

**Training Manual of Specialised Course for Prison Warders
(Warder to Chief Head Warder)
on
Stress Management
(One Week)
2022**



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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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DAY-1

Learning Unit (LU)

- LU 1: Stress – Concept and General Adaptations Syndrome (GAS)
- LU 2: Causes/ Reasons for Stress

DAY-2

- LU 3: Sources of stress with special reference to Prison warders
- LU 4: Signs and Symptoms of Stress
- LU 5: Effects of stress

DAY-3

- LU 6: Stress Management Techniques
- LU 7: Relaxation Techniques

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LU 8: Work-life balance

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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

Warders who are able to manage stress at work are more likely to be satisfied with their jobs. They respect peers and feel valued and respected in turn. They are more productive, and positive, helping to maintain strong, healthy workplace culture. Their approach towards prisoners is conducive and this enables them to focus more on rehabilitation.

The objective of this one-week specialized course for the rank of prison warders is to impart knowledge and skills about the causes of and coping strategies for stress.

The Course has nine learning units and is designed in a manner as to impart necessary knowledge about stress, sources, effects, management techniques, etc., and focuses more on group discussion and practicing stress management and relaxation techniques.

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(For Trainers & Participants)



COURSE GUIDE

Training Manual of Specialised Course for Prison Warders

(Warder to Chief Head Warder)

on

Stress Management

(One Week)

2022

INTRODUCTION

Organizations need to continuously grow, and 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 to help the Prison Administration in meeting the twin challenges of continuous improvement and demands of change.

AIM OF THE COURSE

To impart knowledge and skills about causes of stress and coping strategies for stress management from Warders to Chief Head Warders

DESIGNED FOR

Warder to Chief Head Warder

FACILITATORS

In-House Faculty, Guest Faculty. The Guest Faculty can include retired or serving senior prison officers, Legal experts, Psychologists, Social Workers/Probation Officers 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 of stress and General Adaptation Syndrome

Enabling Objectives

1. Explain the definition, concept, and importance of stress
2. List the types of stress
3. Describe General Adaptation Syndrome (GAS)

Unit – 2

Training Objective

Explain the causes of stress in day-to-day life

Enabling Objective

1. List the stressors

Unit – 3

Training Objective

Explain the stress experienced by Prison Officers

Enabling Objectives

1. Explain the sources of stress experienced by Prison Officers
2. Explain the nature of stress experienced by them personally

Unit – 4

Training Objective

State the signs and symptoms of stress

Enabling Objective

1. Identify the signs and symptoms of stress experienced by Prison Officers

Unit – 5

Training Objective

Explain the effects of stress

Enabling Objectives

1. Describe the consequences of stress experienced by prison officers
2. Explain the effects of stress at all levels

Unit – 6

Training Objective

Demonstrate the coping mechanism and therapeutic techniques

Enabling Objectives

1. Explain stress management techniques in their life
2. Demonstrate the techniques to cope with stress positively in the workplace

Unit – 7

Training Objective

Demonstrate the relaxation techniques to combat everyday stress

Enabling Objective

1. Explain the relaxation techniques
2. Demonstrate the relaxation techniques step by step

Unit – 8

Training Objective

Demonstrate the strategies to maintain balance work-life balance

Enabling Objectives

1. Explain the importance of the concept of work-life balance
2. Identify the reasons for the imbalance
3. Demonstrate the strategies to maintain work-life balance

Unit – 9

Training Objective

Explain the components of a healthy lifestyle

Enabling Objectives

1. Explain the concept of a healthy lifestyle and its importance
2. Display the components of a healthy and stress-free life

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

DAY/TIME (Hrs.)	CONTENT	OBJECTIVES
DAY-1		
0915-1030	Registration Inauguration of the Course	
1045-1200	-Stress: Concept and its importance	1.1
1215 -1330	- Types of Stress - Acute, Episodic, Chronic, Eustress, Distress -General Adaptation Syndrome	1.2
1430-1530	-Causes/reasons of Stress - Personal - Physical - Emotional - Psycho-social - Environmental - Family.	2.1 2.2 2.3
1545-1645	- Discussion: Stress – a good thing or a bad thing?	
DAY-2		
0915-1030	- Sources of prison officer's stress	3.1
1045-1200	- Panel Discussion: Addressing prison officers' stress	3.2
1215 -1330	- Symptoms and Signs of Stress - Physical - Psychological - Cognitive - Emotional - Behavioral	4.1

