

**Training Manual of Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons, Police, Lawyers, DLSA and
NGOS)
on Principles of Prison Management
(One Week)
2022**



**Bureau of Police Research and Development
Ministry of Home Affairs
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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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DAY 1

LEARNING UNIT (LU)

LU 1 Principles of Prison Management

DAY 2

LU 2 Indian and International Instruments on Rights of Prisoners

DAY 3

LU 3 Grievance Redressal System in Prisons

DAY 4

LU 4 Team Work, Team Building and Motivation

DAY 5

LU 5 Decision-making and Competency in Prison Management

DAY 6

LU 6 Role of Stakeholders in Prison Management

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Emergence of the Course

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

These Prison Training Manuals are objective oriented, learner centric and are an 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

A prison management system that is based on international and national norms and standards where the rule of law and human rights are given utmost importance is the ideal system. Prisons function on the principle of reformation and rehabilitation and thus the inmates should be provided with an environment that is conducive to facilitation of rehabilitation leading to seamless reintegration into the society possible. Training of prison staff thus becomes a key factor towards achieving this objective. It thus becomes imperative to provide and equip the prison staff with adequate training to ensure an effective prison management.

The one-week training course on the Principles of Prison Management is exclusively designed for the prison staff, police, lawyers, DLSAs and non-governmental agencies involved with prison system and inmates towards helping them understand the basic principles required for effective prison management. The training manual has been designed keeping in mind the modern principles of management. The training course has eighteen learning units.



COURSE GUIDE

**Training Manual of Specialised Course for Prison Officers
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2022**

INTRODUCTION

Prison as an Organization needs to continuously grow, develop, and must always be prepared to face the ever-emerging challenges in consonance with the contemporary changes. The prisons and the role of Prison Officers and other associated agencies is no exception towards developing an efficient prison management. In-depth Training is a tool to help the prison and correctional administration in meeting the twin challenges of continuous individual improvement and handling the demands of change.

AIM OF THE COURSE

To impart knowledge and skills to the officers of Prison and Correctional Officers of the Assistant Jailor to Superintendents of Prisons, Police, Lawyers, DLSA and NGOs on Principles of Prisons Management.

DESIGNED FOR

The Prison and Correctional Officers from Assistant Jailor to Inspector General of Prisons, Police, Lawyers, DLSAs and NGOs involved with correctional system.

FACILITATORS

In-house and Faculty which includes Prison officers, Professors, Police officers, Lawyers and Personnel from Non-Governmental Organizations associated with prisons.

STYLE OF THE COURSE

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

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

Day 1

Training Objective

Understand the principles of prison management.

Enabling Objective

1. Elaborate the features common across prisons and constitute Prison Management.
2. Explain the professional attributes of prison staff.
3. Explain the concepts of situational awareness and decision making.
4. Explain the ways to present self as a professional.

Day 2

Training Objective

Understand the Indian and International Instruments on Rights of Prisoners.

Enabling Objective

1. Explain basic principles of Human Rights.
2. Explain National and International provisions pertaining to human rights of prisoners.
3. Explain the process of the implementation of Human Rights principles in prisons.

Day 3

Training Objective

To develop an understanding of the Grievance and Redressal System in Prisons.

Enabling Objective

1. Explain the grievance redressal mechanisms that are available to the prison staff and inmates.
2. Explain the role of agencies in implementation of redressal mechanism.

Day 4

Training Objective

To understand Teamwork, Team Building and Motivation.

Enabling Objective

1. Explain the basics of ‘team building’ and importance of ‘motivation’.
2. Explain the basic principles of leadership.
3. Explain the importance of leadership, team building and motivational skills to achieve effective prison management.

Day 5

Training Objective

To understand the role of decision-making and building competency in prison management.

Enabling Objective

1. Explain the importance of decision- making and its role in effective prison management.
2. Explain the skills required in the decision- making process.
3. Explain the importance of competency in the context of prison management.
4. Explain the role of stakeholders in the welfare of prisoners.

Day 6

Training Objective

To understand the role of stakeholders in prison management.

Enabling Objective

1. Identify the various stakeholders involved in prison system.
2. Explain the importance of fostering and partnering with stakeholders and maintaining relationship.

ASSESSMENT: -

The priority during the Course on ***Principles of Prison Management*** is to assist prison and correctional officers to develop their skills towards efficient management of prisons and Coordination with stakeholders. Assessment is, therefore, concerned with informal feedback and suggestions to individual participants.

