

**Training Manual of Specialised Course
for
Prison Warders (Warders to Chief Head Warder, Police, Lawyer, DLSA
and NGOs)
on
Principles of Prison Administration
(one-week)
2022**



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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 UNITS (LU)

LU 1 Principles of Prison Management

DAY 2

LU 2 Indian and International Instruments on Rights of Prisoners

DAY 3

LU 3 Grievance Readressal 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 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

Prison work is complex and sensitive, which requires a variety of skills. Training, therefore becomes necessary for developing and maintaining a skilled, motivated and committed prison workforce. Apart from prison staff, the other agencies that are involved in prison working system should also be sensitized towards the critical aspects of prison administration. There is also a need to sensitize them on issues of gender identity and sexual orientation and dismantle prejudices and assumptions about LGBT persons and detainees.

This training manual focusses on understanding of the purpose of prison administration and the underpinning human rights principles. This course has twenty learning units.

The one-week training course has been 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 administration.

(FOR TRAINERS AND PARTICIPANTS)

**Specialised Course
for
Prison Warders (Warders to Chief Head Warder, Police, Lawyer, DLSA
and NGOs)
on
Principles of Prison Administration
(one-week)**

COURSE GUIDE



Bureau of Police Research and Development

Ministry of Home Affairs

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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 administration. 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 Prison and Correctional Officers on principles of effective prison administration.

DESIGNED FOR

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

FACILITATORS

Inhouse Faculty/Guest Faculty which includes Prison officers, Professors, Police officers, Personnel from non-governmental organizations associated with prisons, and Lawyers.

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 prisons and correctional administration. 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 Administration.

Enabling Objective

1. Understand the basics of prison administration.
2. Understand the role of correctional administration and other related agencies towards the reformation, rehabilitation and reintegration of the offenders and ensuring public safety.

Day 2

Training Objective

Understand the and Indian and international instruments relating to rights of prisoners.

Enabling Objective

1. Have an understanding of the basic principles of human rights.
2. Understand the various national and international provisions pertaining to human rights of prisoners.
3. Implementation of human rights principles towards effective and efficient prison administration.

Day 3

Training Objective

To develop an understanding of leadership and authority and its role in effective prison administration.

Enabling Objective

1. Understand the relationship between Leadership and prison administration and the role a good leader can play in the administration of prison.
2. Understand the concept of power and how it is important to ensure that the power is delegated among the concerned agencies so that there is inter-agency involvement in the smooth functioning of the prison.

Day 4

Training Objective

To understand what vulnerable groups are and the challenges these groups face in prisons.

Enabling Objective

1. Develop an understanding of the various sections of population considered vulnerable.
2. To get familiarized with the various national and international provisions available to safeguard their rights.
3. The challenges that these sections face inside the prison and what can be done to safeguard the rights of these vulnerable sections when inside prison.

Day 5

Training Objective

To understand the role of crisis management and problem solving skills in effective prison administration.

Enabling Objective

1. Understand crisis management, the need and importance and why it is an integral aspect of prison administration.
2. Understand the importance of decision- making and its role in effective prison administration.
3. Understand the importance of effective leadership during crisis and the role problem-solving plays in managing the crisis.

Day 6

Training Objective

To understand the role of stakeholders in prison administration and to emphasize on the importance of fostering partnership with stakeholders for efficient prison administration.

Enabling Objective

1. Be able to identify the various stakeholders involved in prison system.
2. Be able to foster understanding of the importance of partnering with the stake-holders and maintaining relationship with them.

ASSESSMENT: -

The priority during the Course on ***Principles of Prison Administration*** is to assist prison and correctional officers to develop their skills towards efficient administration of prisons. 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	
1030-1130	Basics of Prison Administration	1.1
1145 -1300	Fundamentals of Correctional System	1.1
1400 –1530	Components of Criminal Justice System	1.2
1545–1700	Prison Reforms- Historical Perspective	1.2.
1700-1800	Group Activity	
DAY/TIME	CONTENT	OBJECTIVES
DAY-2 0915 –1000	Recap of Day 1	
1015–1145	Indian instruments on Human Rights of Prisoners	2.2
1200–1330	International instruments on Human Rights	2.1
1430 -1530 1545-1700	UN Standard Minimum Rules for Treatment of Prisoners	2.1
1700-1800	Group Activity and Discussion	2.3

