

**Training Manual of Basic Course
for
Assistant Jailors
(One Year)
2022**



**Bureau of Police Research and Development
Ministry of Home Affairs
NH-48, Mahipalpur
New Delhi – 110 037.**

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महानिदेशक

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Message

Capacity Building of the prison staff is one of the key components of Prison Reforms. This equips the Prison Officers and Staff with the essential knowledge, skills and attitude to diligently discharge their duties in varied and complex areas related to Prisons and Correctional Administration. The MHA has mandated the BPR&D to prepare Training Manuals which can be circulated to all States and UTs for training purposes.

Services of 11 Individual Consultants with subject matter expertise were hired in 2021 to prepare the 50 Prison Training Manuals for various categories of Staff in Prisons. Numerous rounds of stakeholder consultations were held to finalize the drafts. The Manuals have adopted the contemporary principles of training and learning for indoor and outdoor classes, field visits and practical sessions and these have been prepared in compliance with the national and international best practices, the laws of the land, and the technological advancements in Prisons & Correctional Administration. The drafts were also uploaded on the BPR&D website for inviting suggestions/feedback from the stakeholders and citizens.

I extend my special appreciation to the 11 Individual Consultants, the Special Consultant (Master Trainer, DoPT) and the members of the Monitoring Committee who were instrumental in the preparation of these 50 Prison Training Manuals.

I am sanguine that these Manuals will bring about standardization of the training procedures and contents to a large extent and also facilitate capacity building of the Officers and Staff of the Prisons and Correctional Administration in the country.

(Balaji Srivastava)

"Promoting Good Practices and Standards"

Patron

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Emergence of the Course

The BPR&D has prepared 50 Prison Training Manuals for various ranks of Staff and Officers in Prison Administration under the categories viz., 05 Basic Courses, 08 In-Service Courses, 30 Specialized Courses, 02 Vertical Interaction Courses and 05 Handbooks for improving the quality and standardizing training of all Prison Officers and Staff across the country and to augment professional competency and capacity building of Prison Officers and Staff.

These Prison Training Manuals are objective oriented, learner centric and are outcome of several brainstorming sessions, consultative meetings (Online and Offline) and workshops for conceptualizing the drafts. Comments of the Monitoring Committee, Reports of Training Needs Analysis (TNA) for Prisons & Correctional Administration, National Training Policy (2012) have also been taken into account. In addition, various national and international practices, MHA Advisories, Landmark Judgements of the Apex Court and the High Courts, Statutory Acts/Rules have also been referred to in course of preparation of these training manuals. The design perspective of the Department of Personnel & Training, Government of India, has been adopted.

Introduction

Basic training for Assistant Jailors, a 52 week (one year) (9months +3months) course is a residential program with the objective of training the officers of the prisons & correctional services to effectively perform their duty of correction, custody and care of prison inmates.

Assistant Jailors or the Assistant Superintendents as it is in Kerala and Delhi are the entry level officers into the Prison department. The Assistant Jailor is the second Executive officer entrusted with certain special duty such as in-charge of any section. But in a Sub-Jail he/she has all the power same as that of a Jailor.

In a prison set-up, the institutional personnel of the Executive wing constitute the following officers from Superintendents to Assistant Superintendents / Deputy Superintendents to Assistant Superintendents or Assistant Jailors. The Assistant Jailors' job may differ from state to state in India. This training manual has been prepared keeping in view the most important job performed by the Assistant Jailors/Assistant Superintendents throughout the state.

(For Trainers Only)

**Basic Course
for
Assistant Jailors
(One Year)**

TRAINER GUIDE



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
MINISTRY OF HOME AFFAIRS
NH-48, MAHIPALPUR
NEW DELHI –110 037.**

INTRODUCTION

The ‘Trainer Guide’ on the one year course on the topic ***Basic course for Assistant Jailors*** is a comprehensive overview of the content and process of the Course. It is designed in a structured format that presents the assembled information and the planned activities with learning outcomes and enabling objectives. This Trainer Guide is for training the Assistant Jailors who are newly inducted into the department through the State service commission.

The Trainer Guide also:

- Helps continuous recall;
- Provides scope for storing illustrations, faculty questions, anticipated participants’ questions and appropriate responses ;
- Contains details of points for briefing & debriefing of case studies, exercises, Films, etc.
- Serves as a reminder for when to administer exercises; and
- Guides on the use of media

PRE-COURSE PREPARATION

For Trainer

Trainer guide

Glossary of terms

References

Resources

For Participants

Course Material (to be prepared by the respective training institution)

Registration form

Feedback questionnaire

Pre-test questionnaire

Post-Test Questionnaire

INTRODUCTION

The course is titled Basic Course for Assistant Jailors (One-Year). The course will be equipping the Assistant Jailors about Prisons, Prisoners and the effect of incarceration on a person, the dependants and the society at large. The purpose of this training is to sensitise the roles and responsibilities of Assistant Jailors who are to work with the Prison and Correctional Departments.

AIM

To impart knowledge on the roles and responsibilities of Assistant Jailors and to train them to practice the knowledge and skills to apply the same in the reformation, rehabilitation and re-socialisation of Prison inmates.

DESIGNED FOR

The Assistant Jailors appointed by the Prison department working in Prisons and who are to join the department after training.

FACILITATORS

In-house Faculty / Guest Faculty which includes Prison and correctional officers, Professors, Social workers working in Prisons, Prison Psychologists, Police officers, NGO Heads, Field workers, Volunteers, Magistrates, Judges, Senior Advocates, DLSA, NALSA, NHRC, SHRC representatives, De-addiction Counsellors, Clinical psychologists and former Prison officers.

STYLE OF THE COURSE

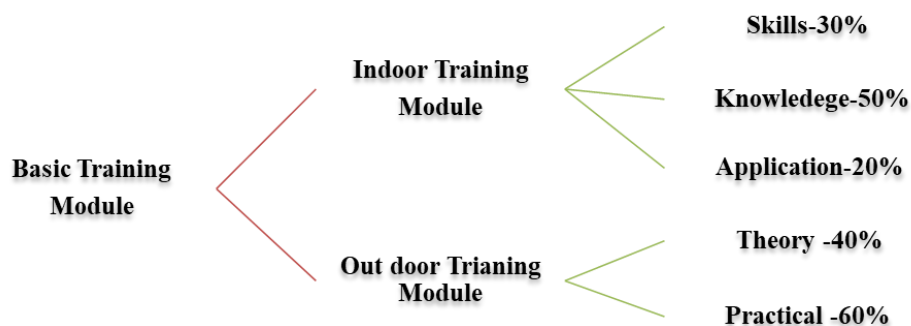
This course incorporates practical learning activities. The Course is delivered through multiple media, styles and activities with a 'self-directed learning approach' simulated by the use of self-learning techniques and materials and sharing of best practices in prison and correctional management. Therefore, participants are expected to take responsibility, both for their own learning and in helping the development of other participants. Participants will be encouraged to share their learning experience with others, and to give and receive support and feedback.

Contents of the course

The basic training will have two types of training modules namely:

- 1) **Indoor training module:** Indoor training module consists of the core subjects, subsidiary subjects and the skills development modules and the indoor practical training modules.
- 2) **The outdoor training module:** Outdoor Training is intended to develop physical fitness, stamina, endurance and certain practical skills including unarmed combat and weapon training etc. required for the prison officers

to

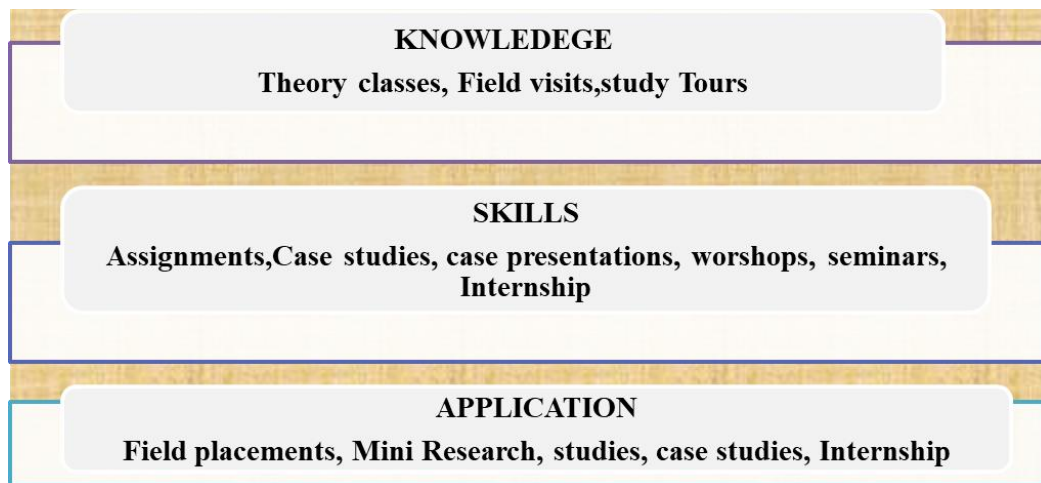


discharge their duties effectively.

(Figure 1.The overall focus of the Basic training Manual)

Overall, the basic training will equip the officers with knowledge of Prisons and Correctional Administration as well as would help them keep themselves fit, healthy and strong to discharge diligently duties of a routine nature or face any kind of emergencies that could surface.

INDOOR TRAINING COMPONENT



(Figure 2-Self-Explaining figure about the components of Indoor Training)

Indoor Training Module:

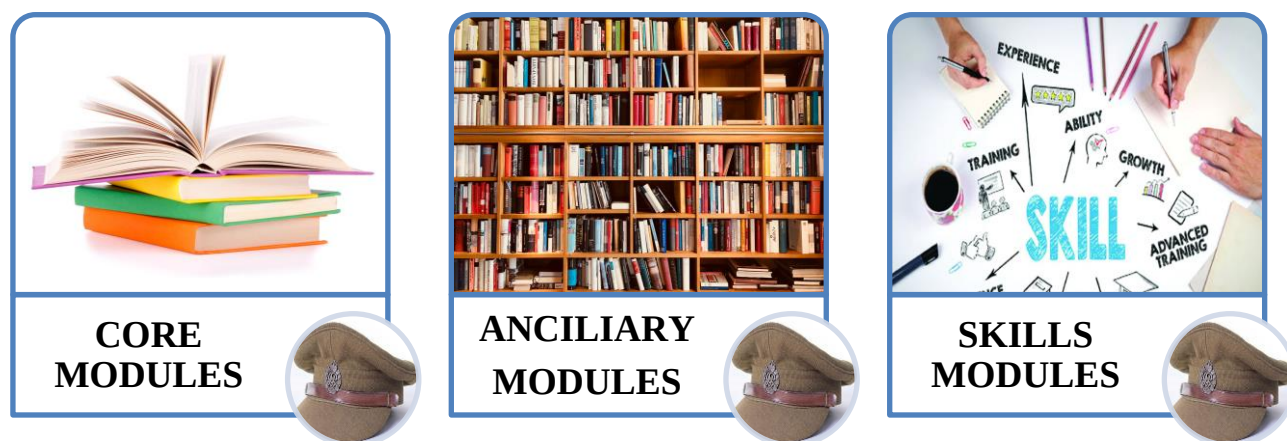
Indoor training module will have knowledge delivery in the core subject, Prison policies, procedures and administration and on the treatment of prison inmates and allied subjects.

This allows for a variety of delivery methods (lecture, class discussion, demonstration, case study, and role-playing) along with the use of supportive multi-media technology. It is recommended that adult learning styles guide the delivery of this course and that trainee participation is encouraged wherever deemed appropriate. When developing their lesson plans, instructors are strongly encouraged to seek opportunities to engage the trainees in hands-on application of the material and to limit the amount of time spent in the lecture format.

This Manual would require more instructor planning time “upfront” before delivery of the training, but less instructor “on stage” time during the

presentation. Participatory method is employed to train the officers to have first-hand experience of concepts.

Indoor training Module will consist of:



(Figure 3 showing the types of training given to the Prison Officers)

INDOOR TRAINING MODULE		
CORE MODULES	ANCILLIARY MODULES	SKILL ORIENTED MODULES
Prisons & Correctional Administration	Management principles for Good Prison Administration	Counselling skills
Criminal laws	Forensic Science	Interpersonal skills
Sociology, Social work & Social Legislation	Alternatives to Imprisonment	Documentation skills
Criminology and Victimology	Mental Health of Prison Inmates	Integrity
Psychology in Corrections	Human Rights and Good Prison management	Ethics
	Technology in Prison administration	Vocational skills
	Criminal Justice System	Work-Life Balance
	Constitution of India	Problem solving & decision making skills
	Penology	

CORE MODULES:

Core Modules in Basic training of Assistant Jailors is a set of courses that are considered basic and essential for their profile as an Assistant Jailor and for effective prison and correctional administration.

1. Prisons and Correctional Administration

Prisons & Correctional Administration includes the Prison Manuals of the respective States, Model Prison Manual, 2016, Prison related Acts and Judgements and Committees' and Commission reports on Prisons.

2. Criminal Laws & Major Acts

Criminal law, the body of law that defines criminal offences, regulates the apprehension, charging, and trial of suspected persons, and fixes penalties and modes of treatment applicable to convicted offenders.

3. Correctional Social Work, Sociology and Social Legislation

Sociology is the scientific study of society in which human beings are knit together. Knowledge of the society of the inmates is essential for planning treatment and correctional programmes.

Social work teaches the practical methods of application and tools and techniques for correcting the prison inmates through case work method, group work method, social research, social welfare administration and the community organisation method. The mini research will add to the research knowledge of the officers.

Social legislation refers to laws designed to improve and protect the economic and social position of those groups in society which because of age, sex, race,

physical or mental ailments or lack of economic power can't achieve health and decent living standards for themselves.

Social legislation will enlighten the officers about the legal provisions pertaining to the social issues prevailing in the society which would be beneficial again in planning treatment programme for inmates.

4. Criminology and Victimology

Criminology is the scientific study of the non-legal aspects of crime and delinquency, including its causes, correction, and prevention, from the viewpoints of diverse disciplines such as anthropology, biology, psychology, economics, sociology and statistics.

Victimology

Victimology, a branch of criminology, scientifically studies the relationship between an injured party and an offender by examining the causes and the nature of the consequent suffering. In prisons, the officers need to be sensitised about the victim sufferings, victim compensation methods and its disbursement etc.

5. Correctional Psychology

Correctional psychology is the application of basic and applied psychological science or scientifically-oriented professional practice of the justice system to enable the proper classification, treatment, and management of offenders.

II. Ancilliary Modules:-

6. Management Principles for Prison Officers

Management is the process of planning, organizing, leading, and controlling an organization's human, financial, physical, and information resources to achieve organizational goals in an efficient and effective manner.

7. Human Rights and Good Prison Management

The rights of the accused include the right to a fair trial; due process; the right to seek redressal or a legal remedy; and rights of participation in civil society and politics such as freedom of association, the right to assemble, the right to petition, the right of self-defense, and the right to vote. It is obligatory for the officers of the Prisons and Correctional Administration to learn about the rights of the suspects and the accused who are under their custody.

8. Constitution of India

The Constitution of India is the supreme law of India. The document lays down the framework that demarcates fundamental political code, structure, procedures, powers, and duties of government institutions and sets out fundamental rights, directive principles, and the duties of citizens. Learning about the basic rights and duties of the citizens of India is a very essential component, as this knowledge will enable the officers to treat the inmates with dignity and basic rights according to their constitutional provisions.

9. Criminal Justice System

The criminal justice system is a series of government agencies and institutions. Their goals include rehabilitation of offenders, preventing other crimes, and moral

support for victims. The primary institutions of the criminal justice system are police, prosecution, defence lawyers, Courts and prisons.

10. Forensic Science

Forensic science, also known as criminalistics, is the application of science to criminal and civil laws, mainly (on the criminal side) during criminal investigation, as governed by the legal standards of admissible evidence and criminal procedure.

11. Alternatives to Imprisonment

As an alternative to institutionalization, with an objective to assist an offender towards early reintegration into society, measures including various forms of parole, furlough, remission, pardon, work camps and open prisons are available as alternatives to imprisonment. These alternatives are handled by the Department of Probation which works with the offenders towards supervision and re-socialisation of offenders.

12. Penology

Penology is a multi-disciplinary subject that studies the application of penal laws onto the wrongdoers. It broadly explains the justification, characteristics, and effectiveness of punishment in its various forms.

The understanding of penal science is very important for the prison officers which would enable them to understand the basic theory that prisoners are sent to prison as punishment.

13. Technology in Prison Administration

In many ways technology has been a help for the Prisons and Correctional administration. People working in the field need knowledge to handle technologies. Technology frequently changes more rapidly than the prison and correctional philosophies. Keeping pace with the technological changes in

computers and the internet, apps, body cameras, bio-metrics and facial recognition, cell phones, drones, electronic monitoring, GPS, x-rays and scanners is very essential for the prisons and correctional officers in order to provide information on the latest trends in technology for the secure administration of Prisons.

14. Mental Health of Prison inmates:

Many studies have found out that Prison environment is detrimental to the mental health of the inmates. Depression was the most prevalent mental health condition reported by inmates, followed by mania, anxiety, and posttraumatic stress disorder. Mental health issues, problems and conditions were reported more frequently among prisoners in prisons and correctional institutions. According to WHO, there are factors in many prisons that have negative effects on mental health, including: overcrowding, various forms of violence, enforced solitude or conversely, lack of privacy, lack of meaningful activity, isolation from social networks, insecurity about future prospects (work, family life..) .

This module will enable the officers to understand the mental health problems faced by the prison inmates and will enlighten the officers to prevent and to help the inmates with mental health problems.

Skill-Development Modules

Prison and Correctional officers need to be trained suitably in various skills to handle human behaviour. Therefore the following skill development topics are added in the training course.

