

**Training Manual of In-Service Course
for
Warders
(One Month)
2022**



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
MINISTRY OF HOME AFFAIRS
NH-48, MAHIPALPUR
NEW DELHI- 110037**

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बालाजी श्रीवास्तव, भा.पु.से.
महानिदेशक

Balaji Srivastava, IPS
Director General

Tel. : 91-11-26781312 (O)
Fax : 91-11-26781315
Email : dg@bprd.nic.in



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)

पुलिस अनुसंधान एवम् विकास ब्यूरो
गृह मंत्रालय, भारत सरकार
राष्ट्रीय राजमार्ग-8, महिपालपुर,
नई दिल्ली-110037

Bureau of Police Research &
Development
Ministry of Home Affairs, Govt. of India
National Highway-8, Mahipalpur,
New Delhi-110037

Patron

Shri Balaji Srivastava, IPS, Director General, BPR&D

Guidance

Shri Neeraj Sinha, IPS, ADG, BPR&D

Members of the Committee for preparing the Training Manual**Chairperson**

Smt. Anupama Nilekar Chandra, IPS, IG/ Director R&CA

Members

1. Shri Mukesh Prasad, IAS, Addl. IG Prisons, Delhi
2. Smt. Aditi Majumdar, IG Prisons, Tripura
3. Shri P. Vijay Kumar, DIG Prisons (South Zone) & Director, SICA, Kerala
4. Shri Neeraj Kumar Jha, Director, BICA, Bihar
5. Shri Rohan Anand, IPS, Superintendent, Ahmedabad Central Prison, Gujarat
6. Shri Paras Mal Jangid, Principal, Prison Training Institute, Ajmer, Rajasthan
7. Prof. Dr. Vijay Raghavan, Tata Institute of Social Science (TISS), Mumbai
8. Smt. Rajni Sehgal, Principal ICS, Mishriwala & Superintendent, Kathua, District Prison, Jammu & Kashmir
9. Shri Manoj Kumar Sinha, Superintendent, Chapra, District Prison, Bihar
10. Shri Vaibhav Sudhakar Aage, Superintendent, Chandrapur, District Prison, Maharashtra
11. Shri S. Touthang, Addl. Superintendent, Central Prison Sajiwa, Manipur

Consultant (Content)

Shri Dhanunjaya Sadhula Jailor, Department of Prison and Correctional Services, Telangana

Consultant (Format)

Shri Inder Jeet Mittal, Master Trainer, DoPT

**Secretarial Assistance (Research & Correctional Administration Division,
BPR&D)**

1. Shri Mainul Islam Mondal, IPS, DIG/ Deputy Director (R&CA)
2. Shri Kamal Kishor Meena, Assistant Director (CA)
3. Shri Rattan Chand, Assistant Director (Legal)
4. Smt. Anu Shree, Research Assistant (CA)
5. Dr. Nirpat Patel, Research Assistant (Res)
6. Smt. Puloma Basu, Research Assistant (Res)
7. Shri Mukesh Kumar, Personal Assistant
8. Shri Sanjay Pal, Personal Assistant
9. Smt. Ravinder Kaur, Personal Assistant
10. Shri Manoj Kumar Meena, Personal Assistant
11. Shri Shareeq Wali Khan, Junior Investigator (Res)
12. Shri Ashok Kumar, Junior Investigator (CA)

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DAY 1

Learning Unit (LU)

- LU- 1 Model Prison Manual, 2016 Prison Guarding Staff / Warders Establishment
- LU- 2 Model Prison Manual, 2016 - General Discipline and Daily Routine

DAY 2

- LU- 3 Model Prison Manual, 2016 - Prison Security & Search Procedures
- LU- 4 Model Prison Manual, 2016 - Prison Building Design
- LU- 5 Model Prison Manual, 2016 - Classification of Prisoners

DAY 3

- LU- 6 Model Prison Manual, 2016 Prison - Prison Emergencies and
Responsibilities of Warders
- LU- 7 Model Prison Manual, 2016 – Welfare Programs for Prisoners

DAY 4 Field Visit to Central Prison/ District Prisons Security: Physical Security

DAY 5

- LU- 8 Model Prison Manual, 2016 – Prison Visit
- LU- - 9 Model Prison Manual, 2016 – Search Procedure (Demonstration/Practical Session)
- LU- 10 Model Prison Manual, 2016 – Field Visit (Landscaping and Beautification in Prisons)
- LU- 11 Model Prison Manual, 2016 –Visual Session

DAY 6

- LU- 12 Model Prison Manual, 2016 –Duties of the Reserve Guard
- LU- 13 Service Rules - State Subordinate Service Rules

DAY 7

- LU- 14 Service Rules - State Prisons Department Subordinate Service Rules
- LU- 15 Service Rules - Fundamental Rules

DAY 8

- LU- 16 Service Rules - Leave Rules
- LU- 17 Service Rules - State Civil Service (Conduct Rules) Leave Rules
- LU- 18 Human Rights in Prisons
- LU- 19 Human Rights - The Protection of Human Rights Act, 1993

DAY 9

- LU- 20 Human Rights - Prisoners’ Rights and Entitlements
- LU- 21 Human Rights – Human Rights Violations in Prisons

DAY 10

- LU- 22 Human Rights – Women Prisoners’ Special Needs
- LU- 23 Professional Responsibility -- Correctional Skills for Warders

DAY 11

- LU- 24 Professional Responsibility - Management of High Risk Prisoners
- LU- 25 Professional Responsibility -- Management of Suicidal and Self-Harming Behavior of Prisoners
- LU- 26 Professional Responsibility -- Importance of ‘Prison Intelligence’

DAY 12

- LU- 27 Basics in Psychology - ‘Emotions’
- LU- 28 Basics in Psychology - ‘Personality’
- LU- 29 Basics In Psychology - Concept of ‘Self’
- LU- 30 Basics in Psychology: Understanding Prisoners

DAY 13

- LU- 31 Basics in Psychology -‘Stress’

DAY 14

- LU- 32 Basics in Psychology : - Personality Disorders - (Brief Introduction)
- LU- 33 Basics in Psychology: Dealing with Mentally ill Prisoners
- LU- 34 Basics in Psychology -- Counselling

DAY 15

- LU- 35 Basics in Psychology: Early Identification of Suicidal Tendencies and Prevention Measures
- LU- 36 Basics in Psychology - Dealing with Repeat Offenders, Alcoholics and Drug Addicts
- LU- 37 Personality Development –‘Emotional Intelligence’

DAY 16

- LU- 38 Personality Development: Components of Emotional Intelligence (Skills)
- LU- 39 Personality Development: Life –Skills

DAY 17

- LU- 40 Personality Development - Change Management, Time Management
- LU- 41 Personality Development –‘Work–Life-Balance’

DAY 18

- LU- 42 Personal Wealth Management
- LU- 43 Life Saving Skills – ‘First –Aid’

DAY 19

- LU- 44 Life Saving Skills - Fire Safety
- LU- 45 Health & Fitness Management- Lifestyle Management
- LU- 46 Health & Fitness Management - Fitness Fundamentals

DAY 20

- LU- 47 Health and Fitness Management - Understanding common illness
- LU- 48 Technology in Prisons
- LU- 49 Computers – MS- Office

DAY 21

- LU- 50 Technology in Prisons –‘e-prisons’
- LU- 51 Effective Communication
- LU- 52 Records Maintenance

DAY 22

- LU- 53 Improving Transparency in Prison Administration
- LU- 54 Right to Information Act 2005

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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

In the present system of Prisons and correctional administration, every warder has a specific role and responsibility in reforming a prisoner. Hence Prison Warders must be trained appropriately so that they can work for organizational goals and bring reforms in the prison system.

The objective of this four-week in-service course for Warders is to impart and update necessary knowledge, skills, and attitudes to discharge their duties efficiently. As in any other profession, it is vital that staff is kept up to date on the most current concepts, best practices and research outcomes in their area of work.

This course with fifty-four Learning Units has been developed with a vision to prepare and equip warders to manage offenders in a safe, secure and human environment and to provide opportunities for rehabilitation and reintegration.

(For Trainers & Participants)

**Training Manual of In-Service Course
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COURSE GUIDE



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
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NEW DELHI- 110037**

IN-SERVICE COURSE for WARDERS (ONE MONTH)

INTRODUCTION

Organizations need to continuously grow, develop and must be prepared to face the ever-emerging challenges. The Prisons 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 develop ethics and values in Prison officers necessary to manage Prisons more transparently and instill a sense of Pride among the Warders about working in Prisons department.

DESIGNED FOR

Prison Warders

FACILITATORS

In-House faculty or Senior Officers from Department and Guest faculty who are subject experts relevant to the Course.

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 is 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 training, participants will be able to –

Unit -1

Training Objective Explain Duties and Responsibilities of Warders in Prisons

- Enabling Objectives**
1. List the Duties and Responsibilities of Warders in Central Prisons and District Prisons
 2. Explain the Duties and Responsibilities of Warders in Prisons

Unit -2

Training Objective Explain General Discipline and Daily Routine in prisons

- Enabling Objectives**
1. Describe the General Discipline and Daily Routine in Prison setup
 2. Explain the role of Warders in Daily Routine and Prison Discipline

Unit -3

Training Objective Explain the Prison Security and Search

- Enabling Objectives**
1. List the Prison Security Procedures
 2. List the Steps in Search Procedures
 3. Explain the Prison Security and Search Procedures

Unit -4

Training Objective Explain the trends in Prison Building Design

- Enabling Objectives**
1. Describe the Prison Building Design
 2. Explain the emerging in Prison Building Design

Unit -5

Training Objective Explain Classification of Prisoners

- Enabling Objectives**
1. List the types of Prisoners
 2. Explain salient features of Classification of Prisoners

Unit -6

Training Objective Explain Prison Emergencies and the Responsibilities

- Enabling Objectives**
1. List the Prison Emergencies
 2. Describe the Prison Emergencies

3. Explain the role of Warders during the Prison Emergencies

Unit -7

Training Objective

Explain Welfare Programs for Prisoners

Enabling Objectives

1. List the Welfare Programs for prisoners
2. Explain the welfare programs for Prisoners

Unit -8

Training Objective

Identify the importance of Physical Security and Technology

Enabling Objectives

1. Explain the importance of Physical Security and Technology in Prisons

Unit -9

Training Objective

Explain the importance of Search Procedure

Enabling Objectives

1. List the Searching Procedures
2. Explain the importance of Search Procedure

Unit -10

Training Objective

Identify the importance of Landscaping and beautification in Prisons

Enabling Objectives

1. Explain the importance of Landscaping and beautification in Prisons

Unit -11

Training Objective

Explain Best Prisons in the World

Enabling Objectives

1. Identify the best prisons in the world

Unit -12

Training Objective

Explain the duties of the Reserve Guard

Enabling Objectives

1. List the Reserve Guard Duties
2. Explain the Reserve Guard Duties

Unit -13

Training Objective

Explain the State Subordinate Service Rules

Enabling Objectives	1. Define of the State Subordinate Service Rules 2. Explain the salient features of Subordinate Service Rules
Unit -14	
Training Objective	Explain the Provisions of State Subordinate Service Rules
Enabling Objectives	1. Define of the State Subordinate Service Rules 2. Explain the Provisions of State Subordinate Service Rules
Unit -15	
Training Objective	Explain the provisions of the Fundamental Rules
Enabling Objectives	1. Define of the Fundamental Rules 2. Explain the provisions of the Fundamental Rules
Unit -16	
Training Objective	Explain the provisions of Leave Rules
Enabling Objectives	1. List the types of Leave 2. Explain the Provisions of Leave Rules
Unit -17	
Training Objective	Explain the salient features of Right to Information Act, 2005
Enabling Objectives	1. List the objectives of RTI Act, 2005 2. List the salient features of RTI Act, 2005 3. Explain the role of SIC/CIC and their functions
Unit -18	
Training Objective	Explain the evolution of Human Rights
Enabling Objectives	1. Define of the concept of Human Rights 2. Explain the concept and development of Human Rights
Unit -19	
Training Objective	Explain the Protection of Human Rights Act, 1993
Enabling Objectives	1. Define of the Protection of Human Rights Act, 1993 2. Explain the salient features of the Protection of Human Rights Act, 1993
Unit -20	
Training Objective	Explain Prisoners' Rights and Entitlements
Enabling Objectives	1. List Prisoners' Rights and Entitlements

