

**Training Manual for In-Service Course
for
Probation Officers
(One Month)–
2022**



**Bureau of Police Research and Development
Ministry of Home Affairs
NH-48, Mahipalpur
New Delhi- 110037**

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महानिदेशक

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Message

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

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

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

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

(Balaji Srivastava)

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TABLE OF CONTENTS

<u>PART-A</u>	
CONTENT	PAGE No.
INTRODUCTION	PAGE
- Emergence of the Course	8
- Introduction to the Course	8
COURSE GUIDE	10
TRAINER GUIDE	
PART – B	
COURSE GRID	33
LEARNING EVENTS	35
LEARNING UNIT	71
LU- 1	Criminal Justice System in India and Human Rights
LU- 2	Law of Probation
LU- 3	The Judicial Pronouncements related to Probation in India
LU- 4	The Role of Social Workers and NGOs
LU - 5	Correctional Administration and Prison Life
LU – 6	Professional and Practical Approach to Handle Probationers
LU – 7	Right to Information Act, 2005
LU – 8	Psychological Approach to Understanding the Probationer/Prisoner
LU – 9	Gender in Criminal Justice System
LU - 10	Personality Development
LU - 11	Health & Fitness Management - Fitness Fundamentals
LU - 12	Records Management
LU - 13	Basics in Psychology
LU - 14	Personal Wealth Management
LU - 15	Life Saving Skills – ‘First –Aid’
LU - 16	Computers – MS- Office
LU - 17	Technology in Prisons – ‘e-prisons’
LU-18	Field visits

PART – C

1. RESOURCE MATERIALS	71
2. APPENDICES	154

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

Probation Officers play an important role in rehabilitation and reintegration of a prisoner. The role can differ from one State to another and from one assignment to another within the same jurisdiction. This In-Service training course relates to the activities or tasks performed by most probation officers throughout the country, regardless of the location.

The objective of this four-week in-service course for Probation Officers is to impart and update the professional skills, attitudes, and exposure required for the probation officers to discharge their duties efficiently.

This Manual has eighteen learning units which includes the themes to enhance the professional skills of probation officers which include social assessment and investigation of the offender's status, preparing of report etc.

(For Trainers and Participants)

**In-Service Course
for
Probation Officers
(One Month)**

COURSE GUIDE



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
Ministry of Home Affairs
NH-48, Mahipalpur
New Delhi (India).**

INTRODUCTION

Organization need to continuously grow, develop and must be prepared to face the ever-emerging challenges. The Prisons/Probation Department and the role of probation officers is no exception to this. Training is an instrument to help the Prison/Probation administration in meeting the twin challenges of continuous improvement and demands of change.

AIM OF THE COURSE

To impart knowledge and skills relating to the role of Probation Officers in Prisons

DESIGNED FOR

Probation Officers

FACILITATORS

In House and Guest faculty who are subject matter 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 the role of the Criminal Justice System and Human Rights

Enabling Objectives

1. Explain the evaluation of Criminal Justice and Criminal Law in India
2. Explain the role of the Criminal Justice System
3. Identify major steps in the criminal justice process -Custody and Detention
4. List the Rights of prisoners
5. Explain the Rights of prisoners

Unit 2

Training Objective Explain the salient features of the Probation of Offenders Act, 1958 and its development in India

Enabling Objectives

1. Describe and Identify Probation Laws and development of Probation system in India
2. Explain the salient features of the Probation of Offenders Act, 1958
3. Power of the Courts and Magistrates to grant Probation
4. Explain the salient features of the Juvenile Justice (Care and Protection) of Children Act, 2015
5. Explain the salient features of the Reformatory Schools Act, 1897
6. Explain the salient features of the Borstal School Act, 1925
7. Explain the procedure to release of the Juvenile on probation of good conduct
8. Explain the procedure for probation service
9. Explain the salient feature in implementation of law on Probation of Offenders In India

Unit 3

Training Objective Explain the Judicial Pronouncements in India

Enabling Objectives Explain the Judicial Pronouncements in India

Unit 4

Training Objective Explain the role of Social Workers and NGOs

Enabling Objectives Explain the role of Social Workers and NGOs

Unit 5

Training Objective Understand the Correctional Administration, Prison Life and Welfare of Prisoners

Enabling Objectives

1. Understand the Prisons Administration
2. Identify the types of Prisoners
3. Explain the procedure of prisoners Admissions and Releases
4. Explain the 'Welfare Programs of Prisoners'
5. Explain the salient features of the Free-Legal-Aid for prisoners
6. Explain the salient features of the After-Care and Rehabilitation

Unit 6

Training Objective Explain the Professional and Practical Approach to Handle Probationers

Enabling Objectives

1. Understand the role of Probation Officers in Case Management
2. Explain the role of Probation Officer in Juvenile Justice
3. Explain the procedure of Social Investigation
4. Explain the procedure of Probation Supervision and (Surveillance) - Follow up
5. Explain the 'Supervision Techniques'
6. Explain the procedure of 'Social Enquiry Report'
7. Explain the importance of 'Liaison'
8. Explain the procedure of Probation Officer's Pre-sentence Report'

Unit 7

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 8

Training Objective Understand the ways of Psychological Approach to Understand the Probationer/ Prisoner

- Enabling Objectives**
1. Understand the Criminal Behaviour
 2. Understand the Psychological Disorders
 3. List the types of Counselling Skills
 4. Understand ‘Empathy’
 5. Explain the ways of identification of suicidal ideation and prevention
 6. Explain the ways of dealing with Destitute, Orphans, HIV patients, and LGBT:
 7. Explain the ways of dealing with ‘Repeat Offenders’
 8. Explain the ways of dealing with Drug/Substance addicts

Unit 9

Training Objective Understand the Gender in Criminal Justice System

Enabling Objectives

1. Gender in Criminal Justice System

Unit 10

Training Objective Develop an understanding of and practice personal and professional Responsibility

Enabling Objectives

1. List ‘Work-life-balance’ techniques
2. Explain Work-Life-Balance techniques
3. Explain the importance of Effective Communication
4. Explain the importance of ‘Change Management’ and ‘Time Management’
5. Explain the importance of ‘Emotional Intelligence’
6. Explain the components of ‘Emotional Intelligence’

Unit 11

Training Objective Explain importance of Fitness and types of Exercises

Enabling Objectives

1. Explain the importance of ‘Fitness’ and types of Exercises
2. Explain the importance of Lifestyle Management

Unit 12

Training Objective Explain importance of Records Management

Enabling Objectives

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

Unit 13

Training Objective Concentrate on the development of work habits and ethics to

Enabling Objectives	succeed in professional settings 1. Define of the ‘Emotions’ 2. Explain the ways of managing ‘Emotions’ 3. Explain the Concept of ‘Self’ 4. Describe of the Stress and Anger 5. List the sources and types of Stress/Anger 6. Demonstrate the ways of managing of Stress 7. Explain the ways of understanding Prisoner
Unit 14	
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 15	
Training Objective	Demonstrate ‘First-Aid’ Techniques
Enabling Objectives	1. Explain First-Aid Techniques 2. Explain/ demonstrate procedure of CPR
Unit 16	
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 17	
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 18	
Training Objective	Contextualize knowledge in order to develop a deeper understanding of Prisons and Probation Administration
Enabling Objectives	1. Identify the importance of Prison Architecture 2. Explain the salient features of the Prison Administration 3. Identify the salient features of the Juvenile Home/Observation Homes/ Special Homes/ Orphanages

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 TIMETABLE

Week – 1

DAY/TIME	CONTENT	OBJECTIVES
DAY-1		
10:00 – 1115	Registration Inauguration of the Course Ice Breaking Session & Ground Rules Course Objectives and Expectations of participants	
1130 – 1245	Criminal Justice and Criminal Law in India	1.1 1.2
1400 – 1500	Prisons Administration	5.1
1515 – 1615		
DAY-2		
1000 – 1115	Role of the Criminal Justice System	1.1 1.2
1130 – 1245	Custody and Detention	1.3
1400 – 1500	Types of Prisoners	5.2
1515 – 1615	Psychological Disorders	8.2
DAY-3		
1000 – 1115	Rights of Prisoners	1.4
1130 – 1245		1.5
1400 – 1500	Procedure of Prisoners Admissions and Releases	5.3
1515 – 1615	Counselling Skills-1	8.3
DAY- 4		
1000 – 1115	Probation Laws and development of Probation system in	2.1

	India	
1130 – 1245	Role of Probation Officers in Case Management	6.1
1400 – 1500	Computers - MS-Office -1	16.1 16.2 16.3
1515 – 1615	Counselling Skills-2	8.3
DAY- 5		
1000 - 1115	The Probation of Offenders Act, 1958	2.2
1130 - 1245		
1400 - 1500	Power of courts and Magistrates to grant Probation	2.3
1515 - 1615	Counselling Skills-3	8.3
WEEK 2		
DAY-1		
1000 - 1115	The procedure for probation service	2.8
1130 - 1245	Understand the Criminal Behavior	8.1
1400 - 1500	The Juvenile Justice (Care and Protection of Children) Act,	2
1515 - 1615	2015	2.4
DAY-2		
1000 - 1115	Salient features of the Reformatory Schools Act, 1897 and the	2.5
1130 - 1245	Borstal School Act,1925	2.6
1400 - 1500	The procedure to release of the Juvenile on probation of good	2.7
1515 - 1615	conduct	
DAY-3		
1000 - 1115	Field Visit	18.3
1130 - 1245	to Special Homes/ Orphanages/ Office of the Juvenile board and child welfare committee	
1400 – 1500	Role of Probation Officer in Juvenile Justice	6.2
1515 – 1615	Computers – MS-Office –2	16.1

		16.2
		16.3
DAY- 4		
1000 – 1115	The procedure of Social Investigation	6.3
1130 – 1245	Stress and Anger	13.4
		13.5
1400 - 1500		13.6
		13.7
1515 - 1615	Free Legal Aid for prisoners	5.5
DAY- 5		
1000 - 1115	Procedure of Probation Supervision and (Surveillance) - Follow up	6.4
1130 - 1245		
1400 - 1500	Welfare Programs of Prisoners	5.4
1515 - 1615	Work Life Balance	10.1
		10.2
WEEK 3		
DAY-1		
1000 - 1115	Supervision Techniques	5.5
1130 - 1245	The Judicial Pronouncements in India	3.1
1400 - 1500	Personal Wealth Management	14.1
		14.2
1515 - 1615	‘Empathy’	8.4
DAY-2		
1000 - 1115	Social Enquiry Report	6.6
1130 - 1245		
1400 - 1500	The roleof Social Workers and NGOs	4.1
1515 - 1615	Computers - MS-Office – 3	16.1

		16.2
		16.3
DAY-3		
1000 - 1115	Implementation of Law on Probation of Offenders in India	2.9
1130 - 1245		
1400 - 1500	Concept of ‘Self ‘	13.3
1515 - 1615	The importance of ‘Liaison’	6.7
DAY- 4		
1000 - 1115	Field Visit Central Prison	18.1
1130 - 1245		18.2
1400 - 1500		
1515 - 1615		
DAY- 5		
1000 - 1115	Best Practices on Probation Services	
1130 - 1245	Right to Information Act, 2005	7.1
		7.2
		7.3
1400 - 1500	Probation Officer Pre-sentence Report	6.8
1515 - 1615		
WEEK 4		
DAY-1		
1000 - 1115	‘Emotions’	13.1
		13.2
1130 - 1245	After-Care and Rehabilitation	5.6
1400 - 1500	’First - Aid’	15.1
1515 - 1615		15.2

