

**Training Manual of Specialised Course for Prison Officers**  
**(Asst. Jailer to Superintendent of Prisons)**  
**on Correctional Programmes in Prisons**  
**(One Week)**  
**2022**



**Bureau of Police Research and Development**  
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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)**



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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**

Rehabilitation of Prison inmates is one of the most important functions of the Prison service which aims at restoration of the individual to a satisfactory physical, psychological, social and vocational status. It implies a multifaceted approach to help the individual in the most significant areas of living so that he may become a law-abiding member of the community and also support his family. Hence it is necessary to train prison officers on various components of correctional services.

The objective of this one-week specialized Course for officers of the rank of Assistant Jailor to Superintendent of Prisons is to impart knowledge and skills of corrections/rehabilitation programs to Prison Officers.

The Course has six learning units and focuses more on panel discussion and group discussion on how to tackle the problems and challenges faced in implementing the programs in prison set up.



(For Trainers & Participants)

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**(One Week)**  
**2022**

# **COURSE GUIDE**





## **INTRODUCTION**

Organizations need to continuously grow, develop and must be prepared to face the ever-emerging challenges. The Prison Department and the role of Prison Officers is no exception to this. Training is an instrument that helps the Prison Administration in meeting the twin challenges of continuous improvement and demands of change.

## **AIM OF THE COURSE**

To impart knowledge and skills of corrections/rehabilitation programs to Prison Officers

## **DESIGNED FOR**

Assistant Jailor to Superintendent of Prisons

## **FACILITATORS**

In-House Faculty, Guest Faculty. The Guest Faculty can include retired or serving senior prison officers, Legal experts, Psychologists, Social Worker/Probation Officer and NGOs.

## **STYLE OF THE COURSE**

This course encompasses a series of practical learning activities. The Course is delivered through multiple media, styles, and activities with a ‘self-directed learning approach’ simulated by the use of field-based situations and sharing of best practices in prison 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.

**OBJECTIVES** – At the end of the training, the participants will be able to –

## **Unit – 1**

### **Training Objective**

Explain the concept, goals, and philosophy of corrections

### **Enabling Objectives**

1. Explain the nature and goals of corrections
2. Describe the models of correction
3. Explain the role of prison in correction and crime prevention

## **Unit – 2**

### **Training Objective**

Explain the duties of correctional officers

### **Enabling Objectives**

1. List the roles and responsibilities of Correctional Officers
2. Explain the manner in which prison staff undertake correctional work in line with regular duty

## **Unit – 3**

### **Training Objective**

Explain Correctional Psychology

### **Enabling Objectives**

1. Explain Correctional Psychology and its importance
2. List the psychological problems faced by staff and inmates
3. Describe Positive Psychology and its application in correction
4. Describe the Risk-Need-Responsivity (RNR) model

## **Unit – 4**

### **Training Objective**

Explain the correctional/rehabilitation programs

### **Enabling Objectives**

1. Explain correctional programs for the rehabilitation of prisoners
2. Explore the best practices at the national and international level
3. Prepare the model/process of rehabilitation
4. Describe the role of NGOs and Social workers in Rehabilitation

## **Unit – 5**

### **Training Objective**

Explain the challenges in the process of corrections

### **Enabling Objectives**

1. List the challenges faced by both administration and inmates in Corrections
2. Identify the methods to overcome the challenges

## **Unit – 6**

### **Training Objective**

Explain the impact of corrections in their life

### **Enabling Objectives**

1. Spell out the changes in the life of prisoners after correction
2. Elucidate the impact of corrections after release

### **ASSESSMENT: -**

The priority during the Course is to assist participants to develop their skills. Assessment is, therefore, concerned with informal feedback and advice to individual participants.

## TIME TABLE

| <b>DAY/TIME<br/>(Hrs.)</b> | <b>CONTENT</b>                                                                                                                            | <b>OBJECTIVES</b> |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>DAY-1</b>               |                                                                                                                                           |                   |
| 0915-1030                  | Registration<br>Inauguration of the Course<br>Ice Breaking Session & Ground Rules<br>Course Objectives and Expectations of participants   |                   |
| 1045-1200                  | - Correction: Concept and goals                                                                                                           | 1.1, 1.2          |
| 1215 -1330                 | - Philosophy/models of corrections:<br>- Medical model<br>- Rehabilitation model<br>- Community model<br>- Crime-control model            | 1.3               |
| 1430-1530                  | - Role of prison in correction and crime prevention                                                                                       | 1.4               |
| 1545-1645                  | - Reintegration...emergence of new life                                                                                                   | 1.4               |
| <b>DAY-2</b>               |                                                                                                                                           |                   |
| 0915-1030                  | - Correctional officers and their duties<br>- Psychologist<br>- Welfare Officer<br>- Probation Officer<br>- Social Worker<br>- Counsellor | 2.1, 2.2          |
| 1045-1200                  | - Strategies to include other staff in correctional work along with regular duty                                                          | 2.3               |
| 1215 -1330                 | - Panel Discussion: Correctional work by all prison staff                                                                                 | 2.3               |
| 1430-1530                  | - Correctional psychology and its importance                                                                                              | 3.1               |