	- Imagery	
1430-1530	- Symptoms, Signs, effects: Discussion cum Video show	4.2
1545-1700	- Effects of stress - In the mind (thinking/feeling) - In behavior (how we act) - In the body (physical response) - In the workplace setting	5.1, 5.2, 5.3
DAY-3		
0915-1030	- Stress Management Techniques – 1 - Yoga - Breathing - Meditation - Mindfulness	6.1, 6.2
1045-1200	- Stress Management Techniques – 2 - Action-oriented approach - Emotion-oriented approach - Acceptance-oriented approach	6.3
1215 -1330	- Stress Management Techniques – 3 - Art and music therapy - Aromatherapy - Clapping and Laughing therapy - ABC technique, etc.	6.4
1430-1530	- Relaxation Techniques – 1 - Concept, importance - Jacobson progressive muscle relaxation - Benson Relaxation Response	7.1
1545-1700	- Self-analysis	
DAY – 4		
0915-1030	- Relaxation Techniques – 2	

	- Guided Imagery Meditation - Body scan meditation - Mindfulness meditation	7.1
1045-1200	- Work-life balance - Concept - Benefits - Reasons for imbalance	8.1, 8.2
1215 -1330	- Methods to manage work-life balance	8.3, 8.4
1430-1530	- Case presentation	
1545-1700	- Article Analysis	
DAY-5		
0915-1030	- Healthy lifestyle - Definition - Importance	9.1, 9.2
1045-1200	- Components of a healthy lifestyle - Sleep - Healthy and nutritious diet - Exercise - Substance usage - Gadgets/media - Positive approach towards life	9.3
1215 -1330	- Poster presentation	9.4
1430-1530	Feedback Session	
1545-1700	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 1200 – 1215 (Break) 1530 – 1545
Breakfast	0800 – 0845
Lunch	1330 – 1430
Dinner	1930 – 2100

(For Trainers Only)



TRAINER GUIDE

**Training Manual of Specialised Course for Prison Warders
(Warder to Chief Head Warder)**

**on
Stress Management
(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 participant’s questions and appropriate responses
- Contains details of points for briefing & 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 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
- MCQs

DAY-WISE TIME TABLE

DAY – 1		
Time (Hrs.)	Content	Remarks
0915 – 0930	Registration	Registration form-1 Distribute Course Guide to participants
0930 – 1000	Inauguration	
1000 – 1030	Session -I: Ice-Breaking Session and Course Objectives Detailed Introduction Name, Designation, Years of Service, Place of Posting	Ice-Breaking Activity Name Tags and Name Plates of Participants. They should get to know each other.
1030 – 1045	Tea Break	
1045 – 1200	Session- II: Stress and its concept	
1200 – 1215	Break	
1215 – 1330	Session-III: Types of stress and General Adaptation Syndrome	Ask participants to share one type of stress experienced last week Distribute HO – 01
1330 – 1430	Lunch	
1430 –1530	Session- IV: Causes/reasons of stress	Distribute HO - 02
1530 – 1545	Tea Break	
1545 – 1645	Session-V:- Stress – a good thing or a bad thing?	Group discussion

DAY – 2

Time (Hrs.)	Content	Remarks
0900 – 0915	Recap of Day – 1	
0915 – 1030	Session -I: Sources of stress with special reference to Prison warders	Distribute HO - 03
1030 – 1045	Tea Break	
1045 – 1200	Session- II: Panel Discussion: Addressing Prison warders’ stress	Invite Prison officer & correctional staff as resource person
1200 – 1215	Break	
1215 – 1330	Session-III: Symptoms and Signs of Stress	Ask them to list 2 symptoms at all levels
1330 – 1430	Lunch	
1430 –1530	Session- IV: Effects of stress	Distribute HO – 04 Discussion with Psychiatrist and Psychologist
1530 – 1545	Tea Break	
1545 – 1645	Session- V: Signs, symptoms, effects: discussion cum video show	Video to be arranged by trainer

