

Training Manual for Specialised Course for Prison Officers
(Asst. Jailer to Superintendent of Prisons)
on
Oversight Mechanisms in Prison Administration
(One Week)
2022



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महानिदेशक

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Message

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

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

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

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

(Balaji Srivastava)

"Promoting Good Practices and Standards"

Patron

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DAY-1

Learning Unit (LU)

LU1 : Introduction to Leadership in Prison Administration

LU2 : Leadership Qualities

LU3 : Understanding Prison Environment and Prison Sub Culture

LU4 : Leadership Styles

DAY-2

LU5 : Role of Leadership in Prison Reforms

LU6 : Team Building Skills

LU7 :Effective Communication Skills

LU8 :Emotional Intelligence : Inter-Personal and Intrapersonal

DAY-