal Justice System.

RECOMMENDED READINGS:

- Ahmed E. Siddique (1993). *Criminology, Problems and Perspectives*. III Edn., Eastern Book House, Lucknow.
- Bharatiya Nagarik Suraksha Sanhita (2023)- Bare Act.
- Bharatiya Nyaya Sanhita (2023)- Bare Act.
- Bharatiya Sakshya Adhiniyam (2023)- Bare Act.
- Brendan Maguire & Polly F. Radosh, (1999), *Introduction to Criminology*, Wadsworth Publishing Company, Boston, U.S.A.
- Chockalingam, K. (1997). 'Kuttraviyal' (Criminology) in Tamil. Parvathi Publications, Chennai.
- Edwin H. Sutherland and Donald R. Cressey (1974), *Principles of Criminology*, Lippincott, Philadelphia.
- George Vold and Thomas J. Bernard, (1986), *Theoretical Criminology*, Oxford University Press, New York
- Harries, K., (1999) *Mapping Crime – principle and practice*, Crime Mapping Research Center, National Institute of Justice, U.S Department of Justice, Washington, DC
- Harry Elmer Barnes and Negley K. Teeters, (1966), *New Horizons in Criminology*, Prentice Hall, New Delhi.
- Joyce, P. (2006). *Criminal Justice: An Introduction to Crime and the Criminal Justice System* Willan Publishing.

- Muncie, J., & Wilson, D. (2004). *Student Handbook of Criminal Justice and Criminology* Cavendish Publishing Ltd.
- Paranjape, N.V., (2002). *Criminology and Penology*. Central Law Publications, Allahabad.
- Piquero, A. R. (2015). *The Handbook of Criminological Theory* John Wiley & Sons.
- Ram Ahuja (2015). *Criminology*. Rawat Publication. New Delhi India.
- Schmallegger, F. (2017). *Criminology*. CRC press. USA
- Schram, P. J., & Tibbetts, S. G. (2020). *Introduction to Criminology: Why Do They Do It?* Sage Publications.
- Shahidullah, S. M. (2017). *Crime, Criminal Justice, and the Evolving Science of Criminology in South Asia: India, Pakistan, and Bangladesh (Palgrave Advances in Criminology and Criminal Justice in Asia)* (1st ed. 2017). Palgrave Macmillan.
- Siegel, L., & Worrall, J. L. (2017). *Introduction to Criminal Justice* (16th Edition). Cengage Learning.
- Skoll, G. (2009). *Contemporary Criminology and Criminal Justice Theory: Evaluating Justice Systems in Capitalist Societies*. Palgrave Macmillan.
- Waldron, M. E., Quarles, C. L., McElreath, D. H., Waldron, M. E., & Milstein, D. E. (2009). *The Criminal Justice System: An Introduction, Fifth Edition*. Routledge.
- Weisburd, D., & Bruinsma, G. (2014). *Encyclopaedia of Criminology and Criminal Justice*. Springer.
- Winters, R. C., Globokar, J. L., & Roberson, C. (2014). *An Introduction to Crime and Crime Causation* (1st ed.). CRC Press.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	0	1	3	2	0	3
CO2	2	1	1	1	2	0	1
CO3	3	3	3	2	1	2	3
CO4	3	3	3	2	3	3	3
Total Score	10	7	8	8	8	5	10

Level of Correlation between CO's and PO's

0- No Correlation 1- Low 2- Medium 3- High

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	0	2	3	3
CO2	2	3	1	2	2	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	2	1	0	1	3
Total Score	10	12	7	6	7	10	12

Level of Correlation between CO's and PSO's

0- No Correlation 1- Low 2- Medium 3- High

CORE COURSE II
POLICE ADMINISTRATION

Course Code	Subject Code	TITLE OF THE COURSE	L	T	P	C
CORE II		POLICE ADMINISTRATION	4	1	0	5

L: Lecture T: Tutorial P: Practical C: Credits

Course Objectives:

- To explain the ancient, medieval and modern forms of policing in India.
- To understand the Indian police organizational structure, recruitment and training process.
- To familiarise the various national and international police organizations
- To describe the types of records in a police station and the process of investigation
- To familiarise the modernisation of police and other initiatives of Tamil Nadu Police.

Course Outcomes:

At the end of this course of study, the student will be able to

CO No.	Course Outcome	Cognitive Levels
CO1	Remember and explain the historical evolution, structure and functions of police administration in India.	K1, K2
CO2	Apply recruitment, training and investigative procedures in police administration and law enforcement.	K2, K3
CO3	Analyze police organizations, station records and investigation processes in criminal justice administration.	K3, K4
CO4	Evaluate modernization initiatives and design effective policing strategies using technology and communication systems.	K5, K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

Unit I: Introduction

History of policing in India – Ancient, Medieval, British Era and Present – The Police Act, 1861 – Directives of Prakash Singh Vs Union of India, 2006 – Model Police Act, 2006 – National Police Commission Recommendations 1979 – 1981.

Unit II: Structure of State Police

Structure of State Police – Hierarchy and Duties. DGP to PC – Recruitment procedures and organizations. PC –SI – DSP/ASP – Training Procedures and organizations.

Unit III: National and International Police Organizations

Central Police Organizations: NIA, IB, CISE, CRPF, BSF, SSB, ITBP, RPF – BPR&D – NCRB – International Police Organizations: INTERPOL – International Federation of Senior Police Officers – International Association of Chiefs of Police (IACP).