TIMETABLE

DAY/TIME	CONTENT	OBJECTIVES
DAY-1 0915-1015	Registration Inauguration of the Course Ice Breaking Session & Ground Rules Course Objectives and Expectations of participants	To get the participants comfortable and bond with each other
1030-1200	Prison management and its principles	
1215 -1345	Human dignity and basic needs of prisoners	
1430 –1600	Professionalism and professional integrity	
1615–1745	Decision making and Attitude formation	.
DAY/TIME	CONTENT	OBJECTIVES
DAY-2 0915 –1015	Recap of Day 1	
1030 –1200	Indian instruments on human rights of prisoners	
1215 –1345	UN Standard Rules for Treatment of Prisoners	
1430 -1530 1545 - 1645	International instruments on Human Rights	
1700-1800	Group Activity	

DAY/TIME	CONTENT	OBJECTIVES
DAY-3 0915–1000	Recap of Day 2	
1015 –1130	Remedial and grievance redressal system	
1145 -1300	Mechanisms available to address the concerns of staff and inmates	
1400 –1515	Role of Lawyers, DLSAs, NGOs, Police towards effective implementation	
1530–1645	Roles of Lawyers, DLSAs, NGOs and Police in pre-release of prisoners and creating support system outside prison	
1700-1800	Group Discussion and Activity	
DAY-4 0915–1000	Recap of Day 3	
1015 –1115	Leadership and Principles of Leadership	
1130 -1230	Leadership styles and qualities of a good leader	
1245 –1345 1445 - 1545	Team building and stages in building a good team	
1600-1700	Maslow’s hierarchy of need achievement- importance of team building and motivation for prison staff	

1700-1800	Groupwork	
DAY-5 0915–1000	Recap of Day 4	
1015 –1145	Decision-making and its importance in prison management	
1200 -1330	Decision-making theories – Role of prison officers, police, lawyers, DLSAs and NGOs in the decision-making process	
1445-1600	Competency in prison management and ways of achieving competency	
1615-1745	Fundamental competencies of prison officials, police, lawyers, DLSAs and NGOs and managing relationship between different agencies	
DAY 6 0915-1000	Recap of Day 5	
1015-1115	Role of stakeholders in efficient prison management	
1130-1300	Identification of internal and external stakeholders	
1400-1600	Role of prison staff, DLSAs, Police and NGOs, in fostering the relationship with the stakeholders.	
1600-1700	Group Discussion and Activity	
1715-1830	Feedback & Assessment	
	Valediction program	



TRAINERGUIDE

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INTRODUCTION

The 'Trainer Guide' on the One-Week Course on the topic **Principles of Prison Management** is a comprehensive overview of the content and process of the Course. It is designed in a structured format that presents the assembled information and the planned activities with learning outcomes and enabling objectives. This Trainer Guide serves as a "Map" for sequential implementation of various content segments.

The Trainer Guide also:

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

Pre-Course Preparation

1. Get an idea on number and list of participants from the course coordinator
2. Resource kit, name plates, name badges of participants.
3. Photocopies of hand-out, 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 if any.
6. Ensure the projection system and the audio system is in place before the course.
7. Keep some varieties of chocolates as energizers in the classroom for the use of participants for when they are tired of sitting for a long time.
8. Form a WhatsApp group of the participants and the faculty for instructions to be passed time to time.
9. Expectations may be drawn in advance from the participants and the schedule may be enriched accordingly.

For Trainer

- a. Trainer guide
- b. Note to the Trainers
- c. Glossary of terms
- d. References

For Participants

- Course Guide
- Checklists, exercise
- MCQs
- Registration form
- Feedback questionnaire
- Pre-test questionnaire
- Post-Test Questionnaire

Noteto theUsersofthisManual

TrainerGuideisorganizedinsucha waythat it provides instructions and tips for trainers to be used while conducting training courses for prison and correctional officers in the above-mentioned subject.

A facilitator's approach is much appreciated than a Lecturers' approach except for in instances where the information is required to be disseminated through Lecture method.

The number of participants should be from **25-30** officers to make a fruitful learning through the training session.

Small Groups-The participants can be divided into small groups; a group of 5 - 6 and encouraged to do mini assignments, studies and articles, review of the activities, role plays, news review during the training days and so forth.

Groupwise competitions may be announced. Each day one group may be allotted to care for the classroom arrangements, taking care of the resource persons etc. All these activities are to involve the participants into the training program.