DAY-2		
1000 - 1115	Records Management	12.1 12.2
1130 - 1245	‘Emotional Intelligence’	9.5 9.6
1400 - 1500	Identification of Suicidal ideation and prevention	8.5
1515 - 1615	‘e-prison’ Management – 1	17.1 17.2 17.3
DAY-3		
1000 - 1115	Gender in Criminal Justice System	9.1
1130 - 1245	Dealing with Destitute, Orphans, HIV patients, and LGBT	8.6
1400 - 1500	Effective Communication	10.3
1515 - 1615	Lifestyle Management & Fitness and types of Exercises	11.1 11.2
DAY- 4		
1000 - 1115	Field Visit Juvenile Home/Observation Homes	
1130 - 1245		
1400 - 1500	Change Management and Time Management	10.4
1515 - 1615	‘e-prison’ Management – 2	17.1 17.2 17.3
DAY- 5		
1000 - 1115	Presentation of Field Visit Reports	
1130 - 1245		
1400 - 1500	Feedback	
1515 - 1615	Valedictory	

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 areminder to administer exercises; and
- Guides on the use of media

PRE-COURSE PREPARATION

The following must be ensured:

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

FOR TRAINER

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

FOR PARTICIPANTS

1. Course Guide
2. Feedback Questionnaire

DAY-WISE TIMETABLE

Week – 1

DAY/TIME	CONTENT	Remarks
DAY-1		
1000 – 1115	Registration Inauguration of the Course Ice Breaking Session & Ground Rules Course Objectives and Expectations of participants	Content is in HO 1
1130 – 1245	Criminal Justice and Criminal Law in India	Content is in HO 1
1400 – 1500	Prisons Administration	Content is in HO 4
1515 – 1615		
DAY-2		
1000 – 1115	Role of the Criminal Justice System	Content is in HO 1
1130 – 1245	Custody and Detention	Content is in HO 4
1400 – 1500	Types of Prisoners	Content is in HO 4
1515 – 1615	Psychological Disorders	Invite Psychologist/ Psychiatrist
DAY-3		
1000 – 1115	Rights of Prisoners	Content is in HO 2
1130 – 1245		
1400 – 1500	Procedure of Prisoners Admissions and Releases	Content is in HO 4
1515 – 1615	Counselling Skills-1	Content is in HO 13
DAY- 4		
1000 – 1115	Probation Laws and development of Probation system in	Content is in HO 4

	India	& 5
1130 – 1245	Role of Probation Officers in Case Management	
1400 – 1500	Computers - MS-Office -1	Demonstration Session & Observation during hands-on
1515 – 1615	Counselling Skills-2	Demonstration and Role play Ask the participants to observe Explain the HO 13 before start demonstration
DAY- 5		
1000 - 1115	The Probation of Offenders Act, 1958	Distribute the reference material of HO 4 &5
1130 - 1245		
1400 - 1500	Power of courts and Magistrates to grant Probation	Distribute the reference material of HO 4 & 5
1515 - 1615	Counselling Skills-3	Demonstration and Role play Ask the participants to observe Explain the HO 13 before start demonstration

WEEK 2		
DAY-1		
1000 - 1115	The procedure for probation service	Distribute the reference material of HO 4 & 5
1130 - 1245	Understand the Criminal Behavior	Invite a mainstreamed prisoner as a guest faculty, Ask the participants to interact Content is in HO 16
1400 - 1500	The Juvenile Justice (Care and Protection of Children) Act, 2015	Distribute the reference material of HO 4 & 5
1515 - 1615		
DAY-2		
1000 - 1115	Salient features of the Reformatory Schools Act, 1897 and the Borstal School Act,1925	Distribute the reference material of HO 4 & 5
1130 - 1245		
1400 - 1500	The procedure to release of the Juvenile on probation of good conduct	
1515 - 1615		
DAY-3		
1000 - 1115	Field Visit to Special Homes/ Orphanages/ Office of the Juvenile board and child welfare committee	Brief the purpose of field visit and distribute the Field Visit form. Ask the participants to write an assignment after visit
1130 - 1245		
1400 – 1500	Role of Probation Officer in Juvenile Justice	Reference material provided in HO 6
1515 – 1615	Computers – MS-Office –2	Demonstration and

		Lab
DAY- 4		
1000 – 1115	The procedure of Social Investigation	Reference material provided in HO 6 and Distribute the SIR form before start session (Appendix)
1130 – 1245	Stress and Anger	Content is in HO 12
1400 - 1500		
1515 - 1615	Free Legal Aid for prisoners	HO 3
DAY- 5		
1000 - 1115	Procedure of Probation Supervision and (Surveillance) - Follow up	Reference material provided in HO 6
1130 - 1245		
1400 - 1500	Welfare Programs of Prisoners	
1515 - 1615	Work Life Balance	HO 16 Distribute during session

WEEK 3		
DAY-1		
1000 - 1115	Supervision Techniques	
1130 - 1245	The Judicial Pronouncements in India	
1400 - 1500	Personal Wealth Management	Invite Banker / Chartered Accountant as Guest Faculty
1515 - 1615	‘Empathy’	
DAY-2		
1000 - 1115	Social Enquiry Report	Reference material provided in HO 6 and Distribute the SIR form before start session (Appendix)
1130 - 1245		
1400 - 1500	The role of Social Workers and NGOs	
1515 - 1615	Computers - MS-Office – 3	Demonstration and Lab
DAY-3		
1000 - 1115	Implementation of Law on Probation of Offenders in India	
1130 - 1245		
1400 - 1500	Concept of ‘Self ‘	Content is given in HO 14
1515 - 1615	The importance of ‘Liaison’	
DAY- 4		

1000 - 1115	Field Visit Central Prison	Brief the purpose of field visit and distribute the Field Visit form. Ask the participants to write an assignment about best practices, (after visit)
1130 - 1245		
1400 - 1500		
1515 - 1615		
DAY- 5		
1000 - 1115	Best Practices on Probation Services	Group Discussion and presentation by group leaders
1130 - 1245	Right to Information Act, 2005	
1400 - 1500	Probation Officer Pre-sentence Report	Demonstration and ask the participants to write report
1515 - 1615		

WEEK 4		
DAY-1		
10:00 - 1115	‘Emotions’	Content is in HO 10
1130 - 1245	After-Care and Rehabilitation	
1400 - 1500	’First - Aid’ CPR	Demonstration and hand-on
1515 - 1615		
DAY-2		
1000 - 1115	Records Management	Invite Guest Faculty from State Archive Department
1130 - 1245	‘Emotional Intelligence’	Content is inn HO 11 and distribute the handout during the session
1400 - 1500	Identification of Suicidal ideation and prevention	Distribute the HO 9 after the session
1515 - 1615	‘e-prison’ Management – 1	Reference material provided in HO 17
DAY-3		
1000 - 1115	Gender in Criminal Justice System	Content and reference material provided HO 7 and HO 8
1130 - 1245	Dealing with Destitute, Orphans, HIV patients, and LGBT	
1400 - 1500	Effective Communication	Content is in HO 14
1515 - 1615	Lifestyle Management & Fitness and types of Exercises	Invite Medical Officer
DAY- 4		

1000 - 1115	Field Visit Juvenile Home/Observation Homes	Brief the purpose of field visit and distribute the Field Visit form. Ask the participants to write an assignment about best practices, (after visit)
1130 - 1245		
1400 - 1500	Change Management and Time Management	
1515 - 1615	‘e-prison’ Management – 2	Demonstration and Lab
DAY- 5		
1000 - 1115	Presentation of Field Visit Reports	Make small groups of 5-6 Ask the group leaders to present report
1130 – 1245		
1400 - 1500	Feedback	Feedback form distribute and ask the participants to fill (Appendix)
1515 - 1615	Valediction	Certificate distribution

TIME TABLE FOR INDOOR AND OUTDOOR SESSIONS

SESSIONS	TIME
OUTDOOR SESSIONS	
Yoga/ Meditation/Sports	0600 - 0645 0445 - 0600
INDOOR SESSIONS	
Session I	0915 - 1030
Session II	1045 - 1200
Session III	1215 - 0130
Session IV	0230 - 330
Library/ Computers Lab	0915 - 0945
Tea Break	1030 - 1045 1200 -1215 (Break) 0330 – 0345
Break Fast	0800 -0845
Lunch	1130 - 0230
Dinner	0730 - 0900

Outdoor Sessions:

- Yoga/ Meditation/Sports : 27 50 hrs (21 sessions)

Indoor Sessions: : 95 75 hrs (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 the Training Institute.

End of Course

PART – B

COURSE GRID

LEARNING EVENTS

COURSE GRID

<u>1</u> Criminal Justice System in India and Human Rights	<u>2</u> Law of Probation	<u>3</u> The Judicial Pronouncements related to probation in India
<u>4</u> The role of Social Workers and NGOs	<u>5</u> Correctional Administration and Prison Life	<u>6</u> Professional and Practical Approach to Handle Probationers
<u>7</u> Right to Information Act, 2005	<u>8</u> Psychological Approach to Understanding the Probationer/Prisoner	<u>9</u> Gender in Criminal Justice System
<u>10</u> Personality Development	<u>11</u> Health & Fitness Management - Fitness Fundamentals	<u>12</u> Records Management
<u>13</u> Basics in Psychology	<u>14</u> Personal Wealth Management	<u>15</u> Life Saving Skills – ‘First –Aid’
<u>16</u> Computers –MS-Office	17 Technology in Prison-‘e- prisons’	<u>18.</u> Field visits

LEARNING EVENTS

LEARNING EVENT

Unit		1						
Learning Unit		Criminal Justice System in India and Human Rights						
Training Objective		At the end of training, participants will be able to explain the role of the Criminal Justice System and Human Rights						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Explain the evaluation of Criminal Justice and Criminal Law in India	- Evaluation of Criminal Justice and Criminal Law in India: An overview - Origin Criminal Justice - Indian Criminal Justice - Substantive Criminal law - Procedural Criminal law - Criminal Courts in India	Lecture-cum-Discussion	White Board, Marker, Projection System	75 75	In-house/ Guest Faculty		Formative Q/A

2	Identify major steps in the criminal justice process - Custody and Detention	- Arrest, remand, and detention - Concept of Custodial and Non-custodial measures. - United Nations standard minimum rules for non-custodial measures	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty		Formative Q/A
3	List the Rights of prisoners	- Right to Bail - Right to counsel and Legal Aid - Protection against self-incrimination - Protection against Double Jeopardy - Writ of Habeas corpus.	Lecture-cum-Discussion	White Board, Marker, Projection System	150	In-house/ Guest Faculty		Formative Q/A
4	Explain the Rights of prisoners	- Rights of Prisoners - To be treated with dignity - Undertrial Prisoners	Lecture-cum-Discussion	White Board, Marker, Projection		In-house/ Guest Faculty		Formative Q/A

		- <u>Hussainara Khatoon vs. Home Secretary, State of Bihar, AIR 1979 SC 1369</u> - Right to Health - Women prisoners		System				
5	Explain the concept of Human Rights	- Concept and definition of Human Rights - Handcuffing - Illegal Detention - Inhuman treatment and torture - Imprisonment of Insane prison - Prisoners' interview - Solitary <u>Confinement (Sunil Batra vs. Delhi Administration, AIR 1978 SC 1675)</u>	Lecture-cum-Discussion	White Board, Marker, Projection System		In-house/ Guest Faculty		Formative Q/A

LEARNING EVENT

Unit		2						
Learning Unit		Law of Probation						
Training Objective		At the end of training, participants will be able to explain the salient features of the Probation of Offenders Act, 1958 and its development in India						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Identify Probation Laws and development of Probation system in India	- Origin and development Probation law in India: An Historical Perspective - Concept of Probation - Probation and Judicial Attitude - Selection of offenders for probation - Probation and Code of Criminal Procedure, 1973 - Theory of Probation - Section. 360 of Criminal Procedure Code	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty		Formative Q/A
2	Explain the salient features of the Probation	The Probation of Offenders Act, 1958 - The salient features of the	Lecture-cum-	White Board, Marker,	150	In-house/ Guest Faculty		Formative Q/A

	of Offenders Act, 1958	- Act - Application of the Act and Important definitions - Different types of Probation - Removal of disqualifications attached to a conviction - Probation Officers and duties of Probation Officers	Discussion	Projection System				
3	Power of Courts and Magistrates to grant Probation	- How does Probation work? - Who is qualified for Probation? - The powers of the court to pass supervision orders	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty		Formative Q/A
4	Explain the salient features of the Juvenile Justice (Care and Protection of Children) Act, 2015	- The salient feature of the Juvenile Justice (care and protection) of Children Act, 2015 - Power of Juvenile Justice Board - The Children's Court and its power to pass orders	Lecture-cum-Discussion	White Board, Marker, Projection System	150	In-house/ Guest Faculty		Formative Q/A
5	Explain the salient features of the Reformatory Schools Act,	- The salient feature of the Reformatory law - Definitions under the Act - Establishment of reformatory schools	Lecture-cum-Discussion	White Board, Marker, Projection	150	In-house/ Guest Faculty		Formative Q/A