DAY/TIME	CONTENT	OBJECTIVES
DAY-3 0915–1000	Recap of Day 2	
1015–1130	Leadership and Principles of Leadership	3.1
1145 -1315	Leadership Styles	3.1
1430 –1530	Authority and Types of Authority	3.2
1545 –1645	Delegation of Power- Concept and Guidelines	3.2
1700-1800	Group Activity and Discussion	
DAY-4 0915–1000	Recap of Day 3	
1015-1115	Victims and Victimology	4.1
1130–1230	Rights of the Vulnerable Groups	4.1
1245 -1330 1430-1530	Basic needs of Vulnerable Groups inside Prison	4.2
1545 –1700	Role of Prison staff, Lawyers, Police, DLSAs and NGOs in ensuring the effective implementation of the rights of the vulnerable groups	4.3
1700-1800	Group Discussion and Activity	

DAY-5 0915–1000	Recap of Day 4	
1015-1145	Crisis-Management and its importance	5.1
1200–1330	Crisis Aversion – Role of prison officers, police, lawyers, DLSAs and NGOs in crisis aversion	5.1
1430 -1530	Decision Making and its importance in Prison Administration	5.2
1545 –1645	Problem Solving- Concept and Process	5.3
1700-1800	Group Activity and Discussion	
DAY 6		
0915-1000	Recap of Day 5	
1015-1200	Role of Stakeholders in efficient Prison Administration	6.1
1215-1330	Identification of Internal and External Stakeholders	6.1
1430-1600	Role of prison staff, DLSAs, Police, NGOs, in fostering the relationship with the stakeholders.	6.2
1600-1645	Group Activity and Discussion	6.2
1700-1830	Feedback & Assessment	
	Valediction program	

(FOR TRAINERS AND PARTICIPANTS)



TRAINER GUIDE

SPECIALISED COURSE

FOR

**PRISON WARDERS (WARDERS TO CHIEF HEAD WARDER, POLICE,
LAWYER, DLSA AND NGOs) ON PRINCIPLES OF PRISON
ADMINISTRATION
(ONE-WEEK)**

INTRODUCTION

The ‘Trainer Guide’ on the one-week course on the topic **Principles of Prison Administration** 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.
- Provides scope for storing illustrations, faculty questions, anticipated participants questions and appropriate responses.
- Contains details of points for briefing & debriefing of case study, exercises, Films, etc.
- Serves as a reminder when to admin is 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 out 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 Whats App 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
- Resource kit tools, checklists, recommended notes, exercise, case-studies, soft skills material
- Project
- MCQs
- Registration form
- Feedback questionnaire
- Pre-test questionnaire
- Post-Test Questionnaire

Note to the Users of this Manual

Trainer Guide is organized in such a way that 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.

Group wise 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.

DAY – WISE TIME TABLE

Day/Time	Topics	Remarks
Day-1		
0915–0930	Registration	Registration form-1 and Distribute Course Guide to participants
0930 -1000	Inauguration	
1010-1030	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.
1030-1130	Basics of Prison Administration	
1130-1145	Tea Break	
1145-1300	Fundamentals of Correctional System	
1300- 1400	Lunch Break	
1400 –1530	Components of the Criminal Justice System	
1530 –1545	Tea Break	
1545 –1700	Prison Reforms- Historical Perspective	
1700-1800	Group Activity and Discussion 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-II

Day-2	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	Indian instruments on human rights of prisoners	
1145-1200	Stretch Break	
1200-1330	Indian instruments on human rights of prisoners	
1330-1430	Lunch Break	
1430-1530	International Instruments on Human Rights	
1530-1545	Tea Break	
1545-1700	UN Standard Minimum Rules for Treatment of Prisoners	
1700-1800	Group Activity and Discussion 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-III

Day3	Topics	Remarks
0915- 1000	Review of previous day	Ask Participants to Recap and note On Flip Chart the learning points.
1000-1015	Tea Break	
1015-1130	Leadership and principles of leadership	
1130-1145	Stretch Break	
1145-1315	Leadership styles	
1330-1430	Lunch Break	
1430-1530	Authority and types of authority	
1530-1545	Tea Break	
1545-1645	Delegation of power- concept and guidelines	
1700-1800	Group Activity and Discussion 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-IV