2. Explain Prisoners' Rights and Entitlements

Unit -21

Training Objective

Explain the Human Rights Violations in Prisons

Enabling Objectives

1. List the Human Rights Violations in Prisons
2. Explain the Major Human Rights Violations
3. Explain reasons for Human Rights Violations in Prisons

Unit -22

Training Objective

1. explain the Women Prisoners' Special Needs in Prisons

Enabling Objectives

List the Women Prisoners' Special Needs

1. Explain the Special Needs of Women Prisoners

Unit -23

Training Objective

Explain the Correctional Skills required for Warders in Prisons

Enabling Objectives

1. List the Correctional Skills
2. Explain the Role of Warder in Correctional Administration

Unit -24

Training Objective

Explain the management of High Risk Prisoners

Enabling Objectives

1. List the High Risk Prisoners
2. Explain the ways to manage High Risk Prisoners

Unit -25

Training Objective

Explain the ways of managing of Self- Harming/ Suicidal tendency prisoners

Enabling Objectives

1. Describe the Suicidal and Self-Harming Behaviour
2. Explain the early identification of suicidal behaviour
3. Explain the Self-Harming Behaviour
4. Explain the ways of managing the Self- Harming/ Suicidal tendency prisoners

Unit -26

Training Objective

Explain the importance of Prison Intelligence

Enabling Objectives

1. Describe the Prison Intelligence
2. Explain the importance of Prison Intelligence

Unit -27

Training Objective

Explain the ways of managing Emotions

Enabling Objectives

1. Define of the ‘Emotions’
2. Explain the ways of managing ‘Emotions’

Unit -28

Training Objective

Explain the types of ‘Personality’

Enabling Objectives

1. Describe the ‘Personality’
2. Explain the Types of ‘Personality’

Unit -29

Training Objective

Explain the Concept of ‘Self’

Enabling Objectives

1. Describe the Concept of ‘Self’
2. Explain the Concept of ‘Self ‘

Unit -30

Training Objective

Explain the ways of understanding a Prisoner

Enabling Objectives

1. List the ways of understanding a Prisoner
2. Explain the ways of understanding a Prisoner

Unit -31

Training Objective

Demonstrate the ways of coping with ‘Stress’

Enabling Objectives

1. Describe of the Stress and Anger
2. List the Sources and Types of Stress/Anger
3. Demonstrate the ways of Managing of Stress

Unit -32

Training Objective

Explain the types of ‘Personality Disorders’

Enabling Objectives

1. List the ‘Personality Disorders’
2. State the ‘Personality Disorders’
3. Explain the types of ‘Personality Disorders’

Unit -33

Training Objective

Explain the ways to deal with Mentally ill prisoners

Enabling Objectives

1. Describe the mental Illness in Prisoners
2. Explain the ways to deal with mentally ill prisoners

Unit -34

Training Objective

Explain Importance of Counselling

Enabling Objectives

1. List the types of Counselling Skills

Unit -35

Training Objective

Identify the Suicidal Tendency and Prevention Measures

Enabling Objectives

1. List the signs of Suicidal Tendencies
2. Identify the Suicidal Tendency and Prevention measures

Unit -36

Training Objective

Explain the ways of dealing with Repeat Offenders and Substance Addict Prisoners

Enabling Objectives

1. Explain the ways of dealing the Repeat Offenders and Substance Addict Prisoners

Unit -37

Training Objective

Explain the importance of 'Emotional Intelligence'

Enabling Objectives

1. Describe the 'Emotional Intelligence'
2. Explain the Importance of 'Emotional Intelligence'

Unit -38

Training Objective

Explain the components of 'Emotional Intelligence'

Enabling Objectives

1. List the Components of Emotional Intelligence
2. Explain the components of Emotional Intelligence

Unit -39

Training Objective

Explain demonstrate importance of Life - Skills for Prison Warders

Enabling Objectives

1. List the Life- Skills
2. Explain the importance of Life-Skills

Unit -40

Training Objective

Explain the importance of 'Change Management and Time Management'

- Enabling Objectives**
1. Describe the ‘Change Management’ and Time Management
 2. Explain the importance of Change Management and Time Management

Unit -41

Training Objective Explain ‘Work- Life-Balance’ techniques

- Enabling Objectives**
1. List Work life balance techniques
 2. Explain Work-Life-Balance techniques

Unit -42

Training Objective Explain prudent ways of managing personal finances.

- Enabling Objectives**
1. List the ways of managing personal finances.
 2. Explain prudent ways of managing personal finances

Unit -43

Training Objective Demonstrate ‘First-Aid’ Techniques

- Enabling Objectives**
1. Explain First Aid Techniques
 2. Explain/ demonstrate procedure of Cardiopulmonary resuscitation (CPR)

Unit -44

Training Objective Demonstrate ‘Fire –Fighting’ Techniques

- Enabling Objectives**
1. List the Fire-Fighting techniques
 2. Explain Fire- Fighting Techniques
 3. Demonstrate the Fire- Fighting Techniques

Unit -45

Training Objective Explain ways of ‘Lifestyle Management’

- Enabling Objectives**
1. Describe ‘Lifestyle Management’
 2. Explain the importance of Lifestyle Management

Unit -46

Training Objective Explain importance of Fitness and types of Exercises

- Enabling Objectives**
1. Explain the importance of Fitness and types of Exercises

Unit -47

Training Objective Explain the causes and management of illness.

Enabling Objectives

1. List the causes of illness
2. Explain the causes and management of illness

Unit -48**Training Objective**

Demonstrate the use of Electronic Security Gadgets

Enabling Objectives

1. Explain the importance of Electronic Security Gadget
2. Demonstrate the use of Security Gadgets

Unit -49**Training Objective**

Demonstrate the use of MS-Office tools

Enabling Objectives

1. List the MS Office Tools
2. Demonstrate the MS- Office Tools
3. Demonstrate the use internet

Unit -50**Training Objective**

Demonstrate the use of e-prisons

Enabling Objectives

1. List the e-prison Management
2. Describe the e-prisons
3. Demonstrate the use of ‘e-prisons’

Unit -51**Training Objective**

Explain the importance of Effective Communication

Enabling Objectives

1. List the salient features of the Effective Communication
2. Explain the importance of Effective Communication

Unit -52**Training Objective**

Explain importance of Records Management

Enabling Objectives

1. List the salient features of Records Management
2. Explain importance of Records Management

Unit -53**Training Objective**

Explain ways of improving transparency in Prison Administration.

Enabling Objectives

1. List the ways to improve transparency
2. Explain the ways to improve transparency in Prison Administration

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.

WEEK/DAY - WISE TIME TABLE

Time	Topics	Objectives
Day 1		
	Registration	
Session I	Inauguration of the Course	
Session II	Model Prison Manual 2016 -	1.1
Session III	Prison Guarding Staff / Warders Establishment	1.2
Session IV	Personality Development –‘Emotional intelligence’	37.1 37.2
Day 2		
0900- 0915	Learning Points- Recap of Day 1	
Session I	Model Prison Manual 2016 - General Discipline and	2.1
Session II	Daily Routines	2.2
Session III	Personality Development: Components of Emotional Intelligence	38.1 38.2
Session IV	Computers - MS Office -1	49.1 49.2 49.3
Day 3		
0900- 0915	Learning Points- Recap of Day 2	
Session I	Model Prison Manual 2016 - Prison Security,Search	3.1
Session II	Procedures	3.2
Session III		43.1
Session IV	Life Saving Skills – ‘First-Aid’	43.2

Day 4		
0900- 0915	Learning Points- Recap of Day 3	
Session I	Field Visit to Central Prison/ District Prisons Security: Physical Security	8.1
Session II		
Session III		
Session IV		
Day 5		
0900- 0915	Learning Points- Recap of Day 4	
Session I	Model Prison Manual 2016 - Classification of Prisoners	5.1 5.2
Session II	Prisons Technology – ‘e- Prisons’	50.1 50.2 50.3
Session III	Personality Development: ‘Life- Skills’	39.1 39.2
Session IV	Health & Fitness Management - Fitness Fundamentals	46.1
Day 6		
0900- 0915	Learning Points- Recap of Day 5	
Session I	Model Prison Manual 2016 Prison - Prison Emergencies and Responsibilities of Warders	6.1
Session II		6.2 6.3
Session III		28.1 28.2
Session IV	Computers - MS Office -2	49.1 49.2 49.3
Day 7		
0900- 0915	Learning Points- Recap of Day 6	
Session I	Service Rules –the State Subordinate Service Rules	12.1
Session II		12.2

Session III	Basics in Psychology - ‘Emotions’	37.1 37.2
Session IV	Computers – MS Office -3	49.1 49.2 49.3
Day 8		
0900- 0915	Learning Points- Recap of Day – 7	
Session I	Service Rules - State Prisons Department Subordinate Service Rules	12.1 12.2
Session II	Technology in Prisons-1	48.1 48.2
Session III	Basics in Psychology - ‘Personality’	28.1 28.2
Session IV	Life Saving Skills – Fire-Safety 1	44.1 44.2 44.3
Day 9		
0900- 0915	Learning Points- Recap of Day 8	
Session I	Service Rules - Fundamental Rules	15.1 15.2
Session II	Basics In Psychology – ‘Concept of Self’	29.1 29.2
Session III	Life Saving Skills – Fire-Safety 2	44.1
Session IV		44.2 44.3
Day 10		
0900- 0915	Learning Points- Recap of Day 9	
Session I	Best Practices on Prison Security	9.1
Session II		
Session III	Health & Fitness Management- Lifestyle Management	45.1

		45.2
Session IV	Technology in Prisons	48.1 48.2
Day 11		
0900- 0915	Learning Points- Recap of Day -10	
Session I	Service Rules - State Civil Service (Conduct) Rules	17.1
Session II		17.2
Session III	Basics in Psychology : Understanding Prisoners	30.1 30.2
Session IV	Personality Development - Change Management, Time Management	40.1 40.2
Day 12		
0900- 0915	Learning Points- Recap of Day 11	
Session I	Personality Development – ‘Work-Life-Balance’	41.1 41.2
Session II	Human Rights in Prisons	18.1 18.2
Session III	Basics in Psychology –Stress	31.1 31.2 31.3
Session IV	Visual Session – Search Procedure	
Day 13		
0900- 0915	Learning Points- Recap of Day 12	
Session I	Service Rules –the State Civil Service (CCA) Rules	17.1 17.2
Session II	Basics in Psychology: Stress	31.1 31.2 31.3
Session III	FIELD VISIT to	10.1
Session IV		10.2

	Landscaping and Beautification	
Day 14		
0900- 0915	Learning Points- Recap of Day 13	
Session I	Correctional Skills for Warders	23.1 23.2
Session II	Human Rights - The Protection of Human Rights Act, 1993	19.1 19.2
Session III	Field Visit report presentation by Group Leader	
Session IV	Health & Fitness Management - Understanding common illness	47.1 47.2
Day 15		
0900- 0915	Learning Points- Recap of Day 14	
Session I	Technology in Prisons - ‘e-prisons’ – 2	50.1 50.2 50.3
Session II	Basics in Psychology -- ‘Counselling’-1	34.1 34.2
Session III	Human Rights – Human Rights Violations in Prisons	21.1 21.2 21.3
Session IV	Visual session – Best Prisons in the World	11.1 11.2
Day 16		
0900- 0915	Learning Points- Recap of Day – 15	
Session I	Basics in Psychology -- ‘Counselling’ - 2	34.1 34.2
Session II	Duties of the Sentry, Tower Guard and Control Watch/ Patrol party	
Session III	Management of High Risk Prisoners	24.1
Session IV		24.2