	1897	- Inspection - Power to Courts to direct youthful offenders to be sent to Reformatory Schools. - Management of Reformatory Schools		System				
6	Explain the salient features of the Borstal School Act, 1925	- What is Borstal School? - Definitions under the Act - Establishment of Borstal School - Committal to Borstal School - Control and Management - Appeals and Revision	Lecture-cum-Discussion	White Board, Marker, Projection System		In-house/ Guest Faculty		Formative Q/A
7	Explain the procedure to release of the Juvenile on probation of good conduct	- Granting and revocation of probation - Probation on conditions - Variation of conditions of probation	Lecture-cum-Discussion	White Board, Marker, Projection System	120	In-house/ Guest Faculty		Formative Q/A
8	Explain the procedure for probation service	Procedure for probation service - Power of court to release certain offenders on probation - Procedure for Probation Service - Compensation and costs - Restriction of imprisonment	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty		Formative Q/A

		of offenders below 21 years of age: - found guilty: life imprisonment, - Confidential report						
9	Explain the salient feature in implementation of Law on Probation of Offenders in India	- Facts and figures - How is Probation implemented? - Problems with the Probation system - Administrative Problems	Lecture-cum-Discussion	White Board, Marker, Projection System	150	In-house/ Guest Faculty		Formative Q/A

LEARNING EVENT

Unit		3						
Learning Unit		The Judicial Pronouncements related to Probation in India						
Training Objective		At the end of training, participants will be able to explain the Judicial Pronouncements related to probation in India						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Explain the Judicial Pronouncements in India	- Jugal Kishore Prasad v State of Bihar, 1972 AIR 2522 - Keshav Sitaramali v The State of Maharashtra, AIR 1983 SC 291 - Nishanth Harishchandra Salvi v The State of Maharashtra on 18 June, 2018 (Cri. Revision App. NO. 269 OF 2018)	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A

		- Hav. VedPrakashSangwanvs Union Of India: 2000 VAD Delhi 749 - Syed SaleemVs M.J. Simon AndOrs. on 22 March, 1990:1991 CriLJ 294 - MeruvaSatyanarayanavs State of Andhra Pradesh :1996 Cri L J 1475 - State of MP vs. Man Singh, Criminal Appeal No. 410 Of 2011						
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LEARNING EVENT

Unit		4						
Learning Unit		The role of Social Workers and NGOs in Prisons.						
Training Objective		At the end of training, participants will be able to explain the role of Social Workers and NGOs 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 role of Social Workers and NGOs in Prisons	- Probation seeks socialization of offender - Problems in the practical implementation of Probation in India: Sociological Perception - The Probation Officer as Social Worker - What does a probation social worker do? - Methods of treatment of probation offenders	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty		Formative Q/A

LEARNING EVENT

Unit		5						
Learning Unit		Correctional Administration and Prison Life						
Training Objective		At the end of training, participants will be able to explain the Correctional Administration, Prison Life and welfare of prisoners						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe Prison Administration	- Institutions and Institutional personnel - Executive personnel - Medical personnel - Welfare Units - Educational personnel - Technical personnel - Ministerial personnel	Lecture-cum-Discussion	White Board, Marker, Projection System	120	In-house/ Guest Faculty		Formative Q/A
2	Identify the types of Prisoners	- CT Prisoners - Death sentence prisoners - Long term - Short term - Condemned	Lecture-cum-Discussion	White Board, Marker, Projection	60	In-house/ Guest Faculty		Formative Q/A

		- prisoners - UT prisoners - Habitual prisoners - Foreign Prisoners - First time offenders - Civil Prisoners - Detenue Prisoners		System				
3	Explain the Procedure of Prisoners Admissions and Releases	- Execution of sentence - Prisoners Admissions - Releases	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty		Formative Q/A
4	Explain Welfare Programs of Prisoners	- Prisoners – Mulaqat - Furlough Remission system - Parole - Emergency leave/parole - Remission - Premature releases	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty		Formative Q/A
5	Explain the salient features of the Free Legal Aid for	- Objectives of free legal Aid - Eligibility – Functions - Under Trial Review Committee - NLSA, SLSA and DLSA - Vocational training,	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty		Formative Q/A

	prisoners	education facilities						
6	Explain the salient features of the After-Care and Rehabilitation	- Objectives and Principles Importance and the Need of Aftercare - Process and Scope - Scope of After-Care assistance - Family or Marital Adjustments - Legal Aid and Protection, Eligibility.	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty		Formative Q/A

LEARNING EVENT

Unit		6						
Learning Unit		Professional and Practical Approach to Handle Probationers						
Training Objective		At the end of training, participants will be able to explain the Professional and Practical Approach to Handle Probationers						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the role of Probation Officers in 'Case Management'	- Develop professional approach - Case analysis - case management - How to prepare an individual care plan. - Counseling and Guidance - <i>Decision-making</i>	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty from Probation Services		Formative Q/A
2	Explain the Role of Probation Officers in Juvenile Justice	- From apprehension of Juvenile by police to till rehabilitation - Social integration - Ethical Code for the Probation Officers.	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty from Probation Services		Formative Q/A

3	Explain the procedure of 'Social Investigation'	- Social background of accused - Current situation of accused - Accused personality qualities - Forces which prompt to commit crime - Family - Interpersonal relations among family - Neighbourhood - Relations with peers - Nature of occupation - Economy factors - Health status - Description of criminal record.	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty from Probation Services		Formative Q/A
4	Explain the procedure of Probation Supervision and (Surveillance) - Follow up	- Probation release - Community based treatment - Probation supervision - Judicial accountability - Follow-up reporting - Application rehabilitation - Social integration. - Preparation of checklist	Lecture-cum-Discussion	White Board, Marker, Projection System	150	In-house/ Guest Faculty from Probation Services		Formative Q/A
5	Explain the Supervision Techniques	Brief on : - Social Therapy - Realty Therapy - Behaviour Therapy	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty from Probation		Formative Q/A

						Services		
6	Explain the procedure of 'Social Enquiry Report'	- Objectives and importance of social inquiry report - Practical work to prepare social inquiry report - The techniques of the intake process and interviewing with children.	Lecture-cum-Discussion <u>Practice Presentation</u>	White Board, Marker, Projection System	150	In-house/ Guest Faculty from Probation Services		Formative Q/A
7	Explain the importance of 'Liaison'	Liaison with: The Courts – Police – Prisons – - Social Welfare Departments – NGOs	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty from Probation Services		Formative Q/A
8	Explain the procedure of Probation Officer Pre-sentence Report	During the course of enquiry After the final order <i>Documents to be kept in file in all JCL case in the JJB</i>	Lecture-cum-Discussion	White Board, Marker, Projection System	120	In-house/ Guest Faculty from Probation Services		Formative Q/A

LEARNING EVENT

Unit		7						
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	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	- Responsibilities of Public Information Officer						
3.	Explain the role of SIC/CIC and their functions	- Request for obtaining information - Time limit for the supply of information - Non-disclosure of information - Appeal			60			

LEARNING EVENT

Unit		8						
Learning Unit		Psychological Approach to Understand the Probationer/Prisoner						
Training Objective		At the end of training, participants will be able to explain the ways of Psychological Approach to Understand the Probationer/ Prisoner						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the Criminal behavior	(Juveniles and adults): <u>Reasons behind offences</u> – peer <u>influences</u> – background <u>information</u> – lack of <u>employment skills</u> – Absence of parental observation.	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty		Formative Q/A
2.	Describe the Psychological disorders	- Anxiety - Stress - Depression - Feelings of loneliness.	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty/ Psychology		Formative Q/A

3.	List the types of Counseling Skills	Counseling (Helping Behaviour) - Importance of counselling - Types of counselling - Counselling Skills - Role of Warders - <u>Do's and Don'ts</u>	Lecture-cum-Discussion	White Board, Marker, Projection System	180	In-house/ Guest Faculty		Formative Q/A
4.	Demonstrate Counseling Skills	- One -on- one counselling practice	Demonstration					
5.	Describe 'Empathy'	- Process of knowing someone deeply - Non-judgmental - Building rapport - Listening Communication	Lecture-cum-Discussion Demonstration	White Board, Marker, Projection System	60	In-house/ Guest Faculty from Professional Counselor		Formative Q/A
6.	Explain the ways of identification of suicidal ideation and prevention	- Signs of suicidal attempts - Reasons for suicidal ideation - Preventive measures	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty/		Formative Q/A
7	Explain the ways of dealing with destitute, orphans, HIV patients, and	- Introduction – who is child – Orphan – Social Orphan - Vulnerable child – Vulnerability? - Problems faced by Orphans,	Lecture-cum-Discussion	White Board, Marker, Projection	75	In-house/ Guest Faculty from		Formative Q/A

	LGBT:	Vulnerable Children, HIV patients and LGBT. - Gender sensitivity - Inner strength. - Dignity – Hope		System		Professional Counselor		
8	Explain the ways of dealing with repeat offenders	<u>commitcrime</u> – awareness of <u>victims’ suffering</u> – interaction <u>with their family</u> – reparations of their behavior. Identification of factors leading	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty from Professional Counselor		Formative Q/A
9	Explain the ways of dealing with Drug/Substance addicts	- Identification of vulnerability among - what provoked to do so - Symptoms of substance abuse - Creating awareness about financial impact and ultimately family relations - Legal implications - Health implications.	Lecture-cum-Discussion Demonstration	White Board, Marker, Projection System	60	In-house/ Guest Faculty/Psychologist		Formative Q/A

LEARNING EVENT

Unit		9						
Learning Unit		Gender in Criminal Justice System						
Training Objective		At the end of training, participants will be able to describe the Gender in Criminal Justice System						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe 'Gender' in Criminal Justice System	- Obstacles women face throughout the criminal justice chain, - Bangkok Rules Related international standards and norms.	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty		Formative Q/A

LEARNING EVENT

Unit		10						
Learning Unit		Personality Development						
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 Lifestyle -Alternative to work -Effective Goal Setting and Time Management.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty – Personality Development Trainer		Formative Q/A
2.	Explain Work-Life-Balance techniques				60			

3	Explain the importance of effective communication	- Communication - Characteristics of effective communication - Communication in the Workplace a. Communication with Superiors and Colleagues b. Communication with Visitors c. Communication with Inmates - Dos and Don'ts	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty – Personality Development Trainer		Formative Q/A
4	Explain the importance of 'Change Management' and 'Time Management'	- Time/Change Management - Brief Introduction - Benefits - Skills - Techniques - Tips to Improvement - Effective Management Skills.	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty – Personality Development Trainer		Formative Q/A
5	Explain the Importance of 'Emotional	- Perceiving Emotions - Reasoning with	Lecture-cum-Discussion	White Board, Marker, Projection	75	In-house/ Guest Faculty – Personality		Formative Q/A

	Intelligence’	emotions - Understanding emotions - Managing emotions		System		Development Trainer		
6	Explain the components of ‘Emotional Intelligence’	- Self-awareness - Self-regulation - Social skills - Motivation - Empathy	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house/ Guest Faculty – Personality Development Trainer		Formative Q/A