|              |                                                                                                                             |     |
|--------------|-----------------------------------------------------------------------------------------------------------------------------|-----|
| 1545-1700    | - Psychological problems faced by staff and inmates                                                                         | 3.2 |
| <b>DAY-3</b> |                                                                                                                             |     |
| 0915-1030    | - Positive psychology and its application in correction                                                                     | 3.3 |
| 1045-1200    | - Risk-Need-Responsivity (RNR) model                                                                                        | 3.4 |
| 1215 -1330   | - Correctional/Rehabilitation programs<br>- Education<br>- Counselling<br>- Agriculture<br>- Sports<br>- Welfare activities | 4.1 |
| 1430-1530    | - Correctional/Rehabilitation programs<br>- Restorative Justice system<br>- Open prisons, etc.                              | 4.1 |
| 1545-1700    | - Panel Discussion: Landmark Judgments &MHA Advisory: Best prison Practices 08 November 2010                                |     |
| <b>DAY-4</b> |                                                                                                                             |     |
| 0915-1030    | - Best practices: National and International                                                                                | 4.2 |
| 1045-1200    | - Model/Process of rehabilitation                                                                                           | 4.3 |
| 1215 -1330   | - Road to reform (video show)                                                                                               |     |
| 1430-1530    | - Panel Discussion: Role of NGOs and Social workers in Rehabilitation                                                       |     |
| 1545-1645    | - Challenges faced by the administration and inmates in corrections                                                         | 5.1 |
| <b>DAY-5</b> |                                                                                                                             |     |
| 0915-1030    | - Methods to overcome the challenges                                                                                        | 5.2 |
| 1045-1200    | - Changes in the life of prisoners after correction                                                                         | 6.1 |
| 1215 -1330   | - Impact of corrections after release                                                                                       | 6.2 |
| 1430-1530    | - Article Analysis                                                                                                          |     |
| 1545-1700    | -Feedback Session & Valediction                                                                                             |     |

**Note:**

|             |                                                   |
|-------------|---------------------------------------------------|
| Session I   | 0915 – 1030                                       |
| Session II  | 1045 – 1200                                       |
| Session III | 1215 – 1330                                       |
| Session IV  | 1430 – 1530                                       |
| Session V   | 1545 – 1645                                       |
| Yoga        | 0630 – 0730                                       |
| Library     | 1700 – 1730                                       |
| Sports      | 1730 – 1830                                       |
| Tea Break   | 1030 – 1045<br>1200 – 1215 (Break)<br>1530 – 1545 |
| Breakfast   | 0800 – 0845                                       |
| Lunch       | 1330 – 1430                                       |
| Dinner      | 1930 – 2100                                       |

**(FOR TRAINERS ONLY)**

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on Correctional Programmes in Prisons  
(One Week)  
2022**



# **TRAINER GUIDE**



## INTRODUCTION

The ‘Trainer Guide’ 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. Trainer Guide serves as a “Map” for sequential implementation of various content segments.

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 and debriefing of case study, exercises, Films, etc.
- Serves as a reminder to administer exercises; and
- Guides on the use of media

### **Pre-Course Preparation:**

1. Get an idea on the number and list of participants from the course coordinator
2. Resource Kit, Name plates, Name badges of participants
3. Photocopies of Handout, exercises for participants should be kept separately and distributed before the session.
4. Brief introduction about Resource Persons / Guest Speakers
5. Permissions for field visit to prison

### **For Trainer:**

- a. Trainer Guide
- b. Glossary of Terms
- c. References

### **For Participants**

- Course Guide
- Resource kit Tools, Checklists, Recommended Notes, Exercise, Case Studies, Soft Skills Material
- Project

## DAY-WISE TIME TABLE

| <b>DAY – 1</b>    |                                                                                                                                               |                                                                                                                                                                    |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Time(Hrs.)</b> | <b>Content</b>                                                                                                                                | <b>Remarks</b>                                                                                                                                                     |
| 0915 – 0930       | Registration                                                                                                                                  | Registration form-1<br>Distribute Course<br>Guide to participants                                                                                                  |
| 0930 – 1000       | Inauguration                                                                                                                                  |                                                                                                                                                                    |
| 1000 – 1030       | Session-I: Ice-Breaking Session and<br>Course Objectives<br>Detailed Introduction<br>Name, Designation, Years of<br>Service, Place of Posting | Ice-Breaking Activity<br>Name Tags and Name<br>Plates of Participants.<br>They should get to<br>know each other.                                                   |
| 1030 – 1045       | <b>Tea Break</b>                                                                                                                              |                                                                                                                                                                    |
| 1045 – 1200       | Session- II: Nature and goals of<br>corrections                                                                                               | Goals: Displayed in<br>charts                                                                                                                                      |
| 1200 – 1215       | Break – Stretch exercise                                                                                                                      |                                                                                                                                                                    |
| 1215 – 1330       | Session-III: Philosophy/models of<br>correction                                                                                               | Distribute HO-1                                                                                                                                                    |
| 1330 – 1430       | <b>Lunch</b>                                                                                                                                  |                                                                                                                                                                    |
| 1430 –1530        | Session- IV: Role of prison in correction<br>and crime prevention                                                                             | Trainer gathers<br>information from<br>prison officers and<br>shares it with the<br>trainees<br>Ask them to share one<br>point on correction &<br>crime prevention |
| 1530 – 1545       | <b>Tea Break</b>                                                                                                                              |                                                                                                                                                                    |
| 1545 – 1645       | Session-V: Reintegration...emergence of<br>new life                                                                                           | CS – 01                                                                                                                                                            |