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	Victims and Victimology	
1115-1130	Stretch Break	
1130-1230	Rights of vulnerable groups	
1245-1330	Basic needs of vulnerable groups in prisons	
1330-1430	Lunch Break	
1430-1530	Basic needs of vulnerable groups in prisons	
1530-1545	Tea Break	
1545-1700	Role of prison staff, lawyers, police, DLSAs and NGOs in implementation of rights of vulnerable groups in prison	
1700-1800	Group Activity and Discussion Feedback of each session	

DAY-V

Day 5	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	Crisis management and its importance	
1145-1200	Stretch Break	
1200-1330	Crisis aversion- role of prison staff police, lawyers, DLSAs and NGOs	
1330-1430	Lunch Break	
1430-1530	Decision making and its importance in prison administration	
1530-1545	Tea Break	
1545-1645	Problem solving-concept and process	
1700-1800	Group activity and discussion Feedback of the day session wise	

DAY -VI

DAY 6		
0915-1000	Recap of the previous day	
1000-1015	Tea Break	
1015-1200	Role of stakeholders in prison administration	
1200-1215	Stretch Break	
1215-1330	Identification of internal and external stakeholders	
1330-1430	Lunch Break	
1430-1600	Role of Prison staff, DLSAs, NGOs, Police, Lawyers in fostering relationship with stakeholders	
1600-1700	Group activity and discussion Feedback session wise	
	Overall program feedback	
1700-1830	Valedictory program	

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

End of Course

PART – B

1. COURSE GRID
2. LEARNING EVENTS

Course Grid

01	Principles of Prison Management	02	Indian and International Instruments on Rights of Prisoners	03	Grievance 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 UNITS

LEARNING EVENT

SPECIALISED COURSE

FOR

PRISON WARDERS (WARDERS TO CHIEF HEAD WARDER, POLICE, LAWYER, DLSA AND NGOs) ON PRINCIPLES OF PRISON ADMINISTRATION

(ONE-WEEK)

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 of important legislation						
Enabling Objectives	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of the training, participants will be able to -							
1.1 Understand the basics of prison administration.	-Correctional Administration principles - Alternatives of punishment	Lecture-cum-Discussion	White Board, Marker, Projection System	120	Guest faculty/In-house		Q/A

	-Fundamentals of correctional system						
1.2 Understand the role of correctional administration and other related agencies towards the reformation, rehabilitation and reintegration of the offenders and ensuring public safety.	-Components of criminal justice system -Probation of Offenders Act, 1958 -Correctional officers' role in reformation and rehabilitation -Best Prison practices	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Guest faculty/In-house		Q/A
				90			

LEARNING EVENT

Unit	2						
Learning Unit	Indian and International Instruments of Rights of Prisoners						
Training Objective	At the end of the training, participants will be able to explain the Indian and International Instruments of Rights of Prisoners						
Enabling Objectives	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of the training, participants will be able to -							
2.1 Have an understanding of the basic principles of human rights.	-Human rights and its importance -Basic Principles of Human Rights	Lecture-cum-Discussion	White Board, Marker, Projection System	45	Guest faculty/In-house		
2.2 Understand the various national and international provisions pertaining to human rights of prisoners.	- <i>India Constitution – Articles 14,19,20(1), 20(3), 21, 22 (4-7), 39A</i> - <i>UDHR, ICCPR, UN</i> - <i>Standard Rules for Treatment of Prisoners, European</i>	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Guest faculty/In-house		

	<i>Convention</i>			120			
2.3 Implementation of human rights principles towards effective and efficient prison administration.	-Application of the Indian and International instruments to prison management	Lecture-cum-Discussion	White Board, Marker, Projection System	45	Guest faculty/In-house		