**DAY-WISE SCHEDULE
OF
THE COURSE**

TRAINING SCHEDULE FOR ENTIRE TRAINING PERIOD (52 WEEKS)

INDOOR SCHEDULE

Month	I	II	III	IV	V	Abstract
1	Orientation Inauguration Shramadan Field visit –I Central Prison & Female Prisons Shramadan Film Show –I	Regular classes Motivation Class .1 Special Guest lecture -1 Prison Admn Shramadan Film show –II	Regular classes Field visit – II Guest lecture –II- Prison Admn Shramadan Film show-III	Regular classes Special Guest lecture –III- Prison Admn Filed Visit - II Film show- IV Shramadan	Regular classes Three days course on Personality Development for Prisons & Correctional officers	Film shows -4 Shramadan -4 Field visit -2 Special course-1 Special Guest lecture PCA-2 Motivation class -1 Assignments -4 Field visit report-2

2	Regular classes Special lecture on Electrical Safety in Prisons-3 hours Field visit- III Shramadan Film show- V	Regular classes Field visit – IV Shramadan Special Guest Lecture- 3-Prison Administration	Regular classes Special Guest Lecture on Environment Science-Maintaining Prison premises-3 hours Field visit – V Shramadan Film show- VI	Regular classes Motivation Class . 2 Special Guest lecture - IV- Prison Administration Shramadan Film show- VII	Regular classes One day orientation on Gender Sensitization	Film shows -3 Shramadan -4 Field visit -4 Special course-1 Special Guest lecture PCA-2 Motivation class -1 Special lecture-2 Assignments -4
3.	Regular classes Field visit- VI Shramadan Film show- VIII	Regular classes Special Guest Lecture – 4-PCA Shramadan	Regular classes Special Lecture-5 -3 hrs Field visit- VII Shramadan Film show- IX	Regular classes Field visit- VIII Shramadan Special Guest lecture -	Regular classes <i>Internal assessment – test :1</i> One day orientation on Medical Emergencies, First Aid and CPR	Internal Assessment -1 Field Visits-2 Special Guest Lecture-2 Film show -2 Orientation course -1

4	Regular Classes Special Lecture- <i>Deradicalisation Issues in Prisons-1 Day Module</i> Shramadan	Regular Classes Special Lecture- PSY Shramadan	Regular Classes Counselling Skills training- 5 days Shramadan	Regular Classes Hostage Crisis in Prison- 1 day module Field Visit X Shramadan	Regular Classes Study tour preparation work	Special Lectures-1 Counselling course -5 days Field Visit-1 Special Lectures -1 Special guest lecture-1 Shramadan -4 Assignments -4
5	Regular Classes Study Tour preparation Shramadan	STUDY TOUR		Regular Class Study tour presentation topic wise Shramadan	Regular Classes	Study tour-15 Days Study Tour Presentation-1
6	Regular Classes Special Lecture-CVY- 3hrs Shramadan	Regular Classes Special Lecture- CVY-3 hrs Shramadan	Regular Classes Special Lecture- Penology -3 hrs Shramadan	Regular Classes Special Lecture Alternatives to Imprisonment Shramadan	Regular classes <i>Internal assessment – test :2</i>	Shramadan-4 Special lectures-4 Assignments-4

7	Regular Classes Special Lecture-SWK-3 hrs Shramadan Placement –Police station	Regular Classes Special Lecture-Social Legislation -3 hrs Shramadan Placement to District court	Regular Classes Special Lecture-Sociology -3 hrs Shramadan Placement to Remission section in Prisons	Regular Classes Special Lecture-Voluntary organisations -3 hrs Placement to Voluntary organisation Shramadan	Regular classes	Placement two days-4X2= 8 days Shramadan- 4 Placement Reports-4
8	Regular Classes Special Lecture-PCA -3 hrs Shramadan	Regular Classes Special Lecture-PCA-3 hrs Shramadan	Regular Classes Special Lecture-PCA -3 hrs Shramadan	Regular Classes Special Lecture-Health issues of Prison inmates -3 hrs Shramadan	Regular classes	1.Special lecture -4
9	<i>Internal Assessment –Test :3</i> Placement in their respective Prisons					Internal Assessment -3 Placement
10						4weeks Placement
11	Revision Firing exam	Revision Placement Report submission	Revision Outdoor exams	Final Exam	Final Exam	Shramadan Placement Report Final Exam Firing Exam Out-Door Exam

12	VIVA VOCE, Passing out parade practice and PASSING OUT PARADE	VIVA-VOCE POP

EVALUATION

1. IN-DOOR MODULE ASSESSMENT

2. EVALUATION FOR OUT-DOOR

INDOOR MODULE ASSESSMENT						
(I)	CM	CORE MODULES	(A) Continuous Internal Assessment (20+20+10)	(B) Assignment (10+10+5)	(C) Exam (100)	Total (A+B+C/175X100) (100)
1.	CM 1	Prison & Correctional Administration	50	25	100	100
2.	CM 2	Criminal Laws	50	25	100	100
3.	CM 3	Correctional Social Work, Sociology and Social Legislation	50	25	100	100
4.	CM 4	Criminology, Victimology & Penology	50	25	100	100
5.	CM 5	Correctional Psychology	50	25	100	100
		TOTAL (I)				500
(II)	AM	ANCILLARY MODULES	Continuous Internal Assessment (A) (10+10+10)	Assignment (B) (10+10)	Exam (C) (50)	Total (A+B+C/ 100X50) (50)
6.	AM 1	Criminal Justice System	30	20	50	50
7.	AM 2	Alternatives to Imprisonment	30	20	50	50

8.	AM 3	Penology	30	20	50	50	
9.	AM 4	Constitution of India	30	20	50	50	
10.	AM 5	Human Rights & Good Prison Management	30	20	50	50	
11.	AM 6	Technology in Prison Administration	30	20	50 (20+30)	50	
12.	AM 7	Mental Health of Prison Inmates	30	20	50	50	
13.	AM 8	Management Principles for Prison Officers	30	20	50	50	
14.	AM 9	Forensic Science	30	20	50	50	
		TOTAL (II)					450
III.	VV	VIVA VOCE	General Knowledge	Assignment (Field visit reports, Study Tour Reports& placement Reports)	Knowledge In Indoor (All subjects)	Knowledge in outdoor (shooting, weapons, Drills, Games &Sports,)	Total (A+B+C+D)
			(A)	(B)	(C)	(D)	
			20	30	25	25	100
IV.	SS	SYNDICATE STUDIES (IN-DOOR FACULTY ASSESSMENT)					100
V.	DA	DIRECTOR’S ASSESSMENT					100
		TOTAL (I+II+III+IV+V)					1250
VI.	OUT DOOR ASSESSMENT (Marks may be adjusted according to need based new lessons introduced and new skills taught –if any)						

	i.	Physical Efficiency Training	30	30
	ii.	Drill Without Arms	30	30
	iii.	Drill with Arms	20	20
	iv.	Crowd Control and Lathi Drill	10	10
	v.	Weapon Training	20	20
	vi.	Firing Practice	30	30
	vii.	Un-Armed Combat and Self- defence Techniques	40	40
	viii.	Additional Skills and Fitness Training	20	20
	ix	Games and sports	50	50
	x.	Shramadan	50	50
		TOTAL IV+V+VI	300	300
		OVERALL TOTAL(I+II+III+IV+V+VI)	1550	1550
III.	SD	SKILLS DEVELOPMENT		
	i.	Counselling skills	Certificate	
	ii.	Communication skills	Certificate	
	iii.	Documentation skills	Certificate	
	iv.	Problem solving Skills	Certificate	
	v.	Leadership Skills	Certificate	

The course coordinator should compile the feedback of the participants and submit to the Head of the Training Institute.

End of Course

**Basic Course
for
Assistant Jailors
(One Year)**

LEARNING EVENT



**Bureau of Police Research and Development
Ministry of Home Affairs
NH-48, Mahipalpur
New Delhi – 110 037.**

PART-B

1. COURSE GRID (SUBJECT-WISE)

2. LEARNING EVENT (SUBJECT-WISE)

CORE MODULES

1. **CM I-** Prisons and Correctional Administration
2. **CM II-** Criminal laws
3. **CM III-** Correctional Social work, Sociology & Social Legislation
4. **CM IV-** Criminology and Victimology
5. **CM V-** Correctional Psychology

CORE MODULE –CM I

PRISON AND CORRECTIONAL ADMINISTRATION

COURSE GRID

1 Introduction to History of Prisons	2 Overview of important legislations on Prisons	3 Organization of Prison Institutions	4 Prison Hierarchy
5 Staff Discipline and Welfare	6 Administration of Prison Institutions	7 Admissions and Classification of Prisoners	8 Daily Routine of Prisoners
9 Security in Prisons	10 Security measures in prisons	11 Preventing contraband in prisons	12 Discipline and custodial management in prisons
13 Prison emergencies	14 Prisoners' Diet and Clothing	15 Medical and Healthcare Administration in Prisons	16 Prisoners' Contact with outside world
17 Welfare and treatment programmes for Prisoners	18 Vocational Training programmes in prisons	19 Remission System and Premature Release of prisoners	20 Prison oversight mechanisms
21 Important Commissions/ Committees on Prison Reforms			

LEARNING EVENT

LU. No		1						
Learning unit		Introduction to the History of Prisons						
Training objective		At the end of training, participants will be able to explain the history of prisons						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State the History of Prisons	-Origin of prisons -Prisons in ancient periods -Bridewells, Workhouses; -Maison De Force -Hospice of San Michele -Quakers and Eastern State -Penitentiary; Pennsylvania Model; - Auburn and Panopticon	Lecture-cum-Discussion Field visit to various Prisons and any Old Fort Relevant video shows	White Board, Projection System	90	In-House/ Guest Faculty		
2	Identify Prison life in olden days	-Barbaric punishments -Prison offences.			90			
3	State History of Prisons in India	-Prisons in ancient, medieval and Mughal Period			90			
4	Explain prisons under the British Rule	-A brief overview of various Jail -Commissions/Committees			90			

LEARNING EVENT

LU. No		2						
Learning unit		Overview of important legislations on prisons						
Training objective		At the end of training, participants will be able to explain brief overview of important legislations on prisons						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain Important Legislations on Prisons	-The Prisons Act, 1894 -The Prisoners Act, 1900 -The Transfer of Prisoners Act, 1950 -The Prisoners (Attendance in Courts) Act, 1955 -The Repatriation of Prisoners Act, 2003. -State Prisons Act	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		

LEARNING EVENT

LU. No		3						
Learning unit		Organisation of prison institutions						
Training objective		At the end of training, participants will be able to explain prisons as an organisation						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State about the Prison Organization	-Prison Headquarters – Function, Roles and Duties of Headquarter staff	Lecture-cum-Discussion Field visit to Prison	White Board, Projection System	75	In-House/ Guest Faculty		
2	State Types of Prisons:	- Central Prisons, -District Prisons, -Women Prisons, -Special Sub Jails, -Sub Jails, -High Security Prisons, -Open Prisons -Open Camps, -Semi Open Prisons -Borstal Schools			75			
3	Describe Prison Training Institutes	-State Institute of Correctional Administration -Regional Institute of Correctional Administration -Institute of Correctional Administration -Waders Training Institute -Academy of Prison and Correctional Administration			120			

LEARNING EVENT

LU. No		4						
Learning unit		Prison Hierarchy						
Training objective		At the end of training, participants will be able to explain the Organization of Prison Institutions						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe Prison Hierarchy	-Director General of Prisons / Inspector General of Prisons -Deputy Inspector General of Prisons	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2.	Explain the Hierarchy in the correctional centre	-Superintendent - Deputy Superintendent, -Jailor, Deputy Jailor/Asst. Jailor	Field visit to Prison		90			
3.	Explain roles and responsibilities of Superintendents	-Superintendent - Duties and Responsibilities.			90			

LEARNING EVENT

LU. No		5						
Learning unit		Staff Discipline and Welfare						
Training objective		At the end of training, participants will be able to explain the Organization of Prison Institutions						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe Staff Discipline and Welfare	-Duties and Responsibilities of each Staff Member	Lecture-cum-Discussion	White Board, Projection System	180	In-House/ Guest Faculty		
2	Explain information about Staff rules and benefits	-Uniform – Knowledge of Rules –Weekly off –Welfare Committee –Living Facilities –Inspection of Staff Quarters.			90			
3	Explain Central Government policies on prisons	-Ministry of Home Affairs -BPR&D -Centre-State Division -Prison Reforms -Advisories / Guidelines –Modernization of Prisons -Medals –MHA Annual Report.			90			

LEARNING EVENT

LU. No		6						
Learning unit		Administration of prison institutions						
Training objective		At the end of training, participants will be able to explain Administration of Prison Institutions						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe office procedures in prison administration	-General Administration: -Office Procedures -Financial Management & Accounts -Various Cash Books -Maintenance of Cash Book and Other Registers	Lecture-cum-Discussion Visit to Police Station, Courts, Education Department, Medical department, Media and Press, NGO etc.	White Board, Projection System	90	In-House/ Guest Faculty		
2.	Describe financial management in prisons	-Preparation of Pay Bills -Preparation of Number Statement -Annual Budget -Revised Budget Statement.			90			

3.	Describe public relations of prisons other departments	-Public Relations -Relation with the Police Department, -Judiciary, Probation Department, -Education Department, -Medical and Health Department, -Public Works Department, -Media, NGOs, etc -Right to Information Act – Suo Moto disclosure of information, etc.			180			
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LEARNING EVENT

LU. No		7						
Learning unit		Admission and Classification of Prisoners						
Training objective		At the end of training, participants will be able to explain the procedures of admission and classification in prisons						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the process of admission in prisons	-Quarantine - Remand Prisoners - Under trial Prisoners	Lecture-cum-Discussion Field visit to Admission Section in a Prison. Placement in the Prison Main gate locking /Unlocking counting escorting etc.	White Board, Projection System	90	In-House/ Guest Faculty		
2.	State the process of Classification in prisons	- Ordinary Class and Special Class Prisoners			90			
3.	Describe the Classification system of Prisoners	- Convicts: A, B, C Class - Simple Imprisonment -Rigorous Imprisonment			90			
4.	Explain the terms and conditions for short-term and long term imprisonment	- Short Term and Long Term Prisoners - Labouring and n-labouring Prisoners -Adolescents.			90			

LEARNING EVENT

LU. No		8						
Learning unit		Daily routine of prisoners						
Training objective		At the end of training, participants will be able to explain the daily routine of prisoners						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	List the categories of prisoners	-Civil Prisoners -Detenues; -Categories of Detenues and their Treatment -Prisoners Sentenced to Death	Lecture-cum-Discussion Field visit to the Admission Section in a Prison. Placement in the Prison Main gate for main operation, locking/unlocking, counting, escorting etc.	White Board, Projection System	120	In-House/ Guest Faculty		
2	Describe prisoners property preservation	-Preservation of Private property of prisoners.			60			
3	Describe prison routine	-Daily Routine -Main Gate operations -Unlocking and Lockup of the prisoners -Counting/Census			120			
4	Explain the duties allotted for Prisoners	-Escorting -Extra Mural Gang -Night Duty.			60			

LEARNING EVENT

LU. No		9						
Learning unit		Security in Prisons						
Training objective		At the end of training, participants will be able to explain Security in Prisons						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the aspects of prison security	-Aspects of Physical, Procedure and Dynamic Security -Individual -Assessment of Risk -Levels of Security -Use of Physical Restraints and their Regulation	Lecture-cum-Discussion Field visit to Various Prison and Correction centres	White Board, Projection System	90	In-House/ Guest Faculty		
2	Describe the security wise categorisation of Prisoners	-Categorization of Prisoners S1, S2,S3 & S4 categorization -Conducting Security Audits in Prisons			90			
3	Explain de-radicalization of Prisoners	-Preventing Radicalization of Prisoners -De-radicalization			90			

LEARNING EVENT

LU. No		10						
Learning unit		Security measures in prisons						
Training objective		At the end of training, participants will be able to explain security measures implemented by prisons						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe measures of Security needed in prisons	-Out of Bound Areas -Security of Walls -Gates Barracks - Cells -Daily Inspection – Lighting	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2.	Explain other prison related security	- Prohibited Articles and their Control -Locking and Unlocking -Custody of Security Equipment and Tools-Fire Arms Control -Censoring of Letters Interviews	Field visit to Various Prison and Correction centres		90			

3.	Explain intelligence gathering in prisons	-Intelligence Gathering and Utilization of Local Intelligence Agencies-CCTV Systems -Metal Detectors (HHMD & DFMD) and Walkie Talkies – Wireless Communications - Alarm Parade Electronic Gadgetry – Measures to be taken for safe and secure transportation of Prisoners.			90			
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LEARNING EVENT

LU. No		11						
Learning unit		Preventing contraband in prisons						
Training objective		At the end of training, participants will be able to explain the procedure for preventing contraband in prisons						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the contraband articles in prison	-Reasons for Searching -Procedures of Conducting a Search -Principles of Searches -Types of Searches: Pat/Rub-down Search; Strip Search; Special Search; Routine search	Lecture-cum-Discussion Field visit to Prison	White Board, Projection System	90	In-House/ Guest Faculty		
2.	Describe the methods of searching	- Security Search/ Check - Searching of Inmates - Searching of Visitors - Searching of staff - Smuggling of Contraband and its Prevention			90			
3.	Explain the types of rewards related to searching	-Reward for Detecting / Seizing Contrabands -Identification of Drugs / Narcotics -Procedures to be followed after recovery of contrabands like drugs; mobile phones etc and their disposal.			90			

LEARNING EVENT

LU. No		12						
Learning unit		Discipline and custodial management in prisons						
Training objective		At the end of training, participants will be able to explain discipline as a tool for better custodial Management						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe Prison Discipline and Custodial Management	-Importance of Discipline in Prisons -Rights and Duties of Prisoners -Prison Offences -Minor Offences and Major Offences	Lecture-cum-Discussion	White Board, Projection System	120	In-House/ Guest Faculty		
2	Explain Punishments Procedures	-Punishment Procedures -Orderly Room Inquiry -International Standards -Principles of Natural Justice			90			
3	Discuss Restrictions in Punishment and Political arrests	-Restrictions on Certain Punishments. Management of Political Arrests -Temporary Jails.			60			

LEARNING EVENT

LU. No		13						
Learning unit		Prison emergencies						
Training objective		At the end of training, participants will be able to explain the Emergencies in Prisons						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	List emergencies in prisons	-Escapes - Riot -Outbreaks -Fire -Hunger Strikes -Violent Protests and Agitations	Lecture-cum-Discussion Special sessions on prison emergencies, escapes, riots, hostage situations etc. Special training session on Medical Emergency, First Aid, CPR, safety measures etc.	White Board, Projection System	180	In-House/ Guest Faculty		
2	Describe the natural disasters that are part of prison emergencies	-Overcrowding -Natural Calamities -Hostage Situations.			180			
3	Explain medical emergencies in prisons	-Suicides -Deaths -Communicable diseases -Epidemic -Accidents etc.			180			

LEARNING EVENT

LU. No		14						
Learning unit		Prisoners' Diet and Clothing						
Training objective		At the end of training, participants will be able to explain Prisoners' Diet and Clothing						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	List the types of prisoners diet	- Various Categories of Prisoners - Preparation of Daily Indent and Issues - Maintenance of Ration Register and Procedures to Purchase - Dietary Articles - Nutritional Aspects of Food	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2	List the procedure of procurement of dietary articles for prisoners	Tender for Dietary Articles and Procurement - Supervision of Kitchen -- Maintenance of Kitchen -	Field visit to Various Prisons		90			

3	Explain special diet in prisons	- Different Types of Diets like labouring and hospital/extra diets - Special diet for pregnant inmates - Calculations of Diet Scale - Diet Roll Kitchen Slip and Distribution of Food			90			
4	Explain issues related to Diet	-Issues like Pilferage, Waste Disposal, Hygiene and Food Poisoning -Types of cooking: gas cooking, steam cooking, etc.			90			
5	Explain Clothing and Bedding procedures	- Issuance of Clothing and Bedding - Scale of Clothing and Bedding to Prisoners			90			
6	Describe Prisoners' cloth maintenance	- Maintenance of Cloth Store -Cleaning and Washing of Clothing and Bedding.			90			

LEARNING UNIT

LU. No		15						
Learning unit		Medical and healthcare administration in prisons						
Training objective		At the end of training, participants will be able to explain Medical and Healthcare Administration in Prisons						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe Medical and Healthcare administration in prisons	-Duties and Responsibilities of Medical Officer -Medical Screening on Admission of Prisoners(NHRC Pro forma)	Lecture-cum-Discussion Field visit to Various Prisons.	White Board, Projection System	90	In-House/ Guest Faculty		Q&A
2.	Describe the psychiatric service provided in Prison	-Psychological and Psychiatric Services in Prisons -Treatment of Communicable Diseases	Q&A Session		90			

3.	Explain the process in procurement of medicines in prisons for the prisoners	-Procurement of Medicines and Disbursement -Procedures and Precautions	with medical officers and prison psychologists/psychiatrists.		180			
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LEARNING UNIT

