



Kot Bhalwal, Jammu



Model Institute of Engineering
& Technology (Autonomous)
Dr. Arun K. Gupta Teaching-Learning Centre

Department of SOL

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Criminology
2.	Course Code	BBALLB0507 (D) (CRL2)
3.	Academic Year	2024-2025
4.	Semester	5th
5.	Number of Lesson plans	15
6.	Faculty Assigned	Ms. Mansi Walia

Faculty Signature



Version 1.1



Please Do Not Print Unless Necessary



Lesson Plan No. 1.1	Course Name: Criminology Topic: Philosophy of criminology	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: a. Define and explain the philosophy of criminology. b. Understand the theoretical foundations and ethical considerations behind criminology. c. Critically analyze how different philosophical perspectives influence the criminal justice system.
Teaching Aids (if any)	a. Presentation b. Case studies and discussion material
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start with a brief discussion on what students understand by the term “Study of Crime”Discuss initial student responses to highlight how criminology incorporates ethics, justice, and societal values.Provide a brief overview of the lesson's focus: the philosophical underpinnings of criminology.Development (30 minutes)<ol style="list-style-type: none">A. What is the Philosophy of Criminology?<ul style="list-style-type: none">Define criminology as the study of crime, its causes, consequences, and prevention.Discuss its philosophical aspects: justice, morality, free will, and determinism.B. Theoretical Foundations of Criminology<ul style="list-style-type: none"><i>Classical School</i>: Emphasis on free will and rational choice (e.g., Cesare Beccaria).<i>Positivist School</i>: Determinism and scientific study of behavior (e.g., Cesare Lombroso).C. Ethical Considerations in Criminology<ul style="list-style-type: none">The balance between societal protection and individual rights.Ethical dilemmas in punishment and rehabilitation.D. Philosophical Perspectives on Justice



	<ul style="list-style-type: none">• Retributive Justice: Punishment as moral accountability.• Restorative Justice: Focus on reconciliation and rehabilitation. <p>E. Influences on the Criminal Justice System</p> <ul style="list-style-type: none">• Explore how these philosophical ideas shape laws, policing, and judicial practices <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Use real-world examples to illustrate, how concept of criminology is relevant in Criminal Justice system• Ask students to list down factors affecting real-world crime.• Summarize the responses to relate concept of various theories explaining criminal behaviour.
Closure	<ol style="list-style-type: none">1. Summarize key takeaways from the lesson (e.g., criminology's philosophical roots and their modern applications).2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe3. Homework: Prepare a reflective note on the role of philosophy in shaping crime prevention strategies. (5 minutes)
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as How do philosophical perspectives impact the way society handles crime? <p>(5 minutes)</p>



Lesson Plan No. 1.2	Course Name: Criminology Topic: Nature and scope of criminology	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: a. Define criminology and explain its multidisciplinary nature. b. Identify the scope and areas of application of criminology. c. Analyze the relevance of criminology in addressing modern criminal behavior and societal issues.
Teaching Aids (if any)	a. Presentation b. Case studies and discussion material
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none">Begin by asking students: What comes to mind when you hear the word "Criminology"?Assimilate student responses to highlight its nature as a scientific and social study of crime.Briefly introduce the dual focus of criminology: understanding criminal behavior and developing prevention strategies. <p>2. Development (30 minutes)</p> <p>A. Definition and Nature of Criminology</p> <ul style="list-style-type: none">Define criminology as the scientific study of crime, its causes, prevention, and societal impacts.Emphasize its multidisciplinary nature, involving sociology, psychology, law, and forensics. <p>B. Historical Context and Evolution</p> <ul style="list-style-type: none">Overview of how criminology evolved from moral philosophies to a scientific discipline.Key figures: Cesare Beccaria (Classical School) and Cesare Lombroso (Positivist School). <p>C. Scope of Criminology</p> <ul style="list-style-type: none">Study of criminal behavior and its causes: Biological, psychological, and sociological factors.Analysis of crime trends, patterns, and statistics.Development of crime prevention strategies and policies.Application in areas like victimology, penology, forensic science, and criminal justice reform.



	<p>D. Contemporary Relevance</p> <ul style="list-style-type: none">• Discuss criminology's role in tackling modern challenges: cybercrime, terrorism, juvenile delinquency, and organized crime.• Criminology's contribution to policy-making and law enforcement training.• Restorative Justice: Focus on reconciliation and rehabilitation. <p>3. Class Exercise (5 minutes)</p> <ul style="list-style-type: none">• Divide the class into groups: Group 1: Identify examples of how criminology impacts society. Group 2: List professions or sectors where criminology is applied (e.g., policing, correctional services).• Facilitate a discussion on their findings, linking them to the lesson's content.
Closure	<ol style="list-style-type: none">1. Summarize key takeaways from the lesson (e.g., criminology's philosophical roots and their modern applications).2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe3. Homework: Write a brief essay on "How Criminology Can Address Emerging Crime Trends." (5 minutes)
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as Why is criminology considered a multidisciplinary field, and how does this enhance its effectiveness <p>(5 minutes)</p>