Lesson plans need to be developed before each session and submitted to the Director or the Deputy Director before each session by the faculty handling the session.

Debates could be organized by giving the topic the previous day and asking the participants to prepare for and against the topic by dividing them into groups.

DAYWISE TIMETABLE

Day-1		
Day/Time	Topics	Remarks
Day-1		
0915–0930	Registration	Registration form-1 and Distribute Course Guide to participants
0930 -1000	Inauguration	
1000-1030	Session-I: Ice-Breaking Session and Course Objectives, Detailed Introduction Name, Designation, Years of Service, Place of Posting.	Ice-Breaking Activity Name Tags and Name Plates of Participants. They should get to know each other.
1030-1045	Tea Break	
1045-1200	Prison management and its principles	
1200- 1215	Stretch Break	
1215 –1345	Human dignity and basic needs of prisoners	
1345- 1430	Lunch Break	
1430 –1600	Professionalism and professional integrity	
1600 –1615	Tea Break	
1615-1745	Decision making and Attitude formation	
1745-1815	Recap of the Day	Session-wise feedback sheet to be distributed and response taken immediately. Conduct a quick review of the Learning points of the day.

DAY-2		
Day-2	Topics	Remarks
0915- 1015	Review of previous day	Ask Participants to Recap and note on Flip Chart the learning points.
1015-1030	Tea Break	
1030-1200	Indian instruments on human rights of prisoners	
1200-1215	Stretch Break	
1215-1345	Indian instruments on human rights of prisoners	
1345-1430	Lunch Break	
1430-1530	UN standard rules for treatment of prisoners	
1530-1545	Tea Break	
1545-1645	International instruments on Human Rights	
1700-1800	Group Activity Recap of the day	Session-wise feedback sheet to be distributed and response taken immediately. Conduct a quick review of Learning points of the day.

DAY-3		
Day3	Topics	Remarks
0915- 1000	Review of previous day	Ask Participant to Recap and note On Flip Chart the learning points.
1000-1015	Tea Break	
1015 –1130	Remedial and grievance redressal system	
1130-1145	Stretch Break	
1145 -1300	Mechanisms available to address the concerns of staff and inmates	
1300-1400	Lunch Break	
1400 –1515	Role of Lawyers, DLSAs, NGOs, Police towards effective implementation	
1515-1530	Tea Break	
1530 –1645	Role of Lawyers, DLSAs, NGOs, Police in pre-release of prisoners and creating support system outside prison	
1700-1800	Group Discussion and Activity Recap of the day	Session-wise feedback sheet to be distributed and response taken immediately. Conduct a quick review of learning Points of the day.

DAY-4		
Day4	Topics	Remarks
0915- 1000	Review of the Previous Day	Ask Participants to Recap and Note on Flip Chart the learning points.
1000-1015	Tea Break	
1015 –1115	Leadership and Principles of Leadership	
1115-1130	Stretch Break	
1130 -1230	Leadership styles and qualities of good leader	
1245 –1345	Team building and stages in building a good team	
1345-1430	Lunch Break	
1445 - 1545	Team building and stages in building a good team	
1600-1700	Maslow's hierarchy of need achievement- importance of team building and motivation for prison staff	
1700-1800	Groupwork	Feedback questionnaire Oral feedback

DAY-5		
Day5	Topics	Remarks
0915-1000	Review of Previous Day	Ask Participants to Recap and Note on Flip Chart the learning points.
1000-1015	Tea Break	
1015 –1145	Decision-making and its importance in prison management	
1145-1299	Stretch Break	
1200 -1330	Decision-making theories – Role of prison officers, police, lawyers, DLSAs and NGOs in the decision-making process	.
1330-1430	Lunch Break	
1430-1530	Competency in prison management and ways of achieving competency	
1530-1545	Tea Break	
1545-1700	Fundamental competencies of prison officials, police, lawyers, DLSAs and NGOs and managing relationship between different agencies	
1700-1800	Group activity Session wise feedback	Feedback questionnaire Oral feedback

DAY 6

Day 5	Topics	Remarks
0915-1000	Recap of Day 5	Ask Participants to Recap and Note on Flip Chart the learning points.
1000-1015	Tea Break	
1015-1115	Role of stakeholders in efficient prison management	
1115-1130	Stretch Break	
1130-1300	Identification of internal and external stakeholders	
1300-1400	Lunch Break	
1400-1600	Role of prison staff, DLSAs, Police, NGOs, in fostering the relationship with the stakeholders.	
1600-1615	Tea Break	
1600-1700	Group Discussion and Activity	
1700-1830	Overall program feedback Valedictory session and closing of the program	Feedback questionnaire Oral feedback

