



O.P. Jindal Global University
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**Jindal School of
Psychology & Counselling**
India's First Transdisciplinary Psychology School

**Psychological Perspectives of Harassment and Victimization(FCPY2012)
PCCU-03-BAP-PPHV3058**

Jindal School of Psychology and Counseling

B.A. / B.Sc. (Hons.) in Psychology

Fall Semester 2026

Course Information

Course Duration: 15
weeks

Credit Hours: 4 credit
points

Class Time: - TBD

Meetings: TBD

Location: TBD

Prerequisites: Should have taken a course on Forensic Psychology.

Equivalent Courses: NA

Exclusive Courses: NA

Instructor Information

Instructor: Dr. Ramyyata Tewari

Faculty Biography: Dr. Ramyyata Tewari holds a PhD in Criminology from Police University, Jodhpur, where her research was focused on crimes against children. With a deep commitment to advancing the understanding of crime and its impact on vulnerable populations, her academic interests span across forensic psychology, mental health and the law, crimes against women and children, and victimology, and how victims can be supported through the criminal justice system.

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Office Hours: By appointment

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Prerequisites- Should have taken at least one course on Forensic Psychology and allied areas.

1. Course Description

Victimization and harassment are pervasive issues in today's society, affecting individuals across various contexts, from interpersonal relationships to workplace environments and online spaces. This course delves into the intricate psychological aspects surrounding victimization and harassment, aiming to provide students with a comprehensive understanding of the phenomenon, its impact, and potential strategies for prevention and intervention. Course explores victimology from multiple psychological perspectives. It provides students with a comprehensive understanding of the experiences of victims, the impact of victimization, and the role of psychology in addressing and preventing victimization across various contexts. Through a combination of theory, research, and practical applications, students will develop the knowledge and skills needed to work effectively with victims. The Course will discuss several topics like :

- Victim Counselling and Victim assistance
- Psychological Profiling of Offenders
- Trauma informed counselling for practitioners
- Stress and Mental health of Victims and first responders
- Psychological Disorders resulting from victimisation(ASD, PTSD, adjustment disorder etc)
- Treatment of disorders
- Professional working with Victims - Secondary Trauma, Vicarious Trauma,
- Compassion Fatigue, Countertransference and Occupational Burnout
- Resilience building strategies

2. Course Intended Learning Objectives(Aim)

Course Intended Learning Outcomes	Teaching & Learning Activities	Assessments/ Activities
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To understand the fundamentals of Victimization and Harassment , the need for and importance of Psychology in dealing with Victims	- Readings - Classroom lectures and discussion	-Class participation
To describe and apply major theories in explaining Victim behaviour, think critically about the interactive relationship between psychology and Victim assistance.	- Readings -Classroom lecture and demonstrations	- Weekly homework -Group project - Final examination
Critically reflect on the needs of victims, criminals and law enforcement officials in dealing with crime.	- Readings - Classroom activities - Practice tasks	- Weekly homework -Group project
Think critically about current research and topics in various areas of Victimization and Harrassment.	- Readings -Classroom lecture and demonstrations -Practice tasks	-Weekly homework -Class participation - Final examination

1. Scheme of Evaluation and Grading Evaluation breakup

- 10% Class Participation
- 10% In class Quiz
- 10% shadow a space
- 20% Routine Activity Mapping
- 10% trauma reflection
- 10 % Redesigning work under STS
- 30% Final Assessment

Class participation (10%)

Class participation includes but is not limited to taking part in classroom discussions based on readings and lecture slides, asking questions or areas of doubt to the lecturer, responding to other students' questions to promote discussions on various topics, and taking part with enthusiasm as well as effort in all individual or group assignments.

Shadow a Space (10 %)

Students spend 45- 60 minutes observing a public space and note patterns of vulnerability, informal social control, and micro-harassment. Observations must be supported with brief analytical insights. To be held in class, the 3rd week of August.

Routine Activity Mapping (20%)

Students will map their weekly routine to identify points of vulnerability, absence of guardianship, and potential victimization risks. Due in the 1st week of September.

Trauma Simulation Reflection (10%)

Based on an in-class simulation, students will write a short reflection on their emotional and cognitive responses. The reflection should connect personal reactions to trauma and PTSD concepts. To be held in class, the 3rd week of September.

