| | CRIMINOLOGY | 1 |
|---------|--|-----|
| | Mock-8 | |
| 1 | Subjective part-I | - |
| | State Section of the | |
| À :=- | iz marchine QNO3 | |
| | The All Carlos At High to the American | |
| | How does Albert Bandura's social | 7 * |
| | learning theory explains the proces by | |
| | which individuals acquire and exhibit | |
| | criminal behaviour? | |
| | Mission and Aird. | 183 |
| | 1. Outline | |
| | | |
| | 1- Definition | |
| | 2-Overview - winner | |
| | 3. Observation, Instation, Modeling | |
| | y Behavior Fouturs | |
| - Maria | 5. Personal Factors | , , |
| | 6. Attention, Retention, Reproduction and | 15 |
| | 7 Motivation - (SIT Process Modeling) | |
| | 8-Conclusion | |
| | Renforcency and Lunchmante | |
| | to military 1- Definition: | |
| | Company of the state of the sta | |
| | Social learning Theory emphasizes | |
| | the importance of environment | |
| | and the surroundings of the | |
| | People to adapt particular | |
| | and the second second second second second | |
| | | |

| No a Laurence A | | . No. 1 | |
|---|-----|---------|----------|
| V-DO LOUILMITÚ) | | | |
| S. MOCK S | | | |
| behavour This theory suggest that | | | |
| specific oime attrude or | | | - 3 |
| criminal behavious is learned | | | |
| from the attitude of others- | | - | |
| Single supplied tradia cools meth | | | - |
| Example:- A children is upbringing | | | |
| in the environment where | | | |
| he witness criminals and crimes | | | |
| all the times, the possibility that | | | 15,55 |
| child will become criminal is | | | |
| present- | | | |
| AGKurto Led | | | |
| 2- Overview:- | | | |
| Hymans are adaptive to | | | (A) |
| change- When they acquire | | | |
| the environment where crimes | | | |
| are arimmal world is growing | h | | |
| They tends to become crimina | | | |
| A CONTRACT OF THE PROPERTY OF | | | Town ! |
| Reinforcement and Punishment | | | |
| Reinforcements and punishment | | | V 200 |
| are two major cuttibutes | | | Arranti- |
| for a person to become | | | |
| criminals Because Car they | 1 | | |
| burglary, Robbery gives | | | |
| intimate pleasure and | | | |
| excitement. Therefore Occasio | nal | | |

| | Tails home. | |
|--|------------------------------------|----------------|
| | Criminals becomes Professional | |
| | eriminals- Same goes with | |
| | punishment - when Popple thinks | |
| graphi . | the reporcussions of doing | |
| 1 | wrong - They feel that they | |
| | will loose their Reputation | |
| | in society. Therefore they | |
| | do not commit crime - 115/11 | |
| | GO NOT COMMIT CHARE | |
| | 3- Behaviour Factori- | |
| | | |
| | Behaviour works as Stimulus- | # 10 A 10 A 10 |
| | And than person receive the | |
| | effects as a receptor-tribecau | |
| A Comment of the | behaviour of People in socrety | |
| The State of the | makes a difference. When a | |
| | society involves in wrong doings, | |
| 1 1 | crimes overywhere becomes normal, | |
| 1 1 | how can some protect himself | |
| 19// | from the effects coming from | |
| | that Society People learn | |
| | eriminal behaviour from their | |
| 4 | peers, parents, neighbourhood | |
| | and though Films, TVs. | |
| A Committee of the Comm | La private all se acres - individu | |
| 160 | 4-Observation is comething | |
| | Deople learns by noticing | |
| | the acts of others. | - Print |
| 2 | | 7 97 |

| | # |
|--|----------------|
| Imitation- | |
| Action of wing someone or | 1 |
| something as model. | |
| Modeling! - and to the transfer | |
| Modeling is the implementation of | |
| the learned tochariour to do | |
| crime whatsoever- | |
| the second of th | 1 |
| 6- Attention:- People pay attention | |
| and clevelops interests in the | |
| particular criminal behaviour or | 7: |
| acts | |
| Here was a second of the secon | |
| Retention: The Tearned Criminal | |
| behavour gains retention in | |
| the individual And then they | |
| tend to apply it through | |
| various means | |
| pinger district agency construction | |
| Reproduction: - It means the repitition | |
| of particular criminal behaviour | |
| due to removement or | |
| | |
| sense of joy | and the second |
| Conclusion: - Trime is the learned | |
| behaviour - It is important to create | -1 |
| conduaire fearning environment not | |
| | |
| criminal one- | |

ans is incomplete and too short for 20 marks need more data and explanation 7/20

| | QN08 | |
|---|--|---|
| | (a) Green Collar Crime 8- | |
| | The second secon | |
| | environment - env and wildlife in general | |
| | examples 2 | / |
| | - Thegal Fishing- - Hunting of enclargered Wildlife | |
| | Timber Mafra has given such | |
| | Jorest cover of pakistan is | |
| | detereorating at pace. It | |
| | lauch to contain these | |
| | matras pakistan forest cover | |
| | an face huge loss- | |
| | These malpractices lead toward floods, droughts and | 1 |
| | disturbed monsoon pattern | |
| | Green Collar Crime Is | |
| | under estimated - But it neede | , |
| | to Slow down. Effective | 6 |
| | | |
| 7 | policing is required to | |

| | Remodies:- POVO |
|--|---|
| | Efficient, robust and effective |
| | policies are required to |
| | deal with green color |
| | crime and its perpetratura |
| | Public Private partnerships |
| - | podú i potí |
| | Public private partnerships |
| | polays a undal role in |
| The Manager of the Control of the Co | mantaing public order. |
| | It can be improved by |
| | taking following measures: |
| | Focus areas! |
| 7400 | Funding Research Programmer- |
| | -Strengthening Public policies- |
| | Urban Renewal, housing, |
| | -Public Spaces |
| | - Child, family Support- |
| | Benefits |
| | |
| | - Shared Responsibility - Job opportunities |
| | - Reduced crime rate- |
| | -Information Sharing |
| | 2 COTTON ON ONING |
| 2 to 1 to 2 to 2 to 2 to 2 to 2 to 2 to | SIAVADOR Declaration 2002 mas |
| | Initiative towards Public Private |