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**Criminology**

Subject:

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Paper : **Police Science and Law Enforcement**

Module :

**Role of Educational Institutions, NGOs and Media in Crime Prevention**



ज्ञान-विज्ञान विमुक्तये



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## DESCRIPTION OF MODULE

Items	Description of Module
Subject Name	Criminology
Paper Name	Police Science and Law Enforcement
Module Name/Title	Role of Educational Institutions, NGOs and Media in Crime Prevention
Module Id	Crim/PSLE/XXXX
Objectives	Learning Outcome: <ul style="list-style-type: none"><li>• To make the learners understand the various concept of Crime Prevention;</li><li>• To make the learners understand various methods of Crime Prevention;</li><li>• To make the learners understand the role of Academic institutions, NGOs and Media in Crime prevention.</li></ul>
Prerequisites	General understanding of the Role of Educational Institutions in Crime Prevention, Role of NGOs in Crime Prevention, Role of Media in Crime Prevention
Key words	Police, Crime prevention, Schools, NGOs, Media, Community, Children, Strategies



## **ROLE OF EDUCATIONAL INSTITUTIONS, CIVIL SOCIETY AND MEDIA IN CRIME PREVENTION**

### **1. Introduction**

The concept of crime is essentially concerned with the social order; truly speaking there is no society without the problem of crime and criminals. The conducts which are prohibited by the existing law at a given time and place are known as wrongful acts or crimes, the wrongdoer committing crime is punished for the law of this guilt under the law of the land. Urbanization, modernization, industrialization, advancement of science and technology, growth of civilization and advent of materialism have led to the up-ward trend in increase in crime and the change in the nature of crimes. Modern crimes like white collar crimes, organized crimes, cybercrimes and terrorism have emerged as huge challenges in the present day society. Such contemporary crimes will require a holistic approach of crime prevention involving all the stake holders.

### **2. Crime and Crime Prevention**

Crime prevention has become an increasingly important component of many national strategies on public safety and security. The concept of prevention is grounded in the notion that crime and victimization are driven by many causal or underlying factors. These are the result of a wide range of factors and circumstances that influence the lives of individuals and families as they grow up, and of local environments, and the situations and opportunities that facilitate victimization and offending. Determining what factors are associated with different types of crime can lead to the development of a set of strategies and programs to change those factors, and prevent or reduce the incidence of those crimes. Crime prevention is the attempt to reduce and deter crime and criminals. It is applied specifically to efforts made by governments to reduce crime, enforce the law, and maintain criminal justice. It can also be defined as “strategies and measures that seek to reduce the risk of crimes occurring, and their potential harmful effects on individuals and society, including fear of crime, by intervening to influence their multiple causes.”

The perspective or starting point for crime reduction is people, places or situations already known for criminal activity. This can be a group of offenders who have racked up a long record of assaults and robbery. It might be a residential neighborhood that has been plagued by break-ins. It could be a situation, such as out-of-control house parties where the peace is disturbed and underage drinking and sexual exploitation may take place. Crime reduction starts with assessing the current problem and developing strategies to decrease the amount of criminal activity, or minimize the harm it causes.

The definition of crime reduction is the attempt to reduce victimization and to deter crime and criminals. It is applied specifically to efforts made by the police and/or citizens to reduce crime,



enforce the law, and maintain criminal justice. Simply stated, an individual, by avoiding areas that are well known for high criminal activity is reducing their chances for victimization and, in turn, is taking an active role in crime reduction.

### 3. Role of Educational Institution in Crime Prevention:

India is a young country and more than 55% of Indian population is under 25 years of age and majority of these youngsters are associated with academic institution through formal and informal educational system. Certain programs are designed to involve and empower students to prevent violence. It is obvious that crime and violence are linked. Crime prevention programs encourages youth to learn where they are safe in their schools and communities, safety awareness related to addictions, eve-teasing, civic responsibility in crime reporting, and why it is important to have rules and laws. Students are encouraged to coordinate and participate in service projects that aid in the prevention of crime. Examples include: painting over a graffiti-ridden area with messages of peace and safety, high school students teaching middle or elementary students the crime prevention lesson plans, or even advocating to their school board council for more crime/violence prevention programs. Schools have great potential as a locus for crime prevention. They provide regular access to students throughout the developmental years, and perhaps the only consistent access to large numbers of the most crime-prone young children in the early school years; they are staffed with individuals paid to help youths develop as healthy, happy, productive citizens; and the community usually supports schools' efforts to socialize youths. Many of the precursors of delinquent behavior are school related and therefore likely to be amenable to change through school-based intervention.