Day 17		
0900- 0915	Learning Points- Recap of Day -16	
Session I	Model Prison Manual 2016 – Welfare Programs for Prisoners	7.1 7.2
Session II	Management of Suicidal and Self - Harming Behavior	25.1
Session III	Prisoners	25.2 25.3 25.4
Session IV	Basics in Psychology -- ‘Counseling’ – 3	34.1 34.2
Day 18		
0900- 0915	Learning Points- Recap of Day 17	
Session I	Basics in Psychology : ‘Personality Disorders ‘	32.1
Session II	(Brief Introduction)	32.3 32.3
Session III		4.1
Session IV	Model Prison Manual 2016 - Prison Building Design	4.2
Day 19		
0900- 0915	Learning Points- Recap of Day 18	
Session I		33.1
Session II	Basics in Psychology : Dealing with mentally ill Prisoners	33.2
Session III	Importance of ‘Prison Intelligence’	
Session IV	Human Rights – Women Prisoners’ Special Needs	22.1 22.2
Day 20	Learning Points- Recap of Day	
0900- 0915		
Session I	Maintenance of Records	51.1 51.2
Session II	Basics in Psychology: Early Identification of Suicidal	

Session III	Tendencies and Prevention Measures	35.1 35.2
Session IV	Computer Lab	
Day 21		
0900- 0915	Learning Points- Recap of Day – 22	
Session I	Basics in Psychology - Dealing with Repeat Offenders, Alcoholics and Drug Addicts	36.1
Session II	Personal Wealth Management	42.1 42.1
Session III	Service Rules - Leave Rules	16.1
Session IV		16.2
Day 22		
0900- 0915	Learning Points- Recap of Day	
Session I	Improving Transparency in Prison Administration	53.1 53.2
Session II	‘Effective Communication’	52.1 52.2
Session III	Feedback	
Session IV	Valedictory	

TIME TABLE FOR INDOOR AND OUTDOOR SESSIONS

SESSIONS	TIME
Outdoor Sessions	
Physical Training	06:00 – 06:45
Parade / Weapon Training	07:00 – 07:45
Yoga/ Meditation/Sports	16:45 – 18:00
Indoor Sessions	
Session I	10:00 – 11:15
Session II	11:30 – 12 :45
Session III	14:00 – 15:00
Session IV	15:15 – 16:15
Library/ Computers Lab	09:15 – 09:45
Tea Break	11:15 – 11:30 15:00 – 15:15
Break Fast	08:00 -0845
Lunch	12:45 – 14:00
Dinner	19:30 – 21:00

Outdoor Sessions:

- Physical Training : 16:30 hrs (21 sessions)
- Parade / Weapon Training : 16:0 hrs (21 sessions)
- Yoga/ Meditation/Sports : 27:50hrs (21 sessions)

Indoor Sessions: : 95:75hrs (22 days 4 sessions per day)

(including Field Visits)

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

End of Course

(For Trainers Only)



TRAINER GUIDE

**IN-SERVICE COURSE
FOR
WARDERS
(ONE MONTH)**

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

Pre-Course Preparation

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

For Trainer

1. Trainer guide
2. Glossary of terms
3. References
4. Resources

For Participants

1. Course Guide
2. Handout, Checklist, Exercise, Feedback

Day Wise Schedule
In-Service Course For Warders
(One Month)

Time	Topics	Remarks
Day 1		
	Registration	Registration form-1 and Distribute Course Guide to participants
Session I	Inauguration	
	Ice-Breaking Session and Course Objectives Detailed Introduction Name, Designation, Years of Service, Place of Posting	Content is in HO-1 and Appendix 4
Session II	Model Prison Manual 2016 -	Content is in HO-2
Session III	Prison Guarding Staff / Warders Establishment	
Session IV	Personality Development – ‘Emotional Intelligence’	Content is in HO-10
Day 2		
0900- 0915	Learning Points- Recap of Day 1	
Session I	Model Prison Manual 2016 - General Discipline and Daily Routines	Content is in HO - 2
Session II		
Session III	Personality Development: ‘Components of Emotional Intelligence’	
Session IV	Computers - MS Office -1	Demonstration Content is in HO-20
Day 3		
0900 - 0915	Learning Points- Recap of Day – 2	
Session I	Model Prison Manual 2016 -Prison Security-- Search Procedures	Content is in HO-2
Session II		
Session III	Life Saving Skills – First-Aid	Demonstration

Session IV		Distribute the CL-1 at the end of the session
Day 4		
0900- 0915	Learning Points- Recap of Day –3	
Session I	Field Visit to Central Prison/ District Prisons Security: Physical Security	Distribute the Field Visit instructions form and Field Visit form before the Visit
Session II		
Session III		
Session IV		
Day 5		
0900 - 0915	Learning Points- Recap of Day –4	
Session I	Model Prison Manual 2016 - Classification of Prisoners	Content is in HO-2
Session II	Prisons Technology – ‘e-Prisons’	Demonstration & Observation Content is in HO 20
Session III	Personality Development: ‘Life-Skills’	
Session IV	Health & Fitness Management - Fitness Fundamentals	Invite Medical Officer / Fitness Trainer
Day 6		
0900- 0915	Learning Points- Recap of Day– 5	
Session I	Model Prison Manual 2016 Prison - Prison	Content is in HO-2
Session II	Emergencies and Responsibilities of Warders	
Session III	Emergencies and Responsibilities of Warders	
Session IV	Computers - MS Office -2	Demonstration, Observation
Day 7		
0900- 0915	Learning Points- Recap of Day–6	
Session I	Service Rules - State Subordinate Service Rules	Invite expert Guest Faculty
Session II		

Session III	Basics in Psychology - ‘Emotions’	Distribute the HO 9 during the session
Session IV	Computers – MS Office -3	Demonstration Observation
Day 8		
0900- 0915	Learning Points- Recap of Day – 7	
Session I	Service Rules - State Prisons Department Subordinate Service Rules	
Session II	Technology in Prisons-1	Content is in 18 Demonstration
Session III	Basics in Psychology - ‘Personality’	Conduct a test, Distribute the HO 14 during the session
Session IV	Life Saving Skills – Fire-Safety 1	Invite Fire Service Officer
Day 9		
0900- 0915	Learning Points- Recap of Day –8	
Session I	Service Rules - Fundamental Rules	Invite Guest Faculty
Session II	Basics In Psychology –‘Concept of Self’	
Session III	Life Saving Skills –‘Fire-Safety’ 2	Invite Fire Service Officer Demonstration Distribute the CL 2 at the end of training
Session IV		
Day 10		
0900- 0915	Learning Points- Recap of Day–9	
Session I	Best Practices on Prison Security	Invite senior officer from the Department
Session II		
Session III	Health & Fitness Management- Lifestyle Management	
Session IV	Technology in Prisons	Content is in HO 18

Day 11		
0900- 0915	Learning Points- Recap of Day -10	
Session I	Service Rules - State Civil Service (Conduct) Rules	
Session II		
Session III	Basics in Psychology : Understanding Prisoners	Content is in HO 16 Invite a Reformed prisoner
Session IV	Personality Development - Change Management, Time Management	
Day 12		
0900- 0915	Learning Points- Recap of Day 11	
Session I	Personality Development –‘Work-Life-Balance’	Content is in HO 17 Distribute the EX 2 during the session
Session II	Human Rights in Prisons	
Session III	Basics in Psychology : ‘Stress’	Content is in HO 11
Session IV	Visual Session – Searching Procedure	Projector
Day 13		
0900- 0915	Learning Points- Recap of Day 12	
Session I	Right to Information Act,2005	
Session II	Basics in Psychology : Stress	Content is in HO 11
Session III	FIELD VISIT to Landscaping and Beautification	Invite Landscape Architect
Session IV		
Day 14		
0900- 0915	Learning Points- Recap of Day 13	
Session I	Correctional Skills for Warders	Content is in HO 8 Distribute the HO 8 at the end of the session
Session II	Human Rights - The Protection of Human Rights Act, 1993	Invite Guest Faculty

Session III	Field Visit Report presentation by Group Leader	Make a small groups & Ask the participants to prepare a report and present in class room
Session IV	Health & Fitness Management - Understanding common illness	Invite Medical Officer
Day 15		
0900- 0915	Learning Points- Recap of Day 14	
Session I	Technology in Prisons - e-prisons – 2	Content is in HO 18 Demonstration/observation while hands on
Session II	Basics in Psychology -- Counselling-1	Content is in HO 12
Session III	Human Rights – Human Rights Violations in Prisons	Participatory session - Ask the participant to share their experiences
Session IV	Visual session – Best Prisons in the World	Projector
Day 16		
0900- 0915	Learning Points- Recap of Day – 15	
Session I	Basics in Psychology -- Counseling - 2	Content is in HO 12 Make small groups of 4/5 Demonstration and Observation
Session II	Duties of the Sentry, Tower Guard and Control Watch/ Patrol party	
Session III		Content is in HO 2
Session IV	Management of High Risk Prisoners	
Day 17		
0900- 0915	Learning Points- Recap of Day -16	
Session I	Model Prison Manual 2016 – Welfare Programs for	Content is in HO 2

	Prisoners	
Session II	Management of Suicidal and Self - Harming	Invite Psychologist
Session III	Behavior Prisoners	
Session IV	Basics in Psychology -- Counseling – 3	Content is in HO 12
Day 18		
0900- 0915	Learning Points- Recap of Day 17	
Session I	Basics in Psychology : Personality Disorders	Invite Psychologist/ Psychiatrist
Session II	(Brief Introduction)	
Session III	Model Prison Manual 2016 - Prison Building	Content is in HO 2
Session IV	Design	
Day 19		
0900- 0915	Learning Points- Recap of Day 18	
Session I	Basics in Psychology : Dealing with mentally ill	Invite Psychologist/ Psychiatrist
Session II	Prisoners	
Session III	Importance of ‘Prison Intelligence’	Content is in HO 2
Session IV	Human Rights – Women Prisoners’ Special Needs	Content is in HO 4 and HO 5
Day 20	Learning Points- Recap of Day	
0900- 0915		
Session I	Maintenance of Records	
Session II	Basics in Psychology : Early Identification of Suicidal Tendencies and Prevention Measures	PPT HO 6
Session III		
Session IV	Computer’s Lab	Observation
Day 21		
0900- 0915	Learning Points- Recap of Day – 22	
Session I	Basics in Psychology - Dealing with Repeat Offenders, Alcoholics and Drug Addicts	
Session II	Personal Wealth Management	Guest Faculty expert Banker/ Charter Accountant

Session III		
Session IV	Service Rules - Leave Rules	
Day 22		
0900- 0915	Learning Points- Recap of Day	
Session I	Improving Transparency in Prison Administration	Ask the participants to share ideas to improve transparency in administration
Session II	Effective Communication	HO 13
Session III	Feedback	Distribute the Appendix Feedback proforma
Session IV	Valedictory	

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

End of Course

PART – B

COURSE GRID

LEARNING UNITS (LUs)