DAY – 3

Time (Hrs.)	Content	Remarks
0900 – 0915	Recap of Day – 2	
0915 – 1030	Session -I: Stress Management Techniques – 1 Yoga, breathing, meditation, mindfulness	Distribute HO - 05
1030 – 1045	Tea Break	
1045 – 1200	Session – II: Stress Management Techniques – 2 Action, emotion, acceptance-oriented approaches	Role play
1200 – 1215	Break	
1215 – 1330	Session-III :- Stress Management Techniques – 3 Art, music, aroma, clapping, laughing therapy, ABC techniques, etc.	Ask them to identify their specific way of coping
1330 – 1430	Lunch	
1430 –1530	Session- IV: Relaxation Techniques – 1 Concept, importance Jacobson progressive muscle relaxation Benson relaxation response	Distribute HO - 06
1530 – 1545	Tea Break	
1545 – 1645	Session-V: Self-analysis Each one of the participants takes one source of stress, and explain in detail how it affects personal and family life	

DAY – 4

Time (Hrs.)	Content	Remarks
0900 – 0915	Recap	
0915 – 1030	Session – I: Relaxation Techniques – 2 Guided Imagery meditation, Body scan meditation, Mindfulness meditation	Practice one technique, video show
1030 – 1045	Tea	
1045 – 1200	Session – II: Work-life balance: Concept and reasons for the imbalance	Distribute HO – 7
1200 – 1215	Break	
1215 – 1330	Session-III: Methods to manage work-life balance	Ask them to identify any 2 strategies used by them for balancing
1330 – 1430	Lunch	
1430 –1530	Session- IV: Case presentation	Interact with colleagues and present how they balance
1530 – 1545	Tea Break	
1545 – 1645	Session- IV: Article Analysis	Article to be distributed earlier and ask the trainees to read

DAY – 5

Time (Hrs.)	Content	Remarks
0900 – 0915	Recap	
0915 – 1030	Session - I: Defining and importance of a healthy lifestyle	Distribute HO – 8
1030 – 1045	Tea Break	
1045 – 1200	Session- II: Components of healthy lifestyle	Write one component which drains your energy
1200 – 1315	Session-III: Poster presentation	Distribute required materials
1315 – 1430	Lunch	
1430 – 1530	Session – IV: Assessment: Perceived Stress Scale Post evaluation, Feedback, Summarizing the learnings	
1530 –1730	Session- V: Valedictory Address & Distribution of Certificates	

DAY WISE TASKS

5-DAYS 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
- Group Discussion

Day – 2

- Recap of Day-1
 - Training
 - Panel Discussion: Addressing prison warders' stress
- Post Lunch
- Signs, symptoms, and effects (playing of YouTube clips or videos)

Day – 3

- Recap of Day-2
 - Training
- Post Lunch
- Self-analysis

Day – 4

- Recap of Day-3
- Practising relaxation techniques

Post Lunch

- Case presentation
- Article analysis

Day – 5

- Recap of Day-4
- Learning points of all sessions
- Training
- Poster presentation
- Feedback session

Post Lunch

- Valediction
- Certificate
- Group Photo with Chief Guest

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

End of Course

PART – B

1. COURSE GRID
2. LEARNING EVENTS

COURSE GRID

COURSE GRID

01	Stress–Concepts and General Adaptation Syndrome (GAS)	02	Causes/Reasons of Stress	03	Sources of stress with special reference to Prison Warders
04	Signs and Symptoms of Stress	05	Effects of Stress	06	Stress Management Techniques
07	Relaxation Techniques	08	Work-Life Balance	09	Healthy Lifestyle