Lesson Plan No. 1.3	Course Name: Criminology Topic: Nature of Crime, Definition and Policy	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Define and explain the concept and nature of crime. b. Understand key legal definitions and classifications of crime. c. Analyze how crime policy is developed and its impact on society.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Presentation b. Case studies and discussion material
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> • Begin with a brief discussion on what students perceive as "crime" and its role in society. • Highlight how crime is not just a legal term but also a social construct influenced by policy and cultural values. • Provide an overview of the session's focus: understanding crime and its connection to policy-making. 2. Development (30 minutes) <ol style="list-style-type: none"> A. Nature of Crime <ul style="list-style-type: none"> • Explain crime as a breach of legal, moral, and social norms. • Discuss the evolving nature of crime based on cultural, historical, and technological contexts. • Introduce examples such as cybercrime and organized crime to showcase its modern dimensions. B. Definition of Crime <ul style="list-style-type: none"> • Define crime as per key legal frameworks, e.g., Indian Penal Code (IPC) and other global standards. • Highlight the differences between felonies, misdemeanors, and white-collar crimes. • Discuss debates on criminalizing moral offenses, victimless crimes, and deviance. C. Policy and Crime <ul style="list-style-type: none"> • Explain the role of criminal justice policies in crime prevention and management. • Discuss how public opinion, media, and politics influence crime policy formulation.



	<ul style="list-style-type: none">• Highlight examples of landmark criminal policies, such as anti-terrorism laws or juvenile justice acts. <p>D. Challenges in Crime Policy</p> <ul style="list-style-type: none">• Address ethical dilemmas, balancing individual rights with societal security.• Analyze the effectiveness of crime policies using examples like community policing or rehabilitative justice systems.• Restorative Justice: Focus on reconciliation and rehabilitation. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Present a case scenario related to a crime policy issue (e.g., juvenile justice reform or anti-cybercrime legislation).• Ask students to propose solutions or critiques of the policy in small groups.• Summarize responses and connect them to theoretical aspects of crime and policy.
Closure	<ol style="list-style-type: none">1. Summarize key points discussed, including the evolving nature of crime, its definitions, and the role of policy in addressing it2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe3. Homework: Write a reflective essay on how crime policy can adapt to address modern societal challenges (5 minutes)
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as "How does the definition of crime evolve with societal changes?" <p>(5 minutes)</p>



Lesson Plan No. 1.4	Course Name: Criminology Topic: Crime and Society	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none">a. Understand the relationship between crime and society.b. Analyze the sociological factors contributing to crime.c. Critically evaluate the impact of crime on social structures and vice versa.
Teaching Aids (if any)	<ul style="list-style-type: none">a. Presentationb. News reports or case studies on recent societal responses to crime
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">• Begin by asking students how they perceive the role of society in shaping crime.• Highlight the mutual influence of crime and society, emphasizing crime as a social phenomenon.• Provide an overview of the session's focus: understanding how societal factors contribute to crime and how crime influences societal norms.2. Development (30 minutes)<ol style="list-style-type: none">A. Understanding the Social Nature of Crime<ul style="list-style-type: none">• Define crime as a violation of societal norms and legal codes.• Discuss how different societies perceive and define crime based on cultural and historical contexts.• Provide examples like honor crimes, cybercrime, and white-collar crime to illustrate varying societal responses.B. Factors Influencing Crime in Society<ul style="list-style-type: none">• Explore sociological factors contributing to crime:<ul style="list-style-type: none">○ Economic inequality○ Social disorganization○ Family structures and peer influences• Discuss real-world examples to illustrate these factors, such as urban crime rates or organized crime syndicates.C. Impact of Crime on Society<ul style="list-style-type: none">• Analyze how crime affects societal structures:<ul style="list-style-type: none">○ Public trust in law enforcement and the justice system