COURSE GRID

<u>1</u> Model Prison Manual -2016 Prison Guarding Staff / Warders Establishment	<u>2</u> Model Prison Manual 2016 General Discipline and Daily Routine	<u>3</u> Model Prison Manual -2016 Prison Security &Search Procedures
<u>4</u> Model Prison Manual 2016 Prison Building Design	<u>5</u> Model Prison Manual 2016 Classification of Prisoners	<u>6</u> Model Prison Manual 2016 Prison - Prison Emergencies and Responsibilities of Warders
<u>7</u> Model Prison Manual 2016 Welfare Programs for Prisoners	<u>8</u> Model Prison Manual 2016 Prison Visit	<u>9</u> Model Prison Manual 2016 Search Procedure (Demonstration/Practical Session)
<u>10</u> Model Prison Manual 2016 Field Visit (Landscaping and Beautification in Prisons)	<u>11</u> Model Prison Manual, 2016 Visual Session	<u>12</u> Model Prison Manual 2016 Duties of the Reserve Guard
<u>13</u> Service Rules - State Subordinate Service Rules	<u>14</u> Service Rules - State Prisons Department Subordinate Service Rules	<u>15</u> Service Rules - Fundamental Rules

<u>16</u> Service Rules - Leave Rules	<u>17</u> Service Rules - State Civil Service (Conduct Rules) Leave Rules	<u>18</u> Human Rights in Prisons
<u>19</u> Human Rights - The Protection of Human Rights Act, 1993	<u>20</u> Human Rights - Prisoners' Rights and Entitlements	<u>21</u> Human Rights – Human Rights Violations in Prisons
<u>22</u> Human Rights – Women Prisoners' Special Needs	<u>23</u> Professional Responsibility - - Correctional Skills for Warders	<u>24</u> Professional Responsibility - Management of High Risk Prisoners
<u>25</u> Professional Responsibility - - Management of Suicidal and Self-Harming Behavior of Prisoners	<u>26</u> Professional Responsibility - - Importance of 'Prison Intelligence'	<u>27</u> Basics in Psychology - 'Emotions'
<u>28</u> Basics in Psychology - 'Personality'	<u>29</u> Basics In Psychology - Concept of 'Self'	<u>30</u> Basics in Psychology: Understanding Prisoners

<u>31</u> Basics in Psychology - ‘Stress’	<u>32</u> Basics in Psychology : - Personality Disorders - (Brief Introduction)	<u>33</u> Basics in Psychology: Dealing with Mentally ill Prisoners
<u>34</u> Basics in Psychology -- Counselling	<u>35</u> Basics in Psychology: Early Identification of Suicidal Tendencies and Prevention Measures	<u>36</u> Basics in Psychology - Dealing with Repeat Offenders, Alcoholics and Drug Addicts
<u>37</u> Personality Development – ‘Emotional Intelligence’	<u>38</u> Personality Development: Components of Emotional Intelligence (Skills)	<u>39</u> Personality Development: Life –Skills
<u>40</u> Personality Development - Change Management, Time Management	<u>41</u> Personality Development – ‘Work–Life-Balance’	<u>42</u> Personal Wealth Management
<u>43</u> Life Saving Skills – ‘First – Aid’	<u>44</u> Life Saving Skills - Fire Safety	<u>45</u> Health & Fitness Management- Lifestyle Management

<u>46</u> Health & Fitness Management - Fitness Fundamentals	<u>47</u> Health and Fitness Management - Understanding common illness	<u>48</u> Technology in Prisons
<u>49</u> Computers – MS- Office	<u>50</u> Technology in Prisons –‘e- prisons’	<u>51</u> Effective Communication
<u>52</u> Records Maintenance	<u>53</u> Improving Transparency in Prison Administration	<u>54</u> Right to Information Act 2005

LEARNING EVENT

Unit		1						
Learning Unit		Model Prison Manual 2016 - Prison Guarding Staff / Warders Establishment						
Training Objective		At the end of training, participants will be able to explain Duties and Responsibilities of Warders in Prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Duties and Responsibilities of Warders in Central Prisons and District Prisons	Duties and Responsibilities of Warders - Warder Guard - Guard-Reserve - Prison Industries - Mulaqat - (Physical/Telephone /Video) - Admission of Prisoners - Gate operation	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty/ Senior Prison Officer		Formative Q/A
2.	Explain the Duties and Responsibilities of Warders in Prisons				120			

LEARNING EVENT

Unit		2						
Learning Unit		Model Prison Manual 2016 - General Discipline and Daily Routine						
Training Objective		At the end of training, participants will be able to explain General Discipline and Daily Routine in prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the General Discipline and Daily Routine in Prison setup.	General Discipline and Routine during - Unlocking - Lockup - Meal Time Maintenance of prison buildings, farms, premises.	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House /Guest Faculty		Formative Q/A
2.	Explain the Warders' Role in Daily Routine and Prison Discipline				120			

LEARNING EVENT

Unit		3						
Learning Unit		Model Prison Manual 2016 - Prison Security & Search Procedures						
Training Objective		At the end of training, participants will be able to explain the Prison Security and Search Procedures.						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Prison Security Procedures	Brief Introduction - Physical Security - Procedural Security - Dynamic Security Searching: - Reasons for Searching - Procedures of Conducting a Search - Principles of searches Types of Searches: - Pat/Rub-down Search - Strip Search - Special Search - Routine search - Security Search/Check. - Searching of Inmates/	Lecture-cum Discussion	White Board, Marker, Projection System	60	In-House /Guest Faculty		Formative Q/A Observation
2	List the Steps in Search Procedures.				30			
3.	Explain the Prison Security and Search Procedures				60			

		Visitors/ Staff - Smuggling of Contraband and its Prevention. - Bar Testing - Barrack/Cell Searching						
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LEARNING EVENT

Unit		4						
Learning Unit		Model Prison Manual 2016 - Prison Building Design						
Training Objective		At the end of training, participants will be able to explain the trends in Prison Building Design						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the Prison Building Design	- High Security Prison - Prison designs: - Panoptical - Radial - Campus models	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty/Senior Officer from Prisons		Formative Q/A
2.	Explain latest in Prison Building Design				90			

LEARNING EVENT

Unit		5						
Learning Unit		Model Prison Manual 2016 - Classification of Prisoners						
Training Objective		At the end of training, participants will be able to explain Classification of Prisoners.						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performan ce Aid	Assessment
At the end of training, participants will be able to -								
1.	List the types of Prisoners	- CT Prisoners - Death sentence prisoners - Long term – Short term condemned prisoners - UT prisoners - Habitual prisoners – Foreign Prisoners - First time offenders – Civil Prisoners - Detenue Prisoners	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/Guest Faculty/Senior Officers from Prisons		Formative Q/A
2.	Explain salient features of Classification of Prisoners				60			

LEARNING EVENT

Unit		6						
Learning Unit		Model Prison Manual 2016 Prison - Prison Emergencies and Responsibilities of Warders						
Training Objective		At the end of training, participants will be able to explain Prison Emergencies and the Responsibilities of Warders.						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Prison Emergencies	- Escapes - Attempt to escape - Outbreaks - Riots - Violence within the barracks/cells - Accidents - Failure of Water supply - Electric lighting arrangements, - Suicides - Attempt to suicide - Natural Calamities - Hostage Situations - Terrorist Attacks - Bomb Explosion	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Senior Officers from Prisons		Formative Q/A
2.	Describe the Prison Emergencies				15			
3.	Explain the role of Warders during the Prison Emergencies				90			

LEARNING EVENT

Unit		7						
Learning Unit		Model Prison Manual 2016 – Welfare Programs for Prisoners						
Training Objective		At the end of training, participants will be able to explain Welfare Programs for Prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Welfare Programs for prisoners.	• Basic elements of Welfare Programs - Education - Counselling& Guidance - Recreation, Sports, cultural Activities, - Library - Role of NGOs - Prisoners panchayats - Celebration of Festivals - Spiritual Development - Implementation of Welfare Activities - Free Legal-Aid - Parole, Furlough - Medical	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Senior Officers from Prisons		Formative Q/A
2.	Explain the welfare programs for Prisoners.				60			

LEARNING EVENT

Unit		8						
Learning Unit		Model Prison Manual 2016 – Prison Visit						
Training Objective		At the end of training, participants will be able to identify the importance of Physical Security and Technology						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Explain the importance of Physical Security and Technology in Prisons	Field Visit to Central Prison/ District Prisons - Security: Physical Security - Technology in Prisons and - Prison industries	Field Visit		270 (4sessions)	Course Coordinator		Observation and Presentation by team leaders

LEARNING EVENT

Unit		9						
Learning Unit		Model Prison Manual 2016 – Search Procedure (Demonstration/Practical Session)						
Training Objective		At the end of training, participants will be able to explain the importance of Search Procedure						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the Searching Procedures	Searching Procedure - Searching of Inmates - Pat/Rub-down Search - Strip Search - Searching of Visitors - Searching of staff - Searching of Suspected Articles or luggage or canteen articles etc.,	Lecture-cum-Discussion	White Board, Marker, Projection System Projector	15	In-House/ Guest Faculty/ Senior Officers from Prisons		Observation
2.	Explain the importance of Search Procedure				60			

LEARNING EVENT

Unit		10						
Learning Unit		Model Prison Manual 2016 – Field Visit (Landscaping and Beautification in Prisons)						
Training Objective		At the end of training, participants will be able to identify the importance of Landscaping and beautification in Prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Explain the importance of Landscaping and beautification in Prisons	- Introduction to Landscape Design - Design Principles and Elements - Design Process - Master Plan - Plant Use in the Landscape - Growth and Development of Plants	Field Visit	Lecture-cum-Discussion Observation	120	Guest Faculty/ Landscape Architect		Observation

LEARNING EVENT

Unit		11						
Learning Unit		Model Prison Manual, 2016 –Visual Session						
Training Objective		At the end of training, participants will be able to explain Best Prisons in the World						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Identify the best prisons in the world	- Best Prisons in the world - Best Practices - Technology in Prisons	Visual Session	Projection System	60	In-House/ Guest Faculty		Formative Q/A

LEARNING EVENT

Unit		12						
Learning Unit		Model Prison Manual 2016 –Duties of the Reserve Guard						
Training Objective		At the end of training, participants will be able to explain the duties of the Reserve Guard						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Reserve Guard Duties	- Reserve Guard duties - Training of Reserve Guard - Armed Sentry - Relief and Supervision of Sentries - Muster of Reserve Guard - Salutes by Armed Guards - General Guarding Duties - Custody of Arms - Tower Guard	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Senior Officers from Prisons		Formative Q/A
2.	Explain the Reserve Guard Duties				45			

LEARNING EVENT

Unit		13						
Learning Unit		Service Rules - State Subordinate Service Rules						
Training Objective		At the end of training, participants will be able to explain the State Subordinate Service Rules						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Define of the State Subordinate Service Rules	- Applicability - Important Definitions - Methods of recruitment - Promotions - Minimum service for promotion - Temporary appointments	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty/ Expert in Service Rules		Formative Q/A
2.	Explain the salient features of Subordinate Service Rules	- Joining time - Qualification and disqualifications - Passing and Exemption of language test - Probation - Rule of Reservation - Service Remedies - Resignation - Relaxation - Seniority.			120			

LEARNING EVENT

Unit		14						
Learning Unit		Service Rules - State Prisons Department Subordinate Service Rules						
Training Objective		At the end of training, participants will be able to explain the Provisions of State Subordinate Service Rules						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Define of the State Subordinate Service Rules	- Categories - Appointing Authorities - Qualifications - Promotion - Probation	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Expert in Service Rules		Formative Q/A
2.	Explain the Provisions of State Subordinate Service Rules				60			

LEARNING EVENT

Unit		15						
Learning Unit		Service Rules - Fundamental Rules						
Training Objective		At the end of training, participants will be able to explain the Provisions of the Fundamental Rules						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Define Fundamental Rules	- Important Definitions - Lien - Unauthorized absence - Pay fixation - Increment - Allowances - Subsistence allowances - Regulation of suspension period - Joining time - Foreign service - Deputations	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Expert in Service Rules		Formative Q/A
2.	Explain the provisions of Fundamental Rules				60			