LU. No		16						
Learning unit		Prisoners' Contact with Outside World						
Training objective		At the end of training, participants will be able to explain Prisoners' Contact with Outside World						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe Interviews and Communication with Prisoners	-Forms of Contact: -Importance of Regular Contact -Interviews: Family Interviews Interviews with Lawyers, Police Interviews -Regulation of Interviews	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2	Describe the process and procedures involved for prisoners' to contact the outside world.	-Powers of Superintendent, -Role of Officers in Interviews, Maintenance of Records -Role of Welfare Officers in Maintaining Contacts - Petition of Prisoners and Appeal by Prisoners -Interview for Foreign National Prisoners			90			
3	Explain use of Technology in Interviews and communication of prisoners	-Use of Technological Advancements for Contact with Outside World -Landmark Judgments regarding Interviews etc.			90			

LEARNING EVENT

LU. No		17						
Learning unit		Welfare and treatment programmes for prisoners						
Training objective		At the end of training, participants will be able to explain the Welfare and Treatment Programmes for Prisoners						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe reformative Measures in prisons	-Role of Correctional Staff (Welfare Officer / Counsellor / Psychologists etc) in Prisons -Reformation, Rehabilitation, Reintegration -Education for prisoners	Lecture-cum-Discussion Overview of Educational programmes in Prisons. Visit DLSA and organise a session with DLSA Secretary on Free legal aid.	White Board, Projection System	90	In-House/ Guest Faculty		Q&A
2	Describe reformative activities in Prison	-Library facilities -Recreational activities -Cultural activities -Spiritual programmes -Prison Canteen			90			
3	Explain rehabilitative measures in collaboration with NGOs/CBOs/DLSAs	-Legal aid -Legal aid for under trial prisoners -Rehabilitation -Support to families of prisoners -Collaboration with NGOs/CBOs/DLSAs etc.			90			

LEARNING EVENT

LU. No		18						
Learning unit		Vocational training programmes in prisons						
Training objective		At the end of training, participants will be able to explain the vocational training programmes in prisons						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List various vocational & work programmes in Prison	-Vocational Training Courses -Collaboration with the Govt. -Approved Training Institutions for Certification	Lecture-cum-Discussion Field visit to Central prisons and NGOs working with prisoners.	White Board, Projection System	90	In-House/ Guest Faculty		
2.	Describe Prison Industries	-Prison Industries - Wages - Raw Materials -Finished Products -Purchases of Materials			90			
3.	Describe Prison Stores	-Prison Stores -Sales of Finished Products.			90			
4.	List the Best Practices in Prison.	-Innovative Correctional Programmes -Best Practices from other countries,etc.			90			

LEARNING UNIT

LU. No		19						
Learning unit		Remission system and premature release of prisoners						
Training objective		At the end of training, participants will be able to explain Remission System and Premature Release of Prisoners						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Explain Remission System	-Ordinary Remission -Special Remission -Remission Rules -Calculation of Remission Release of Prisoners under Remission Rules ,	Lecture-cum-Discussion Field visit to visit the remission section of prison.	White Board, Projection System	90	In-House/ Guest Faculty		
2	Explain the legal provision for Remission	-Mercy Release -Release under sections 432 and 433 Cr.P.C -Release under Amnesty			90			
3	Describe legal provision to pardon	-President's and Governor's power of pardon -Sentence Review Board -Important Court Rulings etc.			90			
4	Describe Temporary Release	-Advisory Board-Parole - Emergency Leave -Furlough / Ordinary Leave -Legal Provisions -Acts on Temporary Release.			180			

LEARNING EVENT

LU. No		20						
Learning unit		Prison Oversight Mechanisms						
Training objective		At the end of training, participants will be able to explain Prison Oversight Mechanisms						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe Prison Oversight mechanisms	-General overview – needs -Mechanisms under national and international laws -Importance – their roles	Lecture-cum-Discussion Attend a meeting of UTRC Accompany Prison visitors During a prison visit	White Board, Projection System	90	In-House/ Guest Faculty		
2.	List the types of Prison Oversight Mechanisms	-Internal/external -Key provisions -Jurisprudence -Implementation status in the State			90			

3.	List the procedures of Prison Visiting System	-History – Composition -Functions -Legal provisions of the Prisons Act, 1894 and the State Prison Rules -Observation Areas -Powers & duties of visitors -Role of prison officers in facilitating visits			180			
4	Identify the roles and responsibilities of the Under-Trial Review Committee	- History – Composition – Mandate -Criteria for eligibility - Processes -Action & Follow ups -Role of legal services authorities -Role of prison officers in preparation of lists, reporting and follow up etc.			180			

LEARNING EVENT

LU. No		21						
Learning unit		Important Commissions/Committees on Prison Reforms						
Training objective		At the end of training, participants will be able to explain the important commissions/committees on prison reforms						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the recommendations of Commissions/ Committees on Prison Reforms	-Indian Jail Committee Report (1919-20) -Model Prison Manual (1958) -Report on Working Group of Prison Reforms in India (1972-73)	Lecture-cum-Discussion	White Board, Projection System	120	In-House/ Guest Faculty		

2.	State the salient features of the recommendations of the Commissions/ Committees on Prison Reforms	-All India Jail Reforms Committee (1980-83) (the Mulla Committee) -National Expert Committee on Women Prisoners headed by Justice V.R. Krishna Iyer (1986-87) -Report of the Group of Officers on Prison Administration 1986-87			120			
3.	Explain the provisions of the Model Prison Manual, 2016	-The Model Prison Manual, 2003 & 2016 -MicroMission:08 under National Police Mission for Prison Reforms			120			

CM II-CRIMINAL LAWS

1	2	3	4
Introduction to the Indian Penal Code	Offences and Punishments	Offences and Punishments related to public servants	Offences and Punishments related to human body and property
5	6	7	8
Criminal Procedures Code and Constitution of Courts	Introduction to CrPC sections related to police	CrPC sections related to prisoners	Indian Evidence Act (IEA) and Evidence, Admissions and Confessions
9	10	11	12
Introduction to presumptions, examination and cross examination	Special Acts related to prisons	Special Acts pertaining to prisoners	Special Acts pertaining to security

LEARNING EVENT

LU		1						
Learning unit		Introduction to the Indian Penal Code						
Training objective		At the end of training, participants will be able to explain the legal provisions regarding crime and criminals in the Indian Penal Code.						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the punishments in IPC in section 53-75	Of Punishments (Sections 53-75)	Lecture-cum-Discussion Assignment on 'Capital punishment; Discuss with suitable case laws'.	White Board, Projection System	130	In-House/ Guest Faculty		Q/A
2.	Describe general exceptions in the Indian Penal Code	General Exceptions (Sections 76 to 86 and 95)	Assignment on Life imprisonment: Discuss special category of life imprisonment till end of life, applicability and effect on prisoners.		130			
3.	Explain the salient features of private defence	Private Defence Sections 96-106 IPC			130			

LEARNING EVENT

LU. No		2						
Learning unit		Offences and Punishments						
Training objective		At the end of training, participants will be able to explain the types of offences and punishments.						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe abetment and dereliction of duty	Of Abetment: Dereliction of Duty (Sections 115 to 120)	Lecture-Cum-Discussion Assignment on types of offences and punishments. Organize discussions on issues related with punishments.	White Board, Projection System	130	In-House/ Guest Faculty		
2.	Describe offences against the State	Of offence against the State: Allowing, Helping Prisoner to Escape.			130			
3.	Explain offences against the public tranquillity	Of Offences against the Public Tranquillity: Unlawful Assembly, Rioting.			130			

LEARNING EVENT

LU		3						
Learning unit		Offences and Punishments related to public servants						
Training objective		At the end of training, participants will be able to explain the Offences and Punishments of Courts						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the offences by or related to Public Servants	-Offences by or related to Public Servants.	Lecture Write assignments on types of offences and punishments.	White Board, Projection System	130	In-House/ Guest Faculty		Q&A
2.	Describe the Contempt of the Lawful Authority of Public Servants.	-Of Contempt of the Lawful Authority of Public Servants.	Organize discussions on issues related with punishments.		130			
3.	Explain false evidence and offences against public justice.	-Of False Evidence and Offences against Public Justice.			130			

LEARNING EVENT

LU		4						
Learning unit		Offences and Punishments related to human body and property						
Training objective		At the end of training, participants will be able to explain offences and punishments related to human body and property offences						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the offences affecting the Human body	Of Offences affecting the Human Body: Wrongful Restraint and Wrongful Confinement, Kidnapping and Abduction, Sexual Offences and Unnatural Offences.	Lecture cum Discussion Assignments on types of offences and punishments Organize discussions on issues related with punishments	White Board, Projection System	130	In-House/ Guest Faculty		.
2.	Explain offences against Property and extortion	Of offences against Property: Extortion, Criminal Breach of Trust and Criminal Misappropriation.			130			

LEARNING EVENT

LU. No		5						
Learning unit		Criminal Procedure Code and Constitution of Courts						
Training objective		At the end of training, participants will be able to explain criminal procedure code and the constitution of courts						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe preliminary sections 1-3 in CrPC	CrPC Preliminary (Sections 1 – 3)	Lecture-Cum-Discussion Visit to Courts.	White Board, Projection System	130	In-House/ Guest Faculty		Q&A
2.	Describe preliminary sections 4-5 in CrPC	CrPC Preliminary (Sections 4 – 5)			130			
3.	Explain the constitution of Criminal Courts and Offices	Constitution of Criminal Courts and Offices (Sections. 6-25)			130			
4.	Explain the power of Courts	Power of Courts (Sections 26-35).			130			

LEARNING EVENT

LU. No		6						
Learning unit		Introduction to Cr P C Sections Related to Police						
Training objective		At the end of training, participants will be able to explain the Cr P C sections related to police						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the procedure for arrest of persons	-Arrest of Persons (Sections 41-60A).	Lecture-cum-Discussion Visit to Police Station	White Board, Projection System	130	In-House/ Guest Faculty		
2.	Describe security measures for keeping Peace and Good Behaviour	-Security for Keeping the Peace and for Good Behaviour (Section 106-124.)			130			
3.	Describe the procedures involved in the preventive action of the Police	-Preventive Action of the Police – Sections. 149-152.			130			
4.	Describe information to the Police and their power to investigate Section	-Information to the Police -Power to Investigate Section 154-157; 164-167 and 173-176.			130			
5.	Explain conditions requisite for initiation of proceedings	-Conditions requisite for initiation of proceedings of Sections 190-194.						

LEARNING EVENT

LU. No		7						
Learning unit		Cr P C sections related to prisoners						
Training objective		At the end of training, participants will be able to explain the Cr P C Sections Related to Prisoners						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the procedure of Attendance of persons confined or detained in Prisons	Attendance of persons confined or detained in Prisons (Sections 266-271).	Lecture-cum-Discussion	White Board, Projection System Visit to Prison	130	In-House/ Guest Faculty		
2.	Describe General Provisions as to Inquiries and Trials	General Provisions as to Inquiries and Trials (Sections 300-304).			130			
3.	Describe provisions related to the accused Persons of Unsound Mind	-Provisions as to accused persons of Unsound Mind. (Sections 328 – 339).			130			

4.	Describe Submission of Death Sentence for Confirmation	-Submission of Death Sentence for Confirmation (Sections 366-371).			130			
5.	List the Appeals	Appeals (Sections 372-394).						
6.	Explain the rules regarding execution, suspension, remission and commutation of Sentences	-Execution, Suspension, Remission -Commutation of Sentences (Sections 413 to 435 with emphasis to Sec. 433-A)						
7.	Explain the rules and provisions for Bail and Bonds	-Provisions as to Bail and Bonds (Sections 436 – 438) - Provisions for statutory bail – 167/436/436 A CrPC						

LEARNING UNIT

LU. No		8						
Learning unit		Indian Evidence Act and Evidence, Admissions and Confessions						
Training objective		At the end of training, participants will be able to explain the features of the Indian Evidence Act						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the admissions and confessions and dying declaration.	-Admissions -Confessions -Dying Declaration.	Lecture-cum Discussion	White Board, Projection System	130	In-House/ Guest Faculty		Q&A
2.	Describe expert evidence and primary evidence	-Expert Evidence – Primary Evidence			130			
3.	Explain secondary Evidence, accomplice's evidence and hostile witness.	-Secondary Evidence - Accomplice's Evidence - Hostile Witness.			130			

LEARNING EVENT

LU. No		9						
Learning unit		Introduction to presumptions, examination and cross examination						
Training objective		At the end of training, participants will be able to explain the presumptions, examination and cross examination						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe presumptions in examination and cross examination	-Presumptions.	Lecture-cum-Discussion	White Board, Projection System	130	In-House/ Guest Faculty		
2.	Explain in detail the procedures to be followed during examination and cross examination	-Examination - Cross Examination.	Visit to the courts to witness trial of offences		130			

LEARNING EVENT

LU. No		10						
Learning unit		Special Acts related to prisons						
Training objective		At the end of training, participants will be able to explain provisions of special acts pertaining to prison administration						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1.	Describe the features of the Prisons Act and related Acts	Prisons Act, 1894 - Prisoners Act, 1900 - The Representation of the People Act, 1951 Prisoners (Attendance in Courts) Act, 1955	Lecture-cum-Discussion Visit to the courts to witness trial of offences	White Board, Projection System	130	In-House/ Guest Faculty		
2.	Explain the application of prison related Acts.	-Transfer of Prisoners Act, 1950 - Identification of Prisoners Act, 1920 - Borstal Schools Act, 1925 - Habitual Offenders Act, 1952 - Probation of Offenders Act, 1958 - Repatriation of Prisoners Act, 2003						

LEARNING EVENT

LU. No		12						
Learning unit		Special Acts pertaining to Security						
Training objective		At the end of training, participants will be able to explain the Special Acts pertaining to security						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1..	Describe the Unlawful Activities Prevention Act, 1967	-The Unlawful Activities (Prevention) Act, 1967 - National Security Act, 1980 - Narcotic Drugs and Psychotropic Substances (Prevention) Act, 1985 - Juvenile Justice (Care & Protection of Children) Act, 2015.	Lecture – Cum-Discussion Visit to the courts to witness trial of offences	White Board, Projection System	60	In-House/ Guest Faculty		
2.	Explain the features of the NDPS Act,1985							
3.	Explain the JJ Act, 2015							

CM III-Correctional Social Work, Sociology and Social Legislation

1 Application of sociological concepts in prisons	2 Basic Sociological Concepts and Terms	3 Structure and functions of society	4 Individual and society
5 Gender and society	6 Social Institutions and their functions	7 Social control methods in the society	8 Collective behaviour and Mass Hysteria
9 Social disorganization leading to Social Problems	10 Basic concepts of Social Work	11 Correctional Social Work	12 Direct social work practise with prison inmates
13 Community Organisation	14 Social Welfare Administration in Prisons	15 Social Work Research	16 Role of voluntary organizations

LEARNING EVENT

LU		1						
Learning unit		Application of sociological concepts in prisons						
Training objective		At the end of training, participants will be able to explain the application of sociological concepts in prisons						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe Introduction to Sociology	-Definition -Nature -Scope -Origin of Sociology -Early Western Sociological thinkers	Lecture-cum-Discussion Assignment on 1.Branches of sociology 2.Theories of sociology	White Board, Projection System	90	In-House/ Guest Faculty		Q&A
2.	State the development of sociology in India	-Development of Sociology in India -Major Indian Sociologists.			90			
3.	Describe the applicability of major theories	-Major Theoretical Perspectives -Functionalist; -Marxist or Conflict; and -Integrationist Perspectives			90			

4.	Explain the major Branches of Sociology	-Major Branches of Sociology -Sociology of Knowledge; -Sociology of Law; -Sociology of Education; -Sociology of Religion; -Rural Sociology; -Urban Sociology; -Industrial Sociology; -Medical Sociology etc.			90			
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LEARNING EVENT

LU		2						
Learning unit		Basic Sociological Concepts and Terms						
Training objective		At the end of training, participants will be able to explain the basic sociological terms and concepts						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe Introduction to Basic Sociological Concepts	-Society -Community -Association Institution: -Primary and Secondary -Social System -Social Action.	Lecture-cum-Discussion Assignment	White Board, Projection System	90	In-House/ Guest Faculty		Q&A

LEARNING EVENT

LU		3						
Learning unit		Structure and functions of society						
Training objective		At the end of training, participants will be able to explain the structure and functions of the society						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the functions of social structure	Social Structure and Function -Role – Status -Power – Authority	Lecture-cum-Discussion Assignment on the the social structure of various societies	White Board, Projection System	90	In-House/ Guest Faculty		Q&A

LEARNING EVENT

LU		4						
Learning unit		Individual and society						
Training objective		At the end of training, participants will be able to explain the features of an individual and society						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the basic terms in the society	-Individual and the Society -Heredity and Environment	Lecture-cum-Discussion Assignment on the the different culture in the society	White Board, Projection System	30	In-House/ Guest Faculty		Q&A
2.	Describe the process of socialisation	-Socialisation: The Concept; Process; Socialisation and Personality; -Importance of Socialisation.			30			
3.	Explain the role of culture in the development of society	-Culture: Definition; Functions and Features; -Development; Sub-culture; -Culture and Civilization			30			

LEARNING EVENT

LU		5						
Learning unit		Gender and society						
Training objective		At the end of training, participants will be able to explain the concept of gender and society						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain social Differentiation	Social Differentiation: Gender, Age, Occupation – Social Stratification: Caste, Class, Race etc.	Lecture- cum- Discussion	White Board, Projection System	60	In- House/ Guest Faculty		Q&A

LEARNING EVENT

LU		6						
Learning unit		Social Institutions and its functions						
Training objective		At the end of training, participants will be able to explain the social institutions, social control and collective behaviour						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the social institutions in the society	Social Institutions overview of Marriage; Family; Kinship; Education; Economy; Political System; Religion etc.	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		Q&A
2.	Explain the functions of social institutions	Functions of social institutions			90			

LEARNING EVENT

LU		7						
Learning unit		Social control methods in the society						
Training objective		At the end of training, participants will be able to explain the social control methods in the society						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the social control mechanisms in the society	-Social Control: Definition; Importance; -Formal and Informal - Means of Social Control - Law, Education, Religion and Morality -Social norms such as Folkways, Mores Customs, and Sanctions.	Lecture – cum- Discussion	White Board, Projection System	90	In- House/ Guest Faculty		Q&A
2.	Explain the role of the social control mechanisms	Role of social control mechanisms in the society			90			

LEARNING EVENT

LU		8						
Learning unit		Collective behaviour and Mass Hysteria						
Training objective		At the end of training, participants will be able to explain collective behaviour and mass hysteria leading to social disorganisation						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the signs and symptoms of Collective Behaviour	-Collective Behaviour -Crowd and Crowd Behaviour – Mobs and Riots – Collective Behaviour in Prisons.	Lecture-cum Discussion Assignment:	White Board, Marker Projection system	60	In-service/ Guest Faculty		Q&A
2.	Explain the signs and symptoms of mass hysteria	– Rumours and Mass Hysteria – Propaganda	List the incidents in history regarding Mass hysteria		60			

LEARNING EVENT

LU		9						
Learning unit		Social disorganization leading to Social Problems						
Training objective		At the end of training, participants will be able to explain Social disorganization leading to social problems						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the indicators of social disorganisation	-Social organisation -Social Disorganization	Lecture-cum-Discussion	White Board, Projection System	30	In-House/ Guest Faculty		Q&A
2.	List the current social problems in the society and its impact on society	-Current social problems in the society -Social disorganisation leading to social problems	Assignment on social problems		60			