	<ul style="list-style-type: none">○ Economic costs (e.g., property loss, increased policing budgets)○ Psychological effects on victims and communities● Provide examples such as the aftermath of violent riots or widespread corruption cases. <p>D. Role of Society in Preventing Crime</p> <ul style="list-style-type: none">● Highlight the role of education, community policing, and social welfare programs in reducing crime.● Discuss the effectiveness of societal initiatives like neighborhood watch programs or youth engagement activities. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">● Present a real-world scenario where societal factors contributed to crime (e.g., rising unemployment and petty theft).● Ask students to identify the societal causes and propose solutions to address them.● Summarize responses and link them to sociological theories of crime
Closure	<ol style="list-style-type: none">1. Summarize key points discussed, including the interplay between crime and society and the importance of addressing societal causes of crime.2. Suggested Reading: <i>Criminology, Penology, and Victimology</i> by Prof. N.V. Paranjape.3. Homework: Write a short essay on how societal changes (e.g., technology, urbanization) influence crime trends <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as "How does society shape criminal behavior?" <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 1.5	Course Name: Criminology Topic: Sources of Criminal Law	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: a. Identify and explain the key sources of criminal law. b. Understand the historical and legal foundations of criminal law. c. Analyze how these sources influence the criminal justice system and societal norms.
Teaching Aids (if any)	a. Presentation b. Bare Acts
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin with a question: "Where do you think criminal laws come from?"Discuss initial responses to highlight the need for formalized legal systems.Provide an overview of the session, focusing on understanding the origins and sources of criminal law.Development (30 minutes) A. Primary Sources of Criminal Law<ul style="list-style-type: none">Statutory Law:<ul style="list-style-type: none">Explain statutes enacted by legislatures (e.g., Indian Penal Code).Highlight examples of specific statutory provisions.Common Law:<ul style="list-style-type: none">Define common law as laws derived from judicial decisions and precedents.Provide historical examples (e.g., England's influence on Indian legal systems).Constitutional Law:<ul style="list-style-type: none">Discuss the role of the Constitution in shaping criminal law.Highlight provisions related to fundamental rights and due process.B. Secondary Sources of Criminal Law<ul style="list-style-type: none">Administrative Law:<ul style="list-style-type: none">Explain how regulations by government agencies contribute to criminal law enforcement (e.g., cybercrime policies).Customary Law:



	<ul style="list-style-type: none">○ Discuss traditional and customary practices influencing laws in certain regions.○ Provide examples from tribal or local communities. <p>C. International Law and Criminal Law</p> <ul style="list-style-type: none">• Highlight the influence of international treaties and conventions (e.g., UN Conventions on Human Trafficking).• Discuss how globalization impacts the evolution of criminal law. <p>D. Challenges in Understanding Criminal Law Sources</p> <ul style="list-style-type: none">• Explore conflicts between statutory and customary laws.• Discuss the dynamic nature of laws in response to societal changes (e.g., new laws on technology-based crimes).• Restorative Justice: Focus on reconciliation and rehabilitation. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Provide a real-world case (e.g., cybercrime legislation or a constitutional challenge to a statute).• Ask students to identify which sources of criminal law apply to the case.• Summarize their responses, linking them to the theoretical aspects discussed
Closure	<ol style="list-style-type: none">1. Summarize the key sources of criminal law, their roles, and the challenges associated with them Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe2. Homework: Write a brief note on the importance of balancing statutory, customary, and constitutional sources in modern criminal law <p style="text-align: right;">(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as "How do societal changes influence the development of criminal law?" <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 1.7	Course Name: Criminology Topic: Nature and scope of criminology	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of sin in Hindu and Islamic philosophies. b. Compare and contrast how both traditions define, interpret, and respond to sin. c. Analyze the influence of religious philosophies on morality and law in society.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Start by asking: "How do religious philosophies influence the way societies understand morality and sin?"Discuss initial responses to introduce Hindu and Islamic views on sin as central to moral and ethical behavior.Provide a brief overview of the session's focus: understanding sin under Hindu and Islamic philosophies and their relevance to law and morality.Development (30 minutes) A. Sin in Hindu Philosophy<ul style="list-style-type: none">Define sin (pāpa) in Hinduism as an action against dharma (moral and cosmic order).Discuss the karmic principle, where sins result in bad karma that affects one's spiritual progress.Highlight types of sins mentioned in Hindu scriptures, such as the Manusmriti and the Bhagavad Gita (e.g., theft, violence, lying).Explain the concept of repentance and atonement (prāyaścitta). B. Sin in Islamic Philosophy<ul style="list-style-type: none">Define sin (dhunub) in Islam as an act against Allah's commands and Sharia law.Differentiate between major sins (kabira) and minor sins (saghira) in Islam, with examples from the Quran and Hadith (e.g., shirk, theft, false testimony).Discuss the importance of repentance (tauba) and the mercy of Allah in forgiving sins.Highlight how Islamic teachings address sin in both personal and



	<p>societal contexts.</p> <p>C. Comparative Analysis</p> <ul style="list-style-type: none">• Compare the role of divine will in Islam versus the karmic cycle in Hinduism in addressing sin.• Discuss similarities, such as the emphasis on repentance and moral accountability.• Highlight differences in how sins are categorized and the relationship between sin, law, and punishment in both philosophies. <p>D. Influence on Law and Morality</p> <ul style="list-style-type: none">• Explore how Hindu and Islamic teachings have historically influenced legal systems and societal norms in India and beyond.• Discuss examples such as the application of Sharia law in Islamic societies and Hindu personal laws in India.• Analyze challenges in balancing religious philosophies with secular legal systems in multicultural societies. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Present a real-life situation (e.g., a moral dilemma involving dishonesty or theft) and ask students to analyze it from Hindu and Islamic perspectives.• Encourage small-group discussions to identify similarities and differences in responses.• Summarize the outcomes, linking them to the religious philosophies discussed.
Closure	<ol style="list-style-type: none">1. Summarize the key points on how sin is understood in Hindu and Islamic philosophies and their impact on moral and societal frameworks.2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe3. Homework: Write a reflective essay comparing the concepts of repentance in Hinduism and Islam. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as "How do Hindu and Islamic philosophies view the relationship between sin and morality?" <p>(5 minutes)</p>