Unit IV: Police Station Records and Investigation Process

Registers: General diary – Sentry Relief Book – Duty Roster – Community Service Register – FIR – Charge sheet – Arrest card – Bail bond – Search list – Crime register (Part I - V) Crime map, Village History, Criminal History – Ex-convict register – Patta book. Investigation – Definition – Methods – Process of Investigation.

Unit V: Modernization of Police

Police Infrastructure – Police Patrol, Vehicles, Modern gadgets (CCTV, Breath Analyzer, Speed Detector, etc.) – Weaponry – Police telecommunication system – POLNET, Satellite, Communication – Online police apps (Kavalan App) – KIOSK (May I help you) – Tamil Nadu Police Projects – PARAVAI, SIRPI, etc.

RECOMMENDED READINGS:

- Aleem, S. (1991). *Women in Indian police* (15th ed). Sterling Publishers.
- Barker, M., & Petley, J. (2001). *Ill effects: The media/violence* (2nd ed.). Routledge.
- Cordner, G. (2020). *Community Policing*. Routledge.
- Diaz, S. M. (1976). *New dimensions to the police role and functions in India*. National Police Academy.
- Fisher, Barry A. J. (2000). *Techniques of crime scene investigation* (6th ed.). New York: CRC Press.
- Gaines, L. K., & Worrall, J. L. (2021). *Police Administration* (9th ed.). McGraw-Hill Education.
- Gautam, D. N. (1993). *The Indian police: A study in fundamentals*. Mittal

Publications.

MacMillan Publishing.

Mathur, K. M. (1994). *Indian police: Role and challenges*. Gyan Publishing House.

Mathur, K. M. (1994). *Internal Security challenges and police in a developing society*. RBSA Publishers.

Peak, K. J., & Glensor, R. W. (2023). *Community Policing and Problem Solving*. Pearson.

Potter, W. James (1999). *On media violence*. Sage Publications.

Ramanujam, T. (1992). *Prevention and detection of crime*. Madras Book Agency.

Snyman, R. (1997). *Policing and human rights*. Juta.

Singh, A. K. (2021). *Police Administration in India*. Pearson India.

Subramanian, S. (1997). *Human rights: International challenges*. Manas Publications.

Swanson, Charles, R. (1983). *Police Administration: Structure, processes and behaviour*.

Thurman, Q., & McGarrell, E. (1997). *Community policing in a rural setting*. Anderson.

Verma, A. (2022). *The Indian Police: A Critical Evaluation*. Regency Publications.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	1	1	1
CO2	2	3	3	1	1	2	2
CO3	2	3	3	2	1	2	2
CO4	1	3	3	2	2	3	2
Total Score	8	11	10	6	5	8	7

Level of Correlation between CO's and PO's

0- No Correlation 1- Low 2- Medium 3- High

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2	1	1	1	3	1
CO2	2	3	2	1	2	3	2
CO3	2	3	3	2	2	3	2
CO4	1	3	3	2	2	3	2
Total Score	7	11	9	6	7	12	7

Level of Correlation between CO's and PSO's

0- No Correlation 1- Low 2- Medium 3- High

**ELECTIVE I- GENERIC/ DISCIPLINE SPECIFIC
CRIMINAL LAWS**

Course Code	Subject Code	TITLE OF THE COURSE	L	T	P	C
ELECTIVE I		CRIMINAL LAWS	3	1	0	3

L: Lecture T: Tutorial P: Practical C: Credits

Course Objectives:

- To understand the history of criminal laws in India.
- To understand the selected sections of the Bharatiya Nyaya Sanhita such as crime against property, crime against persons, crime against public tranquillity, etc.
- To understand the selected sections of the Bharatiya Nagarik Suraksha Sanhita such as organizational set-up of courts in India, complaint, inquiry, investigation, police report, arrest, bail, search and seizures, types of trials etc.
- To understand the selected sections of the Bharatiya Sakshya Adhiniyam such as meaning and concept of evidence, confession, dying declaration, presumption of fact and law, burden of proof, etc.
- To understand certain relevant special and local laws.

Course Outcomes:

At the end of this course of study, the student will be able to

CO No.	Course Outcome	Cognitive Levels
CO1	Remember and explain the history, nature and scope of criminal laws in India.	K1, K2
CO2	Apply selected provisions of BNS, BNSS and BSA in criminal justice situations.	K2, K3
CO3	Analyze crimes, general exceptions and procedural aspects of criminal law and evidence.	K3, K4
CO4	Evaluate legal procedures and design effective approaches for criminal justice delivery and legal application.	K5, K6

Course Outline:

Unit I: Introduction to Criminal Laws

History of criminal law – Nature and scope of criminal law – Doctrine of Actus Reus and Mens Rea – Bharatiya Nyaya Sanhita, Bharatiya Nagarik Suraksha Sanhita and Bharatiya Sakshya Adhiniyam.

Unit II: Selected Sections of BNS

Crimes against property: Theft, Robbery, Dacoity – Crimes against person: Culpable homicide, Murder, Rape, Hurt – Crimes against public tranquillity: Affray, Riot, Unlawful assembly.

Unit III: General Exceptions of Crime under BNS

General Exceptions Section 14 - 44 .

Unit IV: Selected Sections of BNSS

FIR – Inquiry – Investigation – Police report – Charge sheet – Organizational setup of court – Public prosecutor – Defense counsel – Arrest – Bail – Bond Surety – Search and Seizure – Types of trial – Judgement – Sentencing – Plea bargaining.

