



MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI,
TAMIL NADU, INDIA

Bachelor of Science in CRIMINOLOGY AND FORENSIC SCIENCE

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 Science (B.Sc.) in Criminology and Forensic Science is designed to provide comprehensive knowledge in criminology, criminal justice, forensic science, forensic medicine and investigation, criminal laws, correctional administration, cyber crime, forensic biology, forensic chemistry, digital forensics and allied investigative sciences through the Choice Based Credit System (CBCS) and Outcome Based Education (OBE) framework. The programme emphasizes scientific investigation, analytical thinking, ethical values, practical exposure, research orientation, and professional competency through laboratory training, institutional visits, internships, case studies, and project work to prepare learners for careers in criminology, forensic science laboratories, law enforcement agencies, criminal investigation, cyber crime investigation and allied justice systems.

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.

Programme Specific Outcomes

PSO 1	Articulate diverse aspects of forensic science like Criminology, Forensic Science, Criminal Law, Police administration, Forensic Physics, Forensic Chemistry, Forensic Biology, Economic offences, Human Rights and Criminal Justice System, and collection, preservation and evaluation of different types of evidences using scientific Methods and instrumentation.
PSO 2	Illustrate the functioning of the judicial system, police organizations, forensic Science laboratories, techniques involved in collection, preservation and evaluation of evidences.
PSO 3	Demonstrate the functioning and co- ordination/ co- operational aspects of the allied sciences such as Forensic- Serology, Medicine and Toxicology, that assist in forensic investigation protocols and step by step development of the investigative procedures.
PSO 4	Differentiate between and among methods /protocols, instrumentation and evaluative procedures required in the investigative process that is required for crime solving and also document the same as per norms.
PSO 5	Propose, apply and analyse novel ideas towards solutions to contemporary crime problems justifying with relevant facts and data.
PSO 6	Developing epithetical concern towards various crime and social problems and propose ways to solve which will be very beneficial to society.
PSO 7	Recommend and develop various aspects of investigation protocols based on the type of crimes, evidences collected, evaluative procedures conducted and aid in solving cases keeping in mind the laws and justice systems pertaining to the same.

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, TAMIL NADU, INDIA

Bachelor of Science in CRIMINOLOGY AND FORENSIC SCIENCE

Scheme, Regulations and Syllabus

Title of the course

Bachelor of Science (B.Sc.) Degree course in Criminology and Forensic Science.

Eligibility

Candidates for the Degree of Criminology and Forensic Science should have passed higher secondary examination in Specific 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, Tirunelveli.

Medium of Instruction

Medium of Instruction is in English

Duration of the course

Three years under semester pattern, with Choice Based Credit System, OBE Norms and TANSCHER recommended syllabus pattern.

Structure of the programme:
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

Examinations**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 ($10 \times 1 = 10$ 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 ($5 \times 5 = 25$ 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 ($5 \times 8 = 40$ 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.

QUESTION PAPER PATTERN – I

Time: Three hours

Maximum: 75 Marks

PART – A

($10 \times 1 = 10$ Marks)

Answer ALL the Questions, choose the correct answer.

1. What is Locard's Exchange Principle?
2. Define Forensic Science.
3. What is Chain of Custody?
4. Define Fingerprint.
5. What is DNA Profiling?

6. What is Questioned Document Examination?
7. Define Toxicology.
8. What is Cyber Forensics?
9. What is Crime Scene Investigation?
10. Define Ballistics.

PART – B

(5X5=25 Marks)

Answer ALL the Questions, choosing either (a) or (b), in about 150 words.

11. (a) Explain the scope and importance of Forensic Science
(or)

(b) Discuss Locard's Principle of Exchange.

12. (a) Explain the classification of fingerprints
(or)

(b) Describe the procedure for lifting latent fingerprints.

13. (a) Explain the significance of biological evidence in criminal investigations
(or)

(b) Describe the role of DNA profiling in crime detection

14. (a) Explain the functions of a forensic laboratory.
(or)

(b) Discuss the importance of maintaining chain of custody

15. (a) Explain the role of cyber forensics in modern investigations
(or)

(b) Describe the examination of questioned documents

PART – C

(5X8=40 Marks)

Answer ALL the Questions, choosing either (a) or (b), in about 250 words.

16. (a) Analyze the importance of crime scene management in criminal investigations
(or)

(b) Evaluate the role of forensic science in the administration of justice

17. (a) Analyze the methods used in fingerprint identification
(or)

(b) Evaluate the evidentiary value of fingerprints in courts

18. (a) Examine the applications of forensic biology in criminal investigations.
(or)

(b) Analyze the role of DNA evidence in solving violent crimes

19. (a) Evaluate the contribution of forensic toxicology in suspicious death investigations.
(or)

(b) Analyze the challenges faced by forensic laboratories in India

20. (a) Design an investigation protocol for handling digital evidence.
(or)

(b) Develop a forensic strategy for investigating a cybercrime incident

Model Questions

S. No	Questions	Cognitive levels
	1 Marks	
1.	What is Locard’s Principle of Exchange?	K1
	5 Marks	
2.	Discuss parole and aftercare services in India.	K2
3.	Apply the provisions of IPC in a murder investigation	K3
	8 Marks	
4.	Analyze the importance of handwriting comparison in questioned documents	K4
5.	Assess the role of police reforms in maintaining law and order	K5
6	Design a training module for police officers on digital evidence handling	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

Evaluation

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
IN SELECT COURSE WHERE PRACTICAL'S IS MANDATORY		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
Internal Evaluation- Practical's	Practical's and Record/ Report	25 Marks
External Evaluation	End Semester Examination	50 Marks
	Wherever Viva Voce is applicable it shall be considered for external evaluation	
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

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B.Sc. Criminology and Forensic Science
Abstract of the Syllabus 2026-2027