Redesigning Work Under Secondary Traumatic Stress (10 %)

Students will work in groups to explore the experience of professionals exposed to secondary traumatic stress (STS) by analyzing their daily work, emotional challenges, and unmet psychological needs. Using a design thinking approach, they will identify systemic gaps and develop practical, trauma-informed interventions to improve well-being. To be held in class, the 2nd week of October.

In-class Quiz (10 %)

Students will complete a short, timed quiz during class consisting of application-based questions (MCQs, case snippets, or short answers) drawn from that day's lecture (3rd week of October). The quiz will assess conceptual clarity and the ability to apply victimology and trauma-related theories in real-time without external aids.

Final Exam (30%)

This will be a sit in examination that includes all topics covered through the semester. The format of the exams will be composed of short answers and more detailed long answer questions based on knowledge of statistics imbibed in class-lectures. The examination will also include case studies where students will examine the strengths and weaknesses of certain datasets or analyses plans. The exam will be closed book.

Grade Definition

Grade	Percentage of Marks	Grade Value	Grade Description
O	80% and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and extraordinary critical and analytical ability.
A+	75 - 79.75%	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and critical and analytical ability.
A	70 - 74.75%	7	Very Good: Sound knowledge of the subject matter, organizational capacity; ability to synthesize ideas, rules, and principles; critically analyze existing material and originality in thinking.
A-	65 - 69.75%	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
B+	60 - 64.75%	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
B	55 - 59.75%	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
B-	50 - 54.75%	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
P1	45 - 49.75%	2	Pass 1: Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.

P2	40 44.75%	- 1	Pass 2: Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
F	Below 40%	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills; and marginal use of the relevant materials. Requires the student to repeat the course.
P/F	Pass / Fail		Pass or Fail: Pass is awarded a final grade of 40% or above. Fail reserved for the final grade below 40%. This option (selected at the start of the semester) is only available for semesters taught online.
I	Incomplete		Incomplete: Issued due to extenuating circumstances that prevent the student from completing internal or external marks. If an 'I' grade is assigned, the JSPC Academic Committee will suggest a schedule for the completion of work or a supplementary examination.

2. Academic Integrity

Classroom Punctuality and Conduct

JSPC conducts all classes on a foundation of professionalism. It is expected that students will be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. A classroom is a place for free expression and critical thinking—students must respect opinions expressed and actively participate in classroom discussions.

Participation and Attendance Policy

This course focuses on both theory and application of statistics. Attending classes will help students understand and master these concepts and their application. Thus, we encourage you to attend all classes and avoid missing them until and unless very necessary. Students with less than 75% attendance will not pass this course.

Phone Usage

Phones are not allowed during classroom hours. The use of phones by students may result in their removal by the course instructor. Repeated violations may result in an academic discipline.

Plagiarism

In line with JGU policy, JSPC operates a zero-tolerance approach to plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity, and all reported cases will be investigated for potential disciplinary action.

Disability Support

JGU endeavors to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability, and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Mental Health Services

The Centre for Wellness and Counselling Services (CWCS) provides comprehensive guidance and counselling services to the JGU community. If you are experiencing distress, be it personal, academic, social, or career related, CWCS has a competent and well-qualified group of counsellors available for consultation (personal and group). You can be assured that your confidentiality will always be protected. To schedule an appointment, call 83969 07312 or write an email to cwcs@jgu.edu.in

Safe Space and Respect for Diversity

This course may discuss issues that could result in distress or provoke emotional responses in students. To make sure that all students collectively benefit from the course, it is incumbent on everyone to maintain respect towards one another. All JSPC program faculty, staff, and students shall maintain respect for differences including, but not limited to, race, ethnicity, sexual orientation, age religion/spirituality, ability, socioeconomic status, and culture. Each person will be responsible and accountable for creating and maintaining a culture of respect at every level of the program. This does not mean that you must feel restrained about what you feel and say- rather it is about creating a safe space for everyone to speak and learn without inhibitions or fear

3. **Keyword Syllabus**

- Victimization
 - Harassment
 - Victimology
 - Trauma Informed Justice
 - Forensic Victimology

4. **Course Material**

Text books

1. Mcgarry R. & Walklate S. (2015). Victims trauma, testimony and Justice. Routledge
2. Pranjapee N V. (2015). Criminology & Penology with Victimology. 6th edition. Central law Publications.
3. Rajan VN. (2012). Victimology in India. A PH Publishing corporation.
4. Doerner W & Lab SP. (2020). Victimology. 9 th ed. Elsevier.