Unit V: Selected Sections of BSA

Evidence - Meaning – Fact – Fact-in-issue – Relevant Fact – Principles and Concept of Relevance of Admissibility – Dying Declaration – Burden of Proof – Examination in Chief, Examination of witnesses– Cross Examination – Re-examination.

RECOMMENDED READINGS:

Alexander, L., Morse, S., & Ferzan, K. (2011). *Crime and Culpability: A Theory of Criminal Law*. Cambridge University Press.

Bharatiya Nagarik Suraksha Sanhita (BNSS) – Law & Practice by Saurabh Kansal

Bharatiya Sakshya Adhiniyam, 2023 by C.K. Takwani

Jain, M. P. (2022). *Indian Constitutional Law and Criminal Justice*. LexisNexis.

Kaur, R. (2021). *Textbook on Indian Penal Code*. Central Law Publications.

Kelkar, R. V. (1996) *Outlines of Criminal Procedure*, Eastern Book Company, Lucknow.

Khan, S. A. (2017). *Ratanlal & Dhirajlal's The Law of Evidence* (26th ed.). LexisNexis.

Khan, S. A. (2023). *Ratanlal & Dhirajlal's Law of Evidence*. LexisNexis.

Pillai, A, P.S. (1983) *Criminal Law*. N. M. Tripathi.

Prasad, C. K. (2023). *Ratanlal & Dhirajlal's Code of Criminal Procedure*. LexisNexis.

- Rao, M. (2008). *Law relating to Women and Children*. Eastern Book Company.
- Ratanlal & Dhirajlal (1984) *The Indian Penal Code*, Wadhwa & Co.
- Ratanlal & Dhirajlal (2000). *The Code of Criminal Procedure*, Wadhwa & Co.
- Ratanlal & Dhirajlal's *Bharatiya Nyaya Sanhita*, 2023 – LexisNexis
- Sarathy, V. P. (1994). *Elements of Law of Evidence*. Eastern Book Company.
- Singh, A., (1995) *Law of Evidence*, Allahabad Law Agency.
- Thomas, K., & Rashid, M. (2024). *Ratanlal & Dhirajlal's The Indian Penal Code*. LexisNexis.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	0	1	0	0
CO2	2	3	3	1	1	0	0
CO3	2	3	3	1	2	0	1
CO4	2	3	3	2	2	1	1
Total Score	9	10	10	4	6	1	2

Level of Correlation between CO's and PO's

0- No Correlation 1- Low 2- Medium 3- High

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	1	1	0	2	2	1
CO2	2	2	2	0	3	3	1
CO3	2	2	3	1	3	3	1
CO4	2	3	3	1	3	3	2
Total Score	8	8	9	2	11	11	5

Level of Correlation between CO's and PSO's

0- No Correlation 1- Low 2- Medium 3- High

SKILL ENHANCEMENT COURSE 1
INDIAN SOCIETY AND SOCIAL PROBLEMS

Course Code	Subject Code	TITLE OF THE COURSE	L	T	P	C
SEC-I		INDIAN SOCIETY AND SOCIAL PROBLEMS	2	0	0	2

L: Lecture T: Tutorial P: Practical C: Credits

Course Objectives:

- To understand the scope of sociology, social control, forms of groups and their role.
- To describe the scope of various social institutions such as religion, family, marriage, etc.
- To explain the role of social stratification such as caste, its characteristics, relationship, functions and dysfunctions.
- To examine social problems such as inequality, untouchability, poverty, illiteracy, female genital mutilation, female infanticide and foeticide.
- To discuss the developmental issues such as constitutional categories, minority groups, reservation policy and economically disabled groups.

Course Outcomes:

At the end of this course of study, the student will be able to

CO No.	Course Outcome	Cognitive Levels
CO1	Remember and explain the concepts of sociology, social control and social institutions.	K1, K2
CO2	Apply sociological concepts to understand family, religion, marriage and kinship systems.	K2, K3
CO3	Analyze caste, social stratification and major social problems in Indian society.	K3, K4
CO4	Evaluate developmental issues and design suitable remedial measures	K5, K6

	for social problems and marginalized groups.	
K1: Remember	K2: Understand	K3: Apply K4: Analyze K5: Evaluate K6: Create

Course Outline:

Unit I: Introduction

Definition and scope of sociology: Individual and society – Social control: Traditional, informal and formal means of social control – Groups: primary group, secondary group and reference group.

Unit II: Social Institutions

Religion: Belief system, elements of religion, functions of religion – Family: Definition, patriarchal and matriarchal families, joint and nuclear families – Marriage as a social institution – Types of marriage: monogamy, polygamy and polyandry – Kinship and lineage.

Unit III: Social Stratification

Caste – Meaning – Characteristics – Evolution of caste system – Dominant caste – Caste relationship – Functions and dysfunctions of caste – Caste violence in Tamil Nadu.

Unit IV: Social Problems: Causes, Prevention and Remedial Measures

Inequality – Untouchability – Poverty – Illiteracy – Unemployment–Child labour – Bonded labour – Sati – Devadasi system – Female genital mutilation (FGM) – Dowry– Domestic violence – Female infanticide and foeticide– Prostitution– Transgenders (LGBTQ) – Corruption – Bribery.

Unit V: Development Issues: Impacts and Remedial Measures

Constitutional categories: Scheduled Caste/Scheduled Tribes, Other Backward Classes and De-notified communities – Minority groups: Religious and linguistic – Reservation policy for the development of society – Globalization, industrialization and migration.