Lesson Plan No. 2.1	Course Name: Criminology Topic: Schools of Criminological Thoughts -Pre-Classical School	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Understand the main ideas and beliefs of the Pre-Classical School of criminology. b. Analyze how supernatural and religious beliefs shaped the understanding of crime and punishment during this era. c. Critically assess the limitations and significance of the Pre-Classical School in the evolution of criminological thought.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> • Begin with a question: "How do you think people in ancient times explained crime and criminal behavior?" • Discuss initial responses to introduce the idea of supernatural and religious explanations of crime. • Provide an overview of the Pre-Classical School as the foundation of early criminological thought, rooted in divine and mystical beliefs. 2. Development (30 minutes) <ol style="list-style-type: none"> A. Overview of the Pre-Classical School <ul style="list-style-type: none"> • Define the Pre-Classical School as a period where crime was attributed to supernatural and religious causes. • Explain the influence of divine will, moral transgressions, and possession by evil spirits on the understanding of crime. B. Key Beliefs of the Pre-Classical School <ul style="list-style-type: none"> • Crime as a sin or offense against divine authority. • Punishments aimed at appeasing gods or driving out evil spirits. • Use of harsh and public punishments (e.g., torture, witch trials, executions) to deter others and restore moral order. C. Historical Context and Examples <ul style="list-style-type: none"> • Discuss the role of the Church and religious institutions in shaping criminal justice during the Pre-Classical era. • Provide examples such as:



	<ul style="list-style-type: none">○ Witch hunts in Europe and Salem trials in the U.S.○ Trial by ordeal (e.g., walking on fire or water to prove innocence).○ Punishments for blasphemy and heresy in medieval societies. <p>D. Criticism and Evolution of Thought</p> <ul style="list-style-type: none">● Analyze the limitations of the Pre-Classical School, such as:<ul style="list-style-type: none">○ Lack of scientific reasoning.○ Arbitrary and cruel punishments.● Transition to the Classical School, emphasizing rationality and free will, as a response to these shortcomings. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">● Encourage small-group discussions on how these practices would be viewed in today's justice system.● Summarize the exercise by linking it to the transition from Pre-Classical to Classical schools of thought.
Closure	<ol style="list-style-type: none">1. Summarize the key points, including the supernatural explanations for crime and the punitive nature of the Pre-Classical School.2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe3. Homework: Write a short note on how religious and supernatural beliefs influenced early systems of punishment (5 minutes)
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as "What were the strengths and weaknesses of the Pre-Classical School?" <p style="text-align: right;">(5 minutes)</p>



Lesson Plan No. 2.2	Course Name: Criminology Topic: Classical School of Criminology	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: a. Understand the key principles and ideas of the Classical School of criminology. b. Analyze the contributions of key thinkers like Cesare Beccaria and Jeremy Bentham. c. Evaluate how the Classical School influenced modern criminal justice systems
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin with a question: "What motivates people to commit crimes, and how should society respond to them?"Highlight the shift from the Pre-Classical reliance on divine/supernatural explanations to rational and humanistic thinking.Provide an overview of the Classical School as a movement emphasizing free will, rationality, and justice.Development (30 minutes) A. Historical Background of the Classical School<ul style="list-style-type: none">Introduce the Classical School as a response to the arbitrary and harsh punishments of the Pre-Classical era.Discuss the Enlightenment's influence on criminal law, emphasizing reason, equality, and fairness.B. Key Principles of the Classical School<ul style="list-style-type: none">Free Will and Rational Choice:<ul style="list-style-type: none">Humans commit crimes out of rational self-interest.Criminals weigh the costs and benefits of their actions.Proportionality in Punishment:<ul style="list-style-type: none">Punishments should be proportional to the crime to deter further offenses.Certainty, Swiftmess, and Severity:<ul style="list-style-type: none">Certainty of punishment is more effective than its severity.Prompt justice is crucial for deterrence.



	<p>C. Key Thinkers and Contributions</p> <ul style="list-style-type: none">• Cesare Beccaria:<ul style="list-style-type: none">○ Introduce <i>On Crimes and Punishments</i>.○ Key ideas: abolition of torture, equality before the law, and focus on deterrence over retribution.• Jeremy Bentham:<ul style="list-style-type: none">○ Concept of utilitarianism: "Greatest happiness of the greatest number."○ Design of rational legal systems and the idea of the Panopticon. <p>D. Impact on Criminal Justice Systems</p> <ul style="list-style-type: none">• Discuss reforms inspired by the Classical School:<ul style="list-style-type: none">○ Codification of laws (e.g., the French Penal Code).○ Reduction of arbitrary punishments and emphasis on fair trials.• Link to modern concepts such as due process and proportionality in sentencing. <p>E. Criticisms of the Classical School</p> <ul style="list-style-type: none">• Overemphasis on rationality; ignores psychological and social factors.• Limited consideration of individual differences, such as age or mental capacity.• philosophical ideas shape laws, policing, and judicial practices <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Present a hypothetical scenario where a criminal act is motivated by rational self-interest (e.g., theft for financial gain).• Ask students to apply the principles of the Classical School to suggest a proportionate punishment.• Summarize their responses, linking them to Beccaria's and Bentham's ideas.
Closure	<ol style="list-style-type: none">1. Summarize key takeaways from the lesson .2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe3. Homework: Prepare a reflective note on the role of free will in crime commission. (5 minutes)
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as How does rationality impact crime commission?



Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Kot Bhalwal, Jammu

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Lesson Plan No. 2.3	Course Name: Criminology Topic: Neo-Classical School of Criminology	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: a. Define and explain the Neo-classical School of Criminology. b. Understand the modifications introduced by Neo-classical thinkers to the classical approach. c. Critically analyze how Neo-classical theories influenced modern criminal justice systems.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin by asking students about their knowledge of the Classical School of Criminology.Highlight key aspects of the Classical School, such as free will and rational choice, to set the stage.Provide an overview of how the Neo-classical School revises these ideas, introducing mitigating circumstances in criminal behavior.Development (30 minutes)<ol style="list-style-type: none">Background of Neo-classical School<ul style="list-style-type: none">Explain the historical context: Response to the rigidity of the Classical School in the late 18th and early 19th centuries.Key Concepts<ul style="list-style-type: none">Retention of free will but with acknowledgment of mitigating circumstances (e.g., age, mental illness).Focus on individualized justice.Contributions of Key Thinkers<ul style="list-style-type: none">Gabriel Tarde: Emphasis on social and psychological factors.Rational punishment with considerations of personal circumstances.Applications in Modern Criminal Justice<ul style="list-style-type: none">How Neo-classical ideas influence legal defenses, sentencing, and



	<p>rehabilitation.</p> <ul style="list-style-type: none">• Case examples: Juvenile justice and mental health defenses. <p>E. Differences from the Classical School</p> <ul style="list-style-type: none">• Discussion of flexibility and compassion in Neo-classical theories. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Present a hypothetical case (e.g., a minor involved in a theft).• Ask students to decide whether punishment should be strict or adjusted based on circumstances.• Discuss the rationale for their decisions and relate it to Neo-classical principles.
Closure	<ol style="list-style-type: none">1. Summarize the lesson: Key principles, thinkers, and the relevance of Neo-classical theories in modern contexts.2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe3. Homework: Write a reflective note discussing how Neo-classical principles could address contemporary criminal justice challenges. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as How does the Neo-classical approach balance justice with compassion? <p>(5 minutes)</p>



Lesson Plan No. 2.4	Course Name: Criminology Topic: Biological Positivist School of Criminology	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the foundational principles of the Biological Positivist School of Criminology. Analyze the contributions of key figures like Cesare Lombroso. Critically evaluate how biological factors influence criminal behavior.
Teaching Aids (if any)	<ol style="list-style-type: none"> Presentation
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Begin with a question: "Can criminal behavior be influenced by biology, such as genetics or physical traits?" Highlight the shift from classical criminology's focus on rationality to the study of biological and scientific explanations of crime. Provide an overview of the Biological Positivist School, which examines the role of biology in criminal behavior. Development (30 minutes) <ol style="list-style-type: none"> Historical Background of the Biological Positivist School <ul style="list-style-type: none"> Introduce biological positivism as emerging in the late 19th century as part of the scientific approach to understanding crime. Discuss its departure from classical theories, focusing on inherent traits rather than free will. Key Concepts and Principles <ul style="list-style-type: none"> Crime as a result of biological determinism. Focus on hereditary and physiological factors that predispose individuals to criminality. Examples: Physical characteristics, brain abnormalities, and genetic influences. Contributions of Key Thinkers <ul style="list-style-type: none"> Cesare Lombroso: <ul style="list-style-type: none"> Introduce his book <i>The Criminal Man</i>. Concept of the "born criminal" and atavistic traits (e.g.,



	<p>physical features like sloping foreheads or large jaws).</p> <ul style="list-style-type: none">○ Distinguish between born criminals, criminaloids, and occasional offenders.• Contributions of Enrico Ferri and Raffaele Garofalo to the broader positivist perspective. <p>D. Modern Applications and Relevance</p> <ul style="list-style-type: none">• Role of modern neuroscience and genetics in understanding criminal behavior (e.g., studies on MAOA genes and aggression).• Examples of how biological theories are applied in profiling or preventive measures in criminal justice. <p>E. Criticisms of the Biological Positivist School</p> <ul style="list-style-type: none">• Overemphasis on biology while ignoring social and environmental factors.• Ethical concerns about labeling individuals based on biological traits.• Discuss how modern criminology integrates biological, psychological, and social perspectives. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Ask students to discuss whether and how genetic and biological factors should influence legal responsibility or sentencing.• Summarize student responses and relate them to Lombroso's ideas and modern applications.
Closure	<ol style="list-style-type: none">1. Summarize key takeaways from the lesson Biological factors in crime, contributions of Lombroso, and the integration of positivist ideas into modern criminology.2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe3. Homework: Prepare a reflective note discussing the ethical implications of biological theories in criminology. <p>(5 minutes)</p>
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as Prepare a reflective note discussing the ethical implications of biological theories in criminology. <p>(5 minutes)</p>