LEARNING EVENT

Unit	3						
Learning Unit	Prison Grievance and Redressal System						
Training Objective	At the end of the training, participants will be able to explain the Prison Grievance Redressal System						
Enabling Objectives	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of the training, participants will be able to -							
3.1 Understand the relationship between Leadership and prison administration and the role a good leader can play in the administration of prison.	-Leadership and types -Principles of Leadership -Qualities of a good leader -Leadership in prison	Lecture-cum-Discussion	White Board, Marker, Projection System	90 90	Guest faculty/In-house		
3.2 Understand the concept of power and how it is important to ensure that the power is delegated among the concerned agencies so that there is inter-agency involvement in the smooth functioning of the prison.	- Leadership power _Authority and types of authority -Guidelines for Power Delegation -Effective Delegation	Lecture-cum-Discussion	White Board, Marker, Projection System	120	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 concepts of Teamwork, Team Building and Motivation						
Enabling Objectives At the end of the training, participants will be able to -	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
4.1 Develop an understanding of the various sections of population considered vulnerable.	-Victimology -Victimization and its types -Vulnerable victims of crime	Lecture-cum-Discussion	White Board, Marker, Projection System	120	Guest faculty/In-house		1.
4.2 To get familiarized with the various national and international provisions available to safeguard their rights.	<i>-Provisions relating to women and juveniles</i>	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Guest faculty/In-house		
4.3 The challenges that these sections face inside the prison and what can be done to safeguard the rights of these vulnerable sections when inside prison.	-The basic needs of vulnerable groups in side prison -Role of Prison staff, Lawyers, Police, DLSAs, NGOs in protecting vulnerable groups inside prison	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 decision – Making and Competency in Prison Management						
Enabling Objectives	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of the training, participants will be able to -							
5.1 Understand crisis management, the need and importance and why it is an integral aspect of prison administration	-Crisis Management and types -4Ps of Crisis Management	Lecture-cum-Discussion	White Board, Marker, Projection System	90	Guest faculty/In-house		
5.2 Understand the importance of decision-making and its role in effective prison administration.	-Decision -Making importance and Theories - Problem Solving and its importance in Prison Administration	Lecture-cum-Discussion	White Board, Marker, Projection System	120	Guest faculty/In-house		
5.3 Understand the importance of effective	-Role of Police, Lawyers, Prison Staff,	Lecture-cum-	White Board, Marker,	90	Guest faculty/In-		

leadership during crisis and the role problem-solving plays in managing the crisis.	DLSAs and NGOs towards crisis aversion	Discussion	Projection System		house		
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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	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of the training, participants will be able to -							
6.1 Be able to 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 Be able to foster understanding of the importance of partnering with the stakeholders and maintaining relationship with them.	-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
- Expect actions 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
- Post Lunch
- Training

Day-3

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

Day-4

- Recap of Day-3

- Training
- Post Lunch
- Training

Day-5

- Recap of Day-3
- Training
- Post Lunch
- Training

Day-6

- Recap of Day-5
- Learning points of all sessions
- Training
- Feedback session
- Post Lunch
- Valediction
- Certificate
- Group Photo with Chief Guest

PART - C

RESOURCE MATERIAL

Section – 1 Handout

Section – 2 Exercises

Section – 3 Articles

LIST OF RESOURCE MATERIAL

Section-1 Handouts

- HO – 1** UDHR
- HO – 2** UNOHCHR Guidelines
- HO – 3** European Convention on Human Rights
- HO – 4** UN Standard Minimum Rules for Treatment of Prisoners
- HO – 5** Leadership Factors

- HO – 6** Leadership Powers
- HO – 7** Leadership Stages
- HO – 8** Team Building Key Factors
- HO – 9** Juvenile Justice Act-Salient Features
- HO – 10** Contingency Planning Principles
- HO-- 11** UN Convention on Rights of Child Article 37

Section – 2 Exercises

Section - 3 Appendix

HANDOUTS

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.

European Convention on Human Rights

The Convention guarantees specific rights and freedoms and prohibits unfair and harmful practices.