LEARNING EVENT

Unit		11						
Learning Unit		Health and 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
2.	Explain the importance of 'Lifestyle Management'	- Importance of Sleep - Developing health habits - Substance abuse - Smoking / alcohol	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		12						
Learning Unit		Records Management						
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 Records Keeping - Types of Records - Maintain or Protect, - Dispose or Weed out - 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 the importance of 'Records Management'				45			

LEARNING EVENT

Unit		13						
Learning Unit		Basics in Psychology						
Training Objective		At the end of training, participants will be able to explain the importance of ‘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			
3.	Explain 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	60	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A

4.	Describe of the Stress and Anger List the Sources and Types of Stress/Anger Demonstrate the ways of Managing of Stress	- 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	15 15 105	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
5.	Explain the ways of understanding Prisoner	- Reasons Behind Offences - Peer Influences - Background Information - Lack of Employment Skills – - Absence of Parental Observation	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A

LEARNING EVENT

Unit		14						
Learning Unit		Personal Wealth Management						
Training Objective		At the end of training, participants will be able to explain 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	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	- Prevent Frauds - Housing Loans - Personal/Vehicle Loans - Education Loans - Term Policy - Health Insurances - Pension Fund - IT Filings and Returns.			45			

LEARNING EVENT

Unit		15						
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		Content	Method	Media	Time (Mins.)	Trainer	Performan ce Aid	Assessment
At the end of training, participants will be able to -								
1.	Explain ‘First – Aid’ Techniques	- Principles of First-Aid - Wounds/Bleeding - Burns / Scalds - Shocks	Lecture-cum-Discussion	White Board, Marker, Projection System	60	First Aid Trainer / Medical Officer		Observation
2.	Demonstrate procedure of CPR	- Respiration/Asphyxia - Resuscitation - Poisons - Fractures - CPR Procedure, - Do’s & Don’ts	Demonstration		60			Q&A

LEARNING EVENT

Unit		16						
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	Lecture-cum-Discussion	White Board, Marker, Projection System	30	Guest Faculty-expert from NIC (National Informatics Centre)		Observation Formative Q/A
2.	Demonstrate the MS- Office Tools	- MS Office - MS Word - Introduction to internet	Demonstration		30			
3.	Demonstrate the use internet				120			

LEARNING EVENT

Unit		17						
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 At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
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 - e-mulaqat	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		120			

LEARNING EVENT

Unit		18						
Learning Unit		Field Visits						
Training Objective		At the end of training, participants will be able to contextualize knowledge in order to develop a deeper understanding of Prisons and Probation Administration						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Identify the importance of Prison Architecture	Field Visit to Central Prison/ District Prisons - Administrative Building - Classification of Inmates (Convict Inmates Blocks, Under Trial Inmates Blocks/Cells, High Security, Hospital etc.,) - Technology in Prisons - Prison industries - Welfare Activities - Mulaqat - Vocational Training	Field Visit		270 (4sessions)	Course Coordinator		Observation and Presentation by team leaders
2.	Explain the salient features of the Prison Administration							

		programs					
3	Identify the salient features of the Juvenile Home/Observation Homes/Special Homes/Orphanages	Field Visit to - Juvenile Home/ - Observation Homes/ - Special Homes/ - Orphanages		390 (6sessions)	Course Coordinator		Observation and Presentation by team leaders

PART-C

RESOURCE MATERIAL

Section – 1 Handouts

Section –2 Checklist

Section – 3 Exercises

HANDOUTS

- HO – 1 Ice Breaking
- HO – 2 Criminal Justice Systems in India
- HO – 3 Rights of Prisoners
- HO – 4 Special Rules and Acts
- HO – 5 Probation Services
- HO – 6 Professional Responsibilities
- HO – 7 Gender in Criminal Justice System
- HO – 8 Bangkok Rules for Women Prisoners
- HO – 9 Preventing Suicide in Jails and Prisons
- HO – 10 Preventing Suicide in Jails and Prisons - PPT
- HO – 11 Emotions
- HO – 12 Emotional Intelligence: Key attributes
- HO – 13 Stress
- HO – 14 Counselling
- HO – 15 Effective Communication
- HO – 16 Concept of Self
- HO – 17 Understanding Prisoner
- HO – 18 Work-Life Balance
- HO – 19 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://MindTools.com)

CRIMINAL JUSTICE SYSTEM IN INDIA

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RIGHTS OF PRISONERS

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<http://www.penacclaims.com/wp-content/uploads/2018/08/Paridhi-Verma.pdf>
2. RIGHTS OF PRISONERS IN INDIA - Jayeshkumar Shivrambhai Mali1
<https://jcil.lsyndicate.com/wp-content/uploads/2016/08/RIGHTS-OF-PRISONERS-IN-INDIA-JayeshKumar.pdf>
3. UNIT 3 PRISONERS RIGHTS
<https://egyankosh.ac.in/bitstream/123456789/38955/1/Unit-3.pdf>
4. HUMAN RIGHTS AND PRISONS
<https://www.ohchr.org/sites/default/files/Documents/Publications/training11en.pdf>
5. The Nelson Mandela Rules,
The United Nations Standard Minimum Rules for the Treatment of Prisoners
https://www.un.org/en/events/mandeladay/assets/pdf/16-00403_Mandela_rules_infographic.pdf

SPECIAL RULES AND ACTS **(Probation)**

- THE PROBATION OF OFFENDERS ACT, 1958
- THE JUVENILE JUSTICE (CARE AND PROTECTION OF CHILDREN) ACT, 2015
- THE REFORMATORY SCHOOLS ACT, 1897
- BORSTAL SCHOOLS ACT, 1925.
- Role of JJB & CWC in Protecting Child Rights
[Role of JJB & CWC in Protecting Child Rights \(crcnlu.org\)](http://crcnlu.org)
- Probation System in India: A Socio Legal Study by Shambhavi Shailendra
- **Right to Information Act 2005**
<https://www.legalserviceindia.com/legal/article-7365-probation-system-in-india-a-socio-legal-study.html>

SPECIAL RULES AND ACTS - PRISONS

- 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
- United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders
- NHRC-Suicide in Prison -2014
 - Handbook for prison leaders A basic training tool and curriculum for prison managers based on international standards and norms
- https://www.unodc.org/documents/justice-and-prison-reform/UNODC_Handbook_for_Prison_Leaders.pdf

PROBATION SERVICES

- HANDBOOK ON PROBATION SERVICES - Guidelines for Probation Practitioners and Managers by JON F. KLAUS
United Nations Interregional Crime and Justice Research Institute
file:///C:/Users/Admin/Downloads/Probation_handbook.pdf
- READY RECKONER SERIES: WEST BENGAL - HANDBOOK FOR PROBATION OFFICERS
<https://www.humanrightsinitiative.org/download/1457148409Ready%20Reckoner%20Series%20-%20Probation%20-%20West%20Bengal.pdf>
- PROBATION OFFICER CORE COURSE MANUAL
- [Probation-Officer-Core-Training-Course-Manual-July-2020.pdf](#)
- PRERANA'S ANTI TRAFFICKING CENTER – Social Investigation Report
- <https://www.fighttrafficking.org/wp-content/uploads/2019/06/Social-Investigation-Report.pdf>
-
- https://www.state.gov/wp-content/uploads/2022/05/INL_GenderGuide_508Compliant_INL-Public-Website_PAPD-424-edits.pdf

PROFESSIONAL RESPONSIBILITIES

Some Guideline may be found from the following:

- Pre-sentence stage
Pre-sentence reports (PSR) -- page no 32 to 35
- Post-sentence/custodial stage
Post-sentence reports --- page no 35
- Probation casework, supervision and conditions -- 36 to 41

HANDBOOK ON PROBATION SERVICES - Guidelines for Probation Practitioners and Managers by JON F. KLAUS

- BULLET SOCIAL ENQUIRY REPORT/PRE-SENTENCE REPORT
(SER)SALMA FUNDI
- [\(DOC\) BULLET SOCIAL ENQUIRY REPORT/PRE SENTENCE REPORT\(SER | SALMA FUNDI - Academia.edu\)](#)

Gender in Criminal Justice System

- Gender in Criminal Justice System

https://www.state.gov/wp-content/uploads/2022/05/INL_GenderGuide_508Compliant_INL-Public-Website_PAPD-424-edits.pdf

- Introduction
- The take of Judiciary
- Women Prisoners
- Probable justifications for the existing disparity

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

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. CCTV's 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 staffs 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

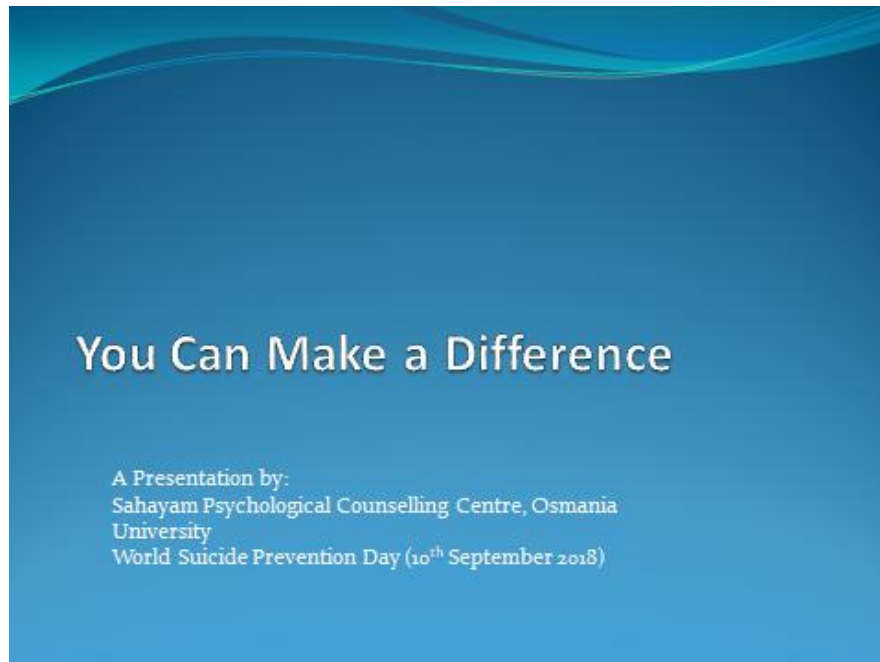
Gatekeeper Model: Selected prisoners should be trained to identify prisoners at risk of suicide, who will refer them to treatment or supportive services.

Mental health treatment

Prisoners with mental disorders having suicidal risk to be on regular and supervised medication, and needs 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 communitybased programs like DMHP (District Mental health Programme) 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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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 divided into small group of 5 or 6
- One problem has to be given
- Group will pick one person as client and one as counsellor
- 10 minutes time will be given to them to carefully interact and plan the role play delivery.
- Carefully and identify role of counsellor if the skill is happening,
- Will have to identify and share if the skills/counselling 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 get distorted when it is travelling from one person to another person, it's a group activity

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 behavior 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 behavior
- 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

CHECKLIST

CHECKLIST

1. First-Aid Box/Kit

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

EXERCISES

EX- 1 Emotional Intelligence Scale

EX- 2 Work-Life-Balance

EX- 3 Form 6 - Investigation Report

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 recognize what you are feeling, to understand your habitual emotional responses to events and to recognize 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's 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 realize 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 prioritize important activities at work and get on with them					
9.	I am excellent at empathizing with someone else's problem					
10.	I never interrupt other people's conversations					
11.	I usually recognize 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.	Motivations 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

- 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	

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

Total =		Total =		Total =		Total =		Total =	
(SA)		(ME)		(MO)		(E)		(SS)	

- Interpret your totals 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 .

- 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 imbalance work life 1. 2. 3. 4.	
	How would you like to reduce imbalance
	a.
	b.
	c.
	d.

FORM22

[Rule19(8)] SOCIAL INVESTIGATION REPORT FOR CHILD IN NEED OF CARE AND PROTECTION*

***Modifications made by Miracle Foundation appear in red ink.**

Completed when the child enters the CCI (within 15 days), and annually thereafter to determine suitability of reunification with family or other family-based care options.