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 Crime, Criminology and Criminal Justice	5	5	25	-	75	100	40	100
1.4 Core Course II	Introduction to Forensic Science	5	5	25	-	75	100	40	100
1.5 Elective I	Police Administration and Investigation	4	3	25	-	75	100	40	100
1.6 SEC- 1	Forms of Crime	2	2	25	-	75	100	40	100
1.7 Skill Enhancement (Foundation Course)- Practical's	Visit to Institutions/ Scene of Crime	2	2	25	25	50	100	40	100
Sub Total Credits		30	23						

SEMESTER II

	Maximum Marks	Passing Marks

Subject Part	Title of the Subjects	Hrs/ Week	Cre dits	In t	Pra ctic als	Ex t	Tot al	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	Penology and Correctional Administration	5	5	25	-	75	100	40	100
2.4 Core Course IV	Questioned Documents	5	5	25	-	75	100	40	100
2.5 Elective II	Criminal Laws	4	3	25	-	75	100	40	100
2.6 SEC- 2	Forms of Cybercrimes	2	2	25	-	75	100	40	100
2.7 SEC- 3 Practical's	Questioned Documents- Lab	2	2	25	25	50	100	40	100
Sub Total Credits		30	23						

SEMESTER III

				Maximum Marks				Passing Marks	
Subject Part	Title of the Subjects	Hrs/ Week	Cre dits	In t	Pra ctic als	Ex t	Tot al	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	Basics of Digital Forensic	5	5	25	-	75	100	40	100
3.4 Core Course VI	Dactylography	5	5	25	-	75	100	40	100
3.5 Elective III	Juvenile Justice and Child Protection	4	3	25	-	75	100	40	100
3.6 SEC- 4 (Entrepreneurial Skill)	Criminalistics Services and Entrepreneurship	1	1	25	-	75	100	40	100

3.7 SEC 5- Practical's	Fingerprint Examination-Lab	2	2	25	25	50	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 Physics and Ballistics	5	5	25	-	75	100	40	100
4.4 Core Course VIII	Research Methods and Case Studies	5	5	25	-	75	100	40	100
4.5 Elective IV	Fundamentals of Victimology	3	3	25	-	75	100	40	100
4.6 SEC- 6	Forensic Serology	2	2	25	-	75	100	40	100
4.7 SEC 7- Practical's	Forensic Physics- Lab	2	2	25	25	50	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
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								Marks	
Subject Part	Title of the Subjects	Hrs/ Week	Credits	Int	Practicals	Ext	Total	Min	Max
5.1 Core Course IX	Fundamentals of Forensic Medicine and Toxicology	5	4	25	-	75	100	40	100
5.2 Core Course X	Local and Special Laws	5	4	25	-	75	100	40	100
5.3 Core Course XI	Forensic Chemistry	5	4	25	-	75	100	40	100
5.4 Core Course XII- Practical's	Project- Dissertation or Case Studies	5	4	25	25	50	100	40	100
5.5 Elective V	Basics of Forensic Psychology	4	3	25	-	75	100	40	100
5.6 Elective VI- Practical's	Forensic Chemistry- Lab	4	3	25	25	50	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
Sub Total Credits		30	26						

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	Forensic Biology	6	4	25	-	75	100	40	100
6.2 Core Course XIV	DNA Forensic	6	4	25	-	75	100	40	100
6.3 Core Course XV	Forensic Anthropology	6	4	25	-	75	100	40	100
6.4 Elective VII- Practical's	Technological Methods in Forensic Science	5	3	25	25	50	100	40	100

Course–PSO Mapping

Course Title	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	Total Score
Fundamentals of Criminology and Criminal Justice	3	2	3	2	2	2	3	17
Introduction to Forensic Science	3	3	2	3	2	1	2	16
Police Administration and Investigation	2	3	1	2	2	1	3	14
Forms of Crime	2	1	1	2	3	3	2	14
Visit to Institutions / Scene of Crime	2	3	1	2	1	2	2	13
Penology and Correctional Administration	1	2	2	1	1	3	1	11
Questioned Documents	3	3	1	3	2	1	3	16
Criminal Laws	1	3	0	2	2	1	3	12
Forms of Cybercrimes	3	3	3	3	1	3	3	19
Questioned Documents – Lab	3	3	1	3	2	1	3	16
Total score of all courses contributing to PSO	23	26	15	23	18	18	25	

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

SEMESTER -I

FUNDAMENTALS OF CRIMINOLOGY AND CRIMINAL JUSTICE

Course Code	Sub 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:

The main objectives of this course are

- This course will expose the introductory concepts of crime and criminology along and emphasizes on analyzing multidisciplinary nature of criminology with some most prominent social science disciplines. Through this course students will be introduced to various schools or criminological thoughts and their importance. This paper enables students to understand the functioning of criminal justice system in India. The course also emphasizes on explaining typologies of crime and criminals along with latest trends of crime cases in India recorded under respective crime statistics institutions.

Course Outcomes (COs): At the end of this course of study, the student will be able to

CO No.	Course Outcomes	Cognitive Levels
CO1	Understand and familiarize the concept of crime and criminology, its nature and scope	K1, K2
CO2	Understand and apply criminology to interdisciplinary natural sciences to benefit investigation and criminal justice system	K2, K3
CO3	Critically identify and apply the contributions of criminological schools of thought for the growth and development of crime sciences.	K3, K4

CO4	Analyse, evaluate and create solutions to different typologies of crime including crimes against human body, property, state and types of offenders.	K4, K5, K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

Unit-I: Crime Basic Concepts

Crime-Definitions; Forms of crime, Elements of Crime, Mens Rea, Actus Reus, Mala Prohibita; Tort, Sin, Deviance and Abnormal Behaviour.

Unit-II: Crime and Criminal Typology

Introduction to Crimes against Persons, Crimes against Property and Crimes against State; Adult Criminal and Child in Conflict with Law– Habitual offenders, Professional offenders, Violent offenders and Recidivist.

Unit-III: Criminology and Allied Fields

Criminology- Origin. Historical Perspectives; Nature, Origin and Scope, Criminology as a social science, Sciences, Medicine & Law discipline.

Unit-IV: Schools of Criminology

Pre-classical, Classical, Neo-Classical, Positive, Cartographic, Biological and Constitutional School.