## DAY – 2

| <b>Time (Hrs.)</b> | <b>Content</b>                                                                              | <b>Remarks</b>                                                         |
|--------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 0900 – 0915        | Recap of Day – 2                                                                            |                                                                        |
| 0915 – 1030        | Session -I: Correctional Officers and their duties                                          | Modern Prison Manual, 2016                                             |
| 1030 – 1045        | <b>Tea Break</b>                                                                            |                                                                        |
| 1045 – 1200        | Session- II: Strategies to include other staff in correctional work along with regular duty | Brainstorming<br>Ask them to share one strategy                        |
| 1200 – 1215        | Break – Stretch Exercise                                                                    |                                                                        |
| 1215 – 1330        | Session-III: Panel Discussion: Correctional work by all prison staff                        | Invite prison officials and correctional officers as a resource person |
| 1330 – 1430        | <b>Lunch</b>                                                                                |                                                                        |
| 1430 – 1530        | Session- IV: Correctional psychology and its importance                                     | Content...in slides                                                    |
| 1530 – 1545        | <b>Tea Break</b>                                                                            |                                                                        |
| 1545 – 1645        | Session-V: Psychological problems faced by staff and inmates                                | Participants should reflect on the problems faced by them and inmates  |

### DAY – 3

| <b>Time(Hrs.)</b> | <b>Content</b>                                                                                         | <b>Remarks</b>                       |
|-------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------|
| 0900 – 0915       | Recap of Day – 2                                                                                       |                                      |
| 0915 – 1030       | Session -I: Positive psychology and its application in correction                                      | Content to be displayed in flashcard |
| 1030 – 1045       | <b>Tea Break</b>                                                                                       |                                      |
| 1045 – 1200       | Session – II: Risk-Need-Responsivity (RNR) model                                                       | Distribute HO-2                      |
| 1200 – 1215       | Break                                                                                                  |                                      |
| 1215 – 1330       | Session-III: Correctional programs for the rehabilitation of prisoners                                 | Gallery Walk                         |
| 1330 – 1430       | <b>Lunch</b>                                                                                           |                                      |
| 1430 – 1530       | Session- IV: Correctional programs                                                                     | Group Discussion                     |
| 1530 – 1545       | <b>Tea Break</b>                                                                                       |                                      |
| 1545 – 1645       | Session-V: Panel Discussion: Landmark Judgments & MHA Advisory: Best prison Practices 08 November 2010 |                                      |

## DAY – 4

| <b>Time(Hrs.)</b> | <b>Content</b>                                                                   | <b>Remarks</b>                                      |
|-------------------|----------------------------------------------------------------------------------|-----------------------------------------------------|
| 0900 – 0915       | Recap of Day – 3                                                                 |                                                     |
| 0915 – 1030       | Session – I: Best practices at the national and international level              | Handout – 03 & 04                                   |
| 1030 – 1045       | Tea                                                                              |                                                     |
| 1045 – 1200       | Session – II: Model/process of rehabilitation                                    | Handout – 05                                        |
| 1200 – 1215       | Break                                                                            |                                                     |
| 1215 – 1330       | Session-III: Road to reform                                                      | Video show                                          |
| 1330 – 1430       | Lunch                                                                            |                                                     |
| 1430 – 1530       | Session- IV: Panel Discussion: Role of NGOs and Social workers in Rehabilitation | Prisoner officers, NGOs                             |
| 1530 – 1545       | Tea break                                                                        |                                                     |
| 1545 – 1645       | Challenges faced by the administration and inmates in corrections                | Prison visit:<br>Interaction with staff and inmates |

## DAY – 5

| <b>Time (Hrs.)</b> | <b>Content</b>                                                                  | <b>Remarks</b>                                                         |
|--------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 0900 – 0915        | Recap of Day – 4                                                                |                                                                        |
| 0915 – 1030        | Session - I: Methods to overcome the challenges                                 | Group discussion                                                       |
| 1030 – 1045        | <b>Tea Break</b>                                                                |                                                                        |
| 1045 – 1200        | Session- II: Changes in the life of prisoners after correction                  | Trainer collects case studies and distributes them to the participants |
| 1200 – 1215        | Break                                                                           |                                                                        |
| 1215 – 1330        | Session-III: Impact of corrections after release                                | Presentation by Probation officer                                      |
| 1330 – 1430        | Post Lunch                                                                      |                                                                        |
| 1430 – 1530        | Session- IV: Article Analysis                                                   | Article to be distributed earlier and ask participants to read         |
| 1530 – 1700        | Post evaluation, feedback, Valediction, Certificate distribution, Photo session |                                                                        |

## **DAY WISE TASKS**

### **5-DAY COURSE**

#### **Day – 1**

- Registration
- Inauguration
- Detailed Introduction
- Expectations of the course
- Course Overview
- Ground Rules
- Course Guide
- Distribution of the training kit (Training material, name badges, note pads, etc)
- Training
- Case presentation: Reintegration...emergence of new life

#### **Day – 2**

- Recap of Day-1
- Training
- Panel Discussion: Correctional work by all prison staff

Post Lunch

- International Best Practices (playing of YouTube clips or videos)

#### **Day – 3**

- Recap of Day-2
- Training

Post Lunch

- Panel Discussion: Landmark Judgments &MHA Advisory: Best prison Practices  
08 November 2010

#### **Day – 4**

- Recap of Day-3
- Road to reform (video show)
- Panel Discussion: Role of NGOs and Social workers in Rehabilitation  
Post Lunch
- Field Visit to prison: To discuss the challenges with staff and inmates
- Report on Field Visit and Debriefing

#### **Day – 5**

- Recap of Day-4
- Learning points of all sessions
- Training
- Presentation by Probation officer: Impact of corrections after release  
Post Lunch
- Article Analysis
- Feedback session
- Valediction
- Certificate
- Group Photo with Chief Guest.