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

Course Ends

PART – B

1. COURSE GRID
2. LEARNING EVENT

COURSE GRID

Course Grid

01	Principles of Prison Management	02	Indian and International Instruments on Rights of Prisoners	03	Grievance and Redressal System in Prisons
04	Teamwork, Team Building and Motivation	05	Decision Making and Competency in Prison Management	06	Role of Stakeholders in Prison Management

LEARNING EVENT

LEARNING EVENT

Unit	1						
Learning Unit	Principles of Prison Management						
Training Objective	At the end of the training, participants will be able to explain the origin and important legislations relating to the Principles of Prison Management						
Enabling Objectives At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.1 Elaborate the features common across prisons and constitute Prison Management	-Prison management principles -Human dignity and prisoners	Lecture-cum-Discussion	White Board, Marker, Projection System	90	In-house/ Guest Faculty		Q/A
1.2 Explain the professional attributes of prison staff	-Concept of professionalism -Role of integrity and responsibility -Professional attributes of prison staff	Lecture-cum-Discussion	White Board, Marker, Projection System	90	In-house/ Guest Faculty		Q/A
1.3 Explain the concepts of situational awareness and decision making	-Decision making -Attitudes and attitude formation	Lecture-cum-Discussion	White Board, Marker, Projection System	90	In-house/ Guest Faculty		Q/A
1.4 Explain the ways to present self as a professional	-Professional code of conduct -Accountability, Respect and Dignity	Lecture-cum-Discussion	White Board, Marker, Projection System	90	In-house/ Guest Faculty		Q/A

LEARNING EVENT

Unit	2						
Learning Unit	Indian and International Instruments on Rights of Prisoners						
Training Objective	At the end of the training, participants will be able to explain the national and international institutes on Rights of Prisoners						
Enabling Objectives At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
2.1 Explain basic principles of Human Rights.	-Human rights and its importance -Basic Principles of Human Rights	Lecture-cum-Discussion	White Board, Marker, Projection System	45	In-house/ Guest Faculty		
2.2 Explain National and International provisions pertaining to human rights of prisoners	-India Constitution – Articles 14,19,20(1), 20(3), 21, 22 (4-7), 39A -UDHR, ICCPR, UN Standard Rules for Treatment of Prisoners, European Convention	Lecture-cum-Discussion	White Board, Marker, Projection System	90 120	In-house/ Guest Faculty		
2.3 Explain the process of the implementation of Human Rights principles in prison management.	-Application of the Indian and International instruments to Prison Management	Lecture-cum-Discussion	White Board, Marker, Projection System	45	In-house/ Guest Faculty		

LEARNING EVENT

Unit	3						
Learning Unit	Grievance and Redressal System in Prisons						
Training Objective	At the end of the training, participants will be able to explain the Grievance and Redressal System in Prisons						
Enabling Objectives At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
3.1 Explain the grievance redressal mechanisms that are available to the prison staff and inmates	-Grievance and redressal systems in place -Case study and practical examples of problems faced and solutions arrived at	Lecture-cum-Discussion	White Board, Marker, Projection System	75 75	Guest faculty/In-house		
3.2 Explain the role of various agencies play towards implementation of redressal mechanism.	-Roles and responsibilities of DLSAs, Lawyers, NGOs, Police in pre-release of prisoners and creating support system	Lecture-cum-Discussion	White Board, Marker, Projection System	150	Guest faculty/In-house		

LEARNING EVENT

Unit	4						
Learning Unit	Teamwork, Team Building and Motivation						
Training Objective	At the end of the training, participants will be able to explain the importance of Teamwork, Team Building and Motivation						
Enabling Objectives	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
4.1 At the end of the training, participants will be able to -							
4.1 Explain the basics of 'team building' and importance of 'motivation'.	-Team building stages -Maslow's Hierarchy of Needs	Lecture-cum-Discussion	White Board, Marker, Projection System	120	Guest faculty/In-house		
4.2 Explain the basic principles of leadership.	-Leadership definition, types and principles, Leadership styles	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Guest faculty/In-house		
4.4 Explain the importance of leadership, team building and motivational skills to achieve effective prison management.	-Behaviors that motivate- why prison staff need motivation to function effectively and efficiently	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Guest faculty/In-house		