LEARNING EVENT

LU		10						
Learning unit		Basic concepts of Social Work						
Training objective		At the end of training, participants will be able to explain the basic concepts of social work						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	State the objectives and historical development of social work	-Concept and Misconceptions, Definition, -Objectives and scope -Historical development of social work in U.K., USA, and India	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		Q&A
2.	Describe concepts related to social work	Basic concepts related to social work			90			
3.	Describe the social work as a Profession	-Philosophy, values, principles and code of ethics of professional social work -Knowledge, Attitude and Skill base of professional social work -Tenets of the social work profession.			90			

4.	Explain the Fields of Social Work Practice	-Family and Child development, -Youth and Women development, -Elderly care and Disability, -Backward classes, Rural Development, -Urban Community Development, -Medical and Psychiatric social work, -Industrial social work -Social Defence and Correctional Service			90			
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LEARNING EVENT

LU		11						
Learning unit		Correctional Social Work						
Training objective		At the end of training, participants will be able to explain Correctional Social Work						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the basic concepts of correctional social work	-Concept, scope and techniques -Different correctional settings: Institutionalized and community based	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		Q&A

2.	Explain the need and importance of social work in correctional institutions	-Need of social work practice in correctional settings - Role of social worker -Skills needed for a correctional social worker -Values and value dilemmas in correctional social work practice -Difficulties in ethical decision making in correctional settings.			90			
3.	Explain the connection between social work approaches and rehabilitation	- Spiritually sensitive social work -Empowerment based social work practice.			90			

4.	Explain psychosocial problems of different categories of prisoners	-Women prisoners–Habitual Offenders -Death sentenced prisoners- Elderly prisoners -Adolescent Offenders -Drug and alcohol addicted prisoners -Prisoners living with terminal illness -Mentally ill prisoners – prisoners with suicidal ideation – Transgender prisoners.			90			
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LEARNING EVENT

LU		12						
Learning unit		Direct social work practise with prison inmates						
Training objective		At the end of training, participants will be able to explain case work and group work with prison inmates						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the scope and nature of Social Casework	-Meaning, -Nature, -Definition, -Objectives and scope in a correctional setting	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		Q&A
2.	Describe the Principles and components of Social Casework	-Principles, tools, techniques and skills of Social casework -Components of social casework: The Person, Problem, Place, and Process Casework relationship -			90			

3.	Explain the intake, engagement, psychosocial assessment and treatment.	-Direct practice tasks with prison inmates including intake -Engagement, -Psychosocial assessment -Treatment.			90			
4	Explain Social Group work	-Concepts, definition, objectives and scope of group work in a correctional setting -Principles of group work - Group processes and dynamics -Values, techniques, skills and roles of group worker in correctional context -Stages of group work with prison inmates: formation, intervention and termination phases -Group work recording, monitoring and evaluation.			180			

LEARNING EVENT

LU		13						
Learning unit		Community Organisation						
Training objective		At the end of training, participants will be able to explain Community Organisation						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the principles of community Organisation	-History, -Concept, -Definition, -Objectives -Scope of Community Organisation in a correctional setting -Principles of Community Organisation	Lecture-cum-Discussion Assignment	White Board, Projection System	90	In-House/ Guest Faculty		Q&A

2.	Describe the Process of Community Organisation	-Study and survey, -Analysis, -Assessment, -Discussion, -Organisation, -Action, -Reflection, -Modification and Continuation Models of Community development: Locality development, social planning, -Social action			90			
3	Explain the Methods of Community development	-Awareness creation, -Planning, -Organizing, -Education, networking, participation, -Leadership -Community organization with prison inmates' extent of application.			90			

LEARNING EVENT

LU		14						
Learning unit		Social Welfare Administration in Prisons						
Training objective		At the end of training, participants will be able to explain the role of social welfare administration in prisons						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the social welfare administration	-Concept, -Principles, -Tasks, -Essentials of social welfare administration	Lecture-cum-Discussion	White Board, Projection System	60	In-House/ Guest Faculty		Q&A
2.	Describe the concepts of social action	-Concept, -Purpose, -Strategies -Tactics in social action			60			
3.	Explain approaches to social action	-Approaches to social action: -Paulo Friere, -Mahatma Gandhi, -Ambedkar, -Saul Alinsky.			60			

LEARNING EVENT

LU		15						
Learning unit		Social Work Research						
Training objective		At the end of training, participants will be able to explain Social Work Research						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the concept of social research	-Concept of research -Definition of research -Scope of social work research in correctional settings	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		Q&A
2.	Describe the role of research in prisons	-Developing a positive and research oriented mind to study the prisoners' problems.			90			
3.	Explain the content of prison statistics	-Prison statistics -NCRB (National Crime Records Bureau) -PSI (Prison Statistics India) -ICPS (International centre for prison studies) -WBB (World Prison Brief) -Relevance of Prisons statistics for Prison officers.			120			

LEARNING EVENT

LU		16						
Learning unit		Role of voluntary organizations						
Training objective		At the end of training, participants will be able to describe the role of voluntary organisations in prisons						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the role of voluntary organisations in the society	-Meaning, types, fields of functioning -Legal framework of NGOs -Acts in India to set up NGOs	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2.	List the programmes in National and International organisation for prisoner welfare	-National and International Organisation -Monitoring and Evaluation of NGOs.	Visit to NGOs working for prisoners		90			

3.	Explain the connection between NGOs and recidivism	-Participation in crime prevention -Recidivism prevention -Moral and educational services, Prison and prisoners' reformation -Rehabilitation and reintegration			90			
4.	Explain the role of NGOs in Prison	-Participation in vocational training -Networking with NGOs -Role of prison social workers and other prison officers in identification, mobilization and utilization of services of voluntary organizations.			90			

CM IV- CRIMINOLOGY AND VICTIMOLOGY

COURSE GRID

1 Introduction to Criminology	2 Schools of Criminology and Theories of Crime	3 Theories of Crime and Delinquent Behaviour	4 Typology of Crime and Crime Prevention- I
5 Typology of Crime and Crime Prevention- II	6 Children in Conflict with law	7 Juvenile Justice Act, 2015	8 Conceptual Background of Victimology
9 Introduction to Victims and Criminal Justice System	10 Restorative Justice	11 Victim Assistance and Peace Making Criminology	

LEARNING UNIT

LU		1						
Learning unit		Introduction to Criminology						
Training objective		At the end of training, participants will be able to explain the basic concepts in criminology						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the Concept, definition and Scope of Criminology	-Concept and definition of Crime - Law Criminal Behaviour -Criminology -Scope of Criminology	Lecture-cum-Discussion Institutional Visits	White Board, Projection System	90	In-House/ Guest Faculty		
2.	Examine the reaction to crime in the society	-Formal and informal social control methods -Social defence -Self policing and private defence -Concept of Criminal Justice System.			90			

3.	Explain the purpose and role of statistics	-Purpose of Crime statistics -Official statistics published by NCRB -Crime in India - Prison Statistics India -Accidental Deaths and Suicide in India -Finger Print in India -Reliability and reporting Behaviour			180			
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LEARNING EVENT

LU		2						
Learning unit		Schools of Criminology and Theories of Crime						
Training objective		At the end of training, participants will be able to explain Crime and Delinquent Behaviour						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the concepts of pre-classical and classical schools	-Pre Classical -Classical School	Lecture-cum-Discussion	White Board, Projection System	120	In-House/ Guest Faculty		
2.	Explain the concepts of neo classical school, positive school.	-Neo Classical School -Positive School -Geographical	Institutional Visits Assignment Case		120			
3.	Describe sociological theories of Crime	-Anomie by Durkheim -Individual Modes of Adaptation by Merton -Differential Association theory by Edwin Hardin Sutherland	Studies to understand theoretical Explanation		180			

LEARNING EVENT

LU. No		3						
Learning unit		Theories of Crime and Delinquent Behaviour						
Training objective		At the end of training, participants will be able to explain the relationship between crime and delinquent behaviour						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the sociological theories of crime	-Containment Theory by Walter Charles Reckless -Labelling theory by E. Lemert and Howard Becker -Routine Activity Theory by Marcus Felson and Lawrence E. Cohen	Lecture-cum-Discussion Institutional Visits Assignments Case Studies to understand theoretical Explanation	White Board, Projection System	180	In-House/ Guest Faculty		Q&A
2.	Describe subcultural theories of crime	-Sub Cultural Theories by Thrasher, Cohen & Cloward & Ohlin. Feminist Criminology -Adler and Simon etc.			180			

3.	Describe the factors in causation of crime	-Economic Factors in Crime -Contributions of Marx -William Adrian Bonger -Poverty -Unemployment			120			
4	Explain the multifactor approach in causation of crime	-Sociological factors -Ecological factors -Psychological factors -Multi factor Approach by William Healy			130			

LEARNING EVENT

LU. No		4						
Learning unit		Typology of Crime and Crime Prevention I						
Training objective		At the end of training, participants will be able to explain typology of crime and prevention of crime						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the typology of crime	-Contemporary forms of Crimes -Professional Crime - Organised Crime, White Collar Crime	Lecture-cum-Discussion Institutional Visits, Assignments	White Board, Projection System	120	In-House/ Guest Faculty		
2.	Describe the relationship between crime and social problems	-Alcoholism & Drug Addiction -Corruption -Domestic Violence			90			
3.	Explain the trends in crime	-Insurgency - Terrorism -Cyber Crime			90			

4	Discuss Typology of Crimes and its Causes -IV	-Reference to Space Transition Theory -Transnational Criminology			70			
5	Discuss Typology of Crimes and its Causes -V	-Human Trafficking			60			

LEARNING EVENT

LU. No		5						
Learning unit		Typology of Crime and Crime Prevention II						
Training objective		At the end of training, participants will be able to explain Typology of Crime and Crime Prevention						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the causes of recidivism	-Definition -Causes -The impact of recidivism -Prevention	Lecture-cum-Discussion Institutional Visits, Assignments	White Board, Projection System	130	In-House/ Guest Faculty		
2.	Explain the methods of crime prevention	-Methods of Crime Prevention -Role of Police -Patrolling (Crime Hotspots) -Broken Windows theory			90			
3.	Explain the nitty-gritty of Crime prevention	-Situational Crime Prevention -Formal and Informal Crime Prevention Methods -Special reference to the Role of Correctional Institutions in Crime Prevention -Role of Media in Crime Prevention.			90			

LEARNING EVENT

LU. No		6						
Learning unit		Children in Conflict with Law						
Training objective		At the end of training, participants will be able to explain the procedures to handle children in conflict with law						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the conceptual background of Crime and delinquency in children and adolescents	-Concept and definition -Difference between Crime and Delinquency	Lecture-cum-Discussion	White Board, Projection System	75	In-House/ Guest Faculty		
2.	Describe the issues of adolescent in conflict with law	-Adolescence and its problems -Causes	Visits to Special Home, After Care		60			
3.	Describe deviance in childhood and its consequences	-Forms of deviance by children -The process of becoming Adult Criminals	Home & CWC & Board Assignments		70			
4	Explain the international guideline on Juvenile Delinquency	-Chicago School of Criminology -UN Child Rights Convention.			60			

LEARNING EVENT

LU. No		7						
Learning unit		Juvenile Justice Act, 2015						
Training objective		At the end of training, participants will be able to explain the Children in Conflict with Law and the Juvenile Justice System						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the salient features of the Juvenile Justice Act, 2015	-The Juvenile Justice Act, 2015 (Care and Protection of Children) -Salient Features -Dealing with Children in Conflict With Law	Lecture-cum-Discussion Visits to Special Home,	White Board, Projection System	90	In-House/ Guest Faculty		
2.	List the rehabilitative measures for children in conflict with law	-Boys clubs organized by Police (the Tamil Nadu Experiment) -Role of Community, Probation and Juvenile Justice System.	After Care Home & Child Welfare Committee & Board Assignment		90			

LEARNING EVENT

LU. No		8						
Learning unit		Conceptual Background of Victimology						
Training objective		At the end of training, participants will be able to explain the conceptual background of victimology						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the basic concepts of victimology	-Concept and definition -Victim and Victimology -Evolution of the Science of Victimology	Lecture-cum-Discussion	White Board, Projection System	120	In-House/ Guest Faculty		
2.	Describe the major	-Major Theories of			120			

	principles in theories of victimology	Victimology: Victim Precipitation theories, -Structural Violence theory, Situation Oriented theories, Routine -Activities theory Victim Surveys -Unreported crimes/ Dark figures.			60			
4.	Explain the types of crime and victimisation	-Types -Impact of Crime -Primary Victimisation -Secondary Victimisation			90			

5	Explain in detail the problems of victims of crime	-Vulnerable group of victims -Women – Children – Elderly -Child abuse -Battered women -Problems of victims of crime.			90			
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LEARNING EVENT

LU. No		9						
Learning unit		Introduction to Victims and Criminal Justice System						
Training objective		At the end of training, participants will be able to explain Victims and Criminal Justice System						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	State the role of Victims in the criminal justice system	-Role of victims in the Criminal Justice System	Lecture-cum-Discussion	White Board, Projection System	60	In-House/ Guest Faculty		
2.	Explain the effect of victim impact statement	-Victim Impact Statement - Victims and Witness in the Criminal Justice System Reformation Vs Restitution			120			
3.	List the features of the UN declaration of Basic Principles	-An outline to the UN declaration of Basic Principles of Justice to Victims of Crime and Abuse of Power 1985 -Treatment and Programmes.			90			

LEARNING EVENT

LU. No		10						
Learning unit		Restorative Justice						
Training objective		At the end of training, participants will be able to explain Restorative Justice and Peace Making Criminology						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the concept of restorative Justice	-Introduction -Forms of Restorative justice -Restorative justice system Vs Criminal Justice System	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2.	Describe the concept of victim service and assistance	-Victim Service and Assistance Maximisation of Social Support -Coping Skills -Self Esteem -Vulnerability Analysis			90			
3.	Explain the role of police in handling the victims	-Role of Police -World Society of Victimology -Indian Society of Victimology.			90			

LEARNING EVENT

LU. No		11						
Learning unit		Victim Assistance and Peace Making Criminology						
Training objective		At the end of training, participants will be able to explain Restorative Justice and Peace Making Criminology						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Explain the Legal provisions with respect to victim assistance in India	-Compensation: Provisions for victims under CrPC and Special laws - Restitution- Victim Assistance Fund -Victim Compensation Fund from the wages of prisoners	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2	Explain the Supreme Court judgements on victim rights and compensation	-Supreme Court Judgment on State of Gujarat & other vs. Hon'ble High Court of Gujarat on 24 September, 1998			90			
3	Explain John Fuller's peace-making pyramid and VOM	-John Fuller's Peacemaking Pyramid Paradigm -Contemporary relevance -Victim Offender Mediation etc.			90			

CORE MODULE –V
CORRECTIONAL PSYCHOLOGY
COURSE GRID

1 Introduction to Psychology	2 Theoretical Approaches of psychology and crime	3 Learning And its influence on human behaviour	4 Motivation and its influence on human behaviour
5 Emotions and crime	6 Personality and Crime	7 Psycho-pathology and Mental Disorders	8 Correctional Psychology
9 Behaviour Modification and Intervention Skills	10 Counselling Skills and Techniques		

LEARNING EVENT

LU		1						
Learning unit		Introduction to Psychology						
Training objective		At the end of training, participants will be able to explain basic concepts in psychology						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the basic concepts in psychology	-Definitions -Nature -Scope and significance of psychology -Relevant terminologies.	Lecture-cum-Discussion Assignment	White Board, Projection System	90	In-House/ Guest Faculty		
2	List the branches of Psychology	-Major branches of psychology and its applications -Difference between Criminal Psychology and Forensic Psychology.			90			
3	Explain the perspectives of Indian psychology	-Key Contributors -Psychology of Consciousness, Parapsychology, -Psychology of Mysticism -Psychology of Yoga and Meditation etc.			90			

LEARNING EVENT

LU		2						
Learning unit		Theoretical Approaches of psychology and crime						
Training objective		At the end of training, participants will be able to explain the Theoretical Approaches						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1.	List the components of psychological theories	-Psycho dynamic theories -Behavioral theories - Cognitive theories	Lecture-cum-Discussion	White Board, Projection System	180	In-House/ Guest Faculty		
2.	Explain the practical use of psychological theories in correctional settings.	-Practical use of psychological theories in correctional settings.	Case study		180			

LEARNING EVENT

LU		3						
Learning unit		Learning and its influence on human behaviour						
Training objective		At the end of training, participants will be able to explain the concept of learning and its relevance to crime						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the types and process of 'learning'	-Introduction to Intelligence and its types -Learning -Definitions and significance of learning- Types of learning -Process	Lecture-cum-Discussion Give case	White Board, Projection System	60	In-House/ Guest Faculty		

2	Explain the concepts in relation to 'Crime'	-Associative learning -Classical conditioning (Ivan Pavlov), Operant conditioning (Skinner) -Social Learning theory (Observational learning) (Bandura) -Understanding concepts in relation to Crime, etc.	study to understand the types of learning.		180			
3	Explain the principles of 'cognitive theory'	-Insight learning (Wolfgang Kohler and Kurt Koffka), etc.			90			
4	State the features of 'constructivism'	-Concept formation theory by Bruner, etc.			90			
5	Explain the concept 'transfer of learning'	-Means to enhance learning -Effect of motivation on learning -Memory Process STM and LTM, and Forgetting.			90			

LEARNING EVENT

LU		4						
Learning unit		Motivation and its influence on human behaviour						
Training objective		At the end of training, participants will be able to explain the concept of motivation and its influence on human behaviour.						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the relationship between 'motivation and emotions'	-Meaning -Nature, types and importance of motivation -Intrinsic Motivation and Extrinsic Motivation -Types of motives: Primary and Secondary motives.	Lecture-cum-Discussion Assignments	White Board, Projection System	180	In-House/ Guest Faculty		
2.	Identify the theories of 'motivation'	-Hierarchy of Needs theory by Maslow -Drive Reduction theory by Hulls -Achievement -Motivation theory by Mc.Cleveland			180			

LEARNING EVENT

LU		5						
Learning unit		Emotions and Crime						
Training objective		At the end of training, participants will be able to explain the role of emotions in crime						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the concept of 'emotion'	-Meaning and Definition -Nature -Types and importance of emotion -Emotional Intelligence	Lecture-cum-Discussion	White Board Marker Projection System	60	In-house/ Guest Faculty		Q&A
2.	Explain the role of emotion in crime and imprisonment	-Understanding and management of emotions in prison set-up -Emotional Reactions to Imprisonment and Implications			60			

LEARNING EVENT

LU		6						
Learning unit		Personality and Crime						
Training objective		At the end of training, participants will be able to explain the relationship between personality and crime						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the concept 'personality' and its features	-Meaning -Formation of personality Assessment of personality -Defence Mechanism.	Lecture-cum-Discussion	White Board, Projection System	120	In-House/ Guest Faculty		

2.	State the theories of 'personality development'	-Development Contributions -Psychoanalytic of Sigmund Freud; -Raymond B. Cattell; -P. Costa and R. McCrae -Lawrence Kohlberg's stages of moral development -Attitude -Group Moral and Prejudice.	Assignment		180			
3	Describe the features of common personality disorders	-Borderline personality disorder; -Narcissistic personality disorder; -Obsessive-compulsive personality disorder; -Paranoid personality disorder; -Anti-social personality disorder -Aggression and violence -Management of personality disorders.			180			

LEARNING EVENT

LU. No		7						
Learning unit		Psycho-pathology and Mental Disorders						
Training objective		At the end of training, participants will be able to explain Mental Health and Psychopathology						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe psychopathology	-Definition and concept of normality and abnormality.	Lecture-cum-Discussion Assignments Institutional Visits	White Board, Projection System	60	In-House/ Guest Faculty		
2	Identify common mental health problems in prisons (i)	-Neurotic disorders - Anxiety disorders -Phobias etc.			120			
3	Identify common mental health problems in prisons (ii)	-Psychotic disorders: -Depression, Bipolar -Schizophrenia, Obsessive Compulsive Disorder -Frustration and coping -Stress management etc.			120			
4	Describe mental healthcare act, 2017	-Introduction -Salient features -Applicability in Prisons.			60			

LEARNING EVENT

LU. No		8						
Learning unit		Correctional Psychology						
Training objective		At the end of training, participants will be able to explain the role of psychology in corrections						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain correctional psychology	-Meaning -Importance -Practices in other countries -Brief introduction to major psychological interventions: -Behaviour modification,	Lecture-cum-Discussion Assignments Institutional Visits	White Board, Projection System	90	In-House/ Guest Faculty		
2.	Demonstrate counselling skills	-Counselling skills -Techniques -Therapeutic interventions in prison settings.			90			

LEARNING EVENT

LU		9						
Learning unit		Behaviour Modification and Intervention Skills						
Training objective		At the end of training, participants will be able to explain behaviour modification and intervention skills						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State the importance of behaviour Modification in prisons	-Meaning -Importance of behaviour modification -Techniques: reinforcements -Differential reinforcement - Token economy programme.	Lecture-cum-Discussion	White Board, Projection System	180	In-House/ Guest Faculty		.
2	Demonstrate therapies in Behaviour Modification	-Systematic desensitization -Aversion therapy -Flooding -Impulsive therapy, etc. - Ethical issues.	Assignments		180			

3	Explain risk assessment and management	-Risk assessment -Risk management -Negotiation skills -Anger management -Torture -Aggression and Violence -Conflict Resolution.	Institutional visits		180			
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LEARNING EVENT

LU		10						
Learning unit		Counselling Skills and Techniques						
Training objective		At the end of training, participants will be able to explain and identify the need of counselling in prisons						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe Counselling Skills	-Goals of Counselling -Skills of Counsellors -Counselling process -Building rapport -Trust - Listening -Empathy etc. -Importance of counselling and therapeutic interventions in prisons.	Lecture-cum-Discussion Field visit to counselling centres or mental	White Board, Projection System	90	In-House/ Guest Faculty		.