To be used in conjunction with the child's ICP (JJA Form 7- Individual Care Plan)

Sl. No.....

Produced before the Child Welfare

Committee..... Case

No.....

Social Investigation Report Prepared by: Child Welfare Officer/Social Worker/Case Worker/Person in charge of Home/ representative of Non- Governmental Organization
(Circle one)

Details of child in need of care and protection:

1. Name.....
....

2. Age/Date/Year of birth.....

3. Sex.....
...

4. Caste.....
..

5. Religion.....
...

6. Father's Name Alive/not alive/not known

7. Mother's Name..... Alive/not alive/not known

8. Marital Status of parents:

- ☐ Married
☐ Separated
☐ Divorced
☐ Remarried: Stepmother/father names:

9. Guardian's Name
 Alive/not alive/not known

10. Family/Guardian's Permanent Address.....

.....

11. Family/Guardian's Present Address if different from Permanent.....

..

12. Landmark of the address.....

....

13. Address of last residence.....

....

14. Contact no. of father/mother/family member.....

.

15. Whether the child is differently abled:

- ☐ Hearing Impairment
- ☐ Speech Impairment
- ☐ Physically disabled
- ☐ Mentally disabled
- ☐ Others (please specify)

FAMILY RELATIONSHIPS

16. Nuclear Family Details:

Name and relationship (Parents, siblings)	Age	Location	Education (Place of education, public/private)	Occupation	Marital Status	Health status	History of Mental Illness	Addictions

17. Other Relatives or extended Family Members (Grandparents, Aunts, Uncles, etc.)

Name	Type of Relationship with Child	Location and Contact Information	Income Status	Support they provide to child and family (practical help, emotional support, financial help, etc.)

18. Does the child visit this/

hersiblings?Yes/No

Details:

19. Doesthechildspendholidayswitht

heirfamily?Yes/No Details and frequency:

20. Dofamilymembersorothersvisitthechild?Yes/No

Ifyes,listthenamesofthepeoplewhovisitand frequency:

Name/relationship	Addressandcontactinformation	FrequencyofVisits

21. Relationshipamongthefamilymembers:

a. Father&mother	Cordial/Noncordial/Notknown
b. Father&child	Cordial/Noncordial/Notknown
c. Mother&child	Cordial/Noncordial/Notknown
d. Father&siblings	Cordial/Noncordial/Notknown
e. Mother&siblings	Cordial/Noncordial/Notknown
f. Child&siblings	Cordial/Noncordial/Notknown
g. Child&relative	Cordial/Noncordial/Notknown

22. What are the parents 'level of parenting skills and abilities (e.g. Discipline, emotional connection, etc.):

- ☐ Good
- ☐ Couldbeimproved
- ☐ Poor
- ☐ Lacking

23. Ifchildismarried,name, ageanddetailsofpouseand children.....

24. Historyofinvolvementoffamilymembersinoffences,ifany:

S. No.	Relationship	Natureof Crime	Legal statusof case	Arrestif any made	Period of confinement	Punishment awarded
1.	Father					
2.	Stepfather					
3.	Mother					
4.	StepMother					
5.	Brother					
6.	Sister					
7.	Others (uncle/aunty/grandparents)					

25. Attitudetowardsreligion:

Child	Family
Religion:	Religion:
☐ Activelyparticipates	☐ Activelyparticipates
☐ Occasionallyparticipates	☐ Occasionallyparticipates
☐ Noparticipation/nointerest	☐ Noparticipation/nointerest
HOUSEHOLD ECONOMY	

26. Is the head of house hold in paid employment? Yes/No

27. Are there any other adults in the family in paid employment? Yes/No If yes, explain:

28. Is employment reasonably secure? Yes/No

29. Is the family gaining in come through?

☐ Seasonal work

☐ Occasional work

☐ Working interstate/in country

☐ Working away from home for periods of the year

30. Do the patterns of work adversely impact child care? Yes/No Explain number of hours, on which days, and what times:

31. Are Allen titled benefits claimed? Yes/No Specify:

32. Are house hold bills paid regularly? Yes/No

33. Is the family managing with the income they receive? Yes/No

34. Is the family in debt? Yes/No If yes is this increasing? Yes/No

35. Does family hold BPL or avail themselves of support schemes?

36. Does the family own cultivable land? Yes/No

37. Does the family own livestock? Yes/No

38. Is the family involved in other income generating activity? Yes/No Specify:

Totalincome/month: Total bills/month: Total debt:

LIVING CONDITIONS

39. Family's Present living conditions:

a. Type of dwelling:

- ☐ Owned
- ☐ Rented/Leased
- ☐ Informal arrangement

- ☐ Based in Community
- ☐ Chawl
- ☐ Wada
- ☐ Farm
- ☐ House
 - ☐ Tin house
 - ☐ Brick wall with tin roof

- ☐ Apartment
- ☐ Shared residence
- ☐ Shelter
- ☐ Homeless
- ☐ Railway platform

b. Is the family vulnerable to eviction? Yes/No

c. Is the family in temporary accommodations? Yes/No

d. Is the house and immediate surroundings safe for the child? Yes/No If no, explain:

e. Does the house have basic amenities?

- ☐ Clean Water
- ☐ Cooking facilities
- ☐ Food Storage
- ☐ Sleeping arrangements
- ☐ Sanitation
- ☐ Indoor toilet

COMMUNITY SUPPORT

- | | |
|--|--------|
| a. Does the family feel accepted in their community? | Yes/No |
| b. Do family members experience discrimination and harassment? | Yes/No |
| c. Does the family have local friends? | Yes/No |
| d. Is the family involved in local organizations/activities? | Yes/No |

- e. Isthefamilyreceiving supportfromgovernment/NGOs? Yes/No
- f. Arethereaccessiblecommunityresources? Yes/No
- Doesthefamilytakeadvantageofcommunityresources? Yes/No
 - Specify:

40. .Otherfactorsofimportant
ceif any:

CHILDBEHAVIOR

41. Habitsofthechild

A

B

- | | |
|-----------------------|---------------------------------|
| a. Smoking | WatchingTV/movies |
| b. Alcoholconsumption | Playingindoor/outdoorgames |
| c. Druguse(specify) | Reading books |
| d. Gambling | Religiousactivities |
| e. Begging | Drawing/painting/acting/singing |
| f. Anyother | Any other |

42. Extra-curricularinterests.....

43. Outstandingcharacteristicsandpersonalitytraits.....

EDUCATIONAND SKILLS

44. Thedetailsofeducationofthechild(tickas applicable)

- a. Illiterate
- b. StudieduptoVStandard
- c. StudiedaboveVStandardbutbelowVIIIStandard
- d. StudiedaboveVIIIStandardbutbelowXStandard
- e. StudiedaboveXStandard

45. Thedetailsoftheschoolinwhichstudied last(tickas applicable):

- f. Corporation/Municipal/Panchayat
- g. Government/SCWelfareSchool/BCWelfareSchool
- h. Privatemanagement
- i. SchoolunderNCLP

46. Attitudeofclassmatestowardsthechild.....

47. Attitudeofteachersandclassmatestowardsthechild.....

48. Ifnotattendingschool,thereasonforleavingschool(tickas applicable)

- j. Failureintheclasstlaststudied
- k. Lackofinterestintheschoolactivities

l. Indifferent attitude of the teachers

m. Peer group influence

n. To earn and support the family

o. Sudden demise of parents

p. Bullying in school

q. Rigid school atmosphere

r. Absenteeism followed by running away from school

s. There is no appropriate level of school nearby

t. Abuse in school

u. Humiliation in school

v. Corporal punishment

w. Medium of instruction

x. Others (pl. specify)

49. Do all children of school age in the household go to school? Yes/No If no, specify the reasons:

50. Family's attitude toward child's education:

- ☐ Value education and supportive/involved (with children at home)
- ☐ Would like to be supportive but don't feel they are able to help
- ☐ Indifferent
- ☐ Not supportive

51. Child's Vocational training, if any:

52. Child's Employment Details, if any:

53. Details of child's income utilization:

54. Child's Work record (reasons for leaving vocational interests, attitude towards job or employers):

55. Level of formal education for head of household:

For partner of head of household:

- ☐ Primary school
- ☐ Secondary school
- ☐ X Standard
- ☐ Above X Standard
- ☐ Vocational School
- ☐ College/university
- ☐ Unable to read or write

56. Skills of head of household:

Skills of partner of head of household:

- ☐ Tailor
- ☐ Builder
- ☐ Agriculture/farming

- ☐ Driver
- ☐ Other:(Specify)

SOCIAL RELATIONSHIPS

57. Majority of the friends are (tick as applicable)

- a) Educated
- b) Illiterate
- c) The same age group
- d) Older in age
- e) Younger in age
- f) Same sex
- g) Opposite sex
- h) Addicts
- i) With criminal background

58. Attitude of the child towards friends.....

59. Attitude of friends towards the child.....

60. Observation about neighbourhood (to assess the influence of neighbourhood on the child).....

HEALTH

61. Mental condition of the child: (Present and past) See ICP

62. Physical condition of the child: (Present and past) See ICP

63. Health status of the child

- a. Respiratory disorders -present/not known /absent
- b. Hearing impairment-present/not known/ absent
- c. Eye diseases-present/ not known/ absent
- d. Dental disease-present/not known/absent
- e. Cardiac diseases-present/not known/absent
- f. Skin disease-present/not known/ absent
- g. Sexually transmitted diseases-present/not known/absent
- h. Neurological disorders-present/not known/absent
- i. Mental handicap- present/not known /absent
- j. Physical handicap-present/not known/absent
- k. Urinary tract infections –present/not known /absent
- l. Others(pl. specify)-

64. Whether the child has any addiction Yes/ No

65. Does a member of the family have a chronic physical health condition?

- ☐ Asthma
- ☐ Epilepsy
- ☐ Diabetes
- ☐ Heart condition
- ☐ Other: (Specify)

How is the condition being treated?

66. Does a member of the household experience:

- ☐ Poor mental health
- ☐ Behaviour issues
- ☐ Physical disability
- ☐ Learning disability
- ☐ Alcohol/drug abuse
- ☐ Other:

How is the issue being treated?

67. Do all family members have access to health care through PCH/CHC/district hospital? Yes/No

68. Does the family have access to a doctor that they visit regularly or in case of emergency? Yes/No If no, please specify the reason:

CHILD'S HISTORY

69. With whom was the child staying prior to production before the Committee:

- a. Parent(s)–Mother/Father / Both
- b. Siblings/Blood relative
- c. Guardian(s)–Relationship
- d. Friends
- e. On the street
- f. Night shelter
- g. Orphanages/Hostels/Similar Homes
- h. there (pl. specify)

70. History/tendency of the child to run away from home, if any.....

71. Parents' attitude towards discipline in the home and child's reaction.....

72. Reasons for leaving the family (circle as applicable)

- i. Abuse by parent(s)/guardian(s)/stepparent(s)
- j. In search of employment
- k. Peer group influence
- l. Physical incapacitation/mental illness/alcoholism(circle) of father
- m. Physical incapacitation/mental illness/alcoholism(circle) of mother
- n. Criminal behaviour of parents
- o. Separation of Parents
- p. Demise of both parents/father/mother(circle)
- q. Poverty

- r. Family conflict/crisis
- s. Abandoned by family
- t. Lack of acceptance (out of wedlock, young mother, physical or mental condition, etc)
- u. Access to better education
- v. Others (please specify)

CHILD HISTORY OF ABUSE

73. Whether the child is a victim of any offence Yes/No

74. Types of abuse met by the child (tick as applicable)

- w. Verbal abuse—parents/siblings/employers/others (pl. specify)
- x. Physical abuse
- y. Sexual abuse parents/siblings/employers/others (pl. specify)
- z. Others—parents/siblings/employers/others (pl. Specify)

75. Types of ill-treatment met by the child (tick as applicable).

- aa. Denial of food—parents/siblings/employers/other (pl. specify)
- bb. Beaten mercilessly—parents/siblings/employers/other (pl. specify)
- cc. Causing injury—parents/siblings/employers/other (pl. specify)
- dd. Detention—parents/siblings/employers/other (pl. specify)
- ee. Other (please specify) _____ parents/siblings/employers/others (pl. specify)

76. Exploitation faced by the child

- ff. Extracted work without payment
- gg. Little (low) wages with longer duration of work
- hh. Others (pl. specify)

77. Whether the child has been bought or sold or procured or trafficked for any purpose Yes/No

78. Whether the child has been used for begging Yes/No

79. Whether the child is used by any gang or adults or group of adults or has been used for drug peddling: Yes/ No

80. Previous institutional/case history and individual care plan, if any (Attach)

81. Details of perpetrator: (such as Name, Age, Contact number, Address details, Physical Characteristics, Relationship with the family, middle men involved, is there any other child from the same village who is abused/harassed/ taken/sent by the perpetrator, how the child came in contact with the perpetrator).....