School-based prevention programs include interventions to prevent a variety of forms of "problem behavior," including theft, violence, illegal acts of aggression, alcohol or other drug use, rebellion behavior, antisocial behavior, aggressive behavior, defiance or authority, and disrespect for others. These different forms of delinquent behavior are highly correlated and share common causes. The focus on non-crime program outcomes is entirely appropriate given the young ages of many of the targeted students. Different outcomes have different salencies for different age groups. Positive program effects on reading skills for 6-year-olds may be as important in terms of later crime prevented as reducing marijuana use for 16-year-olds.

The following four categories of school-based prevention program focusing on alerting school or classroom environment:

**3.1 Building School Capacity:** Interventions to change the decision-making processes or authority structures to enhance the general capacity of the school. These interventions often involve teams of staff and (sometimes) parents, students, and community members engaged in planning and carrying out activities to improve the school. They often diagnose school problems, formulate school goals and objectives, design potential solutions, monitor progress, and evaluate the efforts. Activities aimed at enhancing the administrative capability of the school by



increasing communication and cooperation among members of the school community is also included.

**3.2 Setting Norms for Behavior, Rule Setting:** School-wide efforts to redefine norms for behavior and signal appropriate behavior through the use of rules. It includes activities such as newsletters, posters, ceremonies during which students declare their intention to remain drug free, and displays a symbol of appropriate behavior. The category also includes efforts to establish or clarify school rules or discipline codes and mechanism for the enforcement of school rules.

**3.3 Managing Classes:** Using instructional methods designed to increase students engagement in the learning process and hence increase their academic performance and bonding to the school (e.g., cooperative learning techniques and “experiential learning” strategies); and classroom organization and management strategies. The latter include activities to establish and enforce classroom rules, uses of rewards and punishments, management of time to reduce “down-time,” strategies for grouping students within the class, and the use of external resources such as parent volunteers, police officers, or professional consultants as instructors or aides.

**3.4 Regrouping Students:** Reorganizing classes or grades to create smaller units, continuing interaction, or different mixes of students, or to provide greater flexibility in instruction. It includes changes to school schedule (e.g., block scheduling, scheduling more periods in the day, changes in the lengths of instructional periods); adoption of schools-within-schools or smaller arrangements; tracking in classes by ability, achievement, effort or conduct; formation of grade-level “houses” or “terms”; and decreasing class size. Alternative schools for disruptive youths are also included in this category.

In some State Human rights clubs have been set up to aware the students and teachers regarding rights of the children and prevention of crime against children including corporal punishment.

### **3.5 NSS, NCC and Scout and Guides**

The importance of crime prevention needs to be inculcated in the young minds as a part of the activities of the NSS, NCC, and Scout and Guides. Involvement in these activities will inculcate a sense of civic responsibility and discipline. This would enable them to take part in community crime prevention programs.

## **4. Role of Civil society in Crime Prevention**

Non-government organizations can play a vital role in nipping social crime in the bud. They should step-in where the police are unable to take charge. For the Prevention of Crime, Governments cannot prevent crime and victimization or develop safe societies without the participation and involvement of citizens. It is an aspect of good governance. The Guidelines emphasize the contributions that can be made by private citizens, community organizations, non-governmental organizations, the private sector and the business community. All of these are civil society actors that should be involved in all stages of the development, planning and implementation of policies. They can offer in-depth knowledge and creative insights based on



their experiences, and innovative responses to problems. The Economic and Social Commission for Asia and the Pacific identified eight major characteristics of good governance:

- ✚ It is participatory;
- ✚ It is consensus-oriented;
- ✚ It is accountable;
- ✚ It is transparent;
- ✚ It is responsive;
- ✚ It is effective and efficient;
- ✚ It is equitable and inclusive; &
- ✚ It follows the rule of law.

Not all communities or community organizations have the time or funds to play an active role, however, and many will benefit from capacity-building and training programs adapted to their needs. Governments need to be willing to engage with them as partners so that they can take an active part in consultations, advisory groups and decision-making. Governments need to develop a good system of communication with communities and to make information and data on crime and related issues available for them.

For a number of reasons, non-governmental organizations are a major resource for national or local governments in developing prevention strategies. They often have specialist expertise in a specific area (such as police ethics, street children or rehabilitation services); they work closely with citizens on the ground as advocates for, and providers of, services (such as women's shelters or legal advice services); and they tend to be trusted by local communities because of their non-governmental status. Non-governmental organizations are often flexible and evolving, and have the ability to launch new programs and pilot projects relatively quickly with Government if resources are made available. They can also help Governments in building the foundation for new policies. They usually have contact with a variety of groups, including key community members, victims and professionals, officials and media personnel working on specific issues. Non-governmental organizations and other civil society sectors can contribute at different stages of the development of strategies, for example:

- ✚ By sharing and creating knowledge, and offering expert advice to Government or the police in the definition and analysis of crime problems, especially in terms of vulnerable populations or specific issues;
- ✚ By assisting in the design and implementation of projects;
- ✚ By helping to identify key stakeholders in a community or city and by playing a key role in coalition-building and collaboration across communities, which can lead to multiagency cooperation;
- ✚ By helping to develop, identify and disseminate good practices;
- ✚ By developing public education: organizing public forums to raise awareness, or mobilizing local populations on specific issues such as gun laws or urban development;