Reference books

1. Sahni, S. P., Kirchoff, G. F., & Palit, M. (2017). *Global victimology: new voices-theory-facts-legislation*. Universal Laws Publishing.
2. Shekhar, B., & Sahni, S. P. (2020). A global perspective of victimology and criminology: Yesterday, today and tomorrow: Festschrift for Prof. Dr. K. Chockalingam 50 years of teaching in the field of victimology.
3. Martellozzo E. & Jane E.A. (2017) *Cybercrime and its Victims*. Routledge
4. Bensimon, M., & Jaishankar, K. (Eds.). (2009). *Trends and issues in victimology*. Cambridge Scholars Publishing.
5. Gopalan, R. T. (Ed.). (2022). *Victimology: A Comprehensive Approach to Forensic, Psychosocial and Legal Perspectives*. Springer Nature.
6. Eski, Y. (Ed.). (2020). *Genocide and victimology*. Routledge.
7. Kirchengast, T. (2016). *Victimology and victim rights: International comparative perspectives*. Taylor & Francis.
8. Karmen, A. (2013). *Crime Victims: An Introduction to Victimology*. Wadsworth, Cengage Learning. [ISBN 978-1-133-04972-2]
8. Turvey B. E. (2014). *Forensic Victimology*. 2 nd ed. Academic Press.

Journals / Business Magazines/Web Sources

1. Chockalingam, K. 1985, Readings in Victimology, Raviraj Publications, Chennai.

2. Fattah, E.A. 1991. Understanding Criminal Victimization, Scarborough, Ont.: Prentice Hall Canada.
3. Gottfredson, M. R. 1984. Victims Of Crime: The Dimensions Of Risk, Home Office Research And Planning Unit, Report No. 81, London: Hmso.
4. Gupta M.C., Chockalingam K., and Jayatilak Guha Roy 2001, Child Victims of Crime-Problems and Perspectives. Gyan Publishing House, New Delhi.
5. Karmen, A. 1990. Crime Victims: An Introduction To Victimology, (2nd Edition). Monterey, Ca: Brooks/Cole.
6. Madhava Soma Sundaram, P., Jaishankar, K., & Ramdoss, S. (2008). Crime Victims and Justice: An Introduction to Restorative Principles. New Delhi: Serials Publications.
7. Mawby, R.I. And Gill, M.L. 1987. Crime Victims: Needs, Services And The Voluntary Sector, London: Tavistock.
8. Rajan, V.N., 1981, Victimology in India, Allied Publishers Pvt Ltd., New Delhi
9. Ronel, N., Jaishankar, K., & Bensimon, M. (2008). Trends and Issues in Victimology. New Haven, UK: Cambridge Scholars Publishing.
10. Shapland, J., Willmore, J. And Duff, P. 1985. Victims In The Criminal Justice System, London: Gower.
11. https://www.unafei.or.jp/publications/pdf/RS_No70/No70_12VE_Dussich.pdf
12. Chockalingam, K. (2007). Victimology and victim justice: Human rights perspectives. In C. R. Kumar & K. Chockalingam (Eds.), *Human rights, justice, & constitutional empowerment* (pp. 437–461). Oxford University Press.