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

#### **End of Course**

\*\*\*\*\*

# PART – B

1. COURSE GRID
2. LEARNING EVENTS

# COURSE GRID

## COURSE GRID

|                                        |                          |                         |
|----------------------------------------|--------------------------|-------------------------|
| 01                                     | 02                       | 03                      |
| Corrections – An overview              | Correctional Officers    | Correctional Psychology |
| 04                                     | 05                       | 06                      |
| Correctional/Rehabilitation Programmes | Challenges in Correction | Impact of Corrections   |

# LEARNING UNITS

**SPECIALISED COURSE FOR PRISON OFFICERS**  
**(ASST. JAILOR TO SUPERINTENDENT OF PRISONS)**  
**ON CORRECTIONAL PROGRAMMES IN PRISONS**  
**(ONE WEEK)**  
**LEARNING EVENT- 1**

|                                                                                                 |                                                                                                                     |                        |                                 |             |                               |                 |            |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------|-------------|-------------------------------|-----------------|------------|
| <b>Unit</b>                                                                                     | <b>1</b>                                                                                                            |                        |                                 |             |                               |                 |            |
| Learning Unit                                                                                   | <b>Corrections – An overview</b>                                                                                    |                        |                                 |             |                               |                 |            |
| Training Objective                                                                              | At the end of the training, participants will be able to explain the concepts, goals, and philosophy of corrections |                        |                                 |             |                               |                 |            |
| <b><i>Enabling Objectives</i></b><br>At the end of the training, participants will be able to - | Content                                                                                                             | Method                 | Media                           | Time (Mins) | Trainer                       | Performance Aid | Assessment |
| 1. Explain the nature and goals of corrections                                                  | - Concept<br>- Goals                                                                                                | Lecture-cum-Discussion | White Board, Marker, Projection | 60          | In-house faculty/Correctional |                 |            |

|                                                                  |                                                                                                                                     |                        |                                        |    |                      |  |  |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------|----|----------------------|--|--|
|                                                                  |                                                                                                                                     |                        | System                                 |    | Officer              |  |  |
| 2. Describe the models of correction                             | <ul style="list-style-type: none"> <li>- Medical</li> <li>- Community</li> <li>- Rehabilitation</li> <li>- Crime control</li> </ul> | Lecture-cum-Discussion | White Board, Marker, Projection System | 60 | Correctional Officer |  |  |
| 3. Explain the role of prison in correction and crime prevention | Prison's function in crime prevention and rehabilitation                                                                            | Group Discussion       | Display Board, Chart                   | 60 | Prison Officer       |  |  |

## LEARNING EVENT- 2

|                                                                                                 |                                                                                                      |                        |                                        |                    |                                         |                        |                   |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------|--------------------|-----------------------------------------|------------------------|-------------------|
| <b>Unit</b>                                                                                     | <b>2</b>                                                                                             |                        |                                        |                    |                                         |                        |                   |
| <b>Learning Unit</b>                                                                            | <b>Correctional Officers</b>                                                                         |                        |                                        |                    |                                         |                        |                   |
| <b>Training Objective</b>                                                                       | At the end of the training, participants will be able to explain the duties of Correctional officers |                        |                                        |                    |                                         |                        |                   |
| <b><i>Enabling Objectives</i></b><br>At the end of the training, participants will be able to - | <b>Content</b>                                                                                       | <b>Method</b>          | <b>Media</b>                           | <b>Time (Mins)</b> | <b>Trainer</b>                          | <b>Performance Aid</b> | <b>Assessment</b> |
| 1. List the roles and responsibilities of Correctional Officers                                 | - Psychologist<br>- Welfare Officer<br>- Probation Officer<br>- Social Worker<br>- Counsellor        | Lecture-cum-Discussion | White Board, Marker, Projection system | 90                 | In-house /Guest faculty                 |                        |                   |
| 2. Explain the way prison staff do correctional work in line with regular duty                  | - Training to staff<br>- To act as correctional staff in line with regular duty                      | Lecture-cum-Discussion | White Board, Marker, Projection system | 90                 | Prison Officer and Correctional Officer |                        |                   |

### LEARNING EVENT- 3

|                                                                                          |                                                                                          |                        |                                        |             |                           |                 |            |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------|----------------------------------------|-------------|---------------------------|-----------------|------------|
| <b>Unit</b>                                                                              | <b>3</b>                                                                                 |                        |                                        |             |                           |                 |            |
| Learning Unit                                                                            | <b>Correctional Psychology</b>                                                           |                        |                                        |             |                           |                 |            |
| Training Objective                                                                       | At the end of the training, participants will be able to explain Correctional Psychology |                        |                                        |             |                           |                 |            |
| <b>Enabling Objectives</b><br>At the end of the training, participants will be able to - | Content                                                                                  | Method                 | Media                                  | Time (Mins) | Trainer                   | Performance Aid | Assessment |
| 1. Explain correctional psychology and its importance                                    | - Meaning<br>- History of corrections<br>- Importance                                    | Lecture-cum-Discussion | White Board, Marker, Projection system | 60          | Psychology Professor      |                 |            |
| 2. List the psychological problems faced by staff and inmates                            | - Psychological problems faced by<br>- Staff<br>- Inmates                                | Group Discussion       | White Board, Marker, Projection system | 90          | Correctional Psychologist |                 | Q/A        |
| 3. Describe Positive Psychology and its application in correction                        | - Concept<br>- Application in correction                                                 | Lecture-cum-Discussion | White Board, Marker, Projection system | 60          | Correctional Psychologist |                 |            |
| 4. Describe the Risk-Need-Responsivity (RNR) model                                       | Principles of Risk-Need-Responsivity model                                               | Lecture-cum-Discussion | White Board, Marker, Projection system | 90          | Correctional Psychologist |                 |            |