LEARNING EVENT

Unit		16						
Learning Unit		Service Rules - Leave Rules						
Training Objective		At the end of training, participants will be able to explain the Provisions of Leave Rules						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the types of Leave	- General conditions of leave	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Expert in Service Rules		Formative Q/A
2.	Explain the Provisions of Leave Rules	- Casual Leave - Optional Holidays - Earned Leave - Surrender Leave - Encashment-Leave on half pay - Commuted			95			

		Leave - Leave Not due - Extra ordinary leave - HPL on full pay for certain ailments - Study leave - Maternity leave - Paternity leave - Foreign employment leave - Special Casual Leave - Child Care Leave.						
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LEARNING EVENT

Unit		17						
Learning Unit		Service Rules - State Civil Service (Conduct Rules) Leave Rules						
Training Objective		At the end of training, participants will be able to explain the salient features of State Civil Services (Conduct) Rules						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the salient features of State Civil Service (Conduct) Rules	- Definitions - General Rules of discipline. - Do's & Don'ts - Acquisition and Sale of property	Lecture-cum-Discussion	White Board, Marker, Projection System	15	Expert on Central Civil Services (Conduct) Rules, 1964		Q/A Formative
2.	Explain The Salient Features of State Civil Services (Conduct) Rules,				120			

LEARNING EVENT

Unit		18						
Learning Unit		Human Rights in Prisons						
Training Objective		At the end of training, participants will be able to explain the evolution of Human Rights						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Define the concept of Human Rights	- Evolution of the concept - International endeavours - Development Human Right concepts in India	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty-expert on Human Rights		Formative Q/A
2.	Explain the concept and development of Human Rights				45			

LEARNING EVENT

Unit		19						
Learning Unit		Human Rights - The Protection of Human Rights Act, 1993						
Training Objective		At the end of training, participants will be able to explain the Protection of Human Rights Act 1993						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Define the Protection of Human Rights Act 1993	- National Human Rights Commission - State Human Rights Commission - Functions and Powers	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house /Guest Faculty /Expert on Human Rights		Formative Q/A
2.	Explain the salient features of the Protection of Human Rights Act, 1993				45			

LEARNING EVENT

Unit		20						
Learning Unit		Human Rights - Prisoners' Rights and Entitlements						
Training Objective		At the end of training, participants will be able to explain Prisoners' Rights and Entitlements						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List Prisoners' Rights and Entitlements	- Sources, Systems and Standards for Human Rights in the Administration. - Right to life, - An Adequate Standard Of Living, - Health Rights of Prisoners. - Making Prisons Safe Places. - Prisoners Duties - Prisoners' Rights - Right to Legal-Aid.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house /Guest Faculty /Expert on Human Rights		Formative Q&A
2.	Explain Prisoners' Rights and Entitlements				45			

LEARNING EVENT

Unit		21							
Learning Unit		Human Rights – Human Rights Violations in Prisons							
Training Objective		At the end of training, participants will be able to explain the Human Rights Violations in Prisons							
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment	
At the end of training, participants will be able to -									
1.	List the Human Rights Violations in Prisons	- Major Human Rights Violations in Prisons in India - The ways to prevent Human Rights Violations	Lecture-cum-Discussion /	White Board, Marker, Projection System	15	In-house /Guest Faculty /Expert on Human Rights		Formative Q&A Participative	
2.	Explain the Major Human Rights Violations				60				
3	Explain reasons for Human Rights Violations in Prisons								Group Discussion

LEARNING EVENT

Unit		22						
Learning Unit		Human Rights – Women Prisoners’ Special Needs						
Training Objective		At the end of training, participants will be able to explain the Women Prisoners’ Special Needs in Prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Women Prisoners’ Special Needs	- Handling with sensitivity Body Searches etc. - Respecting Human Rights during Admission, Searches, Supply of Foods, Escort etc.	Lecture-cum-Discussion	White Board, Marker, Projection System Projector	15	In-house /Guest Faculty /Expert on Human Rights		Formative Q/A
2.	Explain the Special Needs of Women Prisoners’				45			

LEARNING EVENT

Unit		23						
Learning Unit		Professional Responsibility -- Correctional Skills for Warders						
Training Objective		At the end of training, participants will be able to explain the Correctional Skills required for Warders in Prisons						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the Correctional Skills	- Correctional Skills	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-house/ Guest Faculty – Expert in Correctional Psychology / Psychology		Quiz
2.	Explain the Role of Warder in Correctional Administration	- Role of Warder in Inmate Correction/Reformation or Correctional set up/institution - How to handle hard-core / Self-harming behaviour and aggressive Prisoners			55			

LEARNING EVENT

Unit		24						
Learning Unit		Professional Responsibility - Management of High Risk Prisoners						
Training Objective		At the end of training, participants will be able to explain the Management of High Risk Prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the High Risk Prisoners	- Humane treatment and dignity of persons - Individualized assessments - Risk management. - Restrictive measures - Maximum security conditions - Security balance - Staff co-ordination	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty – Expert in Correctional Psychology / Psychology		Formative Q/A
2.	Explain the ways to Manage High Risk Prisoners				60			

LEARNING EVENT

Unit		25						
Learning Unit		Professional Responsibility -- Management of Suicidal and Self-Harming Behavior of Prisoners						
Training Objective		At the end of training, participants will be able to explain the ways of Managing of Self- Harming/ Suicidal tendency prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the Suicidal and Self-Harming Behaviour	- Identification of early signs/ behavior.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty – Expert in Correctional Psychology / Psychology		Formative Q/A
2.	Explain the early identification of suicidal behavior	- Risk factors (observing after mulaqat/phone calls//out court - Judgment).			30			
3.	Explain the Self-Harming Behaviour	- Impact of prisoner's Self-harm on staff - Staff perceptions			30			

4.	Explain the ways of Managing the Self- Harming/ Suicidal tendency prisoners	of institutional prevention and responses to self-harm. Do's & Don'ts			60			
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LEARNING EVENT

Unit		26						
Learning Unit		Professional Responsibility -- Importance of 'Prison Intelligence'						
Training Objective		At the end of training, participants will be able to explain the importance of Prison Intelligence						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the Prison Intelligence	- Prison intelligence - How to gather information - How to secure Prison Information - How to keep certain information confidential. - Importance of acting on information	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Senior Prison Officer		Formative Q/A
2.	Explain the importance of Prison Intelligence				45			

LEARNING EVENT

Unit		27						
Learning Unit		Basics in Psychology - 'Emotions'						
Training Objective		At the end of training, participants will be able to explain the ways of Managing Emotions						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Define the 'Emotions'	- Meaning, - Definition, - Nature - Types and importance of Emotions - Understanding and Management of Emotions in Prison Settings	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	Explain the ways of Managing 'Emotions'				45			

LEARNING EVENT

Unit		28						
Learning Unit		Basics in Psychology - 'Personality'						
Training Objective		At the end of training, participants will be able to explain the types of 'Personality'						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the 'Personality'	- Introduction - Meaning of personality - Formation of personality - Assessment of personality - Defence Mechanism	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2	Explain the Types of 'Personality'		Assessment		45			

LEARNING EVENT

Unit		29						
Learning Unit		Basics In Psychology - Concept of 'Self'						
Training Objective		At the end of training, participants will be able to explain the Concept of 'Self'						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the Concept of 'Self'	- Aspects of 'Self' - Self-esteem - Self-efficacy and - Self-Regulation - Culture and Self	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	Explain the Concept of 'Self '				45			

LEARNING EVENT

Unit		30						
Learning Unit		Basics in Psychology: Understanding Prisoners						
Training Objective		At the end of training, participants will be able to explain the ways of Understanding Prisoner						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the ways of understanding Prisoners	- Reasons Behind Offences - Peer Influences - Background Information - Lack of Employment Skills – - Absence of Parental Observation	Lecture-cum-discussion	White Board, Marker, Projection System Projector	30	Guest Faculty - Expert on Psychology / Released Prisoner		Formative Q/A
2.	Explain the ways of understanding Prisoner				45			

LEARNING EVENT

Unit		31						
Learning Unit		Basics in Psychology -‘Stress’						
Training Objective		At the end of training, participants will be able to demonstrate the ways of coping with ‘Stress’						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the Stress and Anger	- Introduction - Nature, Types and Sources of Stress - Effects of Stress on Psychological Functioning and Health - General Adaptation Syndrome(GAS) - Stress and Immune System - Lifestyle, Stress and Anger - Coping with Stress and Anger	Lecture-cum-Discussion	White Board, Marker, Projection System Projector	30	In-house/ Guest Faculty / Expert on Psychology		Observation Q/A
2.	List the Sources and Types of Stress/Anger				30			
3	Demonstrate the ways of Managing of Stress		Demonstration		120			

LEARNING EVENT

Unit		32						
Learning Unit		Basics in Psychology : - Personality Disorders - (Brief Introduction)						
Training Objective		At the end of training, participants will be able to explain the types of ‘Personality Disorders’						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the ‘Personality Disorders’	- (Brief Overview of Symptoms) - Borderline personality disorder - Narcissistic personality disorder - Obsessive Compulsive Personality Disorder (OCD) - Paranoid personality disorder - Anti-social personality disorder - Management of personality disorders.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty/ Expert on Psychology / Psychiatrist		Formative Q/A
2.	State the ‘Personality Disorders’				15			
3.	Explain the types of ‘Personality Disorders’				90			

LEARNING EVENT

Unit		33						
Learning Unit		Basics in Psychology: Dealing with Mentally ill Prisoners						
Training Objective		At the end of training, participants will be able to explain the ways to deal with mentally ill prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the Mental Illness in Prisoners	- Mental illness, - Brief overview of symptoms of common mental health problems	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	Explain the ways to deal with mentally ill prisoners	- Neurotic disorders - Anxiety disorders - Phobias - Psychotic disorders: - Depression - Bipolar - Schizophrenia - Obsessive Compulsive Disorder(OCD)			45			

LEARNING EVENT

Unit		34						
Learning Unit		Basics in Psychology -- Counselling						
Training Objective		At the end of training, participants will be able to explain Importance of Counseling						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the types of Counseling Skills	- Importance of counselling - Types of counselling - Counselling Skills - Role of Warders	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-house/ Guest Faculty / Expert on Psychology		Observation
2.	Demonstrate Counseling Skills	<u>Do's and Don'ts</u> - One-on- one counselling practice	Demonstration	Counseling Room	60 120			

LEARNING EVENT

Unit		35						
Learning Unit		Basics in Psychology: Early Identification of Suicidal Tendencies and Prevention Measures						
Training Objective		At the end of training, participants will be able to identify the Suicidal Tendency and Prevention Measures						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the signs of Suicidal Tendencies	- Early Identification of Suicidal Tendencies - Preventive measures	Lecture-cum-Discussion	White Board, Marker, Projection System Projector	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	Identify the Suicidal Tendency and Prevention measures				60			Quiz

LEARNING EVENT

Unit		36						
Learning Unit		Basics in Psychology - Dealing with Repeat Offenders, Alcoholics and Drug Addicts						
Training Objective		At the end of training, participants will be able to explain the ways of dealing with Repeat Offenders and Substance Addict Prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Explain the ways of dealing the Repeat Offenders and Substance Addict Prisoners	- Awareness of victims' suffering - Interaction with their family - Reparations of their behavior - Identification of factors leading them - The ways of dealing with Alcoholics and Drug Addicts	Lecture-cum-Discussion	White Board, Marker, Projection System	15 45	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A

LEARNING EVENT

Unit		37						
Learning Unit		Personality Development –‘Emotional Intelligence’						
Training Objective		At the end of training, participants will be able to explain the importance of ‘Emotional Intelligence’						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the ‘Emotional Intelligence’	- Perceiving Emotions - Reasoning with emotions - Understanding emotions - Managing emotions	Lecture-cum-Discussion	White Board, Marker, Projection System	15	Guest Faculty Expert in Psychology/ Personality development Trainer		Formative Q/A
2.	Explain the Importance of ‘Emotional Intelligence’				45			