Unit-V: Criminal Justice System

Structure of Criminal Justice System in India; Roles of legislature, police, judiciary and prison system in Criminal Justice; Cooperation and coordination among the various sub systems of criminal justice system. Crime Trends in India- Crimes in India: Statistics, Crime Clock, Crime rate, National Crime records Bureau, State Crime records Bureau, and District crime records bureau; Crime patterns and Trends in India (latest trends should be introduced).

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	3	0	2	3	3	1	2

CO2	3	3	3	2	3	1	2
CO3	3	3	3	3	3	1	2
CO4	2	3	3	2	2	1	2
Total Score	11	9	11	10	11	4	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	PSO 6	PSO 7
CO1	2	2	3	0	0	1	2
CO2	3	2	3	3	3	3	3
CO3	3	2	3	3	3	2	3
CO4	3	3	3	3	2	3	3
Total Score	11	9	12	9	8	9	11

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

CORE COURSE II
INTRODUCTION TO FORENSIC SCIENCE

Course Code		TITLE OF THE COURSE	L	T	P	C
Core II		Introduction to Forensic Science	4	1	0	2

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

Course Objectives:

The main objectives of this course are

- This course would introduce the students to History of Forensic Science and its development in India. The students would be appraised about the Principles of Forensic Science. They would also acquire knowledge regarding domains of forensic science across the globe along with organizational setup of forensic institutions the services provided by the Forensic Laboratories.

Course Outcomes (COs):

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, scope and principles of forensic science.	K1, K2
CO2	Apply organizational and laboratory procedures in forensic science institutions and investigations.	K2, K3
CO3	Analyze trace evidence, crime scene procedures and questioned document examination techniques.	K3, K4
CO4	Evaluate and design scientific approaches for crime scene reconstruction and forensic examination.	K5, K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

Unit-I: Forensic Science

Definitions and concepts in forensic science. Scope of forensic science. History of Development of Forensic Science in India Functions of various divisions of forensic science laboratory. Basic principles of forensic science; Locard's Principle; IEA 1872 - Witnesses, and Admissibility of the Evidence in the Court. Frye case and Daubert Standard.

Unit-II: Forensic Science Establishments

Hierarchical set up of Forensic Science Laboratories in India- CFSL, SFSL, RFSL; Allied Institutions in India - NICFS, CDTs, PTA, NCRB, BPRD, Forensic science in international perspectives, including set up of INTERPOL and FBI.

Unit-III: Trace Evidence

Meaning, Locard's principle of exchange, Importance and Collection of various trace evidence - Hair, Fiber, Fabric, Glass, Paint, Soil, Powders, Gunshot Residues, Detective Dyes.

Unit-IV: Questioned Documents

Meaning, Principles of Handwriting & Signatures; Forgery- Alterations – Additions, Erasures, over writing's, Obliterations; Secret writings, Identification of genuine and counterfeit currency notes & coins by various security features.

Unit -V: Crime Scene Management

Crime Scene - Indoor and Outdoor, Primary and Secondary, Conveyance Crime Scene; Evidences. General crime scene procedures- Note of Observation, Searching, Photography, Videography, Sketching; Physical evidences: their types, significance, Chain of custody. Crime Scene Reconstruction (CSR).

RECOMMENDED READINGS:

B.B. Nanda and R.K. Tiwari, *Forensic Science in India: A Vision for the Twenty First Century*, Select Publishers, New Delhi (2001).

Houck, M. M., & Siegel, J. A. (2022). *Fundamentals of Forensic Science* (4th ed.). Academic Press.

James, S. H., Nordby, J. J., & Bell, S. (2022). *Forensic Science: An Introduction to Scientific and Investigative Techniques* (5th ed.). CRC Press.

M.K. Bhasin and S. Nath, *Role of Forensic Science in the New Millennium*, University of Delhi, Delhi (2002).

Mozayani, A., & Noziglia, C. (2020). *The Forensic Laboratory Handbook Procedures and Practice* (3rd ed.). Humana Press.

R. Saferstein, *Criminalistics*, 8th Edition, Prentice Hall, New Jersey (2004).

S.H. James and J.J. Nordby, *Forensic Science: An Introduction to Scientific and Investigative Techniques*, 2nd Edition, CRC Press, Boca Raton (2005).

Saferstein, R. (2023). *Criminalistics: An Introduction to Forensic Science* (13th ed.). Pearson Education.

Sharma, B. R. (2021). *Forensic Science in Criminal Investigation and Trials* (6th ed.). Universal Law Publishing.

W.G. Eckert and R.K. Wright in *Introduction to Forensic Sciences*, 2nd Edition, W.G. Eckert (ED.), CRC Press, Boca Raton (1997).

W.J. Tilstone, M.L. Hastrup and C. Hald, *Fisher's Techniques of Crime Scene Investigation*, CRC Press, Boca Raton (2013).

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	1	1
CO2	2	3	3	2	1	3	1
CO3	2	3	3	2	1	3	2
CO4	2	3	3	3	2	3	2
Total Score	9	11	11	9	6	10	6

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	2	2	1	1	1	1	1
CO2	3	3	2	3	2	1	2
CO3	3	3	2	3	2	1	3
CO4	3	3	2	3	3	1	3
Total Score	11	11	7	10	8	4	9

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

**ELECTIVE I GENERIC/ DISCIPLINE SPECIFIC
POLICE ADMINISTRATION AND INVESTIGATION**

Course Code		TITLE OF THE COURSE	L	T	P	C
Elective I		Police Administration and Investigation	3	1	0	3

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

Course Objectives:

The main objectives of this course are

- *Through this paper would like to introduce the concept of policing and its origin in India. This enables the student to know the organization & the administration of the police sector across India. This course will also make the students aware about various police institutions established in India and their role. The duties, power of the police will all be the part of the knowledge of this paper.*

Course Outcomes (COs):

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 and structure of police administration in India.	K1, K2
CO2	Apply police duties and investigative procedures in criminal justice administration.	K2, K3
CO3	Analyze police organizations, recruitment systems and investigation methods.	K3, K4
CO4	Evaluate policing strategies and investigative mechanisms for law enforcement.	K5, K6
K1: Remember K2: Understand K3: Apply K4:AnalyzeK5: Evaluate K6: Create		

Course Outline:

Unit-I: Basics of Police Administration

History of Indian Police – Policing in Ancient, Medieval and Modern India- Police Act of 1861- Police Duties and Powers, Arrest, search, locking up and remand of suspected and accused persons.