LEARNING EVENTS

**SPECIALISED COURSE FOR PRISON WARDERS
(WARDER TO CHIEF HEAD WARDER)
ON STRESS MANAGEMENT
(ONE WEEK)
LEARNING EVENT**

Unit	1						
Learning Unit	Stress – Concept and General Adaptation Syndrome (GAS)						
Training Objective	At the end of the training, participants will be able to explain the concept of Stress and General Adaptation Syndrome						
<i>Enabling Objectives</i> At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1. Explain the definition, concept, and importance of stress	- Stress and its nature - Benefits of stress	Lecture-cum-Discussion	White Board, Marker, Projection System	60	Life Skills Trainer		
2. List the types of stress	- Acute - Episodic - Chronic - Eustress - Distress	Lecture-cum-Discussion	White Board, Marker, Projection System	60	Life Skills Trainer		
3.Explain the General Adaptation Syndrome (GAS)	- Three stages - Alarm - Exhaustion - Resistance	Lecture-cum-Discussion	White Board, Marker, Projection System	60	Life Skills Trainer		

LEARNING EVENT

Unit	2						
Learning Unit	Causes/Reasons of Stress						
Training Objective	At the end of the training, participants will be able to explain the causes of stress in day-to-day life						
<i>Enabling Objectives</i> At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1. List the stressors	<u>Stressors</u> - Personal - Physical - Emotional -Psycho-social - Environmental - Family	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Life Skills Trainer		

LEARNING EVENT

Unit	3						
Learning Unit	Sources of stress with special reference to Prison warders						
Training Objective	At the end of the training, participants will be able to analyse the stress experienced by Prison warders						
<i>Enabling Objectives</i> At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1. Explain the sources of stress experienced by Prison warders	-Related factors -Higher officials - Colleagues - Inmates	Lecture-cum-Discussion	Colour card, Display board, Projector	60	Correctional Officers in prison		
2.Explain the nature of stress experienced by them personally	- Personal experience	Sharing, Discussion	White Board, Marker, Projection System	30	Correctional Officers in prison		

LEARNING EVENT

Unit	4						
Learning Unit	Signs and symptoms of stress						
Training objective	At the end of the training, participants will be able to explain the signs and symptoms of stress						
<i>Enabling Objectives-</i> At the end of the training, participants will be able to	Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1. Identify various signs and symptoms of stress experienced by correctional officers	- Physical - Cognitive - Emotional - Behavioral - Mental - Imagery	Group Discussion	White Board, Marker, Projection System	90	Psychologist	Checklist	

LEARNING EVENT

Unit	5						
Learning Unit	Effects of Stress						
Training Objective.	At the end of the training, participants will be able to explain the effects of stress						
<i>Enabling Objectives</i> At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1. Describe the consequences of stress experienced by Prison warders	<u>Consequences</u> -Prison warders	Gallery walk, Discussion	Display Board, Marker	45	Psychiatrist Doctor		Q/A
2. Explain the effects of stress at all levels	- Physical - Psychological - Cognitive - Behavioral - Workplace	Lecture-cum-Discussion	White Board, Marker, Projection System	45	Psychiatrist Doctor	Checklist	

LEARNING EVENT- 6

Unit	6						
Learning Unit	Stress Management Techniques						
Training Objective	At the end of the training, participants will be able to demonstrate the coping mechanism and therapeutic techniques						
<i>Enabling Objectives</i> At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1. Explain the stress management techniques in their life	-Stress management techniques	Lecture-cum-Discussion	White Board, Marker, Projection System	60	Psychologist		Q/A
2. Demonstrate the techniques to cope with stress positively in the workplace	- Coping mechanisms - Breathing exercises - Mindfulness	Role play	White Board, Marker, Projection System	30	Yoga Instructor		

LEARNING EVENT

Unit	7						
Learning Unit	Relaxation Techniques						
Training Objective	At the end of the training, participants will be able to demonstrate the relaxation techniques to combat everyday stress						
Enabling Objectives At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1. Explain the relaxation techniques	-Jacobson Progressive Muscle Relaxation -Benson Relaxation Response - Guided Imagery Meditation	Lecture-cum-Discussion	White Board, Marker, Projection System	30	Experts		
2. Demonstrate the relaxation techniques step by step	-Body Scan Meditation -Mindfulness Meditation	Videos, Demonstration	Projection System, Yoga mat	120	Experts		