LEARNING EVENT

Unit		38						
Learning Unit		Personality Development: Components of Emotional Intelligence (Skills)						
Training Objective		At the end of training, participants will be able to explain the components of 'Emotional Intelligence'						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Components of Emotional Intelligence	- Self-awareness - Self-regulation - Social skills - Motivation - Empathy.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	Explain the components of Emotional Intelligence				45			

LEARNING EVENT

Unit		39						
Learning Unit		Personality Development: Life –Skills						
Training Objective		At the end of training, participants will be able to explain the importance of Life - Skills for Prison Warders						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the Life- Skills	- Interpersonal Relationship - Creative Thinking - Critical Thinking - Coping Stress Skills.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	Explain the importance of Life-Skills				45			

LEARNING EVENT

Unit		40						
Learning Unit		Personality Development - Change Management, Time Management						
Training Objective		At the end of training, participants will be able to explain the importance of ‘Change Management and Time Management’						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe ‘Change Management’ and Time Management	- Time/Change Management - Brief Introduction - Benefits - Skills - Techniques - Tips for improvement - Effective Management Skills.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology/ Personality Development Trainer		Formative Q/A
2.	Explain the importance of Change Management and ‘Time Management’				60			

LEARNING EVENT

Unit		41						
Learning Unit		Personality Development –‘Work-Life-Balance’						
Training Objective		At the end of training, participants will be able to explain ‘Work-Life-Balance’ techniques						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List Work life balance techniques	- The benefits of achieving Work-Life -Balance - How to Avoid Burnout - Stress and other Signs of an unbalanced life - Employer Resources for Employees’ Balanced Life style - Alternative to work - Effective Goal Setting and Time Management.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	Guest Faculty – Personality Development Trainer		Formative Q/A
2.	Explain Work-Life-Balance techniques				60			

LEARNING EVENT

Unit		42						
Learning Unit		Personal Wealth Management						
Training Objective		At the end of training, participants will be able to explain prudent ways of managing personal finances.						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the ways of managing personal finances.	- Savings - Bank / Credit Card - Online Account Usage - Prevent Frauds - Housing Loans - Personal/Vehicle Loans - Education Loans - Term Policy - Health Insurances - Pension Fund - IT Filings and Returns.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	Guest Faculty-Experienced Chartered Accountant/ Banker		Formative Q/A
2.	Explain prudent ways of managing personal finances				45			

LEARNING EVENT

Unit		43						
Learning Unit		Life Saving Skills – ‘First –Aid’						
Training Objective		At the end of training, participants will be able to demonstrate ‘First-Aid’ Techniques						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Explain First Aid Techniques	- Principles of First Aid - Wounds/Bleeding - Burns / Scalds, - Shocks,	Lecture-cum-Discussion	White Board, Marker, Projection System Projector	60	Expert First Aid Trainer / Medical Officer		Observation Q&A
2.	Demonstrate the procedure of CPR	- Respiration/Asphyxia - Resuscitation, - Poisons, - Fractures - CPR Procedure, - Do’s & Don’ts	Demonstration		60			

LEARNING EVENT

Unit		44						
Learning Unit		Life Saving Skills - Fire Safety						
Training Objective		At the end of training, participants will be able to demonstrate 'Fire –Fighting' Techniques						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Fire-Fighting techniques	- Causes of fire - Common Hazards - Fire Fighting Equipments - Emergency Evacuation Procedure - Responsibilities of Warders During fire accident - Do's & Don'ts	Lecture-cum-Discussion	White Board, Marker,	15	Officer from Fire Services		Observation & Q&A
2.	Explain Fire-Fighting Techniques				45			
3.	Demonstrate the Fire-Fighting Techniques		Demonstration		60			

LEARNING EVENT

Unit		45						
Learning Unit		Health & Fitness Management- Lifestyle Management						
Training Objective		At the end of training, participants will be able to explain ways of 'Lifestyle Management'						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe 'Lifestyle Management'	- Importance of Sleep - Developing Health Habits - Substance abuse – smoking / alcohol	Lecture-cum-Discussion	White Board, Marker, Projection System	15	Guest Faculty – Expert on Health Management / Medical Officer		Formative Q/A
2.	Explain the importance of Lifestyle Management				45			

LEARNING EVENT

Unit		46						
Learning Unit		Health & Fitness Management - Fitness Fundamentals						
Training Objective		At the end of training, participants will be able to explain importance of Fitness and types of Exercises						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Explain the importance of Fitness and types of Exercises	- Types of Exercise - Importance of Exercise - Choosing the Right Exercises - Misconceptions about Fitness	Lecture-cum-Discussion	White Board, Marker, Projection System	60	Guest Faculty – Expert on Health Management / Medical Officer/ Fitness Trainer		Formative Q/A

LEARNING EVENT

Unit		47						
Learning Unit		Health and Fitness Management - Understanding common illness						
Training Objective		At the end of training, participants will be able to explain the causes and management of illness.						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the causes of illness	- The Cause of Illness - Understanding How Medicines Work - Dietary Principles for Diabetes, BP and Cholesterol etc., - How To Reverse Chronic Diseases	Lecture-cum-Discussion	White Board, Marker, Projection System	15	Guest Faculty – Expert on Health Management / Medical Officer		Formative Q/A
2.	Explain the causes and management of illness				45			

EARNING EVENT

Unit		48						
Learning Unit		Technology in Prisons						
Training Objective		At the end of training, participants will be able to demonstrate the use of Electronic Security Gadgets						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Explain the importance of Electronic Security Gadgets	- Usage of Metal detectors - HHMD, DFMD - Luggage/baggage scanners - Body Worn Cameras - Mobile scanners - CCTVs operation - Searching equipment:	Lecture cum Discussion	White Board, Marker, Projection System	15	Guest Faculty-expert in Security		Observation & Formative Q/A
2.	Demonstrate the use of Security Gadgets		Demonstration		45			

LEARNING EVENT

Unit		49						
Learning Unit		Computers – MS- Office						
Training Objective		At the end of training, participants will be able to demonstrate the use of MS-Office tools						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the MS Office Tools	- Basics in Computers - MS Office - MS Word - Introduction to internet	Lecture cum Discussion	White Board, Marker, Projection System	15	Guest Faculty-expert from NIC (National Informatics Centre) / Computers		Observation Formative Q/A
2.	Demonstrate the MS- Office Tools				105			
3.	Demonstrate the use internet				120			

LEARNING EVENT

Unit		50						
Learning Unit		Technology in Prisons –‘e-prisons’						
Training Objective		At the end of training, participants will be able to demonstrate the use of e-prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the e-prison Management	- Data Entry - Prisoner Index - Court Management: case details - Conviction Details - Gate Management: - Court Hearing Movements - Return from Court Discharge Movement - ICJS – National Prisons Information Portal - <i>e-mulaqat</i>	Lecture cum Discussion	White Board, Marker, Projection System	15	Guest Faculty-expert from NIC (National Informatics Centre)		Observation Formative Q/A
2.	Describe the e-prisons				45			
3.	Demonstrate the use of ‘e-prisons’		Demonstration		60			

LEARNING EVENT

Unit		51						
Learning Unit		Effective Communication						
Training Objective		At the end of training, participants will be able to explain the importance of Effective Communication						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the salient features of the Effective Communication	- Communication - Characteristics of effective communication - Communication in the Workplace a. Communication with Superiors & Colleagues b. Communication with Visitors c. Communication with Inmates - Do's and Don'ts	Lecture cum Discussion	White Board, Marker, Projection System	15	In-house / Guest Faculty		Formative Q/A
2.	Explain the importance of Effective Communication				45			

LEARNING EVENT

Unit		52						
Learning Unit		Records Maintenance						
Training Objective		At the end of training, participants will be able to explain importance of Records Management						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the salient features of Records Management	- Importance of Record-keeping - Type of Records - Maintain or Protect records - Dispose or Weeding out records - Preservation of Records - Managing the Records Database	Lecture cum Discussion	White Board, Marker, Projection System	15	Guest Faculty-expert from Archive Department		Formative Q/A
2.	Explain importance of Records Management				45			

Unit		53						
Learning Unit		Improving Transparency in Prison Administration						
Training Objective		At the end of training, participants will be able to explain ways of improving transparency in Prison Administration.						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the ways to improve transparency	- Publish basic prison management information - Disclose information on prison practices. - Disclose information on actual living conditions - Disclose demographic information about prisoners - Disclose inmates' case information - Disclose information about prisoner outcomes - Standardize disclosures of prison information	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty		Formative Q&A
2.	Explain the ways to improve transparency in Prison Administration.				60			

Unit		54						
Learning Unit		Right to Information Act 2005						
Training Objective		At the end of training, participants will be able to explain the salient features of Right to Information Act, 2005						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the objectives of RTI Act, 2005	- Definitions - Responsibilities of Public Authority - Responsibilities of Public Information Officer - Request for obtaining information - Time limit for the supply of information - Non-disclosure of information - Appeal	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Expert in subject		Formative Q/A
2.	List the salient features of RTI Act, 2005							
3.	Explain the role of SIC/CIC and their functions				60			

PART - C

RESOURCE MATERIAL

Section – 1 Handouts

Section – 2 Checklists

Section – 3 Exercises

Section – 4 Articles & Book

Section – 5 Videos & Films

HANDOUTS

HO – 1	Ice Breaking
HO – 2	Special Rules and Acts
HO - 3	Health Care of Women Prisoners
HO - 4	Bangkok Rules for Women Prisoners
HO – 5	Incident Management
HO – 6	Preventing Suicide In Jails And Prisons
HO – 7	PPT -Preventing Suicide In Jails and Prisons
HO – 8	Correctional Skills
HO – 9	Emotions
HO – 10	Emotional Intelligence
HO – 11	Stress
HO – 12	Counselling
HO – 13	Effective Communication
HO – 14	Personality Test
HO – 15	Concept of Self
HO – 16	Understanding Prisoners
HO – 17	Work-Life-Balance
HO – 18	Technology in Prisons

ICE-BREAKING

As facilitator you need to get to know participants and have them know you better

Examples

There are many types of ice breakers, each suited to different types of objectives

The Little Known Fact: ask participants to share their name, department or role in the organization, length of service, and one little known fact about themselves

This little known fact becomes a humanizing element that can break down differences such as grade/status in future interaction.

True or false: ask your participants to introduce themselves and make three or four statements about themselves, one of which is false. Now get the rest of the group to vote on which fact is false

As well as getting to know each other as individuals, this exercise helps to start interaction within the group

Interviews: ask participants to get into twos. Each person then interviews his or her partner for a set time while paired up. When the group reconvenes, each person introduces their interviewee to the rest of the group¹

¹[Ice Breakers - Communication Skills Training from MindTools.com](http://www.mindtools.com/pages/newbytlm/icebreakers.htm)

SPECIAL RULES AND ACTS

- Model Prison Manual, 2016, Government of India, Ministry of Home Affairs, New Delhi.
- State Prison Manual and Prison Rules.
- Standing Orders and Circulars
- Prisons Act, 1894
- Prisoners Act, 1900
- Prison Incident Management Handbook, United Nations
- Standard Minimum Rules for Treatment of Prisoners (the Mandela Rules), 2015 – United Nations
- International Standards – UNODC: Handbook on Prisoners with Special Needs
- United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders
- NHRC-Suicide in Prison 2014

Health Care of Women Prisoners

Women in prison constitute a special group within the prison population, first and foremost because of their sex and gender inequalities. They constitute a small proportion of prison populations worldwide, usually between 2% and 9% of the prison population. Although women should be entitled to the same rights as men, prison systems were primarily designed for men, and many prisons do not have adequate facilities to protect women's rights or to promote their health. Women in prison often come from deprived backgrounds, and many of them have experienced physical or sexual abuse and inadequate health care before imprisonment. Many women in prison are mothers and usually the primary or sole caregivers for their children. Female prisoners have complex health needs, particularly with regard to their physical and mental health. High rates of post-traumatic stress disorders are reported. The prison service should pay careful attention to women's special needs, including specific health care needs, and guarantee a gender-sensitive system of care while recognizing the opportunity for empowerment and supporting healthy choices.