Unit-II: Structure of Indian Police

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

Unit-III: Processes Recruitment and Training

Constables, Sub-inspectors, Deputy Superintendents of police; Law and order Maintenance and detection of crimes.

Unit-IV: State Special Police Organizations

Tamil Nadu Special Investigation team, Special Branch, Q Branch, Crime Branch, Anti-Dacoity cell, Video Piracy Cell, Narcotic Intelligence Bureau, Idol wing and Economic Offences wing.

Unit-V: Methods of Investigation

Methods of Investigation – Information, Interrogation and instrumentation. Modus Operandi, Police Dogs, Polygraph, Portrait building. Search and Seizure.

RECOMMENDED READINGS:

1955, 1975, 1985, *U.N. Standard Minimum Rules* on various matters connected with Criminal Justice.

1979 – 82, *Report of the National Police Commission* in 8 parts, Central Govt. Publications.

Bayley, D.H. (1969), *The Police and Political Development in India*, Princeton University Press, Princeton.

Diaz, S.M., (1976), *New Dimensions to the Police Role and Functions in India*, Published by the National Police Academy, Hyderabad.

Edelston, C.D. & Wicks, R.I. (1977), *An Introduction to Criminal Justice*, McGraw Hill.

Gupta, A. (2021). *Police Administration in India*. Atlantic Publishers.

Hermann Mannheim, (1973), *Comparative Criminology*, Vol. 1 & 2, Routledge & Kegan Paul.

Hess, K. M., Orthmann, C. H., & Cho, H. L. (2020). *Introduction to Law Enforcement and Criminal Justice* (12th ed.). Cengage Learning.

Hirschel, D., & Wakefield, W. (2021). *Criminal Investigation* (5th ed.). McGraw-Hill Education.

Krishna Mohan Mathur, (1994), *Indian Police, Role and Challenges*, Gyan Publishing House, New Delhi.

Levoneet. al. (1980), *Criminal Justice: A Public Police Approach*, Jovanovich Publishers, Harcourt Brace.

Morley, W.H., (1958), *Administration of Justice in India*, New Delhi, Metropolitan.

Nehad Ashraf, (1992), *Police and Policing in India*, Common Wealth Publishers, New Delhi.

Parmar M.S., (1992), *Problems of Police Administration*, Reliance Publishing House, New Delhi.

Sen, S. (2022). *Police in Modern India*. Sage Publications India.

- Sethi, R.B., (1983), *The Police Acts*, Law Book Co., Allahabad.
- Swanson, C. R., Territo, L., & Taylor, R. W. (2021). *Police Administration: Structures, Processes, and Behavior* (10th ed.). Pearson.
- Vanamamalai, N.T., (1980), *Law and Justice in the U.S.*, Sterling Publishers Pvt., Ltd., New Delhi.
- VenugopalRao S., (1991), *Criminal Justice – Problems and Perspectives in India*, Konark Publishers Pvt. Ltd., New Delhi.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	2	3	0	2
CO2	2	3	3	2	2	1	2
CO3	2	3	3	2	2	1	3
CO4	1	3	3	3	2	1	3
Total Score	8	10	10	9	9	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	PSO 6	PSO 7
CO1	1	3	1	1	1	2	2
CO2	2	3	1	2	2	1	3
CO3	2	3	1	3	2	1	3
CO4	2	3	1	3	3	1	3
Total Score	7	12	4	9	8	5	11

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

SKILL ENHANCEMENT COURSE 1
FORMS OF CRIME

Course Code		TITLE OF THE COURSE	L	T	P	C
SEC 1		Forms of Crime	2	0	0	2

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

Course Objectives:

The main objectives of this course are

- To introduce the students to the contemporary forms of crimes that society faces. To introduce the students to the traditional forms of crimes that society faces. To understand the collar crimes. To describe the organised crimes across the world. To explain the forms of terrorism.

Course Outcomes (COs):

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

CO No.	Course Outcome	Cognitive Levels
CO1	Remember and explain conventional and contemporary forms of crime.	K1, K2
CO2	Apply criminological concepts to organized crimes, terrorism and cybercrime.	K2, K3
CO3	Analyze white collar crimes, victimless crimes and societal reactions.	K3, K4
CO4	Evaluate preventive and corrective strategies against emerging crimes.	K5, K6
K1: Remember K2: Understand K3: Apply K4:AnalyzeK5: Evaluate K6: Create		

Course Outline:

Unit-I: Conventional Crimes

Crimes against property – Theft – Robbery – Dacoity. Crimes against persons: Murder, Rape, Assault, Kidnapping and Abduction.

Unit II: White Collar Crime

Collar Crimes; White Collar Crime– Causes– Societal Reaction– Corporate Crimes– Corruption, Tax Evasion, Counterfeiting, Frauds by banking and non-banking institutions, Insurance frauds and other economic offences. Cyber Crimes: Phishing,

Crimes against women in cyberspace, cyber bullying, cyber stalking, Identity Frauds etc.

Unit III: Organized Crimes

Definition and characteristics of Organized Crimes, Organization and Structure of Criminal gangs, Crime syndicate, Racketeering. Automobile theft, Gambling, Political Graft, Drug trafficking – Golden Crescent and Triangle. Environmental Crimes, Narco-Terrorism.

Unit IV: Terrorism

Terrorism – Origin – Causes and Consequences. Forms – Revolutionary, Nationalist, and Bio-Terrorism. Different types of Terrorist manifestations in India – Extremism. Militancy, Naxalite, and Insurgency.