LEARNING EVENT

Unit	5						
Learning Unit	Decision-Making and Competency in Prison Management						
Training Objective	At the end of the training, participants will be able to explain the importance of Decision-Making and Competency in Prison Management						
Enabling Objectives At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
5.1 Explain the importance of decision-making and its role in effective prison management.	-Decision making importance -Theories of decision-making	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Guest faculty/In-house		
5.2 Explain the skills required in the decision-making process.	-Role of prison staff, Police, Lawyers, NGOs in decision making for prisoner welfare -Examples and real-world scenarios	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Guest faculty/In-house		
5.3 Explain the importance of competency in the context of prison management	-Competency definition and importance -Competency and prison management -Ways of achieving competency	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Guest faculty/In-house		
5.4 Explain the role of stakeholders for the welfare of prisoners.	-Competencies of prison staff, police, Lawyers, DLSAs, and NGOs -Managing relationship between different agencies	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Guest faculty/In-house		

LEARNING EVENT

Unit	6						
Learning Unit	Role of Stakeholders in Prison Management						
Training Objective	At the end of the training, participants will be able to explain the Role of Stakeholders in Prison Management						
Enabling Objectives At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
6.1 Identify the various stakeholders involved in prison system.	-Identifying external and internal stakeholders -Role of stakeholders in prison management	Lecture-cum-Discussion	White Board, Marker, Projection System	90 90	Guest faculty/In-house		
6.2 Explain the importance of fostering and partnering with stakeholders and maintaining relationship.	-Partnering with internal and external stakeholders -fostering relationship with them towards effective prison management and aftercare	Lecture-cum-Discussion	White Board, Marker, Projection System	120	Guest faculty/In-house		

DAY-WISE TASKS

6-DAY COURSE

Day-1

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

Day-2

- Recap of Day-1
- Training

Day-3

- Recap of Day-2
- Training

Day-4

- Recap of Day-3
- Training

Day-5

- Recap of Day-3
- Training

Day-6

- Recap of Day-5
- Learning points of all sessions
- Training
- Feedback session

Post Lunch

- Valediction
- Certificate
- Group Photo with Chief Guest (if any)

Part – C

RESOURCE MATERIAL

Section – 1 Handouts

Section – 2 Exercises

Section – 3 Articles

Section -I

HANDOUTS

HO – 1	UDHR
HO – 2	UNOHCHR Guidelines
HO – 3	Characteristics of a True Professional
HO – 4	Professional Behaviour
HO – 5	Leadership Factors
HO – 6	Leadership Powers
HO – 7	Four Components of Active Management
HO – 8	Team Building Key Factors
HO – 9	Leadership Stages
HO – 10	Maslow’s Hierarchy of Needs
HO – 11	Contingency Planning Principles

UDHR

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

UNOHCHR Guidelines

1. All prisoners shall be treated with the respect due to their inherent dignity and value as human beings.
2. There shall be no discrimination on the grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
3. It is, however, desirable to respect the religious beliefs and cultural precepts of the group to which prisoners belong, whenever local conditions so require.
4. The responsibility of prisons for the custody of prisoners and for the protection of society against crime shall be discharged in keeping with a State's other social objectives and its fundamental responsibilities for promoting the well-being and development of all members of society.
5. Except for those limitations that are demonstrably necessitated by the fact of incarceration, all prisoners shall retain the human rights and fundamental freedoms set out in the Universal Declaration of Human Rights, and, where the State concerned is a party, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights and the Optional Protocol thereto, as well as such other rights as are set out in other United Nations covenants.
6. All prisoners shall have the right to take part in cultural activities and education aimed at the full development of the human personality.
7. Efforts addressed to the abolition of solitary confinement as a punishment, or to the restriction of its use, should be undertaken and encouraged.
8. Conditions shall be created enabling prisoners to undertake meaningful remunerated employment which will facilitate their reintegration into the country's labour market and permit them to contribute to their own financial support and to that of their families.
9. Prisoners shall have access to the health services available in the country without discrimination on the grounds of their legal situation.
10. With the participation and help of the community and social institutions, and with due regard to the interests of victims, favourable conditions shall be created for the reintegration of the ex-prisoner into society under the best possible conditions.
11. The above Principles shall be applied impartially.