The Convention secures:

- the right to life (Article 2)
- freedom from torture (Article 3)
- freedom from slavery (Article 4)
- the right to liberty (Article 5)
- the right to a fair trial (Article 6)
- the right not to be punished for something that was not against the law at the time (Article 7)
- the right to respect for family and private life (Article 8)
- freedom of thought, conscience and religion (Article 9)
- freedom of expression (Article 10)
- freedom of assembly (Article 11)
- the right to marry and start a family (Article 12)
- the right not to be discriminated against in respect of these rights (Article 14)
- the right to protection of property (Protocol 1, Article 1)
- the right to education (Protocol 1, Article 2)
- the right to participate in free elections (Protocol 1, Article 3)
- the abolition of the death penalty (Protocol 13)

UN Standard Minimum Rules for Treatment of Prisoners

- Part I contains Rules of General Application. It contains standards which set out what is generally accepted as being good practices in the treatment of prisoners and the management of penal institutions. Specifically, it covers issues related to: minimum standards of accommodation (rules 12 to 17); personal hygiene (18); clothing and bedding (19 to 21); food (22); exercise (23); medical services (24 to 35); discipline and punishment (36 to 46); the use of instruments of restraint (47 to 49); complaints (54 to 57); contact with the outside world (58 to 63); the availability of books (64); religion (65 and 66); retention of prisoners' property (67); notification of death, illness, transfer (68 to 70); removal of prisoners (73); the quality and training of prison personnel (74 to 82); and prison inspections (83 to 85).
- Part II contains rules applicable to different categories of prisoners including those under sentence. It contains a number of guiding principles (rules 86 to 90); the treatment (rehabilitation) of prisoners (91 and 92); classification and individualization (93 and 94); privileges (95); work (96 to 103); education and recreation (104 and 105); social relations and after-care (106 to 108). Part II also contains rules for prisoners under arrest or awaiting trial (generally referred to as "remand"), rules for civil prisoners (for countries where local law permits imprisonment for debt, or by order of a court for any other non-criminal process) and rules for persons arrested or detained without charge.

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 determine 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 visible 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 will 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 with. 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.

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. Don't let preconceptions, biases or emotional states get in the way of communication.

Salient Features of Juvenile Justice (Care and Protection) Act, 2015

- Change in nomenclature from ‘juvenile’ to ‘child’ or ‘child in conflict with law’, across the Act to remove the negative connotation associated with the word “juvenile”
- Inclusion of several new definitions such as orphaned, abandoned and surrendered children; and petty, serious and heinous offences committed by children;
- Clarity in powers, function and responsibilities of Juvenile Justice Board (JJB) and Child Welfare Committee (CWC); clear timelines for inquiry by Juvenile Justice Board (JJB); The Act mandates setting up Juvenile Justice Boards and Child Welfare Committees in every district. Both must have at least one woman member each.
- **Special provisions for heinous offences committed by children above the age of sixteen years -**
Under Section 15, special provisions have been made to tackle child offenders committing heinous offences in the age group of 16-18 years. The Juvenile Justice Board is given the option to transfer cases of heinous offences by such children to a Children’s Court (Court of Session) after conducting preliminary assessment. The provisions provide for placing children in a ‘place of safety’ both during and after the trial till they attain the age of 21 years after which an evaluation of the child shall be conducted by the Children’s Court. After the evaluation, the child is either released on probation and if the child is not reformed then the child will be sent to a jail for remaining term. The law will act as a deterrent for child offenders committing heinous offences such as rape and murder and will protect the rights of victim.
- **Separate new chapter on Adoption to streamline adoption of orphan, abandoned and surrendered children -** To streamline adoption procedures for orphan, abandoned and surrendered children, the existing Central Adoption Resource Authority (CARA) is given the status of a statutory body to enable it to perform its function more effectively. Separate chapter (VIII) on Adoption provides for detailed provisions relating to adoption and punishments for not complying with the laid down procedure. Processes have been streamlined with timelines for both in-country and inter-country adoption including declaring a child legally free for adoption. As per the provisions, a single or divorced person can also adopt, but a single male cannot adopt a girl child.
- **Inclusion of new offences committed against children -** Several new offences committed against children, which are so far not adequately covered under any other law, are included in the Act. These include: sale and procurement of children for any purpose including illegal adoption, corporal

punishment in child care institutions, use of child by militant groups, offences against disabled children and, kidnapping and abduction of children.