.....

82. Attitude of the child towards the perpetrator.....

83. Whether the police have been informed.....

84. Action taken, if any against the perpetrator.....

85. Any other remark.....

PLACEMENT PLAN

OBSERVATIONS OF INQUIRY (Referto the child's ICP)

- 1) Emotional factors
- 2) Physical condition.....
- 3) Intelligence.....
- 4) Social and economic factors.....
- 5) Suggestive causes of the problems.....
- 6) Analysis of the case, including reasons/contributing factors for the offence (applicable only in case of juvenile offense)
- 7) Reasons for child's need for care and protection.....
- 8) Opinion of experts consulted Reports from doctor, Education Coordinator, psychologist included in ICP
- 9) Psycho-social expert's assessment Psychologist report included in ICP if applicable
- 10) Religious factors.....
- 11) Risk analysis for the child to be restored to the family
- 12) Previous institutional/case history and individual care plan, if any: See Case History and ICP
- 13) recommendation of Child Welfare Officer/Case Worker/Social Worker regarding psychological support, rehabilitation and reintegration of the child and suggested plan..... Complete the Home Thrive Scale.....

Type of placement (CCI, Reunification, Adoption, Emergency fostercare, etc.)	Reasons	Action plan	Timeline

14) Child's view of proposed living situation:

15) Family's view of proposed living situation:

Signature

(Of the Person assigned)

FORM 6

[Rules 10(9), 11(2), 59(1), 59(3)(a)]

SOCIAL INVESTIGATION REPORT

FOR CHILDREN IN CONFLICT WITH LAW

Sl.No.....

Submitted to the Juvenile Justice Board.....(address)

Probation Officer/Voluntary/Non-Governmental Organization... (Name of the person)

FIR No.....

Under sections.....

Police Station.....

Nature of offence alleged: Petty ☐ Serious ☐ Heinous ☐

1. Name.....
2. Age/Date/Year of birth.....
3. Sex.....
4. Caste.....
5. Religion.....
6. Father's Name.....
7. Mother's Name.....
8. Guardian's Name.....
9. Permanent Address.....
10. Landmark of the address.....
11. Address of last residence.....
12. Contact no. of father/mother/family member.....

13. Whether the child is differently abled:

Yes/No

- (i) Hearing Impairment
- (ii) Speech Impairment
- (iii) Physically disabled
- (iv) Mentally disabled
- (v) Others (please specify)

14. Family Details:

S.No. (1)	Name and Relationship (2)	Age (3)	Sex (4)	Education (5)	Occupation (6)	Income (7)	Health status (8)	History of Mental Illness (if any) (9)	Addictions (if any) (10)

15. If the child or person is married, name, age and details of spouse and children:

.....

.....

16. Relationship among the family members:

i. Father & mother	Cordial/Non-cordial/Not known
ii. Father & child	Cordial/Non-cordial/Not known
iii. Mother & child	Cordial/Non-cordial/Not known
iv. Father & siblings	Cordial/Non-cordial/Not known
v. Mother & siblings	Cordial/Non-cordial/Not known
vi. Child & siblings	Cordial/Non-cordial/Not known
vii. Child & grandparents (paternal/maternal)	Cordial/Non-cordial/Not known

17. History of involvement of family members in offences, if any:

S. No.	Relationship	Nature of Crime	Legal status of the case	Arrest if any made	Period of confinement	Punishment Awarded
	Father					
	Stepfather					
	Mother					
	Stepmother					
	Brother					
	Sister					
	Other (uncle/aunt/grandparents)					

18. Attitude towards religion of child and family.....

19. Present living conditions.....

Other factors of importance if any.....

20. (i) Habit of the child (Tick as applicable)

A		B	
(a)	Smoking	(g)	Watching TV/movies
(b)	Alcohol consumption	(h)	Playing indoor/outdoor games
(c)	Drug use (specify)	(i)	Reading books
(d)	Gambling	(j)	Religious activities
(e)	Begging	(k)	Drawing/painting/acting/singing
(f)	Any other	(l)	Any other

(ii) Extra-curricular interests.....

(iii) Outstanding characteristics and personality traits.....

21. Child's opinion/reaction towards discipline in the home.....

22. Employment details of the child, if any.....

23. Details of income utilization and manner of income utilization.....

24. Work record (reasons for leaving vocational interests, attitude towards job or employers).....

25. The details of education of the child:

- (i) Illiterate
- (ii) Studied up to V Standard
- (iii) Studied above V Standard but below VIII Standard
- (iii) Studied above VIII Standard but below X Standard
- (iv) Studied above X Standard

26. Attitude of classmates towards the child.....

27. Attitude of teachers and classmates towards the child.....

28. The reason for leaving school (tick **Yes/No** as applicable)

- (i) Failure in the class last studied
- (ii) Lack of interest in the school activities
- (iii) Indifferent attitude of the teachers
- (iv) Peer group influence
- (v) To earn and support the family
- (vi) Sudden demise of parents
- (vii) Bullying in school
- (viii) Rigid school atmosphere

(ix) Absenteeism followed by running away from school

(x) There is no age appropriate school nearby

(xi) Abuse in school

(xii) Humiliation in school

(xiii) Corporal punishment

(xiv) Medium of instruction

(xv) Others (pl. specify)

29. The details of the school in which studied last:

(i) Corporation/Municipal/Panchayat

(ii) Government/SC Welfare School/BC Welfare School

(iii) Private management

(iv) School under NCLP

30. Vocational training, if any 32. Majority of the friends are

(i) Educated

(ii) Illiterate

(iii) The same age group

(iv) Older in age

(v) Younger in age

(vi) Same sex

(vii) Opposite sex

(viii) Addicts

(ix) With criminal background

31. Attitude of the child towards friends

32. Attitude of friend towards the child

33. Observations of neighbour towards the child

34. Observations about neighbourhood (to assess the influence of neighbourhood on the child)
.....

35. Whether the child has been subjected to any form of abuse, if applicable:

Yes/No

S.No.	Type of Abuse	Remarks
1.	Verbal abuse-parents/siblings/employers/others,(pl. specify)	
2.	Physical abuse(pl. specify)	
3.	Sexual abuse-parents/siblings/employers/others,(pl. specify)	

4.	Others(pl.specify)	
----	--------------------	--

36. Whether the child is a victim of any offence:

Yes

No

37. Whether the child is used by any gang or adults or group of adults or has been used for drug peddling:

Yes

No

Does the child have a tendency to run away from home, give details if any: **Yes/No**

38. Circumstances of apprehension of the child.....

39. Alleged role of the child in the offence.....

40. Reason for alleged offence:

(i) Parental neglect

(ii) Parental overprotection

(iii) Parents criminal behaviour

(iv) Parents influence (negative)

(v) Peer group influence

(vi) Bad habits (to buy drugs/alcohol)

(vii) Others (pl. specify)

41. Whether the child has been apprehended earlier for any offence, if yes give details including stay in

child care institution

Yes/No.....

42. Previous institutional/case history and individual care plan, if any:

43. Physical appearance of the child:

44. Health condition of the child (including medical examination report, if applicable)

45. Mental condition of the child:

46. Any other remark

RESULT OF INQUIRY

1. Emotional factors.....

2. Physical condition.....

3. Intelligence.....

4. Social and economic factors.....

5. Suggestive causes of the problems.....

6. Analysis of the case, including reasons/contributing factors for the offence

7. Opinion of experts consulted.....

8. Recommendation regarding rehabilitation by Probation Officer/Child Welfare Officer

.....

Signature of the Probation Officer/Child Welfare Officer/Social Worker Stamp and Seal where available

FEEDBACK

WEEK I,II, III& IV

Part II

Please give your comments about Resource Persons regarding content and presentation style and Time Management of the lecture. Give a rating from:

Excellent (A)

Good (B)

Satisfactory (C)

Any other suggestions.

<u>DAY -1</u>	Name of Resource Persons	Contents	Presentation Style	Time Management	Give Rating Out of (1 to 10)	Any other suggestion
		Grading from (A to C)	Grading from (A to C)	Grading from (A to C)		
Session-1						
Session-2						
Session-3						
Session 4						
<u>DAY – 2</u>						
Session-1						
Session-2						
Session-3						
Session-4						
<u>DAY – 3</u>						
Session–1						
Session–2						

Session-3						
Session-4						
DAY – 4						
Session-1						
Session-2						
Session-3						
Session-4						
DAY – 5						
Session-1						
Session-2						
Session-3						

FIELD VISIT

AIM

1. To familiarize the participants with the open prison environment.
2. To observe issues, challenges and problems faced by prisoners.
3. To explore best practices and solutions in prisoner reintegration
4. To observe NGO participation.

THEMES

1. Generate thoughts for implementation of ideas.
2. Securing first-hand information from experienced people.
3. Sensitivity to ground realities, particularly in the areas of health, educational and vocational training, security, women prisoners.
4. Generating caring / sharing attitude towards prisoners.

PONDERABLES

- Individual / Team work
- Provision for sharing of learning points

INSTRUCTIONS FOR TRAINEE OFFICERS DURING FIELD VISIT

1. The trainee officers visiting the Prison will be directly under the control and supervision of the team leaders accompanying the group.
2. They will take all instructions from the officers in charge (Team Leader) of the group only.
3. The trainee officers shall strictly follow the timings fixed by the officer / coordinator with regard to visits.
4. All the trainees shall leave for the field visit as arranged by the Course Coordinator.
5. The trainee officers shall maintain strict discipline throughout the visit and shall maintain the prestige of the Academy, their own prestige as well as the prestige of their respective State.
6. The officers should not exhibit any behaviour which will lower the image of the Training Institute. The trainee officers shall maintain a high sense of discipline and decorum during field visits, especially while meeting the heads of departments like Director General of Prisons and Deputy Inspector General of Prisons, etc.
7. If any trainee officer misbehaves or disobeys or comes to adverse notice of the officer in charge he / shall be discharged from visit immediately by the officer in charge with a telephonic message to the Director / head of the training Institute. Severe action will be taken against the trainee officer concerned.
8. The duty officer trainee shall be in uniform on duty day and also during field visits.