Unit V: Victimless Crimes

Prostitution, Homosexuality, Alcoholism and Drug Abuse. NDPS Act. Treatment of Addicts – Various Anonymous Programmes and De-addiction Centres.

RECOMMENDED READINGS:

- Adler, F., Mueller, G. O. W., & Laufer, W. S. (2020). *Criminology* (10th ed.). McGraw-Hill Education.
- Ahmed Siddique, (1993), *Criminology, Problems and Perspectives*, III Edn., Eastern Book House, Lucknow.
- Albanese, J. S. (2021). *Organized Crime in Our Times* (10th ed.). Routledge.
- Allen, Friday, Roebuck and Sagarin, (1981), *Crime and Punishment: An introduction to Criminology*. The Free press. New York.
- 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.
- Debarati Halder and K. Jaishankar (2011) *Cybercrime and the Victimization of Women: Laws, Rights, and Regulations*. Hershey, PA, USA: IGI Global.
- Edwin H. Sutherland and Donald R. Cressey (1974), *Principles of Criminology*, Lippincott, Philadelphia.
- Harry Elmer Barnes and Negley K. Teeters, (1966), *New Horizons in Criminology*, Prentice Hall, New Delhi.
- Jaishankar, K. (Ed.). (2020). *International Perspectives on Cybercrime*. Springer Nature.
- John E. Conklin, J.E., (1981), *Criminology*, Macmillan, London.

K. Jaishankar (Ed.) (2011). *Cyber Criminology: Exploring Internet Crimes and Criminal behavior*. Boca Raton, FL, USA: CRC Press, Taylor and Francis Group.

Maresh Chandra, (1979), *Socio-Economic Crimes*. N.M. Tripathi, Bombay

Mishra H.B., (1999) *Terrorism, Threat to peace and harmony*, Authors press Pub of Scholarly books, Delhi, 1999.

Omprakash, S., (Ed) (1997) *Terrorism in India*, Ess Ess Publications.

Paranjepe, N.V., (2002). *Criminology and Penology*, Central Law Publications, Allahabad.

Turk, A. T. (2021). *Terrorism and Homeland Security*. Cengage Learning

White, R., & Heckenberg, D. (2020). *Green Criminology: An Introduction to the Study of Environmental Harm* (2nd ed.). Routledge.

Yar, M., & Steinmetz, K. F. (2021). *Cybercrime and Society* (3rd ed.). Sage Publications.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	2	3	0	1
CO2	2	3	2	2	2	2	1
CO3	2	3	2	2	2	1	1
CO4	1	3	3	3	2	1	2
Total Score	8	10	8	9	9	4	5

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	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>1</i>
CO2	<i>2</i>	<i>1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>2</i>	<i>2</i>
CO3	<i>2</i>	<i>1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>2</i>	<i>2</i>
CO4	<i>2</i>	<i>1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>3</i>	<i>2</i>
Total Score	<i>7</i>	<i>4</i>	<i>3</i>	<i>7</i>	<i>11</i>	<i>10</i>	<i>7</i>

Level of Correlation between CO's and PSO's**0- No Correlation****1- Low****2- Medium****3- High**

**SKILL ENHANCEMENT FOUNDATION COURSE
VISIT TO INSTITUTIONS**

Course Code		TITLE OF THE COURSE	L	T	P	C
SEFC		Visit to Institution	0	0	2	2

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

Course Objectives:

The main objectives of this course are

- 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 (COs):

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.	K1, K2
CO2	Apply observational and reporting skills during institutional visits.	K2, K3
CO3	Analyze institutional procedures and criminal justice practices.	K3, K4
CO4	Evaluate institutional functioning and prepare professional reports.	K5, K6
K1: Remember K2: Understand K3: Apply K4:AnalyzeK5: 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:**

- Magistrate Court
- Police Station
- Fire Station

- District Crime Records Bureau
- Forensic Science Lab (Government or Private)
- Cybercrime cell
- Central Prison
- Sub Jail
- Women Prison
- NGO' s
- Juvenile Justice Board.
- Observation Home or Special home
- Scene of Crime.

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 50 marks on the following criteria
 - o Regularity in attending the visits (20 marks)
 - o Regularity in submission of reports (10 marks)
 - o Quality of the reports (20 marks)
- At the second level, during the end semester examination, the evaluation will be done by a panel of internal examiners, for 50 marks.
 - o A viva voce, where other semester students will be the audience
 - o The students will be evaluated on the following criteria
 - Content of presentation (20 marks)
 - Presentation skills (10 marks)
 - Ability to defend the questions (20 marks).

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	2	2	0	2
CO2	2	2	2	3	2	1	3
CO3	2	3	2	3	2	1	3
CO4	3	3	2	3	2	1	3

Total Score	9	9	7	11	8	3	11
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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	<i>1</i>	<i>2</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>2</i>	<i>1</i>
CO2	<i>2</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>2</i>
CO3	<i>2</i>	<i>3</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>2</i>
CO4	<i>2</i>	<i>3</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>2</i>	<i>3</i>
Total Score	7	10	4	7	4	8	8

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

SEMESTER II**CORE COURSE III****PENOLOGY AND CORRECTIONAL ADMINISTRATION**

Course Code		TITLE OF THE COURSE	L	T	P	C
Core III		Penology and Correctional Administration	4	1	0	5

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

Course Objectives:

The main objectives of this course are

- The main objective of the paper is to introduce the students' various types of punishments and their significance in Indian criminal justice system. The course will educate the students about the origin and development and reformation of theories related to penal policies and their practice different correctional institutions in India.

Course Outcomes (COs):

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

CO No.	Course Outcome	Cognitive Levels
CO1	Remember and explain concepts and types of punishment.	K1, K2
CO2	Apply theories of punishment and correctional measures.	K2, K3
CO3	Analyze prison systems and correctional institutions.	K3, K4
CO4	Evaluate rehabilitation and correctional administration strategies.	K5, K6
K1: Remember K2: Understand K3: Apply K4:AnalyzeK5: Evaluate K6: Create		

Course Outline:**Unit I: Nature of Punishment**

Definition, nature and scope. Conventional Vs Contemporary Punishments- Types of Punishment. Corporal and Capital Punishment.