RECOMMENDED READINGS:

- Ahuja, R. (2022). *Social Problems in India* (4th ed.). Rawat Publications.
- Bhushan, V., & Sachdeva, D. R. (2021). *Fundamentals of Sociology*. Pearson Education.
- Biju, M. (2010). *Developmental issues in Contemporary India*. Concept Publishers.
- Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity Press.
- Haralambos, M., & Holborn, M. (2021). *Sociology: Themes and Perspectives* (9th ed.). Collins.
- Opp, K. (2018). *Social Institutions*. Routledge
- Sarkar, S. (2020). *Social Problems in India*. Kalpaz Publications.
- Sengupta, S. (2012). *Introductory Sociology*. New Central Book Agency.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	0	1	3	0	0
CO2	2	2	1	1	3	0	1
CO3	2	3	1	2	3	1	1
CO4	1	3	2	2	3	1	1
Total Score	8	9	4	6	12	2	3

Level of Correlation between CO's and PO's

0- No Correlation

1- Low

2- Medium

3- High

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	1	1	0	3	1	0
CO2	2	1	2	1	3	1	1
CO3	2	2	3	1	3	2	1
CO4	1	2	3	2	3	2	1
Total Score	7	6	9	4	12	6	3

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

**SKILL ENHANCEMENT (FOUNDATION COURSE)
PERSONALITY AND MANAGERIAL ABILITIES**

Course Code	Subject Code	TITLE OF THE COURSE	L	T	P	C
SKILL ENHANCEMENT		PERSONALITY AND MANAGERIAL ABILITIES	2	0	0	2

L: Lecture T: Tutorial P: Practical C: Credits

Course Objectives:

- To understand the concept of personality and its dimensions.
- To understand the concept of attitude and motivation
- To understand the concept of employability quotient and its related concepts
- To understand managerial skills such as emotional intelligence and problem-solving skills
- To familiarise the basics of interpersonal skills, etc.,

Course Outcomes:

At the end of this course of study, the student will be able to

CO No.	Course Outcome	Cognitive Levels
CO1	Remember and explain the concepts of personality, attitude and motivation.	K1, K2
CO2	Apply employability skills, interview techniques and motivational strategies in professional settings.	K2, K3
CO3	Analyze managerial abilities, emotional intelligence and interpersonal communication skills.	K3, K4
CO4	Evaluate leadership qualities and design effective problem-solving and team management strategies.	K5, K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

Unit I: Introduction to Personality

The concept of personality– Dimensions of Personality– Concept of success & failure– Hurdles in achieving success – Overcoming hurdles– Factors responsible for success– Failure: Causes of failure – SWOT analysis.

Unit II: Attitude and Motivation

Attitude – Concept & significance, factors affecting attitudes – Positive & negative attitudes – Ways to develop a positive attitude – Concept of Motivation– Internal & External Motivation – Importance of self-motivation – Factors leading to motivation.

Unit III: Employability Quotient

Resume building – Art of participating in group discussions – Social interaction with groups – Facing Personal (HR & Technical) Interview– Frequently Asked Questions – Psychometric Analysis – Mock Interview Sessions– Personal interview management.

Unit IV: Managerial Skills

Managerial skills– Emotional intelligence– Self-learning techniques– Learning and application of skills – Problem-solving and building relationships.

Unit V: Interpersonal Skills

Interpersonal Communication– Meaning – Personality characteristics in Organization: Self-evaluation– Locus of control– Self efficacy– Self-esteem– Leading a team– Empowering and delegating: Meaning and dimensions of Empowerment– How to make oral presentation and Organize meetings.

RECOMMENDED READINGS:

- Andrews, S. (1988). *How to Succeed at Interviews*. Tata McGraw-Hill.
- Carnegie, D. (2020). *How to Win Friends and Influence People*. Simon & Schuster.
- Carter, S., Sturm, S. & Manalo, E. (2021) *Coaxing success from failure through academic development- International Journal for Academic Development*, 26(2), pp 190-200, DOI: [10.1080/1360144X.2020.1818244](https://doi.org/10.1080/1360144X.2020.1818244)
- Goleman, D. (2020). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bloomsbury Publishing.
- Heller, R. (1999). *Effective leadership (Essential Managers)*. Penguin.
- Heller, R. (2021). *Effective Leadership*. DK Publishing.
- Kumar, P. (2005). *All about Self- Motivation*. Goodwill Publishing House.
- Lucas, S. (2001). *Art of Public Speaking*. Tata - Mc-Graw Hill.
- Lucas, S. E. (2021). *The Art of Public Speaking* (13th ed.). McGraw-Hill.
- Mile, D.J (2004). *Power of positive thinking*. Rohan Book Company.
- Philipps, A & Mrowczynski, R. (2019). *Getting more out of interviews. Understanding interviewees' accounts in relation to their frames of orientation*. Sage Publications.
- Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior* (19th ed.). Pearson.

Smith, B. (2004). *Body Language*. Rohan Book Company.

Stark, T. H., Flache, A. & Veenstra, R. (2013). *Generalization of Positive and Negative Attitudes Toward Individuals to Outgroup Attitudes*. *Personality & Social Psychology Bulletin*. 39(5). DOI: 10.1177/0146167213480890.