2.	Identify the signs and symptoms of alcohol and drug addiction	-Alcoholics and Drug addicts -Identification -treatment methods -Group therapy (NA and AA alcoholic anonymous role).	health centre		240			
3	Describe Therapeutic interventions	-Cognitive Behaviour Therapy -Rational Emotive Behaviour therapy -Psychoanalysis etc.			180			

AM-ANCILLARY MODULE

1. AM I – HUMAN RIGHTS AND GOOD PRISON MANAGEMENT
2. AM II - PENOLOGY
3. AM III - CRIMINAL JUSTICE SYSTEM
4. AMIV - CONSTITUTION OF INDIA
5. AM V - ALTERNATIVES TO IMPRISONMENT
6. AM VI- MANAGEMENT PRINCIPLES
7. AM VII –TECHNOLOGY IN PRISONS
8. AM VIII- FORENSIC SCIENCE
9. AM IX-MENTAL HEALTH OF PRISON INMATES

AM- I

HUMAN RIGHTS AND GOOD PRISON MANAGEMENT

COURSE GRID

1 Basic understanding of Human rights	2 International Perspective on Human Rights and Prisoners	3 Human Rights and Prisoners in the Indian Scenario
4 Land mark Judgements on Human rights	5 Human Rights and Dignity of a Person	6 Human Rights and basic needs of the prisoners
7 Prisoners and their Health Rights	8 Rights of Special Category of Prisoners	9 Prison Staff, Human Rights and Good Prison Management

LEARNING UNIT

LU		1						
Learning unit		Basic understanding of Human rights						
Training objective		At the end of training, participants will be able to describe the basic understanding about human rights.						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the origin of human rights	- Origin, - History and evolution of human rights - Definition Types.	Lecture-cum-Discussion Video show: The Story of Human Rights Assignments	White Board, Projection System	180	In-House/ Guest Faculty		
2	Explain the basic principles of International Human Rights, Instruments and Human Rights Bodies	- Universal Declaration of Human Rights - International Covenant on Civil and Political Rights - International Covenant on Economic, Social and Cultural Rights			90			
3	Describe the role of United Nations High Commission to implement Human Rights	- The Office of the United Nations High Commissioner for Human Rights (OHCHR) - The United Nations Human Rights Council - The International Court of Justice.			90			

LEARNING EVENT

LU		2						
Learning unit		International Perspective of Human Rights and Prisoners						
Training objective		At the end of training, participants will be able to explain Human Rights and Prisoners: The International Perspective						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe International Instruments on Prisoners Rights	- UN Standard Minimum Rules for the Treatment of Prisoners (The Mandela Rules)	Lecture-cum-Discussion Prepare brief write-ups on International Instruments for protection of prisoners' rights and their applicability in the Indian context.	White Board, Projection System	120	In-House/ Guest Faculty		
2	Describe United Nations Standard Minimum Rules	- UN Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules)			120			
3	Explain the provisions in Bangkok Rules	- UN Rules for the Treatment of Women Prisoners and Non-Custodial Measures for Women Offenders (The Bangkok Rules).			120			

4.	Explain the principles of human rights in Tokyo Rules and other Conventions	- United Nations Standard Minimum Rules for Non-Custodial Measures (The Tokyo Rules) - Convention against Torture and Other Cruel, - Inhuman or Degrading Treatment or Punishment			120			
5.	Describe basic Principles & code of conduct	- Basic Principles for the Treatment of Prisoners - Code of Conduct for Law Enforcement Officials			120			
6.	Explain CEDAW and other guidelines for prison management	- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) - Other important UN Advisories/Guidelines for Prison Management, etc.			120			

LEARNING EVENT

LU		3						
Learning unit		Human Rights and Prisoners in the Indian Scenario						
Training objective		At the end of training, participants will be able to explain Human Rights and Prisoners: The Indian Scenario						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State the provisions of Human Rights Act, 1993	- Salient Features - National Human Rights Commission: Functions and Powers	Lecture-cum-Discussion Write about 2 incidents reported where NHRC/SHRC ordered to pay compensation for improper action by the prison authorities/ law enforcement official.	White Board, Projection System	90	In-House/ Guest Faculty		
2	Describe SHRC	- Human Rights Commission			90			
3	List Rights of Prisoners	- Rights of Prisoners: Directions of NHRC on prisons, Advisories, - Illustrations of cases on prisoners' rights violation - Advisories of MHA			90			

LEARNING EVENT

LU		4						
Learning unit		Land Mark Judgements on Human Rights						
Training objective		At the end of training, participants will be able to explain the landmark judgements on human rights						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Identify judicial interventions in prisons	- Important Supreme Court rulings concerning prisoners' rights including women prisoners, women prisoners with children, etc.	Lecture-cum-Discussion	White Board, Projection System	130	In-House/ Guest Faculty		
2	State the judicial intervention from High Courts	- Important High Court rulings concerning prisoners' rights including women prisoners, women prisoners with children, etc.			130			

LEARNING EVENT

LU		5						
Learning unit		Human Rights and Dignity of a Person						
Training objective		At the end of training, participants will be able to explain Human Rights and Dignity of a Person						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe Prisoners’ dignity in International instruments	- Prisoners’ human dignity and International Instruments.	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2	Explain Human Dignity and Model Prison Manual, 2016	- Human dignity - Prevention of torture and ill treatment - Standards of accommodation, hygiene, clothing and bedding, food, drink and exercise	Visit to prisons- observation of Procedures and standards. Films, discussion, reports and presentations.		90			
3	Describe the standards prescribed in Model Prison Manual, 2016	- Standards prescribed in Model Prison Manual, 2016.			90			

LEARNING EVENT

LU		6						
Learning unit		Human Rights and basic needs of the prisoners						
Training objective		At the end of training, participants will be able to explain the standards to be maintained for prisoners in terms of basic needs.						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the dignity to be maintained during the admission of the prisoners.	- Admission Procedures - Registration information to families - Quarantine Reception block - Search Procedures - Medical screening. (See annexure and MPM, 2016).	Lecture-cum-Discussion a. Visit to prisons-observation of Procedures and	White Board, Projection System	90	In-House/ Guest Faculty		

2	Describe the special needs of women in prisons	- Women prisoners' special needs - Handling with sensitivity - Body searches - Pregnant prisoners - Women prisoners with children etc.	standards. b. Films, discussion, reports and presentations.		90			
3	State the Role of Medical Officer in prisons	- Food and clothing - Hygiene and sanitation exercise etc.			90			

LEARNING EVENT

LU. No		7						
Learning unit		Prisoners and their Health Rights						
Training objective		At the end of training, participants will be able to explain about the Prisoners and their Health Rights						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe International and National Principles on health rights	- Overview of International Instruments - UNSMR (the Mandela Rules) - Basic Principles for Treatment of Prisoners - Model Prison Manual, 2016.	Lecture-cum-Discussion Field visit to a prison hospital to study standards of health care.	White Board, Projection System	180	In-House/ Guest Faculty		.
2	Explain the Procedures and Practices on maintaining the health of the prisoners	- Medical Screening on Admission - Specialised Treatment in Outside Hospitals			180			

3	Explain the procedure to handle terminally ill and mentally ill prisoners	- Treatment of Old Age Prisoners -Mentally Ill Prisoners - Prisoners with Communicable Diseases (STDs; AIDS; TB, etc.) - Supply of Medicines - Medical Diets.			180			
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LEARNING EVENT

LU. No		8						
Learning unit		Rights of Special Category Prisoners						
Training objective		At the end of training, participants will be able to explain Module Rights of Special Category Prisoners						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the rights of Special Category of Prisoners	- Un-convicted (Remand/UT) prisoners - High security prisoners, Adolescent and young prisoners - Women prisoners - Prisoners under sentence of death -Detenues.	Lecture-cum-Discussion Assignments on health-care standards-Gaps	White Board, Projection System	180	In-House/ Guest Faculty		

2.	Explain the rights of Special Category Prisoners - I	- Prisoners with mental healthcare needs - Prisoners with disabilities - Transgender Prisoners (Mandela Rules and The Yogyakarta Principles on the application of International Human Rights Law in relation to Sexual Orientation and Gender Identity)	Presentations		180			
3	State the rights of long term, short term and foreign prisoners	- Life and long term prisoners - Prisoners with terminal illness - Old prisoners - Foreign national prisoners; Premature Release Policy of such prisoners			180			

LEARNING EVENT

LU. No		9						
Learning unit		Prison Staff, Human Rights and Good Prison Management						
Training objective		At the end of training, participants will be able to explain about the Prison Staff, Human Rights and Good Prison Management						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe human rights as an integral part of good prison management	- Legitimacy - The principles of good prison management - The ethical basis of prison management - Rights of prisoners: forfeited and entitled	Lecture-cum-Discussion Field visit to prison followed by a report on to	White Board, Projection System	90	In-House/ Guest Faculty		

2	State human rights based approach in prisons	- Human rights based approach and improvement of operational effectiveness.	what extent the trainees have found a 'human rights based approach' is practised in that prison.		90			
3	Explain importance of prison staff in implementation of human rights	- Prison service: a public service - Role of staff (different from police and military) - Statement of purpose -Recruitment -Training			90			
4	Explain human rights and the use of force in prison	- Relationship between staff and prisoners - Use of force and firearms - Need for professionalism - Women staff - Ethical Code of Conduct of Prison Service, etc.			90			

AM – II

PENOLOGY

1 Basic concepts in Penology	2 Evolution of the Concept and forms of punishment	3 Objectives of Punishment	4 Types of punishment
5 Imprisonment and Capital Punishment	6 Recent Trends and Treatment Programmes in Corrections	7 Open Air Prisons/Camps	

LEARNING EVENT

Unit		1						
Learning Unit		Basic concepts in Penology						
Training Objective		At the end of training, participants will be able to explain the basic concepts in penology						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the Concept and evolution of Punishment	-Concept and evolution of Punishment ,	Lecture-cum-Discussion Assignment	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A
2.	Explain the contemporary developments in penology	-Contemporary developments Biometrics, GIS, -Pharmacological methods & Genetic research						

LEARNING EVENT

LU. No		2						
Learning unit		Evolution of the Concept and Forms of Punishment						
Training objective		At the end of training, participants will be able to explain of the concept, forms and objectives of Punishment						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the theories in Penology	-Evolution -Definition -Concept -Relationship between Crime and Punishment	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2	State the Status and evolution of Punishment from Ancient days to Modern days	-Hamurabi (2185 BC), Moses (1400 – 1200 BC), Manu (1400 – 1200 BC), Artha Shastra (321 BC) and the Roman Law -Ancient to Modern-Significance of Punishment.			90			
3	State the Theories of Punishment	-Deterrence (General and specific) -Retribution - Preventive (Prisonisation)			180			
4	Explain the concept of Reformation Restoration Expiation	-Reformation -Restoration -Expiation.						

LEARNING EVENT

LU		3						
Learning Unit		Objectives of Punishment						
Training Objective		At the end of training, participants will be able to state the objectives of punishment						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	State the objectives of punishment	-Objectives of Punishment: Retribution, Restoration, -Incapacitation, Deterrence, (General and specific), -Reformation, Rehabilitation and Re-integrative Theory – Application in the modern concepts	Lecture-cum-Discussion Assignment	White Board, Marker, Projection System	120	In-House/ Guest Faculty		Q/A
2.	Explain the application of objectives in the modern concepts							

LEARNING EVENT

Unit		4						
Learning Unit		Types of Punishment						
Training Objective		At the end of training, participants will be able to list the types of punishment						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	State the objectives of institutional correctional philosophy	-Correctional Philosophy Institutional (short term & long term)	Lecture-cum-Discussion Assignment	White Board, Marker, Projection System	120	In-House/ Guest Faculty		Q/A
2.	List the types of in-community treatment programmes	-In Community treatment						

LEARNING EVENT

LU. No		5						
Learning unit		Imprisonment and Capital Punishment						
Training objective		At the end of training, participants will be able to explain about imprisonment and capital punishment						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the types of Punishment	-Corporal Punishments: -Flogging, Whipping, -Branding, Stoning, -Pillory -Banishment etc	Lecture-cum-Discussion	White Board, Projection System	150	In-House/ Guest Faculty		
2.	Discuss the Treatment of offenders	-Institutional Treatment (Vs) Non Institutional community Treatment.			120			
3.	Explain the types of imprisonment	-Short Term -Long Term -Extent to which objectives are fulfilled by the two types -Inadvisability of short term sentences and its alternative forms.			180			
4.	Discuss the features of Capital Punishment	-Definition -Penological perception -Pros and Cons of Capital Punishment - Practices in other countries -Abolition of death penalty.			180			

LEARNING EVENT

LU. No		6						
Learning unit		Recent Trends and Treatment Programmes in Corrections						
Training objective		At the end of training, participants will be able to explain the recent trends and treatment programmes in corrections						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe corrections and correctional methods	-Concept of Correction -The New/Generation Philosophy -Correction: A Legal Mandate for Prison officers	Lecture-cum-Discussion Visit to Open prisons/ open camps and Prison Bazars/ Outlets	White Board, Projection System	90	In-House/ Guest Faculty		
2	State various therapies and treatments	-Introduction to Various Therapies -Counselling -Treatment Programmes and Procedures.			90			
3	Discuss recent trends in correction	Work Programmes -Education -Prison Products -Prison Brands:			90			
4	State the best prison practices in correction	Examples: Food Units in Kerala, TJ Brand in Tihar, Freedom Products in Tamil Nadu, Parivarthanain Karnataka etc) - Petrol Bunks - Making prisons self- sufficient			90			

LEARNING EVENT

LU. No		7						
Learning unit		Open Air Prison/Camps						
Training objective		At the end of training, participants will be able to explain the advantages of open air prison/camps						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Explain the concept of open prisons	-Open prisons -Semi Open Prison -Management of Agricultural Farms -Management of Horticulture Farms	Lecture-cum-Discussion Visit to Open prisons/ open camps and Prison Bazars/ Outlets	White Board, Projection System	90	In-House/ Guest Faculty		
2	List open air prisons and camps and their advantages	-Open Air Camps (Sanganer Rajasthan, Buxar-Bihar, Swatanthrapur Maharastra) -Open Prison for Women (Kerala and Maharastra) -Half Way Houses -Private Prisons -Public Private Partnership in Prisons			90			

AM III

CRIMINAL JUSTICE SYSTEM

1. Introduction to Criminal Justice System	2. Introduction to The Legislative System	3. Introduction to The Investigative System
4. Adjudicating system	5. Correctional system in India	

LU. No		1						
Learning unit		Introduction to Criminal Justice System						
Training objective		At the end of training, participants will be able to explain about the Criminal Justice System						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe Foundations of Crime and Justice	Foundations of Crime and Justice Nature of Law -Criminal Law – Criminal Justice System in India – Structure – Functions	Lecture-cum-Discussion	White board, marker, Projection system	90	In-House/ Guest Faculty		
2	State the Purpose of CJS-I	Purpose of CJS: Community safety - Crime prevention - Victim justice, etc.			90			
3	Examine the coordination between various wings of CJS - I	Coordination: Coordination between the various wings Of Criminal Justice System – Police; Prosecution; Court and Corrections – Part I			90			
4	Examine the coordination between various wings of CJS-II	Coordination: Coordination between the various wings Of Criminal Justice System – Police; Prosecution; Court and Corrections – Part II			90			

LEARNING EVENT

LU. No		2						
Learning unit		Introduction to The Legislative System						
Training objective		At the end of training, participants will be able to explain The Legislative System						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Describe Law and Legislation	Law Making: Law and Legislation: The process Involved	Lecture-cum-Discussion	White board, marker, Projection system	130	In-House/ Guest Faculty		Q&A

LEARNING EVENT

LU. No		3						
Learning unit		Introduction to The Investigative System						
Training objective		At the end of training, participants will be able to explain The Investigative System						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe Police System in India	Police system The emergence of the Modern Police - Police System in India- Métropolitain Police Force Role and Functions of Police- The Police Act and Police Standing Orders –National Police Mission.	Lecture-cum-Discussion	White board, Projection system.	180	In-House/ Guest Faculty		Q&A.