Unit II: Theories of Punishment

Retributive theory, Preventive theory, Deterrence theory, Reformation theory.

Unit III: Prison systems

Historical development of Prison system in India. Prison Manual. Prison Act.

Unit IV: Correctional Institutions Adult Institutions

Central, District and Sub Jails. Juvenile Institutions: Observation Homes, Special Homes. Women Institutions: Vigilance Home, Protective home. Open Prisons.

Unit V: Community based Corrections Probation

Concept and Scope, Historical development of probation. Probation in India – Probation of offenders Act. Probation procedures: Pre-sentence Investigation report, Revocation of probation etc. Parole: Meaning and Scope. Parole - provisions and rules. After Care services.

RECOMMENDED READINGS:

- Andrew Von Hirsch, (1987) Past or future crimes: Deservedness and Dangerousness in the Sentencing of Criminals, Rutgers University Press.
- Ahmed Siddique, (1993). Criminology, Problems and Perspectives, III Edn., Eastern Book Company, Lucknow.
- Bhattacharya S.K., (1986). Probation system in India, Manas Publications, New Delhi.
- Brodie, S.R., (1976). Effectiveness of sentencing, Home office, London.
- Chockalingam K., (1993). Issues in Probation in India, Madras University Publications, Madras.
- Christopher J. Emmins, (1985). A practical approach to sentencing, Financial Training Publications Ltd., London.
- Devasia, V.D & Leelamma Devasia, (1992). Criminology, Victimology and Corrections, S.B.Mangia for Ashish Publishing House, New Delhi.
- Goswami, B.K. (1980). Critical Study of Criminology and Penology, Allahabad Agency, Allahabad.
- Ghosh, S., (1992). Open Prisons and the Inmates, Mittal Publications, New Delhi.
- Naresh Kumar, (1986). Constitutional Rights of Prisoners, Mittal Publishers, New Delhi.
- Mulla Committee Report on Prison Reforms, 1983. Govt. of India. 12.
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- Clear, T. R., Reisig, M. D., & Cole, G. F. (2022). *American Corrections* (13th ed.). Cengage Learning.
- Schmallegger, F., & Smykla, J. O. (2021). *Corrections in the 21st Century* (9th ed.). McGraw-Hill Education.
- Paranjape, N. V. (2021). *Criminology and Penology with Victimology* (18th ed.). Central Law Publications.
- Bhattacharya, S. K. (2020). *Probation and Correctional Administration in India*. Academic Publishers.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	2	3	0	1
CO2	2	3	2	2	3	0	1
CO3	2	3	2	2	2	0	1
CO4	1	3	3	3	3	1	2
Total Score	8	10	8	9	11	1	5

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	1	1	0	1	3	1
CO2	1	2	2	1	1	3	1
CO3	1	2	2	1	1	2	1
CO4	1	2	2	1	2	3	2
Total Score	4	7	7	3	5	11	5

Level of Correlation between CO's and PSO's

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

CORE COURSE IV
QUESTIONED DOCUMENTS

Course Code		TITLE OF THE COURSE	L	T	P	C
Core IV		Questioned Documents	4	1	0	5

Course Objectives:

The main objectives of this course are

- The main objective of the paper is to understand the importance of examining questioned documents in crime cases. The tools required for examination of questioned documents. The significance of comparing hand writing samples. The importance of detecting frauds and forgeries by analyzing questioned documents.*

Course Outcomes (COs):

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 and scope of questioned document examination.	K1, K2
CO2	Apply forensic tools and techniques in document examination.	K2, K3
CO3	Analyze handwriting, alterations and counterfeit documents.	K3, K4
CO4	Evaluate questioned documents and prepare scientific interpretations.	K5, K6
K1: Remember K2: Understand K3: Apply K4:AnalyzeK5: Evaluate K6: Create		

Course Outline:

Unit I: Basics of Questioned Documents

Nature and Scope of Questioned Documents- Definition of questioned documents-Types of questioned documents. Preliminary examination of documents.

UNIT II: Tools Used in Questioned Documents

Basic tools needed for forensic documents' 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: Document Comparison

Comparison of Documents- Comparison of handwriting. Development of individuality in handwriting. Natural variations and fundamental divergences in handwritings. Class and individual characteristics- Merits and demerits of exemplar and non-exemplar samples during comparison of handwriting. Standards for comparison of handwriting - Comparison of paper, ink, printed documents, typed documents, Xeroxed documents.

UNIT IV: Alteration and Forgeries

Forgeries- Alterations in documents, including erasures, additions, over-writings and obliterations. Indented and invisible writings. Charred documents. Handwriting – Methods - Applications of handwriting recognition.

UNIT V: Counterfeit Currencies

Examination of counterfeit; Indian currency notes, passports, visas and stamp papers. Disguised writing and anonymous letters.

RECOMMENDED READINGS:

- A.A. Moenssens, J. Starrs, C.E. Henderson and F.E. Inbau, *Scientific Evidence in Civil and Criminal Cases*, 4th Edition, Foundation Press, New York (1995).
- E. David, *The Scientific Examination of Documents – Methods and Techniques*, 2nd Edition, Taylor & Francis, Hants (1997).
- Ellen, D., Day, S., & Davies, C. (2022). *Scientific Examination of Documents: Methods and Techniques* (5th ed.). CRC Press.
- Ellen, D., Day, S., & Davies, C. (2022). *Scientific Examination of Documents: Methods and Techniques* (5th ed.). CRC Press.
- Hilton, O. (2020). *Scientific Examination of Questioned Documents* (Reprint ed.). CRC Press.
- Huber, R. A., & Headrick, A. M. (2021). *Handwriting Identification: Facts and Fundamentals* (2nd ed.). CRC Press.
- Huber, R. A., & Headrick, A. M. (2021). *Handwriting Identification: Facts and Fundamentals* (2nd ed.). CRC Press.
- Kelly, J. S., & Lindblom, B. S. (2020). *Scientific Examination of Questioned Documents* (3rd ed.). CRC Press.
- Kelly, J. S., & Lindblom, B. S. (2020). *Scientific Examination of Questioned Documents* (3rd ed.). CRC Press.
- Morris, R. N. (2021). *Forensic Handwriting Identification: Fundamental Concepts and Principles*. Academic Press.
- Morris, R. N. (2021). *Forensic Handwriting Identification: Fundamental Concepts and Principles*. Academic Press.
- O. Hilton, *Scientific Examination of Questioned Documents*, CRC Press, Boca Raton (1982).
- Osborn, A. S. (2020). *Questioned Documents*. Martino Fine Books.
- Osborn, A. S. (2020). *Questioned Documents*. Martino Fine Books.
- R.N. Morris, *Forensic Handwriting Identification: Fundamental Concepts and Principles*, Academic Press, London (2000).
- Hilton, O. (2020). *Scientific Examination of Questioned Documents* (Reprint ed.). CRC Press.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	1	2	1
CO2	2	3	3	2	1	3	1
CO3	2	3	3	2	1	3	2
CO4	1	3	3	3	1	3	2
Total Score	8	11	11	9	4	11	6

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	2	2	1	2	1	0	2
CO2	3	3	1	3	2	0	3
CO3	3	3	1	3	2	1	3
CO4	3	3	1	3	3	1	3
Total Score	11	11	4	11	8	2	11

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

**ELECTIVE II GENERIC/ DISCIPLINE SPECIFIC
CRIMINAL LAWS**

Course Code		TITLE OF THE COURSE	L	T	P	C
Elective II		Criminal Laws	3	0	0	3

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

Course Objectives:

The main objectives of this course are

- This course intended to make students get acquainted with fundamentals of major criminal laws such as Bharatiya Nyaya Sanhita(BNS) Bharatiya Nagarik Suraksha Sanhita (BNSS) Bharatiya Sakshya Adhiniyam(BSA). Through this course students will learn about legal provisions related criminal offences committed against human body and property. This course provides knowledge about courtroom procedures along with Indian evidence act.

Course Outcomes (COs):

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 fundamentals of BNS, BNSS and BSA.	K1, K2
CO2	Apply legal provisions relating to offences and criminal procedures.	K2, K3
CO3	Analyze court systems and evidentiary principles in justice administration.	K3, K4
CO4	Evaluate legal procedures and criminal justice delivery systems.	K5, K6
K1: Remember K2: Understand K3: Apply K4:AnalyzeK5: Evaluate K6: Create		

Course Outline:

Unit-I: Introduction

Definitions: Vices, Sin, Tort and Crime– History of criminal law– Constitution, IPC and IEA- Nature and Scope. General Exceptions under BNS Sec 14-44.

Unit-II: Legal provisions in Indian Penal Code

Crimes against property – Theft – Robbery – Dacoity. Crimes against persons: Culpable Homicide, Murder, Rape, Hurt, Crimes against public tranquillity: Riot, Unlawful assembly.

Unit-III: Bharatiya Nagarik Suraksha Sanhita

Organizational setup of courts in India. Complaint– inquiry– investigation– police report– public prosecutor– defence counsel- Arrest. Bail, Search, Seizure.

Unit-IV: Court Procedures

Summons– Warrant– Information regarding cognizable and non-cognizable offence. Trials: Summary, Summon, and warrant trials.

Unit-V: Indian Evidence Act

Indian Evidence Act– History in India. Evidence– Meaning, principles, and concept of relevancy and admissibility. Confessions and dying declaration. Presumption of fact and law, Burden of proof.

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	2	1	2	3	0	1
CO2	2	3	3	2	3	0	1
CO3	2	3	2	2	3	0	1
CO4	1	3	3	3	3	1	2
Total Score	8	11	9	9	12	1	5

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	0	1	1	2	2
CO2	1	3	0	2	2	1	3
CO3	1	3	0	2	2	1	3
CO4	1	3	0	2	3	1	3
Total Score	4	12	0	7	8	5	11

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High

MSU

SKILL ENHANCEMENT COURSE- 2
FORMS OF CYBERCRIME

Course Code	Sub Code	TITLE OF THE COURSE	L	T	P	C
SEC 2		Forms of Cybercrimes	2	0	0	2

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

Course Objectives

The main objectives of this course are

- To introduce the students to the cybercrimes, impacts and cyber law. The students will be informed of cyberspace. The counter and precautionary measures in matters relating to cybercrimes. The investigation cybercrime will be introduced to students.

Course Outcomes (COs):

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

CO No.	Course Outcomes	Cognitive Levels
CO1	Understand forms of cybercrimes and discuss data and identify data sources	K1 K2
CO2	Narrate, describe and apply forms of digital evidences.	K2, K3
CO3	Compare, contrast and analyse the differences between digital evidence and traditional evidence.	K3, K4
CO4	Evaluate the concepts of cyber law and IPR and create solutions for the arising problems.	K5, K6
K1: Remember K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create		

Course Outline:

Unit I: Introduction

Origin – History and Nature of Cybercrime: Definition - Evolution, Cyber-Crimes, Cyber Space. Forms of Malicious Code - Computer Viruses, Computer Worms, Computer Trojans, Web Hacking, Denial of Service Attacks, Email Hacking using Packet Sniffers, Email Hacking & Phishing and cyber-crime- Best Practices for Cyber Crime Investigation – Scope of Computer in Criminal Justice System.

Unit II: Computer Forensic

Computer Forensic- Nature of Digital Evidences, Retrieval and Analysis of Digital Evidence, Computer Security and its relationship to Computer Forensics, Extraction Tools (Autopsy,

Encase, Cellebrite UFED etc.). Emergence of Computer Crime: Classification of Computer Crimes, Computer Virus and Types; Characteristics of Computer Crime and Criminals, Prevention from Cyber Crime.