## LEARNING EVENT- 4

|                                                                                          |                                                                                                                                                                                                                                 |                          |                                        |            |                 |                 |            |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------|------------|-----------------|-----------------|------------|
| <b>Unit</b>                                                                              | <b>4</b>                                                                                                                                                                                                                        |                          |                                        |            |                 |                 |            |
| Learning Unit                                                                            | <b>Correctional/Rehabilitation Programmes</b>                                                                                                                                                                                   |                          |                                        |            |                 |                 |            |
| Training Objective                                                                       | At the end of the training, participants will be able to explain correctional/reformation programs                                                                                                                              |                          |                                        |            |                 |                 |            |
| <b>Enabling Objectives</b><br>At the end of the training, participants will be able to - | Content                                                                                                                                                                                                                         | Method                   | Media                                  | Time (Min) | Trainer         | Performance Aid | Assessment |
| 1. Explain Correctional Programs for the rehabilitation of prisoners                     | <ul style="list-style-type: none"> <li>- Education</li> <li>- Counselling</li> <li>- Agriculture</li> <li>- Sports</li> <li>- Welfare activities</li> <li>- Restorative Justice system</li> <li>- Open prisons, etc.</li> </ul> | Gallery walk, Discussion | Display Board, Chart,                  | 180        | Prison officers |                 |            |
| 2. Explore the best practices at the national and international level                    | <ul style="list-style-type: none"> <li>- Best practices</li> <li>- National</li> <li>- International</li> </ul>                                                                                                                 | Group Discussion         | White Board, marker, Projection system | 120        | Prison officers |                 | Q/A        |
| 3. Prepare the model/process of rehabilitation                                           | <ul style="list-style-type: none"> <li>- Rehabilitation</li> <li>- Pre-release program</li> <li>- Aftercare service</li> </ul>                                                                                                  | Lecture-cum-Discussion   | White Board, Marker, Projection        | 60         | Prison officers |                 |            |

|                                                                  |                                             |                  |                                        |    |                        |           |  |
|------------------------------------------------------------------|---------------------------------------------|------------------|----------------------------------------|----|------------------------|-----------|--|
|                                                                  |                                             |                  | system                                 |    |                        |           |  |
| 4. Discuss the role of NGOs and Social workers in Rehabilitation | - NGOs<br>- Social worker in rehabilitation | Panel Discussion | White Board, Marker, Projection system | 60 | Prison Officers & NGOs | NGOs list |  |

## LEARNING EVENT- 5

|                                                                                          |                                                                                                                              |                        |                                        |             |                 |                 |            |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------|-------------|-----------------|-----------------|------------|
| <b>Unit</b>                                                                              | <b>5</b>                                                                                                                     |                        |                                        |             |                 |                 |            |
| <b>Learning Unit</b>                                                                     | <b>Challenges in Corrections</b>                                                                                             |                        |                                        |             |                 |                 |            |
| <b>Training Objective</b>                                                                | At the end of the training, participants will be able to explain the challenges in corrections and strategies to overcome it |                        |                                        |             |                 |                 |            |
| <b>Enabling Objectives</b><br>At the end of the training, participants will be able to - | Content                                                                                                                      | Method                 | Media                                  | Time (Mins) | Trainer         | Performance Aid | Assessment |
| 1. List the challenges faced by administration and inmates in Corrections                | - Challenges in various levels                                                                                               | Lecture-cum-Discussion | White Board, Marker, Projection system | 180         | Prison Officers |                 |            |
| 2. Identify the methods to overcome the challenges                                       | - Methods to overcome the challenges                                                                                         | Role play              | White Board, Marker, Projection system | 180         | Prison Officers |                 |            |

## LEARNING EVENT- 6

|                                                                                          |                                                                                                                         |                                    |                                        |             |                                  |                 |            |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------|-------------|----------------------------------|-----------------|------------|
| <b>Unit</b>                                                                              | <b>6</b>                                                                                                                |                                    |                                        |             |                                  |                 |            |
| Learning Unit                                                                            | <b>Impact of Corrections</b>                                                                                            |                                    |                                        |             |                                  |                 |            |
| Training Objective                                                                       | At the end of the training, participants will be able to explain the influence of corrections in the life of prisoners. |                                    |                                        |             |                                  |                 |            |
| <b>Enabling Objectives</b><br>At the end of the training, participants will be able to - | Content                                                                                                                 | Method                             | Media                                  | Time (Mins) | Trainer                          | Performance Aid | Assessment |
| 1. Spell out the changes in the life of prisoners after correction                       | - Psychological<br>- Behavioral changes                                                                                 | Poster presentation, Discussion    | White Board, marker, Projection system | 150         | Correctional and Prison Officers |                 |            |
| 2. Elucidate the impact of corrections after release                                     | - Influences/ Impressions in the life of inmates                                                                        | Group Discussion, Article analysis | White Board, marker, Projection system | 150         | Probation Officers               |                 | Q/A        |

# PART - C

## LIST OF RESOURCE MATERIAL

**Section -1** Handouts

**Section – 2** Case Study

**Section - 3** Training resources

## **HANDOUTS**

### **Section -1** Handouts

- HO - 1 International Framework
- HO - 2 Process of Rehabilitation
- HO - 3 Incarceration and Its Impact on Mental Health
- HO - 4 Bangkok Rules and Women Prisoners
- HO - 5 National and International Best Practices for Prisoner Reintegration
- HO - 6 Temporary Release Mechanism and Reintegration
- HO - 7 After Care Services
- HO – 8 Types of Open Prisons in India

### **Section – 2** Case Study CS - 01

### **Section - 3** Training resources

## **Philosophy/Models of Corrections**

**The Medical Model** is the model of corrections based on the assumption that criminal behaviour is caused by social, psychological, or biological deficiencies that require treatment. This model of corrections is aimed at treating the illness of criminals with hopes that once released, the offender will be cured of their ailment and will not re-offend.