Lesson Plan No. 2.5	Course Name: Criminology Topic: Sociological Positivist School of Criminology	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the key principles of the Sociological Positivist School of Criminology. Analyze the contributions of key sociologists like Emile Durkheim and Robert Merton. Evaluate how social structures and environments influence criminal behavior.
Teaching Aids (if any)	<ol style="list-style-type: none"> Presentation
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Begin with a question: "How do social conditions like poverty, inequality, or peer influence contribute to crime?" Highlight the shift from biological explanations to social and environmental factors in understanding criminal behavior. Provide an overview of the Sociological Positivist School, which focuses on the impact of social structures and institutions on crime. Development (30 minutes) <ol style="list-style-type: none"> Historical Background of the Sociological Positivist School <ul style="list-style-type: none"> Discuss the rise of sociological positivism in the late 19th and early 20th centuries as a response to biological determinism. Emphasis on the role of society, rather than the individual, in shaping behavior. Key Concepts and Principles <ul style="list-style-type: none"> Crime as a result of social conditions and structures. Focus on factors such as poverty, education, urbanization, and peer influence. Criminal behavior as an adaptive response to social strain or inequality. Contributions of Key Thinkers <ul style="list-style-type: none"> Emile Durkheim: <ul style="list-style-type: none"> Concept of <i>Anomie</i> (normlessness) and how it leads to



	<p>deviant behavior.</p> <ul style="list-style-type: none"> ○ Crime as a normal and functional aspect of society. <ul style="list-style-type: none"> ● Robert Merton: <ul style="list-style-type: none"> ○ Strain Theory: Explains how societal pressure to achieve success can lead to deviant means of achievement. ○ Modes of adaptation: Conformity, innovation, ritualism, retreatism, and rebellion. ● Shaw and McKay: <ul style="list-style-type: none"> ○ Social disorganization theory: How crime is concentrated in areas of social instability and weakened community structures. <p>D. Modern Applications and Relevance</p> <ul style="list-style-type: none"> ● Use of sociological positivism in addressing crime through community policing, educational reforms, and social welfare programs. ● Case examples: Impact of unemployment on crime rates, gang activity in urban areas. <p>E. Criticisms of Sociological Positivism</p> <ul style="list-style-type: none"> ● Overemphasis on social factors while ignoring individual differences. ● Difficulty in establishing direct causal relationships between social conditions and crime. ● Theories may not fully account for crimes committed in affluent or stable societies. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none"> ● Present a case where social conditions (e.g., poverty or peer pressure) influenced a criminal act. ● Ask students to analyze the case using Merton’s Strain Theory or Durkheim’s concept of <i>Anomie</i>. ● Summarize student responses, linking them to sociological positivist principles.
<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize key takeaways from the lesson: Influence of social structures on crime, contributions of sociologists, and how sociological theories inform crime prevention strategies. 2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpee 3. Homework: Prepare a reflective note discussing how improving social conditions can reduce crime rates. <p style="text-align: right;">(5 minutes)</p>
<p>Evaluation</p>	<ol style="list-style-type: none"> 1. Participation in Class exercise.



	<p>2. Reflective Questions such as How do societal inequalities contribute to crime?</p> <p style="text-align: right;">(5 minutes)</p>
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Lesson Plan No. 2.6	Course Name: Criminology Topic: Psychological Positivist School of Criminology	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the principles and concepts of the Psychological Positivist School of Criminology. Analyze the contributions of key psychologists like Sigmund Freud and Hans Eysenck. Evaluate the role of psychological traits and mental health in influencing criminal behavior.
Teaching Aids (if any)	<ol style="list-style-type: none"> Presentation
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Begin with a question: "How do mental health and personality traits impact criminal behavior?" Briefly explain the transition from biological and sociological theories to the study of individual psychology in explaining crime. Provide an overview of the Psychological Positivist School, emphasizing psychological traits, personality, and mental health as key factors. Development (30 minutes) <ol style="list-style-type: none"> Historical Background of the Psychological Positivist School <ul style="list-style-type: none"> Emerged in the early 20th century, influenced by advancements in psychology and psychiatry. Shift from external factors (biological or social) to internal factors like personality, cognition, and mental health. Key Concepts and Principles <ul style="list-style-type: none"> Crime as a result of psychological abnormalities or maladaptive personality traits. Focus on mental health disorders, impulsivity, aggression, and behavioral conditioning. Contributions of Key Thinkers <ul style="list-style-type: none"> Sigmund Freud: <ul style="list-style-type: none"> Psychoanalytic theory: Crime as a result of unresolved