West, R. Turner, L. H. (2018). *International Communication*. Sage Publications.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	0	2	2	0	1
CO2	2	2	1	2	2	1	3
CO3	2	2	1	3	2	1	3
CO4	2	3	2	3	2	1	3
Total Score	8	8	4	10	8	3	10

Level of Correlation between CO's and PO's

0- No Correlation

1- Low

2- Medium

3- High

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	1	1	0	2	0	1
CO2	1	2	2	1	2	1	3
CO3	1	2	2	2	2	1	3
CO4	1	2	3	2	2	1	3
Total Score	4	7	8	5	8	3	10

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

SEMESTER II

CORE COURSE III VISIT TO INSTITUTIONS

Course Code	Subject Code	TITLE OF THE COURSE	L	T	P	C
CORE III		VISIT TO INSTITUTIONS	0	0	5	5

L: Lecture T: Tutorial P: Practical C: Credits

Course Objectives:

- To understand the role of Criminal Justice Agencies and its allied fields.
- To understand the functions of Criminal Justice Agencies and its allied fields
- To understand the concept of employability quotient and its related concepts in the field
- To understand managerial and other skills required to work in criminal justice agencies and its allied fields.
- To develop the individual report writing skills.

Course Outcomes:

At the end of this course of study, the student will be able to

CO No.	Course Outcome	Cognitive Levels
CO1	Remember and explain the role and functions of criminal justice agencies and allied institutions.	K1, K2
CO2	Apply observational and reporting skills during institutional visits and field exposure.	K2, K3
CO3	Analyze institutional procedures, criminal justice practices and agency records.	K3, K4
CO4	Evaluate institutional functioning and prepare professional field visit reports and presentations.	K5, K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

The students, under the guidance of a teacher may be taken on visit to **any 5** of the following institutions **based on the permissions from the authorities:**

- Police Station
- Magistrate Court
- Fire Station
- District Crime Records Bureau
- Forensic Sciences Lab
- Cybercrime cell

- Central Prison
- Sub Jail
- Women Prison
- NGO' s
- Juvenile Justice Board.
- Observation Home or Special home
- Private Security Service/ Agency
- Private Detective/ Investigation Agency
- Airport/ Sea Port/ Industries

MSU

Details of the evaluation procedure

- Each candidate has to submit a field visit report and should appear for a public viva voce before their teachers and class mates.
- The students, after their visits will submit a record of their field visits which will be evaluated at two levels.
- At the first level, for continuous assessment, the teacher will evaluate the students for 25 marks on the following criteria
 - Regularity in attending the visits (10 marks)
 - Regularity in submission of reports (5 marks)
 - Quality of the reports (10 marks)
- At the second level, during the end semester examination, the evaluation will be done by a panel of internal examiners, for 75 marks.
 - A viva voce, where other semester students will be the audience
 - The students will be evaluated on the following criteria
 - Content of presentation (40 marks)
 - Presentation skills (20 marks)
 - Ability to defend the questions (15 marks).

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	1	1	1	1
CO2	2	2	3	2	1	2	2
CO3	2	3	3	2	1	2	2
CO4	2	3	3	3	2	2	3
Total Score	8	9	10	8	5	7	8

Level of Correlation between CO's and PO's

0- No Correlation

1- Low

2- Medium

3- High

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	1	2	1
CO2	1	3	2	3	1	2	2
CO3	2	3	3	3	2	3	2
CO4	2	3	3	3	2	3	3
Total Score	6	11	9	11	6	10	8

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

Course Code	Subject Code	TITLE OF THE COURSE	L	T	P	C
CORE IV		BASICS OF CRIME PREVENTION	4	1	0	5

L: Lecture T: Tutorial P: Practical C: Credits

Course Objectives:

- To understand the concept of crime prevention and its history
- To understand various methods of crime prevention
- To familiarise the conventional crime prevention methods
- To describe the contemporary crime prevention methods
- To familiarise various crime prevention organizations.

Course Outcomes (COs):

At the end of this course of study, the student will be able to

CO No.	Course Outcome	Cognitive Levels
CO1	Understand and familiarize the concept of crime prevention and its history	K1, K2
CO2	Appreciate, Apply and Analyse the various crime and delinquency prevention methods	K3, K4
CO3	Apply, evaluate and appreciate conventional and contemporary methods of prevention of crime for an environment at given point of time	K3, K4, K6
CO4	Analyse, evaluate, create and understand various crime prevention organizations and its roles in crime prevention	K4, K5, K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

Unit I: Introduction

Definition and concepts in Crime Prevention– History of Crime Prevention – Stages of Crime Prevention: Primary, Secondary and Tertiary Crime Prevention– Prevention of various types of crimes.

Unit II: Crime Prevention Methods

Methods of Crime Prevention: Punitive Method, Defense Method, Intervention Methods, Mechanical Method– Crime Prevention through Environmental Design (CPTED)– Reducing first offenders and Recidivism.

Unit III: Conventional Crime Prevention Methods

Crime Prevention by Police: Intervention Programmes, Patrolling and Beat– Intelligence Surveillance– Correctional Services and Prevention of Crime. Delinquency Prevention.

Unit IV: Contemporary Crime Prevention Methods

Public relations Campaign– Potential Victim Protection– De-motivating Potential Offenders; Socialization of Youth at Risk – Programmes aimed at Slums and Disruptive Family Situations.

Unit V: Crime Prevention Organizations

Police Boys Clubs– Police Girls Clubs– Community Policing- Community Watch– International Cooperation in Crime Prevention– Local Community Organizations– Chicago Area Project (CAP). ICPC & UNICRI.