- ✦ Through training and capacity-building, for example by developing or running training programs for local city staff or municipal police; citizen leadership, youth leadership and skills training and development; support for families;
- ✦ By helping to develop citizen audits, evaluation tools and programs, indicators of crime and the external evaluation of programs;
- ✦ By providing tools for police monitoring and evaluation;
- ✦ Through training and collaboration in working with the media, disseminating success stories; &
- ✦ By promoting conflict resolution and mediation mechanisms, and by acting as mediators in inter-community conflicts (a function which often cannot be performed by the Government)

Cultural and religious groups also have an important role in crime prevention by indulging youth/ members of society by in large into activities which are positive and enriched with moral temperament.

#### **5. Role of Media in Crime Prevention:**

The media is a prime source of information on crime and safety for a significant proportion of the world's population. The processing of media information on crime is based on short-term, fast-paced and 'surface-level' research, which can limit the types of information disseminated, and disregard crucial issues. Often news reports of crime read like a police blotter of information including information on the offender, place of crime, and victim, with little devoted to the context of how offending or victimization occurs. In addition, the media's rapid analysis and assessment of crime trends and outcomes of the implementation of public policies at the local level can hinder effective and successful prevention. Crime prevention practitioners emphasize the importance of prevention strategies which are characterized by long-term action, and based on a solid diagnosis that takes into account the complexity of the causes of crime and their interactions. Therefore, news reporting of crime is not conducive to these approaches.

Media exposure to crime and crime-related events can be an effective crime prevention strategy, and useful tool for sensitizing and educating the public on underestimated or overlooked social problems. Several campaigns on human trafficking, victim's support mobilization for women's safety and child sexual abuse cases have all contributed as successful crime prevention initiatives, which have promoted improvements in the quality of facts and dissemination of information. In the 1990s, increasing media coverage on human trafficking resulted in the expansion of resources, awareness and support towards the sexual slavery of women and girls. It triggered a 'world-wide' response to the crime: "portrayals of prostitution through media discourse, and anti-trafficking legislation make a difference in the effectiveness that these governments have in the fight against trafficking in women for sexual exploitation".



The media can help to improve the state of violence and crime in society, especially for women and children. Media coverage of violence against women began taking force in the 1970s. Such coverage has led to heightened social awareness, policy for protection of women and girls (adoption of CEDAW), expansion of social services for female victim support, and a rise in the number of reported cases.

The media equally participates in disseminating public information on self-protection and safety strategies against crime. Due to the impressive amount of individuals who rely on the media for crime information, the media can therefore be highly efficient for denouncing certain types of crime. Media campaigns on prevention against residential burglary and information on the risks of using illegal drugs and alcohol, exemplify the means by which the media can have an important role in crime prevention.

The media can play a democratic role when it comes to the question of crime prevention. With more information being made public, the media educates the population on certain issues, which therefore encourages critical thinking on the part of the population and promotes responsibility on the part of institutions, agencies, organizations and the government. The media can help promote 'civic journalism', which fosters responsibility on the part of the media to provide reliable information and engage in positive crime prevention initiatives.

## **6. Conclusion:**

Approaches to prevention range from tackling the social and economic roots of crime and violence to strengthening the capacities of local communities to modifying environments in order to deter offenders or promote an increased sense of safety. There is no one approach that is optimal, but a careful strategy will balance and utilize a range of approaches which can respond to specific problems of crime and victimization in both the short and longer term. Such a strategy will respond to the needs of all sectors of society, in a way that does not increase the social or economic exclusion of particular groups and will promote respect for the rule of law.

The recommended direction for school-based prevention -- towards multi-faceted, longer-term, and broader-reaching programs embedded in school capacity-building activities -- presents a challenge to researchers and policy-makers alike because the "user-friendliness" of programs is related to the fidelity of their implementation. More complex programs are more likely to be watered down or "reinvented" by school staff. The program included several components aimed at increasing social competency skills as well as components aimed at increasing social bonding and school success.

Many local organizations bring specialist knowledge about local problems, awareness of the concerns of their local community, and the trust of those residents. This helps to create the conditions for sustaining projects beyond their initial phase, and to increase the capacity and willingness of community members to take on projects in partnership with Governments.



Similarly, private sector organizations have begun to act as members of local communities who contribute actively to local initiatives.

As the media continues to be a socializing agent, discussing the complex links and relations between the media and crime prevention and urban safety is important for government, private and public sectors and communities. Media literacy education also deserves more attention, as it can help encourage and inform the ways future generations interact and make use of the media in crime prevention and urban safety efforts.