2	Explain Functions of Police	Functions of Police Interrogation –Confessions – Police and Human Rights – Police: Work pressure and brutality.			120			
3	Explain Central Police Organisations	Central Police Organisations The Central Police Organizations in India – BSF, CISF, CRPF, CBI, SSB, ITBP, NSG,NIA, BPR&D, NCRB, RPF etc.			180			

LEARNING EVENT

LU. No		4						
Learning unit		Adjudicating system						
Training objective		At the end of training, participants will be able to explain the functions of adjudicating system						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the different courts, its level and functions	Courts in India Level of Courts and their functions; Lok Adalats - Fast Track Court - Mahila Courts- Human Rights Courts - Jurisdictions of Courts	Lecture-cum-Discussion	White board, marker, LCD projector, computer, power point presentations, printed handouts on each topic, videos, Prison Manual, etc.	180	In-House/ Guest Faculty		
2	Explain Prosecution	Prosecution Concept, Nature and Types – Sentencing, Appeal And Judgement – Legal Aid, Assigned Counsel – Abnormal Delays and its effect on the system - Consideration of Victims and Witnesses			120			

LEARNING EVENT

LU. No		5						
Learning unit		Correctional System in India						
Training objective		At the end of training, participants will be able to explain the functions of the correctional system						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the Correctional System in India	Correctional system The role of Correctional institution – Crime prevention through Correction - Juvenile Justice System – After care of inmates.	Lecture-cum-Discussion	White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, Prison Manual, etc.	130	In-House/ Guest Faculty		

ANXICILLIARY MODULES – IV
CONSTITUTION OF INDIA
COURSE GRID

1 Introduction to the Constitution of India	2 Aspects of Constitution of India	3 Constitutional Powers of the President and the Governors	4 Constitution and Judiciary
5 Emergency Provisions	6 Amendments to the Constitution		

LEARNING EVENT

LU.		1						
Learning unit		Introduction to the Constitution of India						
Training objective		At the end of training, participants will be able to explain the preamble to the Constitution of India						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the Preamble	- Preamble to the Constitution.	Lecture-cum-Discussion Write an assignment on benefits and problems of prisons being a State subject.	White Board, Projection System	130	In-House/ Guest Faculty		
2	Explain the Union List	- Constitution - 3 Lists (Union, State and Concurrent) - I			130			
3	Explain the State and Concurrent list	- Constitution - 3 Lists (Union, State and Concurrent) - II			130			

LEARNING EVENT

LU.		2						
Learning unit		Aspects of the Constitution of India						
Training objective		At the end of training, participants will be able to explain the Fundamental Rights, Duties and DPSP						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the Fundamental Rights	- Fundamental Rights (Art. 12-35)	Lecture-cum-Discussion Directive principles of stats policy are emphasizing more on the welfare role of the government. Write an assignment on this aspect.	White Board, Projection System	130	In-House/ Guest Faculty		
2	Describe the Writs in Indian Constitution.	- Writs in Indian Constitution.			130			
3	Explain the Directive Principles	- Directive Principles of State Policy(Art. 36-51)			130			
4	Explain the Fundamental Duties	- Fundamental Duties (Art. 51-A)			130			

LEARNING EVENT

LU.		3						
Learning unit		Constitutional Powers of the President and the Governor						
Training objective		At the end of training, participants will be able to explain the constitutional powers of the President and the Governors						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the powers of the President and the Governor to grant pardons	-Power of the President and the Governor to grant Pardon	Lecture-cum-Discussion Write an assignment on the problems and issues relating to pardon/suspend/reduce punishments accorded by the Courts of Law.	White Board, Projection System	130	In-House/ Guest Faculty		
2	Describe the powers of the Governor to suspend, remit or commute sentences	-Power to Suspend, Remit or Commute Sentences in certain cases (Art.72 and 161).			130			

LEARNING EVENT

LU.		4						
Learning unit		Constitution and Judiciary						
Training objective		At the end of training, participants will be able to explain about the Constitution and the Judiciary						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the Union Judiciary	- The Union Judiciary - Art. 124-138 and 141 - 146 and Art. 225-231	Lecture-cum-Discussion Assignments Visits to different types of courts / tribunals	White Board, Projection System	60	In-House/ Guest Faculty		
2	Describe the role of Supreme Court	- The High Court in the States - Art. 214-218.			60			
3	Explain the role of Subordinate Courts	- Subordinate Courts Art. 233-235.			130			
4	Describe the role of Tribunals	- Tribunals - Art. 323 A and 323 B.			60			

LEARNING EVENT

LU.		5						
Learning unit		Emergency Provisions						
Training objective		At the end of training, participants will be able to explain Emergency Provisions						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe Emergency Provisions	- Emergency Provisions - Art. 352 – 360	Lecture-cum-Discussion Write an assignment on the need for a provision for emergency in our Constitution.	White Board, Projection System	90	In-House/ Guest Faculty		
2	Describe Limitations on Rights.	- Limitations on Rights.			90			

LEARNING EVENT

LU.		6						
Learning unit		Amendments to the Constitution						
Training objective		At the end of training, participants will be able to explain the amendments to the Constitution						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	State the Amendments in the Constitution	Amendment of the Constitution – The Procedure Art. 368, 24 th , 25 th , 30 th , 42 nd , 43 rd , 44 th , 52 nd , 86 th Amendment of the Constitution.	Lecture-cum-Discussion Prepare a brief report on a major Amendments made in our Constitution.	White Board, Projection System	90	In-House/ Guest Faculty		
					90			

ANCILLARY MODULE –V
ALTERNATIVES TO IMPRISONMENT
COURSE GRID

1 Introduction to Alternatives to Imprisonment	2 Forms of Alternatives to Imprisonment	3 Probation System	4 Aspects of Parole
5 Rehabilitation and Social Reintegration	6 Social Reintegration	7 Aftercare Services	

LEARNING EVENT

LU		1						
Learning unit		Introduction to Alternatives to Imprisonment						
Training objective		At the end of training, participants will be able to explain Alternatives to Imprisonment						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the concept and evolution of alternatives to imprisonment	- Concept - Evolution	Lecture-cum-Discussion	White Board, Projection System	120	In-House/ Guest Faculty		
2	List the importance of alternatives to imprisonment -	-Importance of Alternatives to Imprisonment			120			
3	Explain the United Nations Standard Minimum Rules	- Overuse of Imprisonment - United Nations Standard Minimum Rules - Custodial Measures (Tokyo Rules)			120			

LEARNING EVENT

LU		2						
Learning unit		Forms of Alternatives to Imprisonment						
Training objective		At the end of training, participants will be able to explain the forms of Alternatives to Imprisonment						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Examine the functional aspects of alternatives to imprisonment	- Forms of alternatives	Lecture-cum-Discussion	White Board, Projection System	120	In-House/ Guest Faculty		
2	Describe alternatives to punishments	- Probation - fine - parole - community service, etc.			120			
3	Examine advantages and benefits of alternatives to imprisonment	- Advantages and benefits of alternatives to imprisonment			120			

LEARNING EVENT

LU		3						
Learning unit		Probation System						
Training objective		At the end of training, participants will be able to explain Probation System and Parole						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the origin and development of Probation	- Origin and Development of Probation in U.K., U.S.A., and in India - Meaning and Definition of Probation - Significance - Objectives	Lecture-cum-Discussion	White Board, Projection System	120	In-House/ Guest Faculty		
2	Explain the legal framework Probation of Offenders Act, 1958	- Legal Framework - Cr.P.C Sec. 360			120			

3	State Practice of Probation Treatment of Offenders in the Community	- Treatment of Offenders in the Community - Intervention Strategies			120			
4	Explain Community based Treatment for prisoners	- Community based Treatment.			120			

LEARNING EVENT

LU		4						
Learning unit		Aspects of Parole						
Training objective		At the end of training, participants will be able to explain Probation System and Parole						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the advantages of Probation	- Essence of Probation - Advantages and benefits of Probation - Probation Conditions - Types of Probation	Lecture-cum-Discussion Assignments	White Board, Projection System	120	In-House/ Guest Faculty		
2	Explain the functional aspects of Probation	- Pre-sentence Investigation - Supervision - Probation Grid - Violation - Revocation - Court and Probation.	Interaction with district probation officers, social welfare officers etc.		120			
3	State the Meaning, Definition and Philosophy of Parole	Meaning and Definition - Philosophy of Parole - Difference between probation and parole			120			
4	Explain Parole as a tool for Rehabilitation.	- Parole as a tool for Rehabilitation.			120			

LEARNING EVENT

LU		5						
Learning unit		Rehabilitation and Social Reintegration						
Training objective		At the end of training, participants will be able to explain Rehabilitation and Social Reintegration						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the 3Rs of Rehabilitation	- Definition and Meaning The 3 Rs - Reformation - Rehabilitation - Reintegration	Lecture-cum-Discussion Assignments	White Board, Projection System	120	In-House/ Guest Faculty		Visit to a prison and observe vocational training programmes offered to the prisoners.
2	Describe the Importance and Significance	- Importance and Significance - Status of Rehabilitation.	Visit to a prison and		120			
3	List the various programmes for rehabilitation	- Work Programmes - Vocational Training - Educational Programmes	observe vocational training		120			
4	List the additional programmes for rehabilitation	- Spiritual Programmes and Yoga - Cultural Activities - Sports and Games etc	programmes offered to the prisoners.		120			

LEARNING EVENT

LU		6						
Learning unit		Social Reintegration						
Training objective		At the end of training, participants will be able to explain Social Reintegration						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the role of governmental agencies	- Various components of the justice system: Police, Courts and Probation - Social Welfare Departments	Lecture-cum-Discussion Field visit to prison's vocational centres	White Board, Projection System	120	In-House/ Guest Faculty		
2.	Describe the role of NGOs	- NGOs - Educational Institutions Communities - Offenders' families - Media etc.			120			
3.	Explain the rehabilitation practices, in UK	- UK: National Association for the Care and Resettlement of Offenders (NACRO)			130			

4	Explain the rehabilitation practices in Africa	- South Africa: National Institute for Crime Prevention and the Reintegration of Offenders			130			
5	Explain the rehabilitation practices in Japan	- Japan: the Rehabilitation Bureau - Singapore: Yellow Ribbon Programme.			130			

LEARNING EVENT

LU		7						
Learning unit		Aftercare Services						
Training objective		At the end of training, participants will be able to explain the Aftercare Services						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the concept of Aftercare	- Concept - Importance and the Need of Aftercare - Post release Problems:	Lecture-cum-Discussion Field visit to prison and After care centres	White Board, Projection System	120	In-House/ Guest Faculty		
2	Examine after care services	- Counselling Services Shelter, - Employment - Community Support Social Stigma - Role of Governmental and non-governmental Organization - Aftercare Homes			120			
3	Explain the role of DPA Society and the Effectiveness of Aftercare Services.	- Discharged Prisoners' Aid Society (DPA Society) - Effectiveness of Aftercare Services.			120			

ANCILLARY MODULE VI

MANAGEMENT PRINCIPLES FOR PRISON OFFICERS

1 Introduction to Management	2 Planning and Decision Making	3 Prison as an Organization
4 Motivation and Professional life	5 Communication Skills for prison officers	6 Leadership skills for Prison officers
7 Human Relations and Organizational Conflict	8 Time Management	

LEARNING EVENT

LU		1						
Learning unit		Introduction to Management						
Training objective		At the end of training, participants will be able to explain the basics of management principles						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe Management principles	-Management - Definition of –Management – Features of Management Levels of Management - Functions of Management – Importance of Management –Principles of Management - Need for Management Principles -	Lecture-cum-Discussion Assignment	White Board, Marker Projection System	90	In-House/ Guest Faculty		
2	Describe Management from Prison perspective	-Management Administration Vs – Prison Officer as a Personnel Manager.			90			
3	State the Contributions from the Pioneers of management	-Contributions from the Pioneers of management - F.W. Taylor – Henri Fayol George Elton Mayo.			90			

LEARNING EVENT

LU		2						
Learning unit		Planning and Decision Making						
Training objective		At the end of training, participants will be able to explain Planning and Decision Making						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Describe Planning	-Planning - Characteristics of Planning – Planning Process –Importance of Planning -Types of Planning – Principles of Effective Planning -Features of a Good Plan -Limitations of Planning.	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Assignments
2	Explain the concept of Decision Making	-Meaning of decision Making -Importance of Decision Making – The Decision Making Process - Types of Decision Making -Problems in Decision Making -Keys to Success in Decision Making.			90			

LEARNING EVENT

LU		3						
Learning unit		Prison as an organization						
Training objective		At the end of training, participants will be able to explain the functions of an organization						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Describe the functions of organization	Meaning of Organization- Need for Organization- Organization Charts and Manuals- Types of Organization.	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2	Identify Authority and Power source	Span of Management - Meaning of Authority – Power- Sources of Authority-Types of Authority - Need for Authority.			90			
3	Explain Delegation and Centralization	Meaning of Delegation - Importance of Delegation – Types of Delegation– Guidelines for Delegation of Power - Obstacles to Delegation - Effective Delegation –Centralization and De-Centralization.			90			

LEARNING EVENT

LU		4						
Learning unit		Motivation and Professional life						
Training objective		At the end of training, participants will be able to explain the role of motivation in professional life						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Describe Motivation	Meaning of Motivation – Nature and importance of Motivation- Objectives of Motivation - Classification of Motives Process of Motivation – Types of Motivation - Management techniques to increase motivation.	Lecture-cum-Discussion	White Board, Marker Projection System	90	In-House/ Guest Faculty		
2	Explain Theories of motivation	Theories of motivation: Brief overview: Maslow's theory; Herzberg's theory; McGregor's theory; Vroom's Expectancy theory - Work Motivation.			90			

LEARNING EVENT

LU		5						
Learning unit		Communication Skills for prison officers						
Training objective		At the end of training, participants will be able to explain the importance of communication at workplace						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Describe the process and functions of communication	-Meaning of Communication. -Nature and Importance of Communication. -Functions of Communication. - Communication Process.	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2	Explain the types of communication	Types of Communication. Methods of Communication. Barriers to Communication. Effective Communication.						

LEARNING EVENT

LU		6						
Learning unit		Leadership Skills for prison officers						
Training objective		At the end of training, participants will be able to explain the skills of leadership						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Describe the skills of leadership	Meaning of Leadership – Characteristics of Leadership	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		Q&A
2	State the nuances of Leadership	Functions and Responsibilities of Leadership - Importance of Leadership Qualities of Leader			90			
3	Identify Different Leadership Styles	Styles of Leadership – Theories of Leadership - Leadership in Prisons and team work.			90			

LEARNING EVENT

LU		7						
Learning unit		Human Relations and Organizational Conflict						
Training objective		At the end of training, participants will be able to explain human relations and organizational conflict						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Describe Human Relations	Importance of Human Relations - Definition – Objectives of Human Relations - Factors Responsible for Growth of Human Relations – Improvement in Human Relations.	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Assignments.
2	Explain Organizational Conflict	Conflict: Introduction– Meaning – Features– Types of Conflict – Conflict Resolution Styles in Organization.			90			

LEARNING EVENT

LU. No		8						
Learning unit		Time Management						
Training objective		At the end of training, participants will be able to explain about Time Management						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Explain the importance of Time Management	- Meaning of Time Management -Importance of Time Management -Time Absorbers Techniques adopted for Time Management -Tips for Managing Time.	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Assignments.

AM VII
TECHNOLOGY IN PRISONS

1. Introduction to Computer: Basic Concepts and Applications	2. Introduction to Technology in Prison Administration
3. Introduction to the Use of Social Media, Cyber Crime	4. Information Security, Basic Trouble Shooting

LEARNING UNIT

LU. No		1						
Learning unit		Introduction to Computer: Basic Concepts and Applications						
Training objective		At the end of training, participants will be able to explain about Computers: Basic Concepts and Applications						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Describe Computer Basics	History of Computer – Generations - Areas of Computer Application - Components of a Computer System - Hardware and Software Operating System – Measuring System Performance etc.	Lecture -cum- Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Assignments .
2	Describe Windows OS	Introduction to Windows OS – MS Office Package - Desktop Settings: Desktop Icons and Meaning.			90			
3	Describe MS Word	MS Word, WordPad and textpad: Definition Components - Standard Toolbar and uses of each tool - Mail Merge			270			

4	Describe MS Excel	MS Excel: Base Concept - Types of Data Manipulation – Standard Tool Bar and uses of each Tool – Printing a Worksheet.			270			
5	Describe MS Power Point	MS Power Point: Basic Concepts - Starting Power Point – Standard Tool Bar – Uses of each Tool - Delivering a Presentation - Printing the Presentation.			180			
6	Explain Database Management and MS Access	Database Management and MS Access: Basic Concepts - Starting Access - Creating Tables and Data bases - Editing the records - Sorting data - Filtering data - Data retrieval Generating Report.			180			
7	Describe Multimedia	Multimedia: Paint; Picture Manager; Windows Media Player, etc			90			
8	Explain about Internet	Internet: the Concept - Search Engines – Email Online Reservations and Purchases – Net Banking.			180			

LEARNING UNIT

LU		2						
Learning unit		Introduction to Technology in Prison Administration						
Training objective		At the end of training, participants will be able to explain about Technology in Prison Administration						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Discuss about the Technology in Prison Administration	Video Conferencing – Components required - Conferencing layers - Conferencing Modes - Problems – Applications – National Informatics Centre (NIC).	Lecture -cum- Discussion	White Board, Projection System	180	In-House/ Guest Faculty		a. Assignments .
2	State the use of MIS	Use of MIS – Prison Management Software			180			
3	Explain the use of technology in Prisons	Use of Biometric Access Control in Prisons etc - E-interview – Visitor Management using Software etc.			180			
4	Explain the technology used in prisons	CCTV Systems-Metal Detectors (HHMD & DFMD) and Walkie Talkies – Wireless Communications –Scanners – Mobile phone detectors and jammers, etc.			270			

LEARNING UNIT

LU. No		3						
Learning unit		Introduction to Use of Social Media, Cyber Crime and Information Security						
Training objective		At the end of training, participants will be able to explain about the use of Social Media, Cyber Crime and Information Security						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Describe the use of Social Media	Social Media – Facebook – WhatsApp – Instagram – Other messaging services – Do's and Don'ts in Social Media, etc.	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Assignments.
2	Explain Cyber Crime and Information Security	Cyber Crime – Types – Preventive Measures.			90			

LEARNING UNIT

LU		4						
Learning unit		Basic Trouble Shooting						
Training objective		At the end of training, participants will be able to explain about trouble Shooting of Social Media, Cyber Crime and Information Security						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time Mins	Trainer	Performance Aid	Assessment
1	Apply basic trouble shooting techniques	Definition of Trouble Shooting – Trouble shooting: Keyboard – Trouble shooting: Monitor - Common Trouble shooting Techniques and Strategies – Trouble shooting: Sound	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		
2	Explain computer maintenance and cyber security issues.	How to maintain a Computer System - Cyber security issues.			90			

AM VIII FORENSIC SCIENCE

1. Introduction to Forensic Science	2. Introduction to General Crime Scene Procedure	3. Introduction to Evidence
4. Introduction to Toxicology and Illicit Drugs	5. Introduction to Establishing Identity	6. Introduction to Investigation of Homicide Investigation and Sexual Assault Cases

LEARNING EVENT

LU. No		1						
Learning unit		Introduction to Forensic Science						
Training objective		At the end of training, participants will be able to explain about Forensic Science						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State the Basic concepts of Forensic Science	Introduction Definitions –Historical aspects - Basic concepts - Scope --Basic principles - Forensic Science	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Assignment.

2	List the Disciplines of Forensic Science	Disciplines: Forensic Pathology; Forensic Anthropology; Forensic Entomology; Forensic Toxicology - Forensic Psychiatry Trace Evidence – Ballistics - Serology/DNA -Document Examination – Fingerprint etc. Polygraph test – Narco analysis – Brain mapping/finger printing - Somatoscopy and Somatometry– Super imposition etc.			90			b. V isit to forensic science lab.
3	Explain Forensic Science Department and Medico Legal Cases	Forensic Science Department and Medico Legal Cases History of Development of Forensic Science in India–Set up – Mobile Forensic Science Lab – Medico Legal Cases.			90			

LEARNING EVENT

LU		2						
Learning unit		Introduction to General Crime Scene Procedure						
Training objective		At the end of training, participants will be able to explain about the General Crime Scene Procedure						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Explain the process involved in the Crime Scene Procedure	Secure and protect scene - Crime Scene Search - Crime Scene Photograph - Sketching - Collection of evidence, etc.	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Arrange for a visit for the trainee officers to an original scene of crime (in collaboration with the Police and Forensic Science Department) to gain real time experience with respect to a 'scene of crime'.