	<p>conflicts in the id, ego, and superego.</p> <ul style="list-style-type: none"> ○ Example: Weak ego control leading to impulsive or deviant behavior. <ul style="list-style-type: none"> ● Hans Eysenck: <ul style="list-style-type: none"> ○ Theory of personality: Links between extroversion, neuroticism, and psychoticism with criminal tendencies. ○ Crime as a result of insufficient conditioning or socialization. ● B.F. Skinner: <ul style="list-style-type: none"> ○ Behavioral theory: How operant conditioning (rewards and punishments) shapes behavior, including criminal actions. <p>D. Modern Applications and Relevance</p> <ul style="list-style-type: none"> ● Use of psychological assessments in criminal profiling and forensic psychology. ● Case examples: Serial killers with psychopathy, role of ADHD or trauma in juvenile delinquency. ● Application of rehabilitation programs focused on behavioral therapy and mental health treatment. <p>E. Criticisms of Psychological Positivism</p> <ul style="list-style-type: none"> ● Overemphasis on individual pathology, ignoring broader social and environmental factors. ● Difficulty in distinguishing between predisposition and actual criminal behavior. ● Ethical concerns in profiling and labeling individuals based on psychological traits. ● Ethical dilemmas in punishment and rehabilitation. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none"> ● Present a hypothetical case involving a criminal act linked to psychological traits (e.g., a juvenile with a history of trauma committing theft). ● Ask students to analyze the case using Freud's or Eysenck's theories. ● Summarize their responses and link them to psychological positivist principles.
<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize key takeaways from the lesson Psychological traits as influences on crime, contributions of Freud and Eysenck, and modern applications of psychological theories. 2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe 3. Homework: Prepare a reflective note on the ethical challenges of using psychological profiling in criminal investigations.



	(5 minutes)
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as How can understanding psychological traits help in crime prevention? <p>(5 minutes)</p>



Lesson Plan No. 2.7	Course Name: Criminology Topic: Sociological School of Criminology	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: a. Define and explain the Sociological School of Criminology. b. Understand the influence of social structures and institutions on criminal behavior. c. Critically evaluate how sociological theories inform crime prevention strategies.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin with a question: "What social factors do you think contribute to criminal behavior?"Highlight the shift from individual-centered theories (biological/psychological) to the study of societal factors in criminology.Provide an overview of the Sociological School, emphasizing the role of society, environment, and cultural influences.Development (30 minutes)<ol style="list-style-type: none">Background of the Sociological School<ul style="list-style-type: none">Explain the emergence of sociological criminology in the 19th century as a reaction to earlier biological and psychological theories.Discuss how the Industrial Revolution and urbanization highlighted societal influences on crime.Key Concepts and Principles<ul style="list-style-type: none">Crime as a Social Phenomenon: The idea that crime is influenced by social norms, culture, and structures.Impact of Inequality: Poverty, unemployment, and lack of education as drivers of crime.Role of Social Institutions: How family, education, and community affect behavior.Contributions of Key Thinkers



	<ul style="list-style-type: none"> • Emile Durkheim: <ul style="list-style-type: none"> ○ Concept of <i>Anomie</i> (a breakdown of social norms leading to deviance). ○ Crime as a normal part of society that reflects social evolution. • Robert Merton: <ul style="list-style-type: none"> ○ Strain Theory: Explains crime as a result of the gap between societal goals and the means available to achieve them. • Clifford Shaw and Henry McKay: <ul style="list-style-type: none"> ○ Social Disorganization Theory: Crime as a product of weakened community structures in urban areas. • Edwin Sutherland: <ul style="list-style-type: none"> ○ Differential Association Theory: Crime is learned through interactions with others. <p>D. Applications in Modern Criminal Justice</p> <ul style="list-style-type: none"> • Use of sociological theories in community policing, crime prevention programs, and restorative justice. • Case examples: Crime in urban slums, impact of gang culture, and rehabilitation programs based on societal reintegration. <p>E. Criticisms of the Sociological School</p> <ul style="list-style-type: none"> • Overemphasis on societal influences while neglecting individual accountability. • Difficulties in addressing crimes committed in affluent and stable societies. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none"> • Present a scenario involving a neighborhood with high crime rates linked to unemployment and lack of community resources. • Ask students to propose solutions using sociological theories (e.g., improving education, community programs). • Summarize student responses and relate them to the principles of the Sociological School.
<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize key takeaways from the lesson : Influence of social structures on crime, key thinkers, and the application of sociological theories in crime prevention. 2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe 3. Homework: Write a reflective note discussing how societal reforms can help reduce crime rates. (5 minutes)
<p>Evaluation</p>	<ol style="list-style-type: none"> 1. Participation in Class exercise. 2. Reflective Questions such as What role do social institutions play