**The Community Model** of corrections is based on the assumption that the criminal justice system should aim at reintegrating the offender into the community. This model of corrections focused on alternatives to incarceration such as probation or parole. Under this program, an offender would work with a counsellor to find a job, and money to earn a respectable livelihood

**The Rehabilitation Model** is the process of re-educating and retraining those who commit crime. It involves psychological approaches which target the cognitive distortions associated with specific kinds of crime committed by particular offenders - but may also involve more general education such as literacy skills and work training. The goal is to re-integrate offenders back into society.

**The Crime Control Model** is based on the assumption that criminal behaviour can be controlled by more use of incarceration and other forms of strict supervision. This new model was designed with the intent to incarcerate prisoners for longer periods of time.

### **Risk-Need-Responsivity (RNR) model**

The Risk-Need-Responsivity (RNR) model is the most influential model for the assessment and treatment of offenders. The three core principles are:

- ***Risk principle:*** Match the level of service to the offender's risk to re-offend.
- ***Need principle:*** Assess criminogenic needs and target them in treatment.
- ***Responsivity principle:*** Maximize the offender's ability to learn from a rehabilitative intervention by providing cognitive behavioural treatment and tailoring the intervention to the learning style, motivation, abilities, and strengths of the offender. There are two parts to the responsivity principle: general and specific responsivity

## **Process of Rehabilitation**

1. In care (in prison: Rehabilitation program, Pre-release program – Individualized, Comprehensive, Integrated, Continuous, Realistic)
2. Aftercare (in community – Community based programs)

### **In Prison**

- (a) Rehabilitation program: Classification, psychology-based correctional programmes, academic, vocational, arts, family programmes, and skills training.
- (b) Pre-release program: Psychology-based correctional programmes, skills training for employment, job coaching for employment, placement, programs for families and children

### **After care services**

Educational assistance, employment support, de-addiction treatment, self-help groups, residential support, programs for families and children

## **Innovative Programs in India**

### **Prayas**

Prayas is a pioneering social work demonstration project of the Centre for Criminology and Justice, the Tata Institute of Social Sciences, established as a Field Action Project in 1990. Focus of Prayas is on service delivery, networking, training, research and documentation, and policy change with respect to the custodial/institutional rights and rehabilitation of socio-economically vulnerable individuals and groups who come into direct contact with the Inter-operable Criminal Justice System (ICJS).

### **Unnati**

Unnati (progress), a prisoners' reformation programme based on Cognitive Behaviour Theory, was designed and implemented with a focus on Resonant Learning methodology.

Unnati's 5 R's Model: Reason – Resetting Goals – Reform – Remain Responsible – Return not to Prison

### **PATTAM**

PATTAM (Personality Attitude Transformation Therapeutic Assistance Management). The programme is exclusively for first time petty offenders in the age group of 18-35 years. The inmates are given instructions on yoga, meditation, and life skills (de-addiction, goal setting, motivation, problem solving, handling relationships, coping with emotions, conflict resolution etc.) and are scheduled throughout the day.

## **International Best Practices for Prisoner Reintegration**

**Singapore:** The Yellow Ribbon Project advocates a second chance for ex-offenders and their families through concerted efforts to reintegrate into society. The Singapore Corporation of Rehabilitative Enterprises (SCORE) working closely with the Singapore Prison Service introduced the concept of rehabilitation through work discipline. SCORE rehabilitates offenders through vocational training and work programmes in market-relevant industries to facilitate the inmates' eventual return back to society and to keep up with the changes in the Singapore economy.

Website of the Yellow ribbon project

<https://www.yellowribbon.gov.sg/community-engagement/yellow-ribbon-project>

**California:** Division of Rehabilitative Programs (DRP)

The rehabilitative programs provide comprehensive educational programs, treatment programs, and pre-release rehabilitative programs for offenders while in prison. These programs focus on Cognitive Behavioural Interventions, pre-release education, planning, skills, etc. After Prison Programs provide comprehensive post-release rehabilitative programs and services located in communities throughout the State of California delivered through residential, outpatient, and drop-in centres. These programs focus on housing, life skills, and family unification, as well as employment assistance and placement.

<https://www.cdcr.ca.gov/rehabilitation/programs/inprison/>

### **After Care Services**

The process of after-care and rehabilitation of offenders is an integral part of institutional care and treatment. It plays an important part in any integrated programme of crime prevention. It refers to the programme and services organized for the rehabilitation of inmates from correctional institutions. It is intended to complete the process of rehabilitation of an individual and to prevent the possibility of his/her relapse into a life of dependence or custodial care.

The All India Jail Manual Committee, 1957, observed:

“After-care is the released person’s convalescence. It is the process which carries him from an artificial and restricted environment of institutional custody to satisfactory citizenship, resettlement, and ultimate rehabilitation in the free community. Institutional training, treatment, and post-release assistance is a continuous process. After-care service, therefore, should form an integral part of correctional work.”