LEARNING EVENT

LU		3						
Learning unit		Introduction to Evidence						
Training objective		At the end of training, participants will be able to explain about Evidence						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe Different Types of Evidences - I	Different Types of Evidences: Trace evidence of Miscellaneous Materials: Source; Examples; Objects left at Crime Scene	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Arrange a visit to forensic science lab and demonstrate how different types of evidences are traced, collected and preserved.
2	Describe Different Types of Evidences - II	Blood and other biological evidence: Blood typing; Other body fluids - Impression evidence: Footprint; Bite marks; Tool marks			90			

3	Describe Different Types of Evidences - III	Fire arms examination: Characteristics of fire arms; Fire arms evidence; Gunshot residues; Collecting of fire arms evidence - Arson and explosives evidence: Arson; Explosives; Bomb Scene Investigation.			90			
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LEARNING EVENT

LU. No		4						
Learning unit		Introduction to Toxicology and Illicit Drugs						
Training objective		At the end of training, participants will be able to explain about Toxicology and Illicit Drugs						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe Basics of Toxicology	Basics of Toxicology - Poisons - Testing methods - Narcotics, Drugs and Psychotropic Substances	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Visit to forensic laboratory for demonstration.
2	Describe Drug identification- Relevance to Prisons	Drug identification- Relevance to Prisons			90			

LEARNING EVENT

LU. No		5						
Learning unit		Introduction to Establishing Identity						
Training objective		At the end of training, participants will be able to explain about the topic of Establishing Identity						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State the techniques in Finger Prints - Handwriting examination	Finger Prints - Handwriting examination	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Demonstration of finger print lifting and hand writing examination.
2	Explain Identification of human remains	Identification of human remains: Individual cases and Mass disasters.			90			

LEARNING EVENT

LU. No		6						
Learning unit		Introduction to Investigation of Homicide Investigation and Sexual Assault Cases						
Training objective		At the end of training, participants will be able to explain about Investigation of Homicide Investigation and Sexual Assault Cases						
Enabling Objectives- At the end of training, participants will be able to		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Explain Homicide Investigation	Homicide – Types – Investigation of homicide cases – Preservation and collection of evidences	Lecture-cum-Discussion	White Board, Projection System	90	In-House/ Guest Faculty		a. Demonstration of finger print lifting and hand writing examination.
2	Explain Sexual Assault Cases	Rape and other sexual assaults – Examination – Preservation and collection of evidences.			90			

AM IX

MENTAL HEALTH OF PRISON INMATES

1. Mental Health Problems of Prisoners	2. Managing Mental Health Illness	3. Alcoholic and Drug Addicts	4. Identification of Suicidal Tendencies
5. Depression among Inmates	6. Personality Disorders due to Incarceration	7. Stress Management in Prisons	

LEARNING EVENT

Unit	1							
Learning Unit	Mental Health Problems of Prisoners							
Training Objective	At the end of training, participants will be able to explain the common mental health problems in prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe signs and symptoms of mental health problems	-Mental Health Problems -Signs and symptoms	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House Faculty/ Course Coordinator Mental Health professional Psychiatrist Psychologist Social work Faculty		Q/A
2.	Explain common mental health problems in prisons according to WHO	-Common Mental health problems in prisons by WHO			60			
3.	Describe the signs and symptoms of depression	-Depression among prison inmates			30			
4.	Describe the signs and symptoms of stress	-Stress among the prisoners			30			
5.	Explain the therapies to be administered to prisoners	-Supportive psychotherapy -Cognitive Behavioral therapy -Relaxation Therapies			60			

LEARNING EVENT

Unit	2							
Learning Unit	Managing mental illness in prisons							
Training Objective	At the end of training, participants will be able to explain how to manage persons with mental disorders in prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain mental disorders and its types	-Key facts about mental disorders by WHO -Definition -Types of mental disorders	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House Faculty/ Guest Faculty Psychologist psychiatrist		Q/A
2.	List who is at risk of mental disorders	-Who is at risk from developing a mental disorder?						
3.	Explain WHO Comprehensive Mental Health Action Plan 2013-2030.	-WHO's Comprehensive Mental Health Action Plan 2013-2030						

LEARNING EVENT

Unit	3							
Learning Unit	Dealing with Alcoholics and Drug Addicts							
Training Objective	At the end of training, participants will be able to explain the procedures of handling alcoholics and drug addicts in prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe alcoholism and drug addiction	-Alcoholism -Drugs -Drug abuse -Stages of alcoholism	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House Faculty/ Course Coordinator Social work Faculty Narcotics Control Bureau De-Addiction Centres/ Team		Q/A
2.	Identify signs and symptoms of alcoholism and drug addiction	-Sign and Symptoms of alcoholism and drug addiction			15			
3.	Explain the procedure of the referral of a prison inmate in need of a psychiatrist	-Counselling the inmates -Referral service			25			
4.	State the procedures to handle alcoholics and drug addicts in prisons	Prison Manual procedures in Handling Alcoholics and drug addicts						

LEARNING EVENT

Unit		4						
Learning Unit		Identification of suicidal tendencies in prison inmates						
Training Objective		At the end of training, participants will be able to explain about the symptoms of suicidal tendencies in prison inmates						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe 'suicide' and 'suicidal ideation'	- 'Suicide', meaning and definition - Signs and symptoms of suicidal ideation - Reasons for committing suicide	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House Faculty/ Course Coordinator Social work Faculty Psychiatrist Psychologists		Q/A
2.	Identify signs and symptoms of suicide	- Identifying signs and symptoms of suicide			20			
3.	Refer the inmate to a psychologist or a psychiatrist	- Referring the person to a psychiatrist or a psychologist for intervention			20			

LEARNING EVENT

LU	5							
Learning Unit	Depression among inmates							
Training Objective	At the end of training, participants will be able to identify symptoms of depression in prison inmates							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List symptoms of depression	-Depression -Signs and symptoms of depression	Lecture-cum-Discussion	White Board, Marker, Projection System	40	In-House Faculty/ Course Coordinator Mental Health professional Psychiatrist Psychologist Social work Faculty		Q/A
2.	List the causes of Depression	-Causes of depression			20			
3.	Identify depression in prison inmates	-identifying depression in a prison inmate -Counselling -Referral services			15			

LEARNING EVENT

Unit	6							
Learning Unit	Personality disorders due to Incarceration							
Training Objective	At the end of training, participants will be able to explain how to identify personality disorders in prison inmates							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain about personality disorder	-Intellectual deficiency and crime -Personality Disorders -Cluster A, B and C personality disorders	Lecture-cum-Discussion	White Board, Marker, Projection System	40	In-House Faculty/ Course Coordinator Mental Health professional Psychiatrist Psychologist Social work Faculty		Q/A
2.	List causes and symptoms of personality disorders	-Causes of personality disorders -Symptoms of personality disorders			20			
3.	Explain Antisocial Personality and Crime	-identifying personality disorders in a person -Antisocial personality and crime			15			

LEARNING EVENT

LU	7							
Learning Unit	Stress Management in Prisons							
Training Objective	At the end of training, participants will be able to identify symptoms of stress among prison inmates.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the symptoms of stress	-Definition of stress -Causes of stress -Symptoms of stress -Signs of stress	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-house faculty Psychologists Social work Faculty		Q/A
2.	Identify signs of stress among the prison inmates							
3.	Explain stress management techniques				45			

OUTDOOR MODULES

Training Manual Title	Training Manual of Basic Course for Prison Officers
Training Phase	I
Module Category	Outdoor
Module .	OD-1
Module Title	Physical Efficiency Training
Duration	160 Periods (One Period – 45 minutes)
Medium of Instruction	English / Hindi

Module.	Topics / Items	Periods
1.	Road Walk and Run	20
2.	PT Table Cards	40
3.	Strengthening Exercises.	30
4.	Endurance Exercises	30
5.	Route March	20
6.	Shramadan (every Friday)	20
Total Duration		160

Training Manual Title	Training Manual of Basic Course for Prison Officers
Training Phase	I
Module Category	Outdoor
Module .	OD-2
Module Title	Drill Without Arms
Duration	48 Periods (One Period – 45 Minutes)
Medium of Instruction	English / Hindi

Module.	Topics / Items	Periods
1.	Attention – Stand at ease and stand easy	3
2.	Turning and inclining at the halt	3
3.	Dressing	1
4.	Forming up in three ranks	1
5.	Numbering and proving	1
6.	Open and Close order at the halt	1
7.	Dismissing and falling out – sizing	1
8.	Getting on Parade – Length of pace and time of reaching	2
9.	Formation of Squad with intervals	1
10.	Marching in quick time and halt	1
11.	Side pace – Paces forward and to the rear	1
12.	Marching in slow and at the halt	3
13.	Wheeling, Turnings and diagonal march in slow time	1
14.	Marking time forward and halt at the slow time	1
15.	Marking time forward and halt at the quick and double time	2
16.	Changing step in slow and quick time	1
17.	Marching, Making time and halting in double time	1

18.	Breaking into slow, quick and double time	1
19.	Marching in line in slow time – Wheeling in line in slow time	1
20.	Change Direction by forming at the halt – and on the march in slow time	1
21.	Change direction by forming at the halt and on the march in quick time	1
22.	Forming squad at the halt and on the march in slow time	2
23.	Forming squad on the march in quick time	2
24.	Marching off in single file and reforming three ranks	2
25.	Forming two ranks from three ranks	1
26.	Forming three ranks from two ranks	1
27.	Marching in slow time and turnings	1
28.	Marching in quick time and turnings	1
29.	Stepping out and stepping short in quick time	1
30.	Wheeling, turnings and diagonal march in quick time	2
31.	Saluting at the halt – Saluting to the front and message Salute	2
32.	Saluting to the flank – to the right and left	2
33.	Demonstration of topics 1- 32 by trainees	2
Total		48

Training Manual Title	Training Manual of Basic Course for Prison Officers
Module Category	Outdoor
Module .	OD-3
Module Title	Drill with Arms
Duration	58 Periods (One Period – 45 Minutes)
Medium of Instruction	English / Hindi

Module.	Topics / Items	Periods
1.	Slope from the Order & Order from the Slope	2
2.	Present from the Slope & Slope from the Present	2
3.	Ground Arms and Take up Arms	1
4.	Fix Bayonets and Unfix Bayonets	1
5.	Port from the Slope – Slope from the Port – Port from the Order – Order from the Port	1
6.	For inspection – Port Arms – Ease Springs	1
7.	Examine from the port – Ease Springs, Port from the examine – Order from the examine	1
8.	Trail from the Order – Order from the Trail – Trail from the Slope – Slope from the Trail	1
9.	Secure from the Slope – Slope from the Secure	1
10.	Secure from the Order – Order from the Secure	1
11.	Change arms at the Slope and at the Trail	1
12.	Change Arm at the Secure	1
13.	Tighten Sling (Sling kas) and Loose Sling – (Sling dheel)	1
14.	On-Guard from the Slope – Slope from the On-Guard	1
15.	On-Guard from the Order – Order from the On-Guard	1

16.	High Port from the ON-Guard, from the Slope and from the Order	1
17.	Sling Arms and Shoulder Arms	1
18.	Attention – Stand at ease and stand easy with Rifle	1
19.	Turning and inclining with Rifle	1
20.	Dressing at the order and at the slope	1
21.	Dress up (Sajja), Left dress – Right dress and Centre dress	1
22.	Saluting at the halt (Butt Salute) (Front Salute) and at the march and message salute	1
23.	Saluting with the Rifle on the march to the right and left	1
24.	Marching in quick time with rifle	2
25.	Marching in slow time with rifle	1
26.	Turnings and diagonal march in slow and quick time	1
27.	Marching, Making time and halting in slow and quick time with rifle	1
28.	Turnings and Wheeling in slow and quick march with rifle	1
29.	Open and close order march in slow and quick time with rifle	1
30.	Dismissing, Break off (Swasthan) fall out (Line tor) fall in (Line Ban)	1
31.	Changing directions at the halt – slow and quick time	2
32.	Forming squad at the halt – slow and quick time	3
33.	Breaking into slow, quick and double time	1
34.	Saluting with rifle, message salute and saluting to the flank	1
35.	March at attention, March at stand at ease for route march	1
36.	Stepping out – Stepping short in quick time with arms	1
37.	Squad in line – Marching off in a single file and reforming in three ranks	1
38.	Squad advance in file from line and forming column off threes and lines with rifle	1

39.	Squad advance in file from column off threes and forming in line and in column of threes with rifle	2
40.	Squad drill with arms	10
41.	Demonstration of topics 1- 40 by trainees	2
Total		58

Training Manual Title	Training Manual of Basic Course for Prison Officers
Module Category	Outdoor
Module .	OD-4
Module Title	Crowd Control and Lathi Drill
Duration	30 Periods (One Period – 45 Minutes)
Medium of Instruction	English / Hindi

Module.	Topics / Items	Periods
1.	Short Lathi – Description – Attention, Stand at ease and stand easy	2
2.	Turnings and dressing at the halt with lathi	1
3.	Marching with Lathi	1
4.	Saluting at the halt – Saluting at the march and message salute	1
5.	Saluting with a lathi – dismissing of squad at the halt	1
6.	Changing direction at the halt and in slow and quick time and forming squad at the halt in slow and quick time	1
7.	Lathi class opening – 1 to 4 exercises and closing the class	4
8.	Marching – Saluting to the front and message salute – saluting to the flank (Right and left)	2
9.	Use of Lathi for Crowd control	8
10.	Practical exercises for crowd control/mob operation	9
Total		30

Training Manual Title	Training Manual of Basic Course for Prison Officers
Module Category	Outdoor
Module .	OD-5
Module Title	Weapon Training
Duration	50 Periods (One Period – 45 Minutes)
Medium of Instruction	English / Hindi

Module.	Topics / Items	Periods
303 Rifle		
1.	Introduction, Characteristics, Identification and Types – Difference between .303 Rifle and .410 Musket-7.62 SLR	2
2.	Stripping – Names of the Parts and Assembling	2
3.	Sight setting	2
4.	Care and Cleaning	2
5.	Load and Unloading	2
6.	Lying position and Hold	2
7.	Aiming – I – Range and figure target	2
8.	Trigger Control	1
9.	Firing a Shot	1
10.	Aiming – II – Alteration of sights	1
11.	Bolt manipulation	1
12.	Demonstration of topics 1- 11 by trainees	2
Sub-total		20
9 mm Pistol		
1.	Introduction, inspection of Pistol, Safety precautions, Stripping– Names of the Parts and Assembling, Drawing and returning the Pistol	4

2.	Care and Cleaning, Load and Unload, Loading of Magazine, unloading the Magazine, Firing positions, Make safe, Stop pages and immediate action	4
3.	Demonstration of topics 1- 2 by trainees	1
Sub-total		9
9mm Carbine / 9mm Sten		
1.	Introduction, General Characteristics – Description	1
2.	Difference between Carbine and Sten	1
3.	Stripping – Names of the Parts and Assembling	3
4.	Care and Cleaning	1
5.	Loading and Unloading	1
6.	Carrying Positions – aiming – firing positions	1
7.	Stoppages and immediate actions	1
8.	Demonstration of topics 1- 7 by trainees	2
Sub-total		11
7.62 mm SLR		
1.	Introduction, Characteristics General Description and data	1
2.	Stripping – Names of the Parts and Assembling	2
3.	Care and Cleaning	1
4.	Load and Unload – Aiming – Holding and Sight setting – Carrying positions	2
5.	Firing a Shot – Stoppages and Immediate Action	2
6.	Demonstration of topics 1- 5 by trainees	2
Sub-total		10
Total		50

Training Manual Title	Training Manual of Basic Course for Prison Officers
Module Category	Outdoor
Module .	OD-6
Module Title	Firing Practice
Duration	16 Periods (One Period – 45 minutes)
Medium of Instruction	English / Hindi

Module.	Topics / Items	Periods
1.	303 Rifle	4
2.	9 mm Pistol	4
3.	9 mm Carbine / 9mm Sten	4
4.	7.62 mm SLR	4
Total		16

Training Manual Title	Training Manual of Basic Course for Prison Officers
Module Category	Outdoor
Module .	OD-7
Module Title	Un-Armed Combat and Self-defence Techniques
Duration	Periods (One Period – 45 Minutes)
Medium of Instruction	English / Hindi and Concerned Terminologies

Module.	Topics / Items	Periods
1.	Un-Armed Combat & Self-defence Techniques (Karate)	40
Total Duration		40

NOTE: In a ideal situation, 40 periods of this self defence training will cover about 30 hours of Karate, which is sufficient for awarding of Green Belt.

Training Manual Title	Training Manual of Basic Course for Prison Officers
Module Category	Outdoor
Module .	OD-8
Module Title	Additional Skills and Fitness Training ▪ Games ▪ Yoga/Mediation ▪ Driving ▪ Swimming
Duration	180 Periods (One Period – 45 Minutes)
Medium of Instruction	English / Hindi / Other Desirable Mode

Module.	Topics / Items	Periods
Games		
1.	Games of choice (Compulsory)	100
Yoga / Mediation		
1.	Basics of Meditation and Yoga	40
Driving		
1.	Driving: Theory & Two Wheeler Practical Classes	10
2.	Driving: Theory & Four Wheeler Practical Classes	20
Swimming		
1.	Basic Swimming Skills	10
Total		180

SKILL MODULE

SM 1- COUNSELLING SKILLS

1. Counselling Skills- I	2. Counselling Skills- II	3. Counselling Skills- III
4. Counselling Skills Practice- I	5. Counselling Skills Practice- II	6. Counselling Skills Practice- III

LEARNING EVENT

Unit		1						
Learning Unit		Counselling Skills -I						
Training Objective		At the end of training, participants will be able to explain the basics of counselling						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the purpose of counselling	-Counselling skills -Aim of counselling -Purpose of Counselling -Principles of Counselling	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A
2.	Explain the communication skills	-Communication skills						

LEARNING EVENT

Unit		2						
Learning Unit		Counselling Skills -II						
Training Objective		At the end of training, participants will be able to identify the core counselling skills						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify basic skills of Counselling	-Core counselling skills -Principles of Counselling	Lecture-cum-Discussion	White Board, Marker, Projection System	10	In-House/ Guest Faculty		Q/A
2.	Describe the principles and the core Counselling Skills	-Listening -Responding -Reflecting			50			

LEARNING EVENT

Unit		3						
Learning Unit		Counselling Skills -III						
Training Objective		At the end of training, participants will be able to explain the process of core counselling skills						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the difference between Counselling and Psychotherapy	-Difference between Counselling and Psychotherapy	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Describe the Process of Counselling	-Process of Counselling -Transference -Counter Transference			40			

LEARNING EVENT

Unit		4						
Learning Unit		Counselling Skills Practise-I						
Training Objective		At the end of training, participants will be able to demonstrate the core counselling skills						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe helping skills	-Helping Skills -Reflecting feelings -Questioning Skills	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A
2.	Demonstrate helping skills, reflection and questioning							

LEARNING EVENT

Unit		5						
Learning Unit		Counselling Skills Practice-II						
Training Objective		At the end of training, participants will be able to demonstrate the core counselling skills						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Demonstrate counselling skills	-Building rapport in Counseling relationship -Active Listening skills -Summarizing skills	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A

LEARNING EVENT

Unit		6						
Learning Unit		Counselling Skills Practice-III						
Training Objective		At the end of training, participants will be able to demonstrate counselling skills						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe core counselling skills	-Non -verbal communication -Empathy -Identifying therapeutic change	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A
2.	Demonstrate core skills of counselling	-Role of silence in therapeutic sessions						

PART-C

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GLOSSARY OF TERMS AND ABBREVIATIONS

I. GLOSSARY OF TERMS AND ABBREVIATIONS

1. Training Manual

A training manual is defined as a book of information and instructions outlining the structure and components of a training programme. This Training Manual for Basic Course of Prison Officers provides the State Prison Departments a comprehensive plan and structure on how to conduct a basic training course for prison officers.