Characteristics of a True Professional

A 'true' professional must have:

- Relevant professional qualifications
- Be competent and expert in the use of specialized knowledge in the field of professional practice
- Possess excellent practical and literary skills in relation to the requirements of the profession
- Produce consistently high-quality work in work endeavours
- Demonstrate in their practice high standards of professional ethics and ethical behaviour.

Professional Behaviour

- Being courteous and having good manners
- Being punctual
- Keeping confidential details confidential
- Being fair in all dealings
- Keeping personal opinions of people private
- Doing what needs to be done, not leaving it for others to do
- Acceptance of constructive criticism
- Being fair when giving feedback
- Dealing with sensitive issues privately
- Make allowances for other's mistakes
- Listen to others
- Apologise for any errors or misunderstandings
- Speak clearly and in language that is appropriate and that the receiver can easily understand

Leadership Factors

Leader:

You must have an honest understanding of who you are, what you know, and what you can do. Also, note that it is the followers, not the leader who determines if the leader is successful. If followers or subordinates do not trust or lack confidence in their leader, then they will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed.

Followers:

Different people require different styles of leadership. For example, a newly recruited prison staff member requires more supervision than an experienced officer. A person who lacks motivation requires a different approach than one with a high degree of motivation. The fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation.

Communication:

You lead through two-way communication. Much of it is nonverbal. For instance, when you “set the example,” that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your staff. Good communication also comes from being highly visible. A good prison leader is one who regularly visits all areas of the prison, is interested in and asks questions both of staff and prisoners. A good leader is always present when there are difficulties and tensions. Their presence brings a sense of normalcy to these situations. Never avoid difficult areas of the prison, your presence gives confidence to both staff and prisoners that unusual events will be managed.

Situation:

All situations are different. What you do in one situation may not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation.

Leadership Powers

A person has the potential for influencing five points of power over another

- **Coercive Power** – Power that is based on fear. A person with coercive power can make things difficult for people. These are the persons that you want to avoid getting angry. Staff working under coercive managers are unlikely to be committed, and more likely to resist the manager.
- **Reward Power** – Compliance achieved based on the ability to distribute rewards that others view as valuable. Able to give special benefits or rewards to people. You might find it advantageous to trade favours with him or her.
- **Legitimate Power** – The power a person receives as a result of his or her position in the formal hierarchy of an organisation. The person has the right, considering his or her position and your job responsibilities, to expect you to comply with legitimate requests.
- **Expert Power** – Influence based on special skills or knowledge. This person earns respect by experience and knowledge. Expert power is the most strongly and consistently related to effective employee performance.
- **Referent Power** – Influence based on possession by an individual of desirable resources or personal traits. You like the person and enjoy doing things for him or her.

Four Components of Active Management

The four components of active management are:

Knowledge – information of and awareness about the principles of sentence management, prisoners within their sphere of influence and specific sentence plan objectives;

Communication – the active sharing of information, observations and impressions with each other on a regular and ongoing basis;

Responsiveness – a general readiness to respond to a prisoner's emergent issues and difficulties;

Exerting Influence – effectively motivating prisoners to address their offending

Team Building Key Factors

Establish an interactive environment where open communication is encouraged.

1. Understand the purpose of the message before it is communicated;
2. Speak clearly, distinctly and with enthusiasm so the receiver is able and willing to accept the message;
3. Listen actively by asking questions to clarify the message, using active body language and providing feedback;
4. Do not let preconceptions, biases or emotional states get in the way of communication.

Leadership Stages

1. **Forming:** When a team is forming, members go through an orientation phase where they realize how the team will function
2. **Storming:** The storming stage marks a time when conflicts begin to emerge. Conflicts may surface from personal relationships or through the realization that the task is different or more difficult than imagined. At this point, members need structural clarity and rules to learn how to handle and prevent conflicts
3. **Norming:** In the norming stage, the group has evolved to develop a clear definition of its responsibilities, understand how group members work together, and appreciate each other's skills and experience. Ideally, individuals listen to each other, support each other, and learn to work cooperatively
4. **Performing:** When a team is in the performing stage, members recognize each other's strengths and weaknesses; they diagnose and solve problems, implement changes, have clearly defined roles, and achieve synergy while working together. In this stage, group identity, loyalty and morale are all high. The team can now function as an effective, cohesive unit

Maslow's Hierarchy of Needs

1. Self -actualization: realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.
2. Esteem Needs: self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.
3. Social Needs: work group, family, affection, relationships, etc.
4. Safety Needs: protection from elements, security, order, limits, stability, etc.
5. Physiological Needs: air, food, drink, shelter, warmth, sex, sleep, etc.