FORMAT OF FIELD VISIT / REPORT

Cover Page

Name of the trainee officer :

Rank :

Place of Posting :

Trainer in charge of the Visit :

Name of the Prison :

Time and Date of Visit :

Subject for which visit is made :

Signature of the Trainee Officer

Evaluation of Trainer In Charge of Visit

Overall comments of the Trainer about the report:

(E – Excellent; V.G. – Very Good; G - Good, S – Satisfactory)

Signature of the Trainer I/C of visit with date

Signature of Course Coordinator

FIELD VISIT AND STRUCTURE OF THE REPORT

Name of Prison : _____ Year of construction : _____
Prison authorized Capacity : _____
Total Prison Population : _____ Convicts _____

Male _____ Women _____

Infrastructure-(total Area,)

Number of Programmes run -

Checklist :

Mulaquat – Interview

System ,Frequency

Room for Interview-

Waiting area

Technology use

Telephone / Videos Call used

Factory / Work Programmes

Number of workers

Products

Quality

Wages –

Record Maintenance

Marketing

Criteria for selection in open prison

Medical Facilities

Doctors
Medicine
Specialized service
Emergency

Kitchen / Upkeep

Cooking facilities

Cleanliness, Hygiene

Accommodation:

Physical facilities
Toilets
Hygiene and Cleanliness

Prisoner Panchayat

Observations :

Best Features of Prison _____

Legal Services:

No. of Prisoners getting free legal Aid _____

Frequency of visits DLSA Members _____

Remission granted (Parole and Remission Practices)

Prison products and outlet

Number of Rehabilitation programmes run by the prison

Comments on the visit

Learning points

[Rule19(8)]

SOCIAL INVESTIGATION REPORT FOR CHILD IN NEED OF CARE AND PROTECTION*

***Modifications made by Miracle Foundation appear in red ink.**

Completed when the child enters the CCI (within 15 days), and annually thereafter to determine suitability of reunification with family or other family-based care options.

To be used in conjunction with the child's ICP (JJA Form 7-Individual Care Plan)

Sl. No.....

Produced before the Child Welfare Committee.....

..... Case No.....

Social Investigation Report Prepared by: Child Welfare Officer/Social Worker/Case Worker/Person in charge of Home/ representative of Non- Governmental Organization
(Circle one)

Detail of child in need of care and protection:

1. Name.....
.....

2. Age/Date/Year of birth.....
.....

3. Sex.....
.....

4. Caste.....
.....

5. Religion.....
.....

6. Father's Name Alive/not alive/not known

7. Mother's Name Alive/not alive/not known

8. Marital Status of parents:

- a. Married
- b. Separated
- c. Divorced

- d. Remarried:Stepmother/fathernames:
9. Guardian'sName
Alive/notalive/notknown
10. Family/Guardian'sPermanentAddress.....
.....
11. Family/Guardian'sPresentAddressifdifferentfrom
permanent.....
.....
12. Landmarkoftheaddress.....
.....
13. Addressoflastresidence.....
.....
14. Contactno.offather/mother/familymember.....
.....
15. Whetherthechildisdifferentlyabled:
- ☐ HearingImpairment
 - ☐ SpeechImpairment
 - ☐ Physicallydisabled
 - ☐ Mentallydisabled
 - ☐ Others(pleasespecify)

FAMILYRELATIONSHIPS

16. NuclearFamilyDetails:

Name and relationship (Parents, siblings)	Age	Location	Education (Place of education, public/private)	Occupation	Marital Status	Health status	History of Mental Illness	Addictions

17. OtherRelativesorextendedFamilyMembers(Grandparents,Aunts,Uncles,etc.)

Name	Type of Relationship with Child	Location and Contact Information	Income Status	Support they provide to child and family (practical help, emotional support, financial help, etc.)

18. Does the child visit his/

s/hersiblings? Yes/No

o Details:

19. Does the child spend holidays with

his/her family? Yes/No Details and

frequency:

20. Do family members or others visit the child? Yes/No

If yes, list the names of the people who visit and frequency:

Name/relationship	Address and contact information	Frequency of Visits

21. Relationship among the family members:

h. Father & mother	Cordial/Noncordial/Not known
i. Father & child	Cordial/Noncordial/Not known
j. Mother & child	Cordial/Noncordial/Not known
k. Father & siblings	Cordial/Noncordial/Not known
l. Mother & siblings	Cordial/Noncordial/Not known
m. Child & siblings	Cordial/Noncordial/Not known
n. Child & relative	Cordial/Noncordial/Not known

22. What are the parents' level of parenting skills

and abilities (e.g., discipline, emotional connection, etc.):

- ☐ Good
- ☐ Could be improved
- ☐ Poor

☐ Lacking

23. If child is married, name, age and details of spouse and children.....

24. History of involvement of family members in offences, if any:

S. No.	Relationship	Nature of Crime	Legal status of case	Arrest if any made	Period of confinement	Punishment awarded
1.	Father					
2.	Stepfather					
3.	Mother					
4.	StepMother					
5.	Brother					
6.	Sister					
7.	Others (uncle/aunt/grandparents)					

25. Attitude towards religion:

Child	Family
Religion:	Religion:
☐ Actively participates	☐ Actively participates
☐ Occasionally participates	☐ Occasionally participates
☐ No participation/no interest	☐ No participation/no interest
HOUSEHOLD ECONOMY	

26. Is the head of household in paid employment? Yes/No

27. Are there any other adults in the family in paid employment? Yes/No If yes, explain:

28. Is employment reasonably secure? Yes/No

29. Is the family gaining income through?

- ☐ Seasonal work
- ☐ Occasional work
- ☐ Working interstate/in country
- ☐ Working away from home for periods of the year

30. Do the patterns of work adversely impact child care? Yes/No Explain number of hours, on which days, and what times:

31. Are all entitled beneficiaries claimed? Yes/No
Specify:
32. Are household bills paid regularly? Yes/No
33. Is the family managing with the income they receive? Yes/No
34. Is the family in debt? Yes/No If yes, is this increasing? Yes/No
35. Does family hold BPL or avail themselves of support schemes?
36. Does the family own cultivable land? Yes/No
37. Does the family own livestock? Yes/No
38. Is the family involved in other income generating activity? Yes/No Specify:
39. Total income/month: Total bills/month:
Total debt:

LIVING CONDITIONS

40. Family's Present living conditions:

a. Type of dwelling:

- ☐ Owned
 - ☐ Rented/Leased
 - ☐ Informal arrangement
- *****
- ☐ Based in Community
 - ☐ Chawl
 - ☐ Wada
 - ☐ Farm
 - ☐ House
 - ☐ Tin house
 - ☐ Brick wall with tin roof
 - ☐ Apartment
 - ☐ Shared residence
 - ☐ Shelter

- ☐ Homeless
- ☐ Railwayplatform
- b. Isthefamilyvulnerabletoeviction?Yes/No
- c. Isthefamilyintemporaryaccommodations?Yes/No
- d. Isthehouseandimmediatesurroundings safe for the child?Yes/No If no, explain:
- e. Doesthehousehavebasicamenities?
- ☐ CleanWater
- ☐ Cookingfacilities
- ☐ FoodStorage
- ☐ Sleepingarrangements
- ☐ Sanitation
- ☐ Indoortoilet

COMMUNITYSUPPORT

- | | |
|--|--------|
| a. Doesthefamilyfeel acceptedintheir community? | Yes/No |
| b. Dofamilymembersexperiencediscriminationandharassment? | Yes/No |
| c. Doesthefamilyhavelocalfriends? | Yes/No |
| d. Isthefamilyinvolvedinlocal organizations/activities? | Yes/No |
| e. Isthefamilyreceivingsupportfromgovernment/NGOs? | Yes/No |
| f. Arethereaccessiblecommunityresources? | Yes/No |
| ○ Doesthefamilytakeadvantageofcommunityresources? | Yes/No |
| ○ Specify: | |

Otherfactorsofimportanceif any:

CHILDBEHAVIOR

.Habitsofthechild

A

B

- | | |
|-----------------------|---------------------------------|
| g. Smoking | WatchingTV/movies |
| h. Alcoholconsumption | Playingindoor/outdoorgames |
| i. Druguse(specify) | Reading books |
| j. Gambling | Religiousactivities |
| k. Begging | Drawing/painting/acting/singing |
| l. Anyother | Any other |

41. Extra-curricularinterests.....

42. Outstandingcharacteristicsandpersonalitytraits.....

EDUCATIONAND SKILLS

43. Thedetailsofeducationofthechild(tickasapplicable)

- y. Illiterate
- z. StudieduptoVStandard
- aa. StudiedaboveVStandardbutbelowVIIIStandard
- bb. StudiedaboveVIIIStandardbutbelowXStandard
- cc. StudiedaboveXStandard

44. Thedetailsoftheschoolinwhichstudied last(tickas applicable):

- dd. Corporation/Municipal/Panchayat
- ee. Government/SCWelfareSchool/BCWelfareSchool
- ff. Privatemanagement
- gg. SchoolunderNCLP

45. Attitudeofclassmatestowardsthechild.....
.....

46. Attitudeofteachersandclassmatestowardsthechild.....
.....

47. Ifnotattendingschool,thereasonforleavingschool(tickas applicable)

- hh. Failureintheclasstlaststudied
- ii. Lackofinterestintheschoolactivities
- jj. Indifferentattitudeoftheteachers
- kk. Peergroupinfluence
- ll. Toearnand supportthefamily

- mm. Suddendemiseofparents
- nn. Bullyinginschool
- oo. Rigidsschool atmosphere
- pp. Absenteeismfollowedbyrunningawayfromschool
- qq. Thereisnoappropriatelevelofschoolnearby
- rr.Abusein school
- ss. Humiliationinschool
- tt. Corporalpunishment
- uu. Mediumofinstruction
- vv. Others(pl.specify)

48. Doallchildrenofschoolageinthehouseholdg

otoschool?Yes/No If no, specify the reasons:

49. Family'sattitudetowardchild'seducation:

- ☐ Valueeducationandsupportive/involved(withchildrenathome)
- ☐ Wouldliketo besupportivebutdon'tfeeltheyare abletohelp
- ☐ Indifferent
- ☐ Notsupportive

50. Child'sVocationaltraining,ifany:

51. Child'sEmploymentDetails,if any:

52. Detailsofchild'sincomeutilization:

53. Child'sWorkrecord(reasonsforleavingvocationalinterests,attitudetowardsjobor employers):

54. Levelofformal educationforheadofhousehold: Forpartnerofheadofhousehold:

- ☐ Primaryschool
- ☐ Secondaryschool
- ☐ XStandard
- ☐ AboveX Standard
- ☐ VocationalSchool
- ☐ College/university
- ☐ Unabletoreadorwrite

55. Skillsofheadofhousehold: Skillsofpartnerofheadofhousehold:

- ☐ Tailor
- ☐ Builder

- ☐ Agriculture/farming
- ☐ Driver
- ☐ Other:(Specify)

SOCIAL RELATIONSHIPS

56. Majority of the friends are (tick as applicable)

- j) Educated
- k) Illiterate
- l) The same age group
- m) Older in age
- n) Younger in age
- o) Same sex
- p) Opposite sex
- q) Addicts
- r) With criminal background

57. Attitude of the child towards friends.....
.....

58. Attitude of friend towards the child.....
.....

59. Observation about neighbourhood (to assess the influence of neighbourhood on the child).....
.....

HEALTH

60. Mental condition of the child: (Present and past) See ICP

61. Physical condition of the child: (Present and past) See ICP

62. Health status of the child

- m. Respiratory disorders -present/not known /absent
- n. Hearing impairment-present/not known/ absent
- o. Eye diseases-present/ not known/ absent
- p. Dental disease-present/not known/absent
- q. Cardiac diseases-present/not known/absent
- r. Skin disease-present/not known/ absent
- s. Sexually transmitted diseases-present/not known/absent
- t. Neurological disorders-present/not known/absent

- u. Mentalhandicap- present/notknown /absent
- v. Physicalhandicap-present/notknown/absent
- w. Urinarytractinfections –present/notknown /absent
- x. Others(pl.specify)-

63. Whetherthechildhasanyaddiction Yes/ No

64. Doesamemberof thefamilyhaveachronicphysicalhealthcondition?

- ☐ Asthma
- ☐ Epilepsy
- ☐ Diabetes
- ☐ Heartcondition
- ☐ Other:(Specify)

Howistheconditionbeingtreated?

65. Doesamemberof thehouseholdexperience:

- ☐ Poormentalhealth
- ☐ Behaviourissues
- ☐ Physicaldisability
- ☐ Learningdisability
- ☐ Alcohol/drugabuse
- ☐ Other:

Howistheissuebeingtreated?