RECOMMENDED READINGS:

- Bawa, P.S. (1989). *Policing for People*. Rupa & Co.
- Bursik, R., & Grasmick, H. G. (1993). *Neighbourhoods and Crime: The dimensions of effective crime control*. Lexington Books.
- Clarke, R. (1997). "Introduction" In: R. Clarke (ed.), *Situational Crime Prevention: Successful Case Studies*. Harrow & Heston.
- Goldstein, H. (1990). *Problem-Oriented Policing*. McGraw Hill.
- Greene, J., & Mastrofski S. (1988). *Community policing: Rhetoric or reality?* Praeger.
- Hughes, G. (2002). *Crime prevention and community safety: New directions*. Sage.
- Jeffery, C. R. (1977). *Crime prevention through environmental design*. Sage Publications.
- Levine, J., & Musheno, M. (1980). *Criminal Justice: A public policy approach*. Harcourt Brace Jovanovich.
- Oliver, M. W. (2001). *Community-oriented policing: A systemic approach to policing*. Prentice Hall.
- Peak, K., & Glensor, R. (1996). *Community policing and problem solving: Strategies and practices*. Prentice Hall.
- Rosenbaum, D. (1994). *The Challenge of community policing: Testing the promises*. Sage Publications.
- Shaftoe, Henry (2004). *Crime prevention: Facts, fallacies and the future*. Palgrave Macmillan.
- Thurman, Q., & McGarrell, E. (1997). *Community policing in a rural setting*. Anderson Publishing.
- Wroblewski, H. M. & Hess, K. M. (2000). *An introduction to law enforcement and criminal justice* (6th ed.). Wadsworth Publishing.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	0	0	3	0	3	3
CO2	2	2	3	2	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	3	2	3	3	2
Total Score	10	8	9	10	9	12	11

Level of Correlation between CO's and PO's

0- No Correlation 1- Low 2- Medium 3- High

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6	PSO 7
CO1	1	3	1	3	2	0	3
CO2	2	3	2	3	2	3	3
CO3	2	3	3	3	3	3	3
CO4	2	3	2	3	3	1	3
Total Score	7	12	8	12	10	7	12

Level of Correlation between CO's and PSO's

0- No Correlation 1- Low 2- Medium 3- High

**ELECTIVE II: GENERIC/DISCIPLINE SPECIFIC
CRIMES AGAINST WOMEN, CHILDREN AND MARGINALISED**

Course Code	Subject Code	TITLE OF THE COURSE	L	T	P	C
ELECTIVE II		CRIMES AGAINST WOMEN, CHILDREN AND MARGINALISED	4	0	0	3

L: Lecture T: Tutorial P: Practical C: Credits

Course Objectives:

- To understand the forms of crime against women
- To familiarize various legislations relating to women
- To understand forms of crime against children
- To familiarize various legislations relating to children
- To understand the various crimes against the marginalized and related legislations.

Course Outcomes:

At the end of this course of study, the student will be able to

CO No.	Course Outcome	Cognitive Levels
CO1	Remember and explain various forms of crimes against women, children and marginalized groups.	K1, K2
CO2	Apply legislations related to women, children and marginalized communities in practical contexts.	K2, K3
CO3	Analyze causes, impacts and patterns of victimization among vulnerable groups.	K3, K4
CO4	Evaluate preventive and rehabilitative measures for protecting vulnerable populations and ensuring social justice.	K5, K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

Unit I: Crimes against Women

Crimes against women – Forms: Domestic violence – Cruelty by Husband – Harassment – Molestation – Assault – Rape – Voyeurism – Intimate Partner Violence– Sati – Devadasi system – Honour killing – Dowry death – Stalking – Cyber stalking – Sexting.

Unit II: Legislations relating to Women

The Immoral Traffic (Prevention) Act, 1956 – The Dowry Prohibition Act, 1961 – Indecent Representation of Women (Prohibition) Act, 1986 – The Tamil Nadu Prohibition of Women Harassment Act, 1998 – Protection of Women from Domestic Violence Act, 2005 – The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

Unit III: Crimes against Children

Forms of Crime against Children: Begging – Child Marriage – Female Foeticide – Female Infanticide – Child abuse – Sexual Offences against children: Harassment, Assault, Child pornography – Child Trafficking: Sexual exploitation, Child labour.

Unit IV: Legislations relating to Children

The Child Labour (Prohibition and Regulation) Act, 1986 – The Prohibition of Child Marriage Act, 2006 – Right of Children to Free and Compulsory Education, 2009 – The Protection of Children from Sexual Offences Act, 2012 – The Juvenile Justice (Care and Protection of Children) Act, 2015.

Unit V: Crimes against Marginalized

Marginalized and its meaning – Crime against: Scheduled Caste and Scheduled Tribes – Transgender (LGBTQ+) – Minorities – Physically challenged or disabled – Elderly people – Hate crime – Related legislations: The Protection of Civil Rights Act, 1955 – The Transgender Persons (Protection of Rights) Act, 2019 – The Scheduled Caste and Scheduled Tribes (Prevention of Atrocities) Act, 1989.