2. Training Module

A training module is a standardized self-contained segment which forms part of a training manual.

a. Indoor Main Module

Module for a subject which has more content and relevance and the examination is conducted for 3 hours Duration for 100 marks.

b. Indoor Subsidiary Module: Module for a subject which has relatively less content and relevance and the examination is conducted for 1.5 hours duration for 50 marks.

1. Lecturing Method: This is the most traditional method used in teaching and training. Lecturing is a teaching method that involves, primarily, an oral presentation given by an instructor to a body of students or trainees.

2. PPT: PowerPoint Presentation.

3. Q & A: Question and Answer

ICE BREAKERS

Ice breakers

(Ice breakers could be used for introduction or introducing a topic or to have some fun when serious learning happens. Should not exceed 7-10 mins).

1. Invite everyone in the class with a single rose flower or a piece of chocolate and ask them to go to the corner of the class and pick up a name board or the tag of another person and check the name of the person in the tag and get introduced and try to put it around his neck.
2. Keep a sheet of paper with 8 squares in it. Give clear instructions to fill in details about other 8 persons within 2 minutes avoiding personal questions about family and children.
3. Keep piles of files in one corner of the room and ask them to pick up one file of another known or unknown person and introduce that person and respectfully handover that file to that person, while doing so ask the other participants to cheer them up.
4. Keep Balloons on the table and ask them to take a balloon and blow the balloon to a reasonable size and get autographs with names on the balloon without bursting the balloon. Call out the names of all the persons on the balloon. Keep sketch pens as many as possible to write in the balloons. Also keep a thread also ready to tie the balloon.
5. If the room is big enough, conduct **Big wind blows**. The game goes like this .., Big wind blows for those who had their breakfast today.., Big wind blows for those who came by bus today.., Big wind blows to those who have cars personally.., One of the participant has to command and others have to exchange their seats across.., it would be great fun..,and good ice breaker. There will be one chair short so that one person will be giving command ..,

6. Keep a chart with an outline of the tree either drawn or printed on it. Ask each participant to write one expectation in the tree after introduction by drawing a fruit in the tree.
7. Keep a jar with chits with names of the participants written in it. Ask each one to take a chit and sit near that person and have a conversation for one minute and finally introduce that person.
8. Ask the participants to find out from five participants three (unique) things in their appearance and dress and inform them so that interaction will develop.
9. Place some balloons in one corner of the room preferably different colors and ask everyone to choose one colour and ask why they liked that colour and ask them to connect it with one quality of theirs and introduce their name, designation, state and no. of. Years of experience.
10. Make them stand in a semicircle and ask them to connect their name with a positive name like an adjective, quality of theirs like peaceful Pandu, Angel Anitha, Smart Shiva, Super Sundar, Beautiful Bhuvaneswari, Bold Binoy..
11. If you could be any animal or a flower or a bird or a material like TV, Fridge in the world, what would you choose to be and why?
12. If you could rename yourself, what name would you pick and why?

ACTIVITIES



ACTIVITIES

(Support the content of the lecture and makes it easy to understand without much explanation. should not exceed 7-10mins.Incase of group discussion 7 mins-10mins discussion and each to be allotted 2mins for presentation.)

1. Divide the participants into four teams. Give them a bunch of newspapers, a thread and a cello tape. Ask them to construct the tallest item they can using this material and they should be instructed not to talk. This is for explaining team work in De-radicalization.
2. Draw a picture of a tree with fruits and roots. Ask them to place some emotions in the root like anger, jealousy and ask what fruit they would get. Ask them to draw the root and fruit. This is to demonstrate if the root is good the fruit would be good and the vice versa. The reasons for extremism, violence could be explained through this activity.
3. Ask the participants (volunteers) to come forward to talk good about some topic and after 31 minutes to talk bad about the same topic. This activity is to show human communication has the potential to radicalise. In this activity we sensitise the participants that those things which we see as positive could be propagandised as negative by some others. This is the process of radicalisation.
4. Show some (5-6) terrorists or weapons used by terrorists on screen and ask the participants to divide into 5-6 groups and discuss about the person or the weapons shown on the screen. This will help them understand the ideologies of terrorists, their demands and would enable them understand the idea of radicalisation better.



5. What is the role of education in preventing terrorism and violence?-Group Activity question.
6. What is the role of family in de-radicalisation? Group Activity question.
7. Divide the group into a group of 5-7 participants and give a thread roll and one small ball or a paper cup in their hands. Place the ball in the centre of each group and ask them to plan to lift the ball or paper cup using the thread but without breaking the thread.

8. **Identify the Emotion:** Use emojis on screen and ask the participants to talk about the emotion shown on screen. To start classes on mental Health aspects like depression, suicide, mental disorders this can be thought of.



9. **Flowers and status:** Show common flowers on screen and ask them to comment on the flowers. This will give a good start to the day. Every flower is different and has a different purpose some are good with fragrance and some are good at with appearance. The utility of the flower decides its status.



10. **Birthday Line-Up**

This is one of the most effective ice breakers. Make groups of about 10 people. The next thing is to make them line up in their birthday (considering only dates and months). The catch? The team members cannot talk to each other. They must communicate only using sign languages to guess each other's birthday. Sit back and watch how few people are born leaders, as they will generally play a leading role during this crisis. You will see them leading and taking charge of the issue.

CASE STUDIES

CASE STUDY NO.1

The apex court of the USA in the case of *Charles Wolff v. McDonnell* and the Supreme Court of India in its famous cases like *DBM Patnaik v. State of Andhra Pradesh* and, *Sunil Batra v. Delhi Administration* has emphatically stated that it must be realised that a prisoner is a human being as well as a natural person or a legal person. If a person gets convicted for a crime, it does not reduce him to the status of a non-person whose rights could be snatched away at the whims of the prison administration. Therefore, imposing any major punishment within the system of prison is conditional upon the absence of procedural safeguards.

CASE STUDY NO.2

In the case of the *State of Andhra Pradesh v. Challa Ramkrishna Reddy*, the court held that a prisoner is entitled to all the fundamental rights unless curtailed by the constitution.

CASE STUDY NO.3

In *State of Maharashtra v. Prabhakar Pandurang Sanzgir*, the Supreme Court stated that the mere fact that someone is detained cannot deprive one of his fundamental rights and that such conditions are not to be extended to the extent of the deprivation of fundamental rights of the detained individual. The Court further ruled that every prisoner retains all such rights that are enjoyed by free citizens except the one that is lost necessarily as an incident of confinement.

CASE STUDY NO.4

In Charles Sobaraj v. Supdt Central Jail Tihar, it was ruled that all the rights available to prisoners under Articles such as 14, 19 and 21 are though limited but cannot be said to be static. They are bound to or rather will rise to new human heights when challenging circumstances arise.

CASE STUDY NO.5

In Francis Corahe Mullin v. The Administrator, UT Delhi Justice Bhagwati observed the rules laid down by Justice Douglas and Justice Marshall :

Mr Justice Douglas reiterated his thesis when he asserted: "Every prisoner's liberty is, of course, circumscribed by the very fact of his confinement, but his interest in the limited liberty left to him only the more substantial. Conviction of a crime does not render one a non-person whose rights are subject to the whim of the prison administration, and therefore, the imposition of any serious punishment within the prison system requires procedural safeguards." Mr Justice Marshall also expressed himself clearly and explicitly in the same terms: "I have previously stated my views that a prisoner does not shed his basic constitutional rights at the prison gate and I fully support the court's holding that the interest of inmate."

Case study no.6

In the case of Rohit Shekhar v. N.D Tiwari, the court held that nobody should be compelled to be subjected to any techniques in question at any circumstances, even when it is in the context of an investigation in a criminal case. Proceeding with such acts would result in an unwarranted intrusion into an individual's personal liberty. It is equally important that adequate space is provided for the voluntary administration of the impugned techniques in the context of criminal

justice on conditions that certain safeguards are in place. The Court also did a brief examination of the jurisprudence that permits compulsory testing or involuntary drawing of samples and stated that judicial precedents in such cases emerge in criminal prosecution related to serious offences like those involving narcotic substances, manslaughter, murder or sexual offences. In all of these cases, the court has carefully weighed the interest of justice in the context of public policy and privacy of an individual while examining the permissibility of compulsory testing

Case study No: 7

The validity of solitary confinement was considered by the Supreme Court in the famous case of [Sunil Batra v. Delhi Administration](#) wherein the Honourable Court highlighted that imposition of solitary confinement is only to be made in exceptional cases where the prisoner is of such violent or dangerous nature that his segregation becomes an utmost necessity. The Court also observed that keeping prisoners in bar fetters day and night reduces them to the level of an animal and deteriorates their mental health. The Courts, therefore, have expressed strong resentment against solitary and stated its confinement as highly dehumanizing and derogatory in nature. They have also held such confinements to be against the spirit of the Constitution of India. In the case of [Maneka Gandhi v. Union of India](#), the Apex Court propounded a new dimension of Article 21 wherein it stated that “right to life or live” does not

confine itself to mere physical existence but also includes right to live with human dignity.

Case study No: 8

Further, in [Francis Coralie v. Delhi Administration](#), while expanding the aforementioned concept, the Court held that the word 'life' includes everything that it goes along with it, namely the bare necessities of the life such as adequate nutrition and food, clothing and shelter over one's head, facilities for reading, writing (education), ability and opportunity of expressing oneself in diverse forms, moving freely, mixing and commingling with fellow human beings.

Case study No: 9

Thereafter, the Apex Court in [Pandit Parmanand v. Union of India](#) expanded the concept of "life" and ruled that the word "life" is not just limited up to the period of death but even after that. Therefore, when a person was executed with the death penalty (as in this case) but the dead body was not lowered even after half an hour, in spite of the fact that the doctor already gave the death certificate, the Court held that it amounted to a violation of Right to life under Article 21. It can be concluded that Right to life continues even after death and includes in its ambit the right to proper handling of the dead body or right to a decent burial.

Case study No: 10

The Supreme Court in [State of Andhra Pradesh v. Challa Ramakrishna Reddy](#) held that the right to life is one of the basic human rights which is guaranteed to every person by Article 21. It is so fundamental that even the State has no authority to violate it. A prisoner does not cease to be a human being even when lodged in jail. He continues to be a human and therefore is entitled to enjoy all the fundamental rights including the right to life.

Case study No: 11

In the case of [Parmannnd Katara v. Union of India](#), the Court held that a doctor working at a Government hospital is bound by duty to extend any type of medical assistance for preserving life. In fact, every doctor has a professional obligation of extending his services to the patients (be it anyone) with due diligence and expertise in order to protect his life. Therefore, any legal body cannot intervene to cause a delay in the discharge of obligations and duties cast upon the members of the medical profession. The Court also reiterated in [Paschim Bengal Khet Mazdoor Samiti v. State of West Bengal](#), that a government hospital cannot deny any patient the right to treatment on the grounds of non-availability of beds. Doing so would amount to a breach of Article 21 that highlights the ‘right to life’. This Article imposes strict obligations on the State to make available the necessary medical assistance to an aggrieved person as protection of human life is of utmost significance

Case study No: 12

The Gujarat High Court in [Rasikbhai Ramsing Rana v. State of Gujarat](#) held that the right to medical treatment is one of the basic human rights that should be made available to every person. The Court further guided the concerned jail authorities to take proper mental and physical health care of the prisoners who were suffering from any type of disease. The same court, in a *suo moto* writ, issued guidelines to the Central government to equip all Central and District jails with facilities such as ICCU, pathology lab, proficient doctors, sufficient staff including nurses and latest instruments for medical treatment.

(Source; <https://blog.ipleaders.in/rights-prisoners-major-judgments/>)

APPENDICES

- 1. REGISTRATION FORM**
- 2. PRE-COURSE ASSESSMENT**
- 3. POST-COURSE ASSESSMENT**
- 4. FEEDBACK FORM**
- 5. COURSE COORDINATOR'S REPORT**
- 6. FIELD-VISIT FORMAT**
- 7. NOTE FOR THE FACILITATOR ON PANEL DISCUSSION**
- 8. PRISON STATISTICS, 2021 (IN BRIEF)**

(Name of the Training Institute)

(Name of the Course)

(Dates)

REGISTRATION FORM

PARTICIPANT DETAILS

1. Name :
2. Date of birth :
3. Male/Female
- 4.. Qualifications :
(a) Academic
(b) Professional
5. Designation :

ORGANIZATION DETAILS

6. Department/Organization :
7. Address
8. Telephone No.
9. E-mail id :

RESIDENTIAL DETAILS

10. Address
11. Telephone No.
12. Mobile No.
13. Emergency contact details:

Signature
Name
Date

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

S. No.	Name of the Unit (As given in the Course Grid)	Pre-Assessment (Knowledge-level before training)		
--------	---	---	--	--

		Absolutely Yes	Not Sure	No
--	--	----------------	----------	----

knowledge				

- | | | | | |
|----|--------------------------------------|--|--|--|
| 1. | Are you aware of..... | | | |
| 2. | Do you have an understanding of..... | | | |

.....				
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POST-COURSE ASSESSMENT EXERCISE

Answer the following –

S. No.	Name of the Unit (As given in the Course Grid)	Post-Assessment (Knowledge-level after- training)		
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		Absolutely Yes	Not Sure	No
--	--	----------------	----------	----

knowledge				

1. Are you aware of.....
2. Do you have an understanding of.....

.....				
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**(Name of the Training Institute)
(Title of the Course)
(Dates of the Course)**

FEEDBACK FORM

(To be filled-in by individual participants at the end of the Course)

Name of the Training Institute :

Title of the Course :

Date :

1. To what extent the Objectives of the Course were met

To a great extent 4	To some extent 3	To a limited extent 2	Not at all 1

2. Did you receive advance intimation from the Institution about the Course? If so, did you respond to the Institution?

Yes

No

3. Do you think the structure and organization of the Course meets the objectives?

Very well Structured 4	Well Structured 3	Some-what structured 2	Un-structured 1

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4. How useful this training would be to you immediately in your job ?

Very Useful 4	Quite Useful 3	Of limited Use 2	Not at all Useful 1

5. How useful this training is likely to be for the future jobs you may handle?

Very Useful 4	Quite Useful 3	Of limited use 2	Not at all Useful 1

6. Practical Orientation of the course.

Highly Practical Oriented 4	Practically Oriented to a Great extent 3	Practically Oriented to a Limited extent 2	Not Practically Oriented 1
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7. How much have you benefited from interaction with the other participants in the Course?

Substantially 4	Considerably 3	Fairly 2	Not at all 1

8. How much was the Course Material supplied relevant and related to the Course Contents?

Extremely Relevant 4	Considerably Relevant 3	Fairly Relevant 2	Not at all relevant 1

9. To what extent are you satisfied with the following:
(The Training Institution may please block the parameters not applicable)

Fully Satisfied 4	Satisfied to a large extent 3	Satisfied to a limited extent 2	Not satisfied 1
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a)	Reception & Transport				
b)	Residential Accommodation				
c)	Food Quality & Service				
d)	Classroom facilities				
e)	Library facilities				
f)	Computer facilities				
g)	Interaction with the staff of the Institute				

10. Feedback on the Training/Faculty:
(Kindly fill up the Annexure)

11. Which parts of the Course did you find most helpful?

12. Which parts of the Course did you find least helpful?

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

14. Did the Course give you any specific ideas Yes/No
about improvements in your working
situation when you get back.

15. If yes, kindly spell them out briefly.

16. Any other comments/observations you wish to make about the Course

Date:

Name:

Designation:

Place:

Organisation:

COURSE COORDINATOR'S REPORT
on
(Name of the Training Course)
(Duration)

1. Name of the Training Institution :
2. Whether the Course was conducted :
In the Institute's Campus or elsewhere
2. Title of the Course :
3. Duration of the Course :
4. Number of participants :
(Attach final list of participants)
5. Details of Training Facilitators :
(Name/Designation/Organization)
(In-House/Guest)
6. States/UTs represented :
7. Details of Sessions with working hours :
8. List of Training Material distributed :
9. Details of Methods/Methodology used:
10. Feedback of participants :
(Attach copies of Feedback Forms)
11. Summary of the Feedback :
12. Summary of the Pre/Post Assessments :
13. Any areas of improvement noticed :
14. Overall impression of the Course :
Coordinator

Signature
(Name of the Course Coordinator)
Designation
Date
(Mobile Number/E-mail)

FIELD VISIT REPORT FORMAT

Forma to Field Visit Report

Name of the trainee officer :

Batch No. :

Officer in-charge of the visit :

Name of the Institute/ organization visited :

Time and Date of visit :

Subject or which visit is made :

Signature of the trainee

Signature of the officer in charge of the visit

Structure of the Report

1. Introduction about the institute
2. Origin and history of the institute
3. Primary duties and functions of the institute
4. Officer with whom interacted
5. Report of the Visit [write summary of learnings from the visit] \
9. Any other Comments/ remarks about the visit and the learnings from the visit.

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

Invite a member from each of the agencies to have a panel discussion

While conducting the panel discussion, faculty should act as a Moderator

The Moderator should introduce the theme and then the panellists. Each panellist can be given around 15 minutes time to speak and discuss the role of their agencies and areas where coordination is required. After all panellists have spoken, the panel should be open for discussion with question from the participants. The key points of each speaker should be summed up by the moderator and the discussion should be concluded by the moderator well within time. The participants should be instructed to ask specific questions to the panellists.

Group Discussion :

Each Participant should be encouraged to participate. Establish Ground Rules first.

Cull out the important points that emerge from the discussion

Action Plan : Group Work Activity

Prison based Rehabilitation programs

Participants should be divided into groups of 5-6 members of all ranks (warder, to Superintendent) and all should brainstorm and discuss what goals to set for prisoner rehabilitation programs in a particular prison. Action Plan should be time bound and can be short term, medium term and long term. Work Sheets, Flip chart sheets and sketch pen should be distributed to all the groups and facilitator should ensure that all contribute their ideas. Each goal should make clear the responsibility-what you can do at your level (e.g. at Deputy Superintendent level), what can be done by others (e.g. at headquarters). Further review of action is essential. Make it clear that there is a start and end date to the action, so the Plan is time bound.

PRISON STATISTICS INDIA – 2021

Total Number of Prison Inmates as on 31.12.2021			
Male	:	5,31,025	
Female	:	22,918	
Transgender	:	91	
Prison Population	:	5,54,034	

Prisoner Types and Demography

Convicts		Undertrials		Detenues		Others	
Male	117846	Male	409346	Male	3381	Male	452
Female	4990	Female	17745	Female	88	Female	95
Transgender	16	Transgender	74	Transgender	01	Transgender	00
Total	122852	Total	427165	Total	3470	Total	547

Number of Jails, Capacity, Population and Occupancy Rate in India at the end of 2021

Type of Jail	Number	Authorized Capacity	Population of Inmates	Occupancy Rate (%)
Central Jail	148	193536	239311	123.7
District Jail	424	163606	254214	155.4
Sub Jail	564	45436	46736	102.9
Special Jail	41	7473	6582	88.1
Open Jail	88	5953	2178	36.6
Women Jail	32	6767	3808	56.3
Borstal School	19	1775	745	42.0
Others	03	1063	460	43.3
Total	1319	425609	554034	130.2

Source : NCRB, MHA (2021) <https://ncrb.gov.in/en/prison-statistics-india-2021>