LEARNING EVENT

Unit	8						
Learning Unit	Work-Life Balance						
Training Objective	At the end of the training, participants will be able to demonstrate and explain the strategies to maintain balance work-life balance						
<i>Enabling Objectives</i> At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1. Explain the importance of the concept of work-life balance	-Healthy work-life balance - Benefits	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-house/ Guest faculty		Q/A
2. Identify the reasons for imbalance.	- Reasons for imbalance	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-house/ Guest faculty		
3. Demonstrate the strategies to maintain work-life balance	- Techniques to maintain work-life balance	Demonstration	White Board, Marker, Projection System	30	In-house/ Guest faculty		

LEARNING EVENT

Unit	9						
Learning Unit	Healthy Lifestyle						
Training Objective	At the end of training, participants will be able to explain the components of healthy lifestyle						
<i>Enabling Objectives</i> At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.Explain the concept of a healthy lifestyle and its importance	<u>Healthy Lifestyle</u> - Concept - Benefits	Lecture, Gallery walk, Discussion	White Board, Marker, Projection System	90	In-house/ Guest faculty		
2.Explain the components of a healthy and stress-free life	- Sleep - Healthy diet - Exercise - Substance usage - Gadgets/media - Positive approach towards life	Poster presentation	Chart, Colours, Display Board	90	In-House/ Guest faculty		

PART-C

RESOURCE MATERIAL

Section-1 Handouts

Section – 2 Checklist

Section – 3 Story

Section – 4- Article

Section – 5 Exercises

LIST OF RESOURCE MATERIAL

Section-1 Handouts

- HO - 1 General Adaptation Syndrome (GAS)
- HO - 2 Causes/Reasons/Sources of stress
- HO - 3 Sources of warders' stress
- HO - 4 Effects of Stress
- HO - 5 Tips to manage stress
- HO- 6 Relaxation Techniques: Steps to follow
- HO - 7 Strategies to improve work-life balance
- HO - 8 Healthy Lifestyle

Section – 2 Checklist

- CL – 1 Signs & Symptoms of stress

Section – 3 Story

Section - 4 Article

Peter Finn (1998). Correctional Officer Stress: A Cause for Concern and Additional Help. Washington, DC: U.S. Department of Justice, National Institute of Justice.

https://www.uscourts.gov/sites/default/files/62_2_9_0.pdf

Section – 5 Exercises

- EX – 1 Perceived Stress Scale
- EX – 2 Personal Life Events Analysis

HANDOUTS

General Adaptation Syndrome (GAS)

General Adaptation Syndrome is the three-stage process that describes the physiological changes the body goes through when under stress. The three stages are alarm, resistance, and exhaustion.

- **Alarm** – It is the body’s initial response to stress. This occurs when we first perceive something as stressful, and then the body initiates the fight-or-flight response which is a physiological response to stress. This natural reaction prepares you to either flee or protect yourself in dangerous situations.
- **Resistance** – The resistance stage is when your body tries to repair itself after the initial shock of stress. If the perceived stress continues, the body stays activated at a higher metabolic level in an effort to offset the persistent stress. If the stressful situation comes to an end, during the resistance stage, the body will then return to normal. However, if the stressor remains, the body will stay in a state of alert, and stress hormones continue to be produced. This physical response can lead to a person struggling to concentrate and becoming irritable.
- **Exhaustion** – Prolonged exposure to the stressor will result in the depletion of the body’s resources, and the resulting wear and tear will suppress the immune system and drain your physical, emotional, and mental resources to the point where your body no longer has the strength to fight stress. This can lead to a variety of health issues and illnesses, including heart disease, digestive problems, depression, and diabetes.