The health issues facing women in prisons

- Physical health issues
- Mental health issues
- Infectious diseases
- Reproductive health (Pregnancy, postnatal care and breastfeeding)
- Dental health
- Menstruation problems

Bangkok Rules for Women Prisoners

Bangkok Rules

The Bangkok Rules, or formally, “The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders”, is a set of 70 rules focused on the treatment of female offenders and prisoners adopted by the United Nations General Assembly on 22 December, 2010.

Health screening of women prisoner should be comprehensive and include primary health care, mental health care needs, and identification of sexual abuse prior to admission.

Healthcare services:

- Medical screening on entry
- Gender specific care
- Mental health and healthcare
- HIV and AIDS prevention, treatment, care and support
- Substance abuse treatment programmes
- Suicide and self-harm
- Preventive healthcare services
- Responses to allegations of rape
- Other violence and torture

INCIDENT MANAGEMENT

Reference Prison Incident Management Handbook, UNO
Chapter III

PREVENTING SUICIDE IN JAILS AND PRISONS

(Ref: by Dealing with Mental Health Issues in Prisoners during COVID-19: A HANDBOOK by the National Institute of Mental Health & Neuro Sciences, Bengaluru)

Monitoring

The level of monitoring should match the level of risk. A suicidal prisoner should be constantly monitored. CCTVs can be installed to monitor. A "one-to-one" monitoring is recommended for those prisoners awaiting transfer to psychiatric facilities for treatment of depression or other emotional disorders having suicidal risk.

Communication

Suicide prevention should start from the point of arrest. There should be communication between the arresting officer, the staff in the prison setting, and between the staff and the prisoner. A watch sheet, which is a written record of suicidal prisoner's behaviour by prison medical offices updated on regular basis, will help to alert other staff that a prisoner is in need of additional supervision. Prior suicidal behaviour should be asked about from family and friends to enable comprehensive assessment.

Social intervention and peer support

When necessary, prisoners are placed in isolation cells. It is well known that isolation is a risk factor for suicide. Therefore when isolation is the only option, constant observation should be provided. And if suicidal, prisoners should be in a dormitory or shared cell setting. Buddy system: Social support through trained prisoners, called "buddies" or "listeners" has been found to have a good impact on the well-being of suicidal prisoners. Periodic telephone conversations with friends and family will also foster support.

Physical environment and architecture (Suicide prevention resource guide 2)

- Suicidal patients should be identified, assessed, and kept in observation rooms.
- Careful selection of furniture and air vents and plumbing to prevent any opportunity for a prisoner to affix a ligature. Any material that can be easily used as a ligature should be removed.
- The observation room should have adequate visibility of the suicidal prisoner allowing staff to view the interior of a cell in its entirety.
- Observation cells should have natural light and exterior views, as there is evidence that greater exposure to daylight can reduce stress and depression, and the absence of windows has been linked to higher rates of anxiety.

Identification and referral

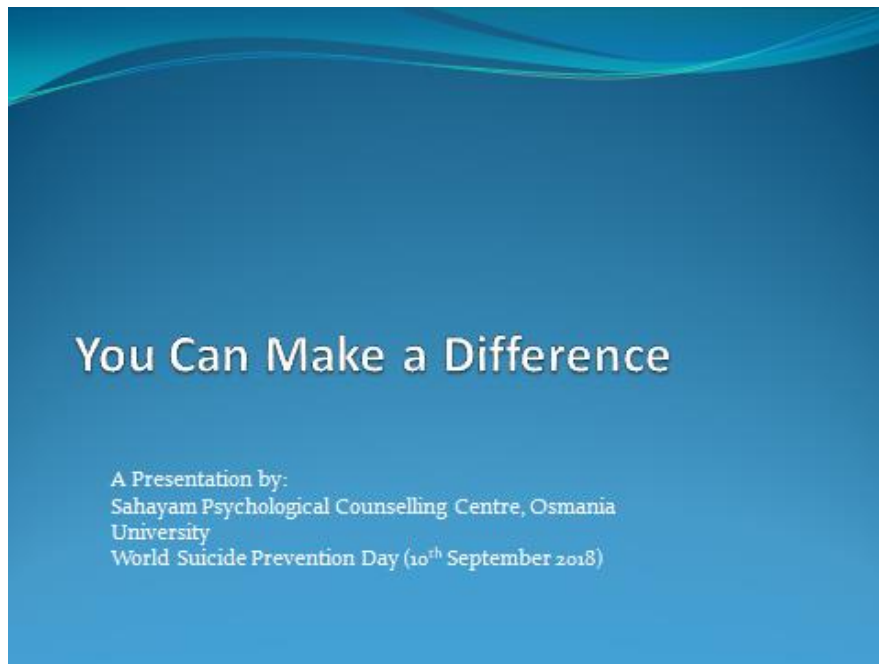
Gatekeeper Model: Selected prisoners should be trained to identify prisoners at risk of suicide, who will refer them to treatment or supportive services.

Mental health treatment

Prisoners with mental disorders having suicidal risk to be on regular and supervised medication, and need to be regularly assessed for severity of the suicidal risk. If access to mental health staff is limited, links should be made to facilities outside. To address the prisoner's mental health needs, the correctional facility should have links to community based programs like District Mental Health Programme (DMHP) if they do not have adequate staffing or resources.

PPT

PREVENTING SUICIDE IN JAILS AND PRISONS



Why Learn about Suicide???

Because

YOU CAN make a DIFFERENCE

Why learn about Suicide?

- Most **preventable** form of death
- Increasing rates of suicide
- People thinking about suicide almost **always** make their intentions known
- Fear keeps us from talking about it. It's one of the two big S's in our culture that's **taboo**
- **You will play a big role in preventing suicides by being the first line of defense against the most preventable form of death**





What are some things you have read or believe about suicide?



Suicide : Myths Vs Facts...

Myth: The suicidal person wants to die and there is no turning back once they decide.

Fact: Suicidal people are **ambivalent** until the last minute and often **seek help immediately** after attempting

Myth: Once someone attempts suicide, they will always have thoughts about suicide

Fact: Most people are suicidal only for a **brief period of time**. If they get the help they need, they will **never be suicidal** again

Suicide : Myths Vs Facts... contd

Myth: If you ask people about suicide, you will encourage them or give them 'ideas' about doing it

Fact: Opposite is true. Asking about suicide increases the likelihood of **encouraging the person** to get the help they need and it **lowers their anxiety**.

Myth: Suicidal people keep their plans to themselves

Fact: Most suicidal people **communicate their intent** sometime during the week preceding their attempt

Suicide : Myths Vs Facts... contd

Myth: Sudden improvement in the mental state of an attempter following a suicidal crisis or depressive period signifies that the suicide risk is over.

Fact: The opposite may be true. The apparent lifting of the problems could mean that the person has **made a firm decision about suicide** and feels better because of this.

Myth: When people talk about suicide, you should get their minds off it, and change the subject.

Fact: **Take them seriously;** listen & give them the chance to talk. **Offer any help.** Fear makes us change the subject, making it harder for the person to get help

In general look for...

- Verbal clues
- Behavioral clues
- Situational clues

Verbal clues

Indirect Verbal Clues

- I'm sick of life
- I won't be around much longer
- Life is not worth it anymore

Direct Verbal Cues

- I want to kill myself
- I wish I were dead
- I'm going to end it all

Behavioral clues

- ☐ Previous attempts
- ☐ Acquiring poison, pills,.... means
- ☐ Depression, hopelessness, moodiness
- ☐ Change in behavior-mood, religiousness
- ☐ Giving away prized possessions
- ☐ Drug or alcohol use
- ☐ Unexplained anger, irritability
- ☐ Suddenly becoming nice
- ☐ Sudden emotionality



Situational clues

- ☐ Intense emotions from the current situation
- ☐ Losing job
- ☐ Failure to cope with high standards of performance (Academic/Job)
- ☐ Loss of relationship/person/pet
- ☐ Death of spouse or best friend, especially if by suicide
- ☐ Sudden unexpected loss of freedom (legal or mobility)
- ☐ Anticipated loss of financial security
- ☐ Academic Failure
- ☐ Diagnosis of serious mental/physical illness
- ☐ Fear of becoming a burden to others



Impulsive suicides?

- very intense feelings of burdensomeness,
- people would be better off without them;
- profound sense of un-connectedness,
- a palpable, diminished sense of belonging anywhere, to anyone;
- a capability for self-harm.



So what should you do ?

Three simple **a**'s :

➤ **Ask**

➤ **Appeal**

➤ **Assist**



First step

- First step is to figure out whether the person is suicidal or not
- ASK THE QUESTION



Tips for asking the Suicide question

- If in doubt, **don't wait**, ask the question
- If the person is reluctant, be **persistent**
- Talk to the person **alone** in a **private** setting
- Allow the person to **talk freely**
- Give yourself **plenty of time**

Asking the question is more important than how you ask it



Less Direct Approach

- Have you been unhappy lately?
- Have you been very unhappy lately?
- Have you been so very unhappy that you've been thinking about ending your life?
- Do you ever wish you could go to sleep and never wake up?



Direct approach

- You know, when people are as upset as you seem to be, they sometimes wish they were dead. I'm wondering if you're feeling that way too?
- You look pretty miserable, I wonder if you're thinking suicide?
- Are you thinking about killing yourself?



If you cannot ask the question, find someone who can.

How not to ask a Question?

- You're not thinking of killing yourself are you?
- You wouldn't do something that stupid would you?
- These questions demand an specific answer and are usually asked by a person who is fearful of hearing an affirmative answer



Appeal to the person to stay alive

- Listen to the problem and give them your full attention
- Remember, suicide is not the problem, only the solution to a perceived insoluble problem
- Do not rush to judgment
- Offer hope in any form
- Peace education/Awareness –
- Prem Rawats Message on “Importance of Living”



What not to do?

- Do not debate the pros and cons of suicide
- Do not lecture, criticize, preach, or blame person for their actions
- Do not be passive



Appeal to/Encourage the person

- “Will you be willing to get help?”
- Can I give you the numbers of three people who can help?
- Will you promise to get the help you need?
- Will you call me back if you cannot reach the person?



Assisting the person

- Best Option: Have the person go IMMEDIATELY to the emergency room/hospital with some one else
- Next Best Option: Have the person call and make an appointment with a counselor immediately after speaking with you
- Third Option: Get a “**Commitment**” that they will call & seek **Assistance**



Assisting the person

- Say, I want you to live or I'm on your side.. We'll get through this..
- Get others involved. Ask the person who else might help. Family? Friends? Siblings? Seniors? Teachers? Administration? Anyone who can help.



Peace Message

- Being Peaceful would help you **Alter** your Perspective of Life.
- Prem Rawat's Message on "Peace may Assist You" (video from www.wopg.org)

Peace Message: Jermy Gelly's Interview with the Ambassador of Peace – Prem Rawat

Role Play

- Get in pairs.. With the person next to you..
- Let the person tell you about a problem they have and are suicidal about
- You have to ASK, APPEAL and ASSIST the person in getting the help they need.

Who can you call?

- Sahayam (OU Psychological Counselling Centre):
040-27682451
Counsellors: G Angela 8978191518, Cynthia 9014238697
- Makro Foundation (Suicide Helpline – Mon-Fri) 040-46004600
- Words of Peace Global – www.wopg.org; www.premrawat.com
- Dr. George Reddy (Psychiatrist) 9000988944
- Diana Monteiro (Clinical Psychologist) 9000234262
- Hyderabad Academy of Psychology: 32578899
- Roshni, Sindhi Colony, 040-27904646
- Asha Hospital 040-66752222
- Alcoholics Anonymous – Dinakar 9849015203
- Others you know.....