RECOMMENDED READINGS:

- Bartol, C. & Bartol, A. (2016). *Criminal Behaviour* (11th ed.). Pearson.
- Bartollas, C., & Schmalleger, F. (2021). *Juvenile Delinquency* (12th ed.). Pearson.
- Brotherton, G. & Cronin, M. (2013). *Working with vulnerable children, young people and families*. Routledge.
- Child Labour (Prohibition and Regulation) Act of 1986*, (1986).
https://labour.gov.in/sites/default/files/act_2.pdf
- Davies, P., Francis, P., & Greer, C. (2020). *Victims, Crime and Society*. Sage Publications.
- Indecent Representation of Women (Prohibition) Act of 1986*, (1986).
https://legislative.gov.in/sites/default/files/A1986-60_0.pdf
- Juvenile Justice (Care and Protection of Children) Act of 2015*, (2015).
https://legislative.gov.in/sites/default/files/A2016-2_0.pdf
- Karmen, A. (2022). *Crime Victims: An Introduction to Victimology* (10th ed.). Cengage Learning.
- King, J. (2003). *Hate Crime: The Story of a Dragging in Jasper*, Anchor Publishing.
- Kumari, V. (2023). *Child Rights and Juvenile Justice in India*. Eastern Book Company
- Natarajan, M. (2021). *Women and Crime in India*. Routledge India.

- Prohibition of Child Marriage Act of 2006*, (2006).
<https://legislative.gov.in/sites/default/files/A2007-06.pdf>
- Renzetti, C. M. (2013). *Feminist Criminology*. Routledge.
- Right of Children to Free and Compulsory Education of 2009*, (2009).
<https://legislative.gov.in/sites/default/files/The%20Right%20of%20Childr en%20to%20Free%20and%20Compulsory%20Education%20Act,%2020 09.pdf>
- Shukla, A., & Phookan, J. (2015). *Crime against women*. Serials Publications Pvt. Ltd.
- The Child Labour (Prohibition and Regulation) Act, 1986*
- The Criminal Law (Amendment) Act of 2013*
- The Dowry Prohibition Act, 1961*
- The Immoral Traffic (Prevention) Act, 1956*
- The Indecent Representation of Women (Prohibition) Act, 1986*
- The Indian Penal Code, 1860.*
- The Prohibition of Child Marriage Act, 2006*
- The Protection of Civil Rights Act, 1955*
- The Protection of Women from Domestic Violence Act. 2005*
- The Right of Children to Free and Compulsory Education, 2009*
- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013*
- Tomer, A. (2017). *Rethinking of Juvenile Justice System in India*. Bharti Publications.
- VedKumari. (2012). *The Juvenile Justice System in India*. Oxford University Press.
- Westmarland, N. (2015). *Violence against women: Criminological Perspectives on men's violences*. Routledge.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	1	3	0	0
CO2	2	2	2	1	3	0	1
CO3	2	3	2	2	3	1	1
CO4	2	3	2	2	3	1	2
Total Score	8	9	7	6	12	2	4

Level of Correlation between CO's and PO's

0- No Correlation

1- Low

2- Medium

3- High

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	1	1	0	3	2	1
CO2	2	2	2	1	3	2	1
CO3	2	2	3	1	3	2	1
CO4	2	2	3	2	3	3	2
Total Score	8	7	9	4	12	9	5

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

SKILL ENHANCEMENT COURSE– 2
BASICS OF CORPORATE SECURITY MANAGEMENT

Course Code	Subject Code	TITLE OF THE COURSE	L	T	P	C
SEC-II		BASICS OF CORPORATE SECURITY MANAGEMENT	2	2	0	2

L: Lecture T: Tutorial P: Practical C: Credits

Course Objectives:

- To familiarize the students with security measures as per the standard practices of the industry
- To understand the role and functions of corporate security
- To acquire the pre-qualification for working in the corporate security management
- To understand the duties of the corporate security team
- To understand the role and functions of corporate security

Course Outcomes:

At the end of this course of study, the student will be able to

CO No.	Course Outcome	Cognitive Levels
CO1	Remember and explain the historical development and principles of corporate security management.	K1, K2
CO2	Apply physical security measures and preventive strategies in industrial and corporate settings.	K2, K3
CO3	Analyze duties of security personnel, security systems and crisis management procedures.	K3, K4
CO4	Evaluate corporate security practices and design effective security management systems using modern technology.	K5, K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

Unit I: Security History

Security: Ancient Period, Anglo, American and British Development. Developments in India - Role of CISF in Industrial security

Unit II: Physical Security

Security Areas: Exclusion Area, Limited Area and Control Area. Physical Security Barriers: Natural Barriers, Structural Barriers, Human Barriers, Animal Barriers

Unit III: Duties of Security staff

Duties of Security Staff: Chief Security Officer, Security Officer, Security supervisor and Security guards.

Unit IV: Preventive measures

Theft, Pilferage and preventive measures – Cash Escort in Road - Dealing with critical situations: Sabotage, Subversion, Strike, Lockout, Lay off, Closure, Hold ups and Gherao.