Stress: Causes/Reasons

Causes/Reasons/Sources of stress	
Personal stressors ○ Everyday challenges ○ Abuses (physical, verbal, sexual) ○ Type A personality and stress ○ Poor sleep, lack of nutritious diet ○ Moving to a new home ○ Taking care of an elderly or sick family member	Psycho-social stressors ○ Emotional problems (frustration, depression, anxiety, anger, grief, guilt, low self-esteem) ○ Conflicts ○ Internal pressures ○ Social pressures ○ Retiring
Physical Stressors ○ Illness or injury ○ Headaches, fatigue, indigestion ○ long-term health problems ○ Pregnancy and becoming a parent ○ Menstruation period and menopause stage	Workplace Stressors ○ Starting a new job/loss of a job ○ A long hour and increased demand ○ Conflict among co-workers ○ Lack of support from a supervisor ○ Unexpected/unwanted transfer of work location
Family-related stressors ○ Family separations (due to work relocations or other reason) ○ Marital conflict ○ difficult relationships with parents, siblings, friends or children ○ Illness or death of a family member ○ Parenting or child care challenges	Environmental Stressors ○ Reminders of war ○ Poor housing conditions ○ Pollution and noise ○ Political conflict in the community ○ Natural disasters

Sources of Correctional officers' stress:

- Role ambiguity
- Rotating shift work
- Understaffing
- Overtime
- Supervisor demands
- Threat of inmate violence and actual violence
- Inmate's demand and manipulation
- Problem with coworkers/colleagues
- Family problem
- Health issues, etc.

Effects of Stress

- Lack of sleep or appetite, anxiety, irritation, inability to concentrate, physical illness, behavioral issues, addiction to abuses, anger, depression, lacking energy, lack of teamwork, absenteeism, emptiness, distancing themselves from friends, family, loss of pleasure in regular activities, etc.

Brainstorming (Trainer asks)Questions for discussion

1. How does this stress impact us?
2. What are some of the consequences you notice in yourself when you are in the workplace?
3. How does it affect your thoughts and feelings?

Tips to manage stress:

- ✓ Identify the sources of stress in your life
- ✓ Practice the 4 A's (Avoid, Alter, Adapt & Accept) of stress management
- ✓ Make time for fun and relaxation
- ✓ Maintain balance with a healthy lifestyle
- ✓ Learn to manage your time more effectively.
- ✓ Be assertive instead of aggressive. Assert your feelings, opinions, or beliefs instead of becoming angry, defensive, or passive.
- ✓ Set limits appropriately and say no to requests that would create excessive stress in your life.
- ✓ Use Quick Stress Relievers (deep breathing, walking, listening to music, etc.)
- ✓ Develop Stress-Relieving Habits (regular exercise, meditation, self-care, etc.)
- ✓ Eliminate Stressors When You Can

Questions for discussion

1. What are some of the positive ways you are following to manage stress?
2. Share some of your ideas to deal with stress in the workplace in positive ways.

Relaxation Techniques

The relaxation response is the opposite of the stress response. It's a state of profound rest that can be elicited in many ways. With regular practice, you create a well of calm to dip into as the need arises.

Steps for relaxation techniques

Jacobson Progressive Muscle Relaxation

- www.juniperpublishers.com/jojnhc/pdf/JOJNHC.MS.ID.555726.pdf

Benson Relaxation Response

- www.hnfs.com/content/dam/hnfs/tw/common/pdf/WellnessProgramMaterials/StressManagement/PF1110x077RelaxationResponse.pdf

Guided Imagery Meditation

- [www.smithcenter.org/wp-content/uploads/files/downloads/special-place-guided-imagery\(1\).pdf](http://www.smithcenter.org/wp-content/uploads/files/downloads/special-place-guided-imagery(1).pdf)

Body Scan Meditation

- www.ggia.berkeley.edu/?ACT=141&path=practicebody_scan_meditation.pdf

Mindfulness meditation

- <https://www.bowdoin.edu/counseling/pdf/beginning-mindfulness-meditation.pdf>

Work-Life Balance

Work-life balance is a state of equilibrium in which a person prioritises both his and her professional and personal obligations equally. It refers to the level of prioritisation between personal and professional activities in an individual's life. Work-life balance involves minimization of work-related stress and establishing a stable and sustainable way to work while maintaining health and general well-being.