5. Session Plan

Session (with Date)	General Topic	Readings	Pedagogy
Week 1, 2, 3 & 4	<p>1. Introduction to Victimization and Harassment</p> <ul style="list-style-type: none"> - Meaning and definition of victim - Primary & Secondary victimization - Victim Typology - Victim and Offender Relationship - Patterns of Criminal Victimization - Role of victims in Criminal Occurrence - Cost of Crime: Physical and financial impact. - Repeat victimization, 	<ul style="list-style-type: none"> - Myneni, D. S. (2017). Penology & Victimology 470 (Allahabad Law Agency). <i>Haryana</i>. - Chockalingam, K. (2007). Victimology and victim justice: Human rights perspectives. In C. R. Kumar & K. Chockalingam (Eds.), <i>Human rights, justice, & constitutional empowerment</i> (pp. 437–461). Oxford University Press. - Madhava Soma Sundaram, P., Jaishankar, K., & Ramdoss, S. (2008). Crime Victims and Justice: An 	<ul style="list-style-type: none"> -Readings -Classroom lecture and discussions. Assignments :1. Shadow a space 3. Routine Activity Mapping

	<ul style="list-style-type: none"> - Routine activities, - Victim Precipitation - 	Introduction to Restorative Principles. New Delhi: Serials Publications.	
Week 5 & 6	<p style="text-align: center;">2. Global Perspective on Victimization</p> <ul style="list-style-type: none"> - National and International concern for victims of crime - UN Amnesty International - International Criminal Courts - UN Declaration of Basic principles of justice for victims of crime and abuse of power, 1985. - Handbook of justice for Victims, 1998. - Human Rights Watch - CHRI - Victims in India - Victims under new Criminal Laws 	<ul style="list-style-type: none"> - UN Declaration of Basic principles of justice for victims of crime and abuse of power, 1985 - Handbook of justice for Victims, 1998 - V N Vallarie. (2020). Understanding Victims of Interpersonal Violence. Routledge - In-depth study on all forms of violence against women – UN General assembly 	<ul style="list-style-type: none"> -Readings -Classroom lecture and discussions. - Critical reflection Activity
Week 7 & 8	<p style="text-align: center;">3. Psychology of Trauma</p> <ul style="list-style-type: none"> - What is Trauma - PTSD - Types of PTSD - Cannabis and PTSD - Cognitive Processing and Resilience Building - PTSD in Children - Therapeutic Approach 	<ul style="list-style-type: none"> - Doerner W & Lab SP. (2020). Victimology. 9 th ed. Elsevier. - McGarry R. & Walklate S. (2015). Victims trauma, testimony and Justice. Routledge - Pranjapee N V. (2015). Criminology & Penology with Victimology. 6th edition. Central law Publications. 	<ul style="list-style-type: none"> -Readings -Classroom lecture and discussions - Documentary Assessment - Classroom Activities -Practice Demonstrations on Counselling sessions - Assignment – Trauma Reflection
Week 9, 10 & 11	<p style="text-align: center;">4. Professional working with Victims</p> <ul style="list-style-type: none"> - Secondary Trauma & Vicarious Trauma - Compassion Fatigue, Countertransference and Occupational Burnout 	<ul style="list-style-type: none"> - Turvey B. E. (2014). Forensic Victimology. 2 nd ed. Academic Press. - McGarry R. & Walklate S. (2015). Victims trauma, testimony and Justice. Routledge 	<ul style="list-style-type: none"> -Readings -Classroom lecture & Discussion -Practice Demonstration Assignment – Redesigning work

	- Self Care and Professional Resilience building strategies	- Doerner W & Lab SP. (2020). Victimology. 9 th ed. Elsevier.	
Week 12 & 13	<p>5. Trauma-Informed Practices and Restorative Justice</p> <ul style="list-style-type: none"> -Traditional v/s Restorative Justice. - Victim Offender Mediation -Restorative Justice in India 	<p>Karan v. State NCT of Delhi 277(2021) DLT 195 (FB) https://judicialacademy.nic.in/sites/default/files/Judgment-Karan.pdf</p> <p>Mandatory action by police in cases of crime against women-reg. MHA</p> <p>GUIDELINES & PROTOCOLS - Medico-legal care for survivors/victims of Sexual Violence</p> <p>S. Murlidhan. (2004). Rights of Victims in Indian Criminal Justice System. IELRC.</p> <p>Pemberton, A., Mulder, E., & Aarten, P. G. (2019). Stories of injustice: Towards a narrative victimology. European Journal of Criminology, 16(4), 391-412.</p> <p>UNODC. (2013). India country assessment report: current status of victim service providers and criminal justice actors on anti- human trafficking</p>	<ul style="list-style-type: none"> -Readings -Classroom Discussions -Mind Maps - Quiz
Week 14 & 15	Revision Week		