Unit III: Cyber Crime Investigation

Recovery of Digital Evidence, setting up a Cyber Crime, Investigation Cell- Manipulating Cookies - Email Hacking, Computer Forensic- Role of investigator, Role of Police, Role of Victim– Secondary victimization– privacy of information. Initialising a Search and Seizure Operation, Tracking & AMP; Tracing Emails- Foot printing, Port Scanning.

Unit IV: Cyber Law and Counter Measures

Case Studies in Cyber Crimes in India, USA and UK– Preventive Measures- Computer as tool for Crime- Cyber terrorism- Prevention and Detection of Cybercrime- Fraud and Identity Theft. Cyber Policing- Current statutes in India: Penalties & Administrative Monetary Penalties; Offences under the Information Technology Act, 2006.

Unit V: Intellectual Property Rights

Intellectual Property Issues and Cyberspace– The Indian Perspective: Overview of Intellectual Property related Legislation in India, Copyright law; Cyberspace Trademark law.

Recommended Readings

- Albert J. Marcellaa and Robert S. Greenfiled (Ed) (2002) Cyber Forensics, A Field Manual for collecting, examining and preserving evidence of computer crimes, Auerbach publications.
- Derek Atkins et. al., (1997). Internet Security: Professional Reference, Techmedia, Daryaganj, New Delhi.
- Debturu Chatterjee (2024). Cyber Crime and its Prevention- In Easy Steps. Khanna Book Publhiing CoPvt., Ltd, India.
- Derek Atkins et. al., (1997). Internet Security: Professional Reference, TechMedia, Daryaganj, New Delhi
- Hill, J., & Marion, N. (2016). Introduction to cybercrime. Westport, CT: Praeger
- Hynson, C. (2012). Cybercrime. Mankato, MI: Smart Apple Media.
- Information Technology Act (2000). Bare Act
- Madhava Somasundaram and Syed Umarhathab (2011). Cyber Crime and Digital Disorder. MS University Publication, Tamil Nadu, India.
- Praksh Prasad (2017). A Brief Introduction on Cybercrime Cases. CreateSpace Independent Publishing Platform, India.
- Seymour Goodman and Abraham Soafer (ed.) (2002) The Transnational dimensions of cybercrime, Hoover Institution Press Washington.
- Shelly L. Clevenger and Cathrine D. Marcum (2023). The Link Between Specific Forms of Online and Offline Victimisation. Atlantic Publisher and Distributors, India.

Will Gragido (2011). Cybercrime and Espionage: An Analysis of Subversive Multivector Threats. Illustrated Edition- Syngress Media Inc.

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	1	3	3
CO2	3	2	2	3	1	3	3
CO3	3	3	2	3	2	3	3
CO4	3	3	2	3	3	3	3
Total Score	12	11	8	12	7	12	12

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	3	1	2	3	1	3	2
CO2	3	3	2	3	1	3	3
CO3	3	3	3	3	1	3	2
CO4	3	3	3	3	1	3	3
Total Score	12	10	10	12	4	12	10

Level of Correlation between CO's and PSO's

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

SKILL ENHANCEMENT COURSE- 3
QUESTIONED DOCUMENTS- LAB

Course Code		TITLE OF THE COURSE	L	T	P	C
SEC 3		Questioned Documents- Lab	2	0	0	2

Course Objectives:

The main objectives of this course are

- The main objective of the paper is to understand the ways of examining questioned documents in crime cases. The tools required for examination of questioned documents. The significance of comparing hand writing samples. The importance of detecting frauds and forgeries by analyzing questioned documents.*

Course Outcomes (COs):

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 practical concepts of questioned document examination.	K1, K2
CO2	Apply forensic laboratory techniques in document analysis.	K2, K3
CO3	Analyze handwriting samples and security features in documents.	K3, K4
CO4	Evaluate forensic findings and prepare interpretations of questioned documents.	K5, K6
K1: Remember K2: Understand K3: Apply K4:AnalyzeK5: Evaluate K6: Create		

Course Outline:

Practical's:

1. To cite examples of crime cases in which apprehensions arose because of Daubert standards.
2. Alteration in questioned documents
3. To Lift Footprint using by Tracing Method.
4. To study procedures of Packing & Forwarding of various Evidences.
5. Test the age of the paper
6. Check and compare handwritings
7. Check the seal and ink used in questioned documents
8. To Examine Security Features of Indian Currency Notes.

RECOMMENDED READINGS:

A.A. Moenssens, J. Starrs, C.E. Henderson and F.E. Inbau, *Scientific Evidence in Civil and Criminal Cases*, 4th Edition, Foundation Press, New York(1995).

Brunelle, R. L., & Reed, R. W. (2020). *Forensic Examination of Ink and Paper* (2nd ed.). Charles C Thomas Publisher.

E. David, *The Scientific Examination of Documents – Methods and Techniques*, 2nd Edition, Taylor & Francis, Hants (1997).

Ellen, D. (2021). *The Scientific Examination of Documents: Methods and Techniques* (5th ed.). CRC Press.

Harrison, W. R. (2021). *Suspect Documents: Their Scientific Examination* (New ed.). Sweet & Maxwell.

Kelly, J. S. (2022). *Forensic Document Examination in Practice*. Wiley.

O. Hilton, *Scientific Examination of Questioned Documents*, CRC Press, Boca Raton (1982).

Ordway Hilton Forensic Science Series. (2020). *Questioned Document Laboratory Manual*. CRC Press.

R.N. Morris, *Forensic Handwriting Identification: Fundamental Concepts and Principles*, Academic Press, London(2000).

Mapping of Course Outcomes to Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	1	1	3	1
CO2	1	3	3	2	1	3	2
CO3	1	3	3	2	1	3	2
CO4	1	3	3	3	1	3	3
Total Score	5	11	11	8	4	12	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	PSO 6	PSO 7
CO1	2	2	1	2	1	0	2
CO2	3	3	1	3	2	0	3
CO3	3	3	1	3	2	1	3
CO4	3	3	1	3	3	1	3
Total Score	11	11	4	11	8	2	11

Level of Correlation between CO's and PSO's

0- No Correlation

1- Low

2- Medium

3- High