Strategies to improve work-life balance

- Accept that there is no 'perfect' work-life balance.
- Find a job that you love.
- Prioritize your health.
- Don't be afraid to unplug.
- Take time off from work
- Make time for yourself and your loved ones.
- Set boundaries and work hours.
- Set goals and priorities (and stick to them).
- Creating a work leisure plan
- Leaving out activities that waste time and energy
- Outsourcing and Delegating work
- Set enough time for relaxation
- Prioritizing work
- Learn the power of “no.”
- Avoid the trap of perfectionism.

Healthy life style

A healthy lifestyle keeps you fit, energetic, and at reduced risk for disease. According to WHO, Healthy living is a way of living that helps you enjoy more aspects of your life. It is a way of living that lowers the risk of being seriously ill or dying early. Health is not just about avoiding a disease or illness. A healthy lifestyle simply means doing things that make you happy and feel good. For one person, that may mean walking 2 km five times a week, eating fast food once a week, spending time with the family, etc.

- A way of living that lowers the risk of being seriously ill or dying early
- A way of living that helps you enjoy more aspects of your life
- A way of living that helps your whole family. When you adopt a healthy lifestyle, you provide a more positive role model for other people in your family, especially children

Section – 2

CHECKLIST

- Signs, symptoms, stress management

http://www.covenantcc.co/sovlib/external_articles/stress_assessment_management_checklist.pdf

Section – 3

Stress story: A glass of water

A lecturer was giving a lecture to his student on stress management. He raised a glass of water and asked, “How heavy is this glass of water?” The students’ answers ranged from 20g to 500gm.

This absolute weight of the glass doesn’t matter. It depends on how long you hold it.

If I hold it for a minute, it is OK.

If I hold it for an hour, I will feel an ache in my arm.

If I hold it for a day, my arm will feel numb and paralyzed.

Similar are stress and worries...

If we carry our worries/burdens all the time, the burden becomes increasingly heavier and we will feel paralyzed or incapable of doing anything

Moral: It’s important to let go off your stresses.

Section – 4

➤ **Article:**

Peter Finn (1998). Correctional Officer Stress: A Cause for Concern and Additional Help. Washington, DC: U.S. Department of Justice, National Institute of Justice.

https://www.uscourts.gov/sites/default/files/62_2_9_0.pdf

Section – 6

Assessment tool:

- Individual Self-assessment – Personal Life Events Analysis
- Perceived Stress Scale

Personal Life Events Analysis

The life events are summarized, please read carefully. To know the level of stress (distress) in your life, circle the value (number) at the right of each of the following events if it has occurred within the past 12 months:

Events	Value
Death of spouse	100
Violence at home	95
Divorce	73
Marital separation	65
Conflict or violence in the community	65
Death of family member	63
Personal injury or illness	53
Marriage	50
Fired from job	47
Marital reconciliation	45
Retirement from job	45
Change in family member's health	44
Pregnancy	40
Addition to family (for e.g., new baby, relative moves in, etc.)	39
Significant change in job duties	39

Change in financial status	38
Death of close friend	37
Career change	36
Change in number of marital arguments	35
Loss of housing due to lack of finances	30
Physical relocation/housing changes to work requirements	29
Change in work responsibilities	29
Son or daughter leaving home	29
Trouble with in-laws	29
Outstanding personal achievement	28
Spouse begins or ceases working	26
Starting or finishing school	26
Change (decline) of living conditions	25
Revision of personal habits	24
Trouble with boss	23
Change in work hours or conditions	20
Change in residence	20
Change in schools	20
Change in recreational habits	19

Change in religious activities	19
Change in social activities	18
Change in sleeping habits	16
Change in number of family gatherings	15
Change in eating habits	15
Vacation	13
Celebration of a major holiday	12

How to analyse your score:

After finishing ask the participants to add the values which they are circled.

Ask to write down the total score: _____

If the total score is more than 150, then the stress level is high

Guide them to practice the coping skills which are suitable for them to reduce stress in day-to-day life. Also, consistent practice doesn't increase the level of stress.

The higher the score, the harder you need to work at staying physically well.

Perceived Stress Scale

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling how often you felt or thought a certain way.