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Thank You

CORRECTIONAL SKILLS

1. CORRECTIONAL TEACHER SKILLS, CHARACTERISTICS, AND PERFORMANCE INDICATORS THOM GEHRING California State University, San Bernardino

[CorrectionalTeacherSkillsCharacteristicsandPerformanceIndicators.pdf \(csusb.edu\)](#)

2. WHAT WORKS, AND WHY? AND WHAT DOESN'T WORK, AND WHY? THE SEARCH FOR BEST PRACTICES IN CORRECTIONAL EDUCATION by Thom Gehring and Scott Rennie

[WhatWorks.short .pdf \(csusb.edu\)](#)

EMOTIONS

I. Introduction

- Understand emotional triggers (ask participants)
- Explore emotions and functions of emotions
- Give blank paper (what kind of emotions triggers your emotions – participants have to write
- Other people emotions effect on your emotions (ask participants)

II. Role Play and identification of Emotions

- Give a Problem and ask the Participants to do role Play
- Whether it's reflecting high emotional intelligence or not
- Reflecting factors
-

EMOTIONAL INTELLIGENCE

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. The ability to perceive, manage and express one's emotions and to recognize and react appropriately to the emotions of others – is a valuable social skill successful physicians or nurses should possess to effectively deliver quality patient care. Emotional intelligence can help healthcare professionals to deliver better service while achieving superior outcomes.

Key attributes:

American psychologist Daniel Goleman developed an EI framework that includes five components:

1. **Self-awareness** - The ability to understand issues or conditions that elevate or permeate emotions.
2. **Self-regulation** – The ability to stay calm when emotions are running high.
3. **Social awareness** – You have empathy. You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
4. **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Emotional Intelligence at

Personal life helps us to:

- Have uncomfortable conversations without hurting feelings
- Manage our emotions when stressed or feeling overwhelmed
- Improve relationships with the people we care about

Professional life helps us to:

- Resolve conflicts
- Coach and motivate others
- Create a culture of collaboration
- Build psychological safety within teams

STRESS
Stress Activity/participate--based session 1. Describe the stress 2. List out on the board from the participants 3. Chart factors contributing stress 4. identify the psycho social skills involved in coping stress, list them out

COUNSELLING
Counseling: ➤ Class will have to be divided into small group of 5 or 6 ➤ One problem has to be given ➤ Group will pick one person as client and one as counselor ➤ 10 minutes time will be given to them to carefully interact and plan the role play delivery. ➤ Carefully identify role of counsellor if the skill is manifesting, ➤ Will have to identify and share if the skills/counseling skills are showing up Empathy/listening/ non-judgmental//smile face etc.,

EFFECTIVE COMMUNICATION

- Introduction
- Ice breaking with trainees
- Ask participants
- Flow chart
- Then an exercise on communication of how communication gets distorted when it is travelling from one person to another person, it's a group activity

PERSONALITY TEST

1. Conduct Big five Personality Test
2. Analyse and give the Profile

Ref:

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Yu, R., Geddes, J. R., & Fazel, S. (2012). Personality disorders, violence, and antisocial behavior: a systematic review and meta-regression analysis. *Journal of personality disorders*, 26(5), 775.

Seibert, S. E., & Kraimer, M. L. (2001). The five-factor model of personality and career success. *Journal of vocational behavior*, 58(1), 1-21.

CONCEPT OF SELF
1. Activity based session 2. During the session – each participant write about (5) positive characteristics which you have observed commonly in yourself 3. Each participant write about (5) negative characteristics which you have observed commonly in yourself 4. How would you like to reduce negative characteristics towards psychological wellbeing

UNDERSTANDING PRISONERS

- The prison staff must understand about criminal behaviour and causes of criminal behaviour.
- You may identify a released prisoner who is a good communicator and adjusted in mainstream society. He may be invited and requested to speak about his experiences.
- He shall focus on understanding self before entering into prison
- The risk involved in offending behaviour
- Related to difficulties and hardships they go through in the prison
- What are the challenges in adjusting in mainstream society and how to cope with such challenges.

WORK-LIFE-BALANCE

Objectives

Ask participants -- to know components of life skills

Ask participants to draw a table as mentioned below and ask to write minimum three factors in each column

Ask the participants to explain how to reduce the factors contributing to imbalance one by one (Ensure all participants must contribute

Application of life skills in day to day (through flow chart)

Work-life balance

Work-life balance is the state of equilibrium where a person equally prioritizes the demands of one's career and the demands of one's personal life. It involves looking at how working people manage time spent at and outside of work. Strategies to improve work-life balance.

- Accept that there is no 'perfect' work-life balance.
- Find a hobby 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.

Technology in Prisons

e -Prisons Suite

User Manual of Prison Management System (PMS)

National Informatics Centre Ministry of Electronics & Information
Technology National Informatics Centre Ministry of Electronics &
Information Technology

A soft copy of the book is herewith enclosed

CHECKLIST

CL-1 First-Aid Box/Kit

https://www.flvc.org.uk/wp-content/uploads/2013/03/fire_check_list.pdf

CL.2 Fire Safety

<file:///C:/Users/A.Lazaras-DSP/Desktop/First%20Aid%20Manual.pdf>

INDIAN FIRST AID MANUAL 2016 (7th edition)

EXERCISES

- 1 Emotional Intelligence Scale
- 2 Work-Life-Balance

Emotional intelligence questionnaire (EI)

...Daniel Goleman

This self-assessment questionnaire is designed to get you thinking about the various competences of emotional intelligence as they apply to you. Daniel Goleman first brought ‘emotional intelligence’ to a wide audience with his 1995 book of that name. He found that while the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes:

- **Self-awareness:** The ability to recognise what you are feeling, to understand your habitual emotional responses to events and to recognise how your emotions affect your behaviour and performance. When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.
- **Managing emotions:** The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions and can save you from hasty decisions that you later regret.
- **Motivating oneself:** The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.
- **Empathy:** The ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

- **Social Skill:** The ability to manage, influence and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

What to do;

1. Assess and score each of the questionnaire statements.

Score your assessment, using a scale where

- 1 indicates that the statement does NOT apply at all
- 3 indicates that the statement applies about half the time
- 5 indicates that the statement ALWAYS applies to you

2. Total and interpret your results

- Transfer your scores to the calculation table and total your results. Remember, this tool is not a validated psychometric test - the answers you give are likely to vary depending on your mood when you take it.

3. Consider your results and identify one or two actions you can take immediately to strengthen your emotional intelligence.

Assess and score how much each statement applies to you

S. No	Statement	Score				
		1	2	3	4	5
1.	I realise immediately when I lose my temper					
2.	I can 'reframe' bad situations quickly					
3.	I can always motive myself to do difficult tasks					
4.	I am always able to see things from the other person's viewpoint					
5.	I am an excellent listener					
6.	I know when I am happy					
7.	I do not wear my 'heart on my sleeve'					
8.	I am usually able to prioritise important activities at work and get on with them					
9.	I am excellent at empathising with someone else's problem					
10.	I never interrupt other people's conversations					
11.	I usually recognise when I am stressed					
12.	Others can rarely tell what kind of mood I am in					
13.	I always meet deadlines					
14.	I can tell if someone is not happy with me					
15.	I am good at adapting and mixing with a variety of people					
16.	When I am being 'emotional' I am aware of this					
17.	I rarely 'fly off the handle' at other people					
18.	I never waste time					
19.	I can tell if a team of people are not getting along with each other					
20.	People are the most interesting thing in life for me					
21.	When I feel anxious, I usually can account for the reason(s)					

22.	Difficult people do not annoy me					
23.	I do not prevaricate					
24.	I can usually understand why people are being difficult towards me					
25.	I love to meet new people and get to know what makes them 'tick'					
26.	I always know when I'm being unreasonable					
27.	I can consciously alter my frame of mind or mood					
28.	I believe you should do the difficult things first					
29.	Other individuals are not 'difficult' just 'different'					
30.	I need a variety of work colleagues to make my job interesting					
31.	Awareness of my own emotions is very important to me at all times					
32.	I do not let stressful situations or people affect me once I have left work					
33.	Delayed gratification is a virtue that I hold to					
34.	I can understand if I am being unreasonable					
35.	I like to ask questions to find out what it is important to people					
36.	I can tell if someone has upset or annoyed me					
37.	I rarely worry about work or life in general					
38.	I believe in 'Action this Day'					
39.	I can understand why my actions sometimes offend others					
40.	I see working with difficult people as simply a challenge to win them over					
41.	I can let anger 'go' quickly so that it no longer affects me					
42.	I can suppress my emotions when I need to					

43.	I can always motivate myself even when I feel low					
44.	I can sometimes see things from others' point of view					
45.	I am good at reconciling differences with other people					
46.	I know what makes me happy					
47.	Others often do not know how I am feeling about things					
48.	Motivation has been the key to my success					
49.	Reasons for disagreements are always clear to me					
50.	I generally build solid relationships with those I work with					

Total and interpret your results

1. Record your 1, 2, 3, 4, 5 scores for the questionnaire statements in the grid below. The grid organises the statements into emotional competency lists

Self-awareness		Managing emotions		Motivating oneself		Empathy		Social Skill	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	

2. Calculate a total for each of the 5 emotional competencies.

Total = (SA)		Total = (ME)		Total = (MO)		Total = (E)		Total = (SS)	
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2. Interpret your total for each area of competency using the following guide.

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are weakest will pay dividends.
10-17	Make this area a development priority .

4. Record your result for each of the emotional competencies: strength, needs attention or development priority.

Components	Strength	Needs Attention	Development Priority
Self-awareness			
Managing emotions			
Motivating oneself			
Empathy			
Social skill			

Work-Life-Balance

<u>Individual Exercise</u>	
Factors contributing to imbalanced work life	
	How would you like to reduce the imbalance
	a.
1.	b.
2.	c.
3.	d.
4.	

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4. The Protection of Human Rights Act, 1993
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6. Handbook on Prisoners with special needs, 2009 – UNODC
7. The Bangkok Rules 21 December 2010 - Resolution A/RES/65/229 UN General Assembly adopted the UN Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders ('Bangkok Rules')
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9. Model Prison Manual, 2016, Government of India, Ministry of Home Affairs, New Delhi.
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11. A Handbook on Government Schemes and Programmes for Prison Officers published by TISS, Mumbai and ICA, Chandigarh (2019)
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13. Standing Orders and Circulars
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18. Fundamental Rules
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- www.ohchr.org/ f
- <http://ispac.cnps.org/>
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- <https://techworm.net/programming/learn-computer-science-free/>
- <https://www.khanacademy.org/computing>
- <https://www.fastinfoclass.com/>
- <https://www.smartanswersonline.com/>
-

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 INDIA, 2021 (IN BRIEF)**

(Name of the Training Institute)

(Name of the Course)

(Date)

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.....			
.....				

APPENDIX- 4

(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
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a)	Reception & Transport				
b)	Residential Accommodation				
c)	Food Quality & Service				

d)	Classroom facilities				
e)	Library facilities				
f)	Computer facilities				
g)	Interaction with the staff of the Institute				

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

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

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

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

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

15. If yes, kindly spell them out briefly?

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

Date:

Name:

Designation:

Place:

Organisation:

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

1. Name of the Training Institution :
2. Whether the Course was conducted :
In the Institute's Campus or elsewhere
3. Title of the Course :
4. Duration of the Course :
6. Number of participants :
(Attach final list of participants)
5. 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 incharge 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 incharge 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 panelists. Each panelist can be given around 15 minutes time to speak and discuss the role of their agencies and areas where coordination is required. After all panelists 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 panelists.

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.

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>