Unit V: Security systems

Interrogation, Investigation and taking of statements - Liaison with local police-employees participation in Industrial security — Use of Dogs in Industrial Security – Specific Security systems: Hotel Security, Hospital security, ATM Security and Personal security

RECOMMENDED READINGS:

- Brooks, D. J. (2021). *Introduction to Security Management* (2nd ed.). Butterworth-Heinemann.
- Chaturvedi, T.N., (1991). *Indian Banking: Crime and Security in Indian Banks*, New Delhi: Aashish Publishing House.
- Chitkara M.G. (1997). *Corruption 'N' Cure*, APH Publishing Corporation, New Delhi
- Garcia, M. L. (2020). *Design and Evaluation of Physical Protection Systems* (3rd ed.). Butterworth-Heinemann.
- Gill, M. (2022). *Handbook of Security*. Palgrave Macmillan.
- Halder Dipak (1986). *Industrial Security in India*, Ashish Publishing House, New Delhi.
- Mitra Chandan (1998). *The Corrupt Society*, Viking, Delhi.
- Purpura, P. P. (2021). *Security and Loss Prevention* (7th ed.). Elsevier.
- Rajaram (1993) *Bank Security: A Branch Manager's Handbook*, Himalaya Publishing House, Bombay.
- Ranjit Sen Gupta (1994). *Management of Internal Security*, Lancer Publishers, New Delhi.
- Richard S. Post and Arthur A. Kingsbury (1973). *Security Administration: An Introduction*, Charles C. Thomas, Springfield Illinois.
- Sennewald, C. A., & Tsukayama, J. (2021). *The Process Management of Security* (3rd ed.). Butterworth-Heinemann.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	1	1	1	1
CO2	2	2	3	1	1	2	2
CO3	2	3	3	1	1	3	2
CO4	2	3	3	2	2	3	2
Total Score	8	9	10	5	5	9	7

Level of Correlation between CO's and PO's

0- No Correlation

1- Low

2- Medium

3- High

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	0	1	2	1
CO2	1	3	2	1	2	2	2
CO3	1	3	3	1	2	3	2
CO4	1	3	3	2	2	3	2
Total Score	4	11	9	4	7	10	7

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

SKILL ENHANCEMENT COURSE– 3
BASICS OF PRIVATE DETECTIVE

Course Code	Subject Code	TITLE OF THE COURSE	L	T	P	C
SEC-III		BASICS OF PRIVATE DETECTIVE	2	0	0	2

L: Lecture T: Tutorial P: Practical C: Credits

Course Objectives:

- To expose the students to detective skills
- To expose the students to investigative skills
- To explore the nuances in private detection
- To explore the instruments used in private detection
- To acquire skills to function independently as a private investigator

Course Outcomes:

At the end of this course of study, the student will be able to

CO No.	Course Outcome	Cognitive Levels
CO1	Remember and explain the concepts, scope and process of private investigation.	K1, K2
CO2	Apply surveillance techniques and investigative methods in private detective work.	K2, K3
CO3	Analyze various investigation types, technological tools and evidence collection methods.	K3, K4
CO4	Evaluate interview and interrogation techniques and design professional investigative strategies.	K5, K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

Unit I Introduction

Introduction to Investigation – Process of Investigation in CrPc- Difference between Police and Private Investigator – Desirable attributes of Investigator.

Unit II Surveillance

Undercover Operations – Surveillance Purpose, Pre-surveillance Conference, Covert and overt Surveillance, Automobile Surveillance, Foot Surveillance, Team Surveillance.

Unit III Types of Investigation

Pre and Post Marital Investigation– Land Dispute investigation - Student Investigation, Kidnapping and abduction investigation – missing person investigation – Traffic accident investigation Pre-employment verification, Post employee, Brand Protection.

Unit IV Instruments used in Investigation

Audio recording devices – Video recording devices – Photo camera.

Unit V Interrogation and Interview

Difference between interrogation and Interview – Uses of Interviews and Interrogations – Types of witnesses.

RECOMMENDED READINGS:

Angela Woodhull (2002) *Private Investigation: Strategies and Techniques*, Texas: Thomas Investigative Publications.

Bill Copeland (2001) *Private Investigation: How to be successful*, Absolutely zero loss Inc.

Birzer, M. L., & Roberson, C. (2021). *Introduction to Private Security and Investigation*. CRC Press.

Douglas Cruise (2002) *The Business of Private Investigations*, Texas: Thomas Investigative Publications.

Hess, K. M., Orthmann, C. H., & Cho, H. L. (2020). *Private Security and Investigations*. Cengage Learning.

Kovacich, G. L., & Halibozek, E. P. (2021). *The Manager's Handbook for Corporate Security*. Butterworth-Heinemann.

Louis and Lawrence (1999) *Investigations: 150 Things*, Butter worth – Heinemann.

Michael Corun (2003) *Training Manual on Private Investigation*, Texas: Thomas Investigative Publications.

O'Hara, C. E., & O'Hara, G. L. (2020). *Fundamentals of Criminal Investigation*. Charles C Thomas Publisher

Roger J. Willand (1997) *PI: Self study guide on becoming a private detective*, Paladin press.

Rosy J. Methahon (2000) *Practical Handbook for private Investigations*, CRC Press.

Swanson, C. R., Chamelin, N. C., & Territo, L. (2020). *Criminal Investigation* (13th ed.). McGraw-Hill.

W. John George Moses (2004) Materials for Diploma in Private Investigation,
Institute of Intelligence and Investigation, Eagle's Eye Detective Agency,
Chennai

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	1	1	1	1
CO2	2	3	3	1	1	2	2
CO3	2	3	3	2	1	2	2
CO4	2	3	3	2	2	2	2
Total Score	8	10	10	6	5	7	7

Level of Correlation between CO's and PO's

0- No Correlation 1- Low 2- Medium 3- High

Mapping of Course Outcomes to Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	1	1	2	1
CO2	1	3	2	2	1	2	2
CO3	1	3	3	2	2	2	2
CO4	1	3	3	2	2	3	2
Total Score	4	11	9	7	6	9	7

Level of Correlation between CO's and PSO's

0- No Correlation 1- Low 2- Medium 3- High