Name _____ Date _____ Age _____

_____ Gender : M/ F Education: _____

Designation: _____

For each question choose from the following alternatives:

0 - never 1 - almost never 2 - sometimes 3 - fairly often 4 - very often

S. No	Statement	0	1	2	3	4
	In the last month how often:					
1.	Have you been upset because of something that happened unexpectedly?					
2.	Have you felt that you were unable to control important things in your life?					
3.	Have you felt nervous and stressed?					
4.	Have you felt confident about your ability to handle your personal problems?					
5.	Have you felt that things were going your way?					
6.	Have you found that you could not cope with					

	all the things that you do?					
7.	Have you been able to control irritations in your life?					
8.	Have you felt that you were on top of things?					
9.	Have you been angered because of things that happened that were outside of your control?					
10.	Have you felt difficulties were piling up so high you could not overcome them?					

Reference: Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behaviour*, 24, 385-396

Calculating Your PSS Score

You can determine your PSS score by following these directions:

- First, reverse your scores for questions 4, 5, 7, and 8. On these 4 questions, change the scores like this:

$$0 = 4, 1 = 3, 2 = 2, 3 = 1, 4 = 0.$$

- Now add up your scores for each item to get a total. My total score is

_____.

- Individual scores on the PSS can range from 0 to 40 with higher scores indicating higher perceived stress.

- ▶ Scores ranging from 0-13 would be considered low stress.
- ▶ Scores ranging from 14-26 would be considered moderate stress.
- ▶ Scores ranging from 27-40 would be considered high perceived stress.

REFERENCE MATERIAL

LIST OF REFERENCE BOOKS/JOURNALS/REPORTS

1. DE! Stress your life, Darren Wicher
2. Emotional Intelligence - Daniel Goleman
3. Life Matters: Creating a Dynamic Balance of Work, Family, Time, and Money, Stephen R. Covey
4. Master Your Time, Master Your Life, Brain Tracy
5. Stress Management – Tips, Techniques, and Ideas to Find Peace and Get Rid of Stress and Anxiety for Life, Matt Burton, 2019
6. Mindfulness for Stress Management: 50 Ways to Improve Your Mood and Cultivate Calmness, Dr. Robert Schachter, 2019
7. How to reduce workplace conflict and stress, Anna Maravelas, 2005.
8. Progressive Muscle Relaxation, Edmund Jacobson
9. Stress management for beginners, Mark Madison
10. The Relaxation Response, Herbert Benson
11. www.health.harvard.edu/mind-and-mood/six-relaxation-techniques-to-reduce-stress
12. www.positivepsychology.com/stress-management-techniques-tips-burn-out
13. https://en.wikipedia.org/wiki/The_Relaxation_Response
14. www.worklifebalance.com
15. <https://www.mindtools.com/page6.html>

Note for the Facilitator for 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

Role Play

Develop and Present your Scenario

As a group, come up with a scenario (or case study) that illustrates stress management techniques. Make your situation as realistic as possible. Develop this brief scenario together, assigning a role to each person in your group

In your role play, you must include/demonstrate the following:

- Healthy ways of coping to stress
- Unhealthy ways of coping to stress
- Stress management in different situations
- Coping both positive and negative stress
- Simple techniques to be used in walks of the life

Activity: Gallery walk (Effects of Stress)

- Allow participants to walk around the room, posting their thoughts on how stress affects them on these various levels. List your reactions/thoughts on the flip chart pages posted throughout the room.
- After they have all had an opportunity to write down their contributions, ask 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.
- Observe that this exercise shows us that there are many ways that stress can affect us on so many levels.

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. **ASSESSMENT – MCQ**
8. **NOTE FOR THE FACILITATOR ON PANEL DISCUSSION**
9. **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 (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.....			
.....				

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

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

(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)

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

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

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

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

Substantially 4	Considerably 3	Fairly 2	Not at all 1

8. How far 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)

Satisfied fully 4	Satisfied to a large extent 3	Satisfied to a limited extent 2	Not satisfied 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 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
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

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

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

APPENDIX - 8

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>