**Objects of after-care:** The Model Prison Manual, 2016 has outlined the objects of after-care service as:

- Extending help, guidance, counselling, support, and protection to all released prisoners, whenever necessary.
- Helping a released person to overcome his/her mental, social, and economic difficulties.
- Helping in the removal of any social stigma that may have been attached to the inmate or his/her family because of his incarceration.

- Impressing upon the individual the need to adjust his/her habits, attitudes, approaches and values to a rational appreciation of social responsibilities and obligations and the requirements of community living.
- Helping the individual in making satisfactory readjustments with his/her family, neighbourhood, work group, and the community.

| After Care Services and Follow-up                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Individual and Group Counselling</li> <li>• Life and vocational skills training</li> <li>• Legal Assistance</li> <li>• Counselling prisoners and their families</li> <li>• Educational and Career guidance to prisoners children</li> <li>• Financial Support</li> <li>• Accommodation</li> <li>• Job / Self employment</li> <li>• Recreation Activities</li> <li>• Public Awareness</li> </ul> |

### **Case study (Remand Prisoners)**

Remand is a floating population and most of them use any one of the substances (alcohol, cigarette, cannabis, tablets, etc). Also, some incidents happen when s/he are in an inebriated mood. They are simply lodged in prisons, and had been enlarged on bail. The rehabilitation programs are focused mainly on the convict prisoners who are in prison for a short and long period. There is a possibility that s/he may commit crime again and return to custody.

How programs (emphasis on substance abuse) can be planned for the remand prisoners for successful reintegration?

## Training Resources

1. Modern Prison Manual, 2016
2. MHA: Advisory regarding guidelines for an educational programme for prison inmates: 15th June 2011
3. MHA Advisory: Best Prison Practices 08 November 2010
4. Rama Murthy v State of Karnataka 1996: Identification of nine issues by the Supreme Court, <https://indiankanoon.org/doc/748775/>
5. Road to Reform: <https://www.youtube.com/watch?v=3xbJrcqNmPU>
6. Behind the Bars – A film by Dr. Dev Kanya: Based on Jail Reforms in Himachal Pradesh: <https://www.youtube.com/watch?v=49vK5xJwaV0>
7. Article: Victoria Miceli (2009)., Analysing the Effectiveness of Rehabilitation Programs, University of Rhode Island, DigitalCommons@URI  
<https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1160&context=srhonorsprog>
8. Galabhet Program Impact Assessment, Tata Trusts and Prayas, TISS, [https://www.tiss.edu/uploads/files/Galabhet\\_Program.pdf](https://www.tiss.edu/uploads/files/Galabhet_Program.pdf)
9. Prisoners’ Contact with their Families: Procedures, Practices and Experiences, Prayas, TISS, ([https://www.tiss.edu/uploads/files/Prisoners\\_Contact\\_with\\_their\\_Families\\_-\\_Final.pdf](https://www.tiss.edu/uploads/files/Prisoners_Contact_with_their_Families_-_Final.pdf))

## **REFERENCE MATERIAL**

## **REFERENCE MATERIAL:**

1. Corrections Today - Larry Siegel & Clemens Bartollas
2. Correctional Psychology - R. J. Wicks
3. Handbook for Correctional Psychologists: Guidance for the Prison Practitioner, Kevin M. Correia Ph.D.
4. Identification of Best Prison Practices: Dr. Upneet Lalli, BPR&D: New Delhi. Vadackamcherry James Criminology & Penology, Kairali Books International, Trivandrum.
5. Skeem, J. L., Manchak, S., & Peterson, J. K. (2011). Correctional policy for offenders with mental illness: Creating a new paradigm for recidivism reduction. Law and Human Behaviour, 35, 110-126.
6. PEW Center on the States (2008). Putting public safety first: 13 strategies for successful supervision and re-entry. Public Safety Policy Brief, 7, 1-4.
7. Advisories & Guidelines on Prison Reforms issued by the Ministry of Home Affairs - <http://mha1.nic.in/PrisonReforms/home.html>
8. A Handbook on Government Schemes and Programmes for Prison Officers published by TISS, Mumbai and ICA, Chandigarh (2019)
9. Model Prison Manual, 2016, Government of India, Ministry of Home Affairs, New Delhi.
10. Introductory Handbook on the Prevention of Recidivism and the Social Reintegration of Offenders CRIMINAL JUSTICE HANDBOOK SERIES 2018 United Nations (UNODC). <https://www.unodc.org>

**Websites:**

1. [www.corrections.vic.gov](http://www.corrections.vic.gov)
2. [www.justice.gov](http://www.justice.gov)
3. [www.ojp.gov](http://www.ojp.gov)
4. [www.bprd.nic.in/](http://www.bprd.nic.in/)
5. [www.nhrc.nic.in/](http://www.nhrc.nic.in/)
6. [www.mha.nic.in/](http://www.mha.nic.in/)
7. [www.ncw.nic.in/](http://www.ncw.nic.in/)
8. [www.unodc.org](http://www.unodc.org)

# **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 Unit<br>(As given in the Course Grid) | Pre-Assessment<br>(Knowledge-level before training) |          |              |
|--------|-----------------------------------------------|-----------------------------------------------------|----------|--------------|
|        |                                               | Absolutely Yes                                      | Not Sure | No knowledge |
| _____  | _____                                         | _____                                               | _____    | _____        |
| 1.     | Are you aware of.....                         |                                                     |          |              |
| 2.     | Do you have an understanding of.....          |                                                     |          |              |
| .....  | .....                                         | .....                                               | .....    | .....        |