Doallfamilymembershaveaccesstohealthcarethrough PCH/CHC/districthospital?Yes/No

Doesthefamilyhaveaccessto adoctorthattheyvisitregularlyorincaseof
emergency?Yes/No if no, please specify the reason:

CHILD'SHISTORY–LIVINGSITUATION

66. Withwhomthechildwasstayingpriortoproductionbeforethe Committee:

- a. Parent(s)–Mother/Father / Both
- b. Siblings/Bloodrelative
- c. Guardian(s)–Relationship
- d. Friends
- e. Onthe street
- f. Nightshelter
- g. Orphanages/Hostels/SimilarHomes
- h. Other(pl.specify)

67. History/tendencyof
thechildtorunawayfromhome,ifany.....

68. Parents attitude towards discipline in the home and child's reaction.....

69. Reasons for leaving the family (circle as applicable)

- a. Abuse by parent(s)/guardian(s)/step parents(s)
- b. In search of employment
- c. Peer group influence
- d. Physical incapacitation/mental illness/alcoholism(circle) of father
- e. Physical incapacitation/mental illness/alcoholism(circle) of mother
- f. Criminal behaviour of parents
- g. Separation of Parents
- h. Demise of both parents/father/mother(circle)
- i. Poverty
- j. Family conflict/crisis
- k. Abandoned by family
- l. Lack of acceptance (out of wedlock, young mother, physical or mental condition)
- m. Access to better education
- n. Others (please specify)

CHILD HISTORY OF ABUSE

70. Whether the child is a victim of any offence Yes/No

71. Types of abuse met by the child (tick as applicable)

- i. Verbal abuse—parents/siblings/employers/others (pl. specify)
- j. Physical abuse
- k. Sexual abuse—parents/siblings/employers/others (pl. specify)
- l. Others—parents/siblings/employers/others (pl. Specify)

72. Types of ill-treatment met by the child (tick as applicable).

- m. Denial of food—parents/siblings/employers/other (pl. specify)
- n. Beaten mercilessly—parents/siblings/employers/other (pl. specify)
- o. Causing injury—parents/siblings/employers/other (pl. specify)
- p. Detention—parents/siblings/employers/other (pl. specify)
- q. Other (please specify)
- _____ parents/siblings/employers/others (pl. specify)

73. Exploitation faced by the child

- r. Extracted work without payment
- s. Little (low) wages with longer duration of work
- t. Others (pl. specify)

74. Whether the child has been bought or sold or procured or trafficked for any purpose
Yes/No
75. Whether the child has been used for begging Yes/No
76. Whether the child is used by any gang or adult or group of
adults or has been used for drug peddling: Yes/ No
77. Previous institutional/case history and individual care plan, if any (Attach)
78. Details of perpetrator: (such as Name, Age, Contact number, Address
details, Physical Characteristics, Relationship with the family, middle men
involved, is there any other child from the
same village who is abused/harassed/
taken/sent by the perpetrator, how the child came in contact with the
perpetrator).....
.....
79. Attitude of the child towards the perpetrator.....
80. Whether the police have been informed.....
81. Action taken, if any against the perpetrator.....
82. Any other remark.....

PLACEMENT PLAN

OBSERVATIONS OF INQUIRY (Refert to the child's ICP)

- 1) Emotional factors
- 2) Physical condition.....
- 3) Intelligence.....
- 4) Social and economic factors.....
- 5) Suggestive causes of the problems.....
- 6) Analysis of the case, including reasons/contributing factors for the offence
(applicable only in case of juvenile offense)
- 7) Reasons for child's need for care and protection.....
- 8) Opinion of experts consulted Reports from
doctor, Education Coordinator, psychologist included in ICP
- 9) Psycho-social expert's assessment Psychologist report included in ICP if applicable

10) Religious factors.....

11) Risk analysis for the child to be restored to the family

12) Previous institutional/case history and individual care plan, if any: See Case History and ICP

13) Recommendation of Child Welfare Officer/Case Worker/Social Worker regarding psychological support, rehabilitation and reintegration of the child and suggested plan..... Complete the Home Thrive Scale.....

Type of placement (CCI, Reunification, Adoption, Emergency fostercare, etc.)	Reasons	Action plan	Timeline

14) Child's view of proposed living situation:

15) Family's view of proposed living situation:

Signature

(Of the Person assigned)

FORM 6

[Rules 10(9), 11(2), 59(1), 59(3)(a)]

SOCIAL INVESTIGATION REPORT

FOR CHILDREN IN CONFLICT WITH LAW

Sl.No.....

Submitted to the Juvenile Justice Board.....(address)

Probation Officer/Voluntary/Non-Governmental Organization... (Name of the person)

FIR No.....

Under sections.....

Police Station.....

Nature of offence alleged:

Petty

☐

Serious

☐

Heinous

☐

1. Name.....
2. Age/Date/Year of birth.....
3. Sex.....
4. Caste.....
5. Religion.....
6. Father's Name.....
7. Mother's Name.....
8. Guardian's Name.....
9. Permanent Address.....
10. Landmark of the address.....
11. Address of last residence.....
12. Contact no. of father/mother/family member.....
13. Whether the child is differently abled: Yes/No
 - (i) Hearing Impairment
 - (ii) Speech Impairment
 - (iii) Physically disabled
 - (iv) Mentally disabled
 - (v) Others (please specify)

(vi)

14. Family Details:

S.No (1)	Name and Relationship (2)	Age (3)	Sex (4)	Education (5)	Occupation (6)	Income (7)	Health status (8)	History of Mental Illness (if any) (9)	Addictions (if any) (10)

15. If the child or person is married, name, age and details of spouse and children:

.....

.....

16. Relationship among the family members:

i. Father & mother	Cordial/Non-cordial/Not known
ii. Father & child	Cordial/Non-cordial/Not known
iii. Mother & child	Cordial/Non-cordial/Not known
iv. Father & siblings	Cordial/Non-cordial/Not known
v. Mother & siblings	Cordial/Non-cordial/Not known
vi. Child & siblings	Cordial/Non-cordial/Not known
vii. Child & grandparents (paternal/maternal)	Cordial/Non-cordial/Not known

17. History of involvement of family members in offences, if any:

S. No.	Relationship	Nature of Crime	Legal status of the case	Arrest if any made	Period of confinement	Punishment Awarded
	Father					
	Stepfather					
	Mother					
	Stepmother					
	Brother					
	Sister					
	Other(uncle/aunt/ grandparents)					

18. Attitude towards religion of child and family.....

19. Present living conditions.....

Other factors of importance if any.....

20. (i) Habit of the child (Tick as applicable)

A

- (a) Smoking
- (b) Alcohol consumption
- (c) Drug use (specify)
- (d) Gambling
- (e) Begging
- (f) Any other

B

- (g) Watching TV/movies
- (h) Playing indoor/outdoor games
- (i) Reading books
- (j) Religious activities
- (k) Drawing/painting/acting/singing
- (l) Any other

(iv) Extra-curricular interests.....

(v) Outstanding characteristics and personality traits.....

21. Child's opinion/reaction towards discipline in the home.....

.....

22. Employment details of the child, if any.....

.....

23. Details of income utilization and manner of income utilization...

.....

24. Work record (reasons for leaving vocational interests, attitude towards job and employers).....

.....
25. The detailsof educationof thechild:

- (i) Illiterate
- (ii) Studied upto V Standard
- (iii) Studied above V Standard but below VIII Standard
- (v) Studied above VIII Standard but below X Standard
- (vi) Studied above X Standard

26. Attitude of classmate towards the child.....

.....

27. Attitude of teachers and classmate towards the child.....

.....

28. The reason for leaving School (tick **Yes/No** as applicable)

- (i) Failure in the class last studied
- (ii) Lack of interest in the school activities
- (iii) Indifferent attitude of the teachers
- (iv) Peer group influence
- (v) To earn and support the family
- (vi) Sudden demise of parents
- (vii) Bullying in school
- (viii) Rigid school atmosphere
- (ix) Absenteeism followed by running away from school
- (x) There is no age appropriate school nearby
- (xi) Abuse in school
- (xii) Humiliation in school
- (xiii) Corporal punishment
- (xiv) Medium of instruction
- (xv) Others (pl. specify)

29. The detailsof the school in which studied last:

- (i) Corporation/Municipal/Panchayat
- (ii) Government/SC Welfare School/BC Welfare School
- (iii) Private management
- (iv) School under NCLP

30. Vocational training, if any.....

..... 32. Majority of the friends are

- (i) Educated
- (ii) Illiterate
- (iii) The same age group
- (iv) Older in age
- (v) Younger in age
- (vi) Same sex
- (vii) Opposite sex
- (viii) Addicts
- (ix) With criminal background

31. Attitude of the child towards friends.....

32. Attitude of friend towards the child.....

33. Observations of neighbour towards the child.....

34. Observations about neighbourhood (to assess the influence of neighbourhood on the child)
d)

35. Whether the child has been subjected to any form of abuse, if applicable:

Yes/No

S.No.	Type of Abuse	Remarks
1.	Verbal abuse - parents/siblings/employers/others, (pl. specify)	
2.	Physical abuse (pl. specify)	
3.	Sexual abuse - parents/siblings/employers/others, (pl. specify)	
4.	Others (pl. specify)	

36. Whether the child is a victim of any offence. ☐ Yes ☐ No

37. Whether the child is used by any gang or adults or group of adults or has been used for drug peddling:

☐ Yes ☐ No

Does the child have tendency to run away from home, give details if any: **Yes/No**

38. Circumstances of apprehension of the child.....

39. Alleged role of the child in the offence.....

40. Reason for alleged offence:

(viii) Parental neglect

(ix) Parental overprotection

(x) Parents criminal behaviour

(xi) Parents influence (negative)

(xii) Peer group influence

(xiii) Bad habits (to buy drugs/alcohol)

(xiv) Others (pl. specify)

41. Whether the child has been apprehended earlier for any offence, if yes give details including stay in
a

child care institution

Yes/No.....

.....

.....

.....

.....

42. Previous institutional/case history and individual care plan, if any:

43. Physical appearance of the child:

44. Health condition of the child (including medical examination report, if applicable)

45. Mental condition of the child:

46. Any other remark

RESULT OF INQUIRY

1. Emotional factors.....
 2. Physical condition.....
 3. Intelligence.....
 4. Social and economic factors.....
 5. Suggestive causes of the problems.....
 6. Analysis of the case, including reasons/contributing factors for the offence
 7. Opinion of experts consulted.....
 8. Recommendation regarding rehabilitation by Probation Officer/Child Welfare Officer
-

Signature of the Probation Officer/ Child Welfare
Officer/Social Worker Stamp and Seal where
available

APPENDICES

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

APPENDIX- 1

(Name of the Training Institute)

(Name of the Course)

(Dates)

REGISTRATION FORM

PARTICIPANT DETAILS

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

ORGANIZATION DETAILS

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

RESIDENTIAL DETAILS

10. Address
11. Telephone No.
12. Mobile N13. 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

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

objectives?

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

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

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

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

6. Practical Orientation of the course.

Highly Practical Oriented 4	Practically Oriented to a Great extent 3	Practically Oriented to a Limited extent 2	Not Practically Oriented 1

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

Substantially 4	Considerably 3	Fairly 2	Not at all 1

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

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

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

Satisfied fully 4	Satisfied to a large extent 3	Satisfied to a limited extent 2	Not satisfied 1

- a) Reception & Transport

b)	Residential Accommodation				
c)	Food Quality & Service				
d)	Classroom facilities				
e)	Library facilities				
f)	Computer facilities				
g)	Interaction with the staff of the Institute				

10. Feedback on the Training/Faculty:

(Kindly fill up the Annexure)

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

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

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

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

15. If yes, kindly spell them out briefly?

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

Name:

Designation:

Organisation:

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

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

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

FIELD VISIT REPORT FORMAT

Format of Field Visit Report

Name of the trainee officer :

Batch No. :

Officer in charge of the visit :

Name of the Institute/organization visited :

Time and Date of visit :

Subject for which visit is made :

Signature of the trainee

Signature of the officer in charge of the visit

Structure of the Report

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>