Contingency Planning Principles

1. Preserve life and prevent injury
2. Maintain safety of the public
3. Prevent escapes and protect the security of the perimeter
4. Maintain the security of and minimize damage to property
5. Restore a normal regime as soon as possible
6. Provide care and support during an incident and post care in the aftermath, for those affected by the incident
7. To preserve evidence

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GLOSSARY OF TERMS

Glossary of Terms and Abbreviations

TRAINING MANUAL

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

TRAINING MODULE

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

LECTURING METHOD

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

PARTICIPATORY METHOD

Adult learning includes participatory method or the andragogy method which is the most preferred method in any training sessions like the brainstorming, role-play, group discussions, mind mapping, case study methods, assignment methods.,

PPT;PowerPointPresentation.

Q&A;Questionand Answer.

ROLE-PLAY

Roleplayis a training techniqueinwhichpeoplearepresentedwitha realorartificialenvironmentandtheyareexposedwithsomekindofcaseorsituationandtheyneedtoexhibitthesameinform of roles.

GROUP DISCUSSION

It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

ICE BREAKERS

EX-1

Icebreakers

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

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

6. Keep a chart with a tree outline picture either drawn or printed in it. Ask each participant to write one expectation in the tree after the introduction, by drawing a fruit in the tree.
7. Keep a jar with chits with names of the participants written in it. Ask each one to take a chit and sit near that person and have a conversation for one minute and finally introduce that person.
8. Ask the participants to find out from five participants three (unique) things in their appearance and dress and inform them so that interaction will develop.
9. Place some balloons in one corner of the room preferably different colors and ask everyone to choose one colour and ask why they liked that colour and ask them to connect it with one quality of theirs and introduce their name, designation, state and number of years of experience.
10. Make them stand in a semicircle and ask them to connect their name with a positive name, that means an adjective, quality of theirs like Peaceful Pandu, Angel Anitha, Smart Shiva, Super Sundar, Beautiful Bhuvaneswari, BoldBinoy.
11. If you could be any animal or a flower or a bird or a material like TV, Fridge in the world, what would you choose to be and why?
12. If you could rename yourself, what name would you pick and why?

ACTIVITIES

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

1. Divide the participants into four teams. Give them a bunch of newspaper and a thread and Cellotape. Ask them to construct something tallest using this material and they should be instructed not to talk. This is for explaining teamwork in prison management.



2. Draw a picture of a tree with fruits and roots. Ask them to place some emotions in the root like anger, jealousy and ask what fruit they would get. Ask them to draw the root and fruit. This is to demonstrate if the root is good the fruit would be good and vice versa. The importance of a strong leader and leadership qualities can be explained through this activity.

APPENDICES

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

(Name of the Training Institute)

(Name of the Course)

(Dates)

REGISTRATION FORM

PARTICIPANT DETAILS

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

ORGANIZATION DETAILS

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

RESIDENTIAL DETAILS

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

Signature

Name

Date

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

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

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

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

APPENDIX- 4

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

FEEDBACK FORM

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

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

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

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

Yes

No

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

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

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

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

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

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

6. Practical Orientation of the course.

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

Practical Oriented 4	Oriented to a Great extent 3	Oriented to a Limited extent 2	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 about improvements in your working situation when you get back. Yes/No

15. If yes, kindly spell them out briefly?

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

Date:

Place:

Name:

Designation:

Organisation:

APPENDIX- 5

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

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

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

FIELD VISIT REPORT FORMAT

Format of Field Visit Report

Name of the trainee officer :

Batch No. :

Officer in charge of the visit :

Name of the Institute/organization visited :

Time and Date of visit :

Subject for which visit is made :

Signature of the trainee

Signature of the officer in charge of the visit

Structure of the Report

- Introduction about the institute
- Origin and history of the institute
- Primary duties and functions of the institute
- Officer with whom interacted
- Report of the Visit [write summary of learnings from the visit]
- Any other Comments/ remarks about the visit and the learnings from the visit.

APPENDIX-7

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

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

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

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

Group Discussion :

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

Cull out the important points that emerge from the discussion

Action Plan : Group Work Activity

Prison based Rehabilitation programs

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

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>