- Penalties for cruelty against a child, offering a narcotic substance to a child, and abduction or selling a child have been prescribed. Any official, who does not report an abandoned or orphaned child within 24 hours, is liable to imprisonment up to six months or fine of Rs 10,000 or both. The penalty for non-registration of child care institutions is imprisonment up to one year or fine of one lakh rupees, or both. The penalty for giving a child intoxicating liquor, narcotic or psychotropic substances is imprisonment up to seven years or fine of one lakh rupees, or both.
- **Mandatory registration of Child Care Institutions** - All child care institutions, whether run by State Government or by voluntary or non-governmental organisations, which are meant, either wholly or partially for housing children, regardless of whether they receive grants from the Government, are to be mandatorily registered under the Act within 6 months from the date of commencement of the Act. Stringent penalty is provided in the law in case of non-compliance.
- Several rehabilitation and social reintegration measures have been provided for children in conflict with law and those in need of care and protection. Under the institutional care, children are provided with various services including education, health, nutrition, de-addiction, treatment of diseases, vocational training, skill development, life skill education, counselling, etc to help them assume a constructive role in the society. The variety of non-institutional options include: sponsorship and foster care including group foster care for placing children in a family environment which is other than child's biological family, which is to be selected, qualified, approved and supervised for providing care to children

UN Convention on the Rights of the Child

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

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EXERCISE

Icebreakers

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

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 in 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 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 in the balloons. Keep a thread also ready to tie the balloon.
5. In case 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 participants 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 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 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, Bold Binoy.

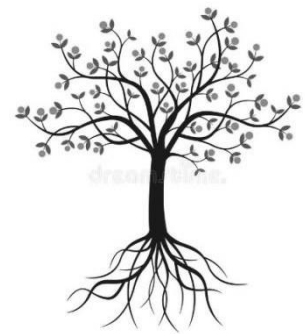
11. If you could be any animal or a flower or a bird or a material like TV, Fridge in the world, what would you choose to be and why?

12. If you could rename yourself, what name would you pick and why?

ACTIVITIES

(Support the content of the lecture and make 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 cello tape. Ask them to construct something tallest using this material and they should be instructed not to talk. This is for explaining teamwork prison management.



2. Draw a picture of a tree with fruit 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 the vice versa. The importance of a strong leader and leadership qualities can be explained through this activity.

Group Activity for Participants for the topic related to Vulnerable Prisoners

Participants are divided into six smaller groups and role play a specific category of vulnerable prisoner: women prisoners; life and long-term prisoners; mentally ill prisoners; prisoners under a death sentence; elderly prisoners; and foreign prisoners. Each group goes through the following exercises:

- " Identify the strengths in your prisons in relation to your specific category of vulnerable prisoners.
- " Identify the weaknesses in your prisons (or prison service) in relation to your specific category of vulnerable prisoners.
- " Recommend some practical ways of addressing the identified weaknesses (facilities, policies, practices, services, resources, training, etc.).

GLOSSARY OF TERMS

TRAINING MANUAL

A training manual is defined as a book of information and instructions outlining the structure and components of a training program. This Training Manual for Basic Course of Prison Officers provides the state prison departments a comprehensively planned 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 and raguly method which is the most preferred method in any training sessions like the brain storming, role-play, group discussions, mind mapping, case study methods, assignment methods.,

PPT; Power Point Presentation.

Q&A; Question and Answer.

ROLE-PLAY

Roleplay is a training technique in which people are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form 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 it facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

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

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

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

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

FEEDBACK FORM

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

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

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

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

Yes

No

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

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

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

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

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

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

6. Practical Orientation of the course.

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

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

Substantially 4	Considerably 3	Fairly 2	Not at all 1

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

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

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

Satisfied fully 4	Satisfied to a large extent 3	Satisfied to a limited extent 2	Not satisfied 1
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a)	Reception & Transport				
b)	Residential Accommodation				
c)	Food Quality & Service				
d)	Classroom facilities				
e)	Library facilities				
f)	Computer facilities				
g)	Interaction with the staff of the Institute				

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

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

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

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

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

15. If yes, kindly spell them out briefly?

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

Date:

Place:

Name:

Designation:

Organisation:

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

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

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

FIELD VISIT REPORT FORMAT

Format of Field Visit Report

Name of the trainee officer :
Batch No. :
Officer in charge of the visit :
Name of the Institute/organization visited :
Time and Date of visit :
Subject for which visit is made :

Signature of the trainee

Signature of the officer in charge of the visit

Structure of the Report

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 learning's from the visit.

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

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

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

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

Group Discussion :

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

Cull out the important points that emerge from the discussion

Action Plan :Group Work Activity

Prison based Rehabilitation programs

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

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>