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	in preventing crime?	(5 minutes)
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Lesson Plan No. 2.2	Course Name: Criminology Topic: Classical School of Criminology	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: a. Understand the key principles and ideas of the Classical School of criminology. b. Analyze the contributions of key thinkers like Cesare Beccaria and Jeremy Bentham. c. Evaluate how the Classical School influenced modern criminal justice systems
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin with a question: "What motivates people to commit crimes, and how should society respond to them?"Highlight the shift from the Pre-Classical reliance on divine/supernatural explanations to rational and humanistic thinking.Provide an overview of the Classical School as a movement emphasizing free will, rationality, and justice.Development (30 minutes)<ol style="list-style-type: none">A. What is the Philosophy of Criminology?<ul style="list-style-type: none">Define criminology as the study of crime, its causes, consequences, and prevention.Discuss its philosophical aspects: justice, morality, free will, and determinism.B. Theoretical Foundations of Criminology<ul style="list-style-type: none"><i>Classical School</i>: Emphasis on free will and rational choice (e.g., Cesare Beccaria).<i>Positivist School</i>: Determinism and scientific study of behavior (e.g., Cesare Lombroso).C. Ethical Considerations in Criminology<ul style="list-style-type: none">The balance between societal protection and individual rights.Ethical dilemmas in punishment and rehabilitation.



	<p>D. Philosophical Perspectives on Justice</p> <ul style="list-style-type: none">• Retributive Justice: Punishment as moral accountability.• Restorative Justice: Focus on reconciliation and rehabilitation. <p>E. Influences on the Criminal Justice System</p> <ul style="list-style-type: none">• Explore how these philosophical ideas shape laws, policing, and judicial practices <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Use real-world examples to illustrate, how concept of criminology is relevant in Criminal Justice system• Ask students to list down factors affecting real-world crime.• Summarize the responses to relate concept of various theories explaining criminal behaviour.
Closure	<ol style="list-style-type: none">1. Summarize key takeaways from the lesson (e.g., criminology's philosophical roots and their modern applications).2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe3. Homework: Prepare a reflective note on the role of philosophy in shaping crime prevention strategies. (5 minutes)
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as How do philosophical perspectives impact the way society handles crime? <p>(5 minutes)</p>



Lesson Plan No. 1.6	Course Name: Criminology Topic: Sin and Crime	Course No.: BBALLB-507 (D) (CRL2)
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Objectives	At the end of the lesson the student shall be able to: a. Differentiate between sin and crime and understand their overlap. b. Analyze the historical, moral, and legal perspectives of sin and crime. c. Evaluate the role of cultural and religious beliefs in shaping the perception of sin and crime.
Teaching Aids (if any)	a. Presentation
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin with a question: "Are all crimes sins, and are all sins crimes?"Encourage students to share their views to highlight the moral and legal dimensions of crime.Provide an overview of the session's focus: understanding the distinction and interplay between sin and crime..Development (30 minutes)<ol style="list-style-type: none">Defining Sin and Crime<ul style="list-style-type: none">Define sin as a moral transgression often defined by religious or ethical standards.Define crime as a violation of legal codes established by the state.Provide examples where sin and crime overlap (e.g., theft) and where they diverge (e.g., blasphemy).Historical Perspectives<ul style="list-style-type: none">Discuss how ancient laws (e.g., Hammurabi's Code, religious laws like Sharia) blurred the line between sin and crime.Explain the evolution of criminal law as separate from religious or moral codes in modern secular states.Moral and Legal Perspectives<ul style="list-style-type: none">Explore moral versus legal responsibility:<ul style="list-style-type: none">Acts considered sinful but not criminal (e.g., lying, adultery in some jurisdictions).Acts considered criminal but not sinful (e.g., tax evasion).



	<ul style="list-style-type: none">• Discuss ethical dilemmas arising from conflicts between moral/religious values and legal frameworks. <p>D. Cultural and Religious Influence</p> <ul style="list-style-type: none">• Examine the role of culture and religion in defining sin and its influence on criminal laws (e.g., prohibition of alcohol, homosexuality).• Discuss the challenges of multicultural societies in balancing religious morality and secular legal systems. <p>E. Modern Implications</p> <ul style="list-style-type: none">• Analyze contemporary issues like hate speech, blasphemy, or honor killings that highlight the intersection of sin and crime.• Discuss how globalization and human rights debates challenge traditional views on sin and crime. <p>3. Class Exercise: (5 minutes)</p> <ul style="list-style-type: none">• Present a scenario where an act is considered sinful in one culture but not criminal in another.• Ask students to debate whether laws should align with moral/religious values or remain secular.• Summarize the debate, linking it to historical and cultural perspectives discussed earlier
Closure	<ol style="list-style-type: none">1. Summarize key takeaways, including the definitions, distinctions, and overlaps between sin and crime.2. Suggested reading: <i>Criminology, Penology and Victimology</i> by Prof. N.V. Paranjpe3. Homework: Write a short reflective essay on how societal changes have influenced the perception of sin and its relationship to crime. (5 minutes)
Evaluation	<ol style="list-style-type: none">1. Participation in Class exercise.2. Reflective Questions such as "Why is it important to distinguish between sin and crime?" <p>(5 minutes)</p>