## POST-COURSE ASSESSMENT EXERCISE

Answer the following –

| S. No. | Name of Unit<br>(As given in the Course Grid) | Post-Assessment<br>(Knowledge-level after-training) |          |              |
|--------|-----------------------------------------------|-----------------------------------------------------|----------|--------------|
|        |                                               | Absolutely Yes                                      | Not Sure | No knowledge |
| _____  | _____                                         | _____                                               | _____    | _____        |
| 1.     | Are you aware of.....                         |                                                     |          |              |
| 2.     | Do you have an understanding of.....          |                                                     |          |              |
| .....  | .....                                         | .....                                               | .....    | .....        |

**FEEDBACK FORM**

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

**(Name of the Training Institute)**

**(Title of the Course)**

**(Dates of the Course)**

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

| To a great extent<br>4 | To some extent<br>3 | To a limited extent<br>2 | Not at all<br>1 |
|------------------------|---------------------|--------------------------|-----------------|
|                        |                     |                          |                 |

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

Yes

No

3. What do you think about the structure and organization of the Course to meet the objectives?

| Very well Structured<br>4 | Well Structured<br>3 | Some-what structured<br>2 | Un-structured<br>1 |
|---------------------------|----------------------|---------------------------|--------------------|
|                           |                      |                           |                    |

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

| Very Useful<br>4 | Quite Useful<br>3 | Of limited Use<br>2 | Not at all Useful<br>1 |
|------------------|-------------------|---------------------|------------------------|
|                  |                   |                     |                        |

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

| Very Useful<br>4 | Quite Useful<br>3 | Of limited use<br>2 | Not at all Useful<br>1 |
|------------------|-------------------|---------------------|------------------------|
|                  |                   |                     |                        |

6. Practical Orientation of the course.

| Highly | Practically | Practically | Not |
|--------|-------------|-------------|-----|
|--------|-------------|-------------|-----|

|                            |                                    |                                      |                              |
|----------------------------|------------------------------------|--------------------------------------|------------------------------|
| Practical<br>Oriented<br>4 | Oriented to a<br>Great extent<br>3 | Oriented to a<br>Limited extent<br>2 | Practically<br>Oriented<br>1 |
|                            |                                    |                                      |                              |

7. How far have you been benefited from interaction with the other participants in the Course?

|                    |                   |             |                 |
|--------------------|-------------------|-------------|-----------------|
| Substantially<br>4 | Considerably<br>3 | Fairly<br>2 | Not at all<br>1 |
|                    |                   |             |                 |

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

|                            |                               |                         |                             |
|----------------------------|-------------------------------|-------------------------|-----------------------------|
| Extremely<br>Relevant<br>4 | Considerably<br>Relevant<br>3 | Fairly<br>Relevant<br>2 | Not at all<br>relevant<br>1 |
|                            |                               |                         |                             |

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

|                      |                                     |                                          |                       |
|----------------------|-------------------------------------|------------------------------------------|-----------------------|
| Satisfied fully<br>4 | Satisfied to a large<br>extent<br>3 | Satisfied<br>to a limited<br>extent<br>2 | Not<br>satisfied<br>1 |
|                      |                                     |                                          |                       |

- 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<br>4 | Very Good<br>3 | Good<br>2 | Fair<br>1 |
|----------------|----------------|-----------|-----------|
|                |                |           |           |

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

15. If yes, kindly spell them out briefly?

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

**Date:**

**Place:**

**Name :**

**Designation :**

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

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

**FIELD VISIT REPORT FORMAT**

## Format of 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 for which visit is made :

Signature of the trainee

Signature of the officer in charge of the visit

**Structure of the Report**

- Introduction about the institute
- Origin and history of the institute
- Primary duties and functions of the institute
- Officer with whom interacted
- Report of the Visit [write summary of learnings from the visit] \
- 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

### **Activity: Role Play**

Develop and Present your Scenario

As a group, come up with a scenario (or case study) that illustrates one or two methods to overcome the challenges. Make your situation as realistic as possible.

Develop this brief scenario together, assigning a role to each person in your group

### **Activity: Gallery walk (Correctional Programs)**

- Allow participants to walk around the room, posting various types of programs on the flip chart pages posted throughout the room.

Ask the participants to observe all the responses by walking around the room (gallery walk). Ask for volunteers to read the cumulative group responses on each flip chart page.

### **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 clear that there is a start and end date to the action, so the Plan is time bound.

**PRISON STATISTICS INDIA – 2021**

|                                                        |          |                 |
|--------------------------------------------------------|----------|-----------------|
| <b>Total Number of Prison Inmates as on 31.12.2021</b> |          |                 |
| Male                                                   | :        | 5,31,025        |
| Female                                                 | :        | 22,918          |
| Transgender                                            | :        | 91              |
| <b>Prison Population</b>                               | <b>:</b> | <b>5,54,034</b> |

**Prisoner Types and Demography**

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

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

| <b>Type of Jail</b> | <b>Number</b> | <b>Authorized Capacity</b> | <b>Population of Inmates</b> | <b>Occupancy Rate (%)</b> |
|---------------------|---------------|----------------------------|------------------------------|---------------------------|
| 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                      |
| <b>Total</b>        | <b>1319</b>   | <b>425609</b>              | <b>554034</b>                | <b>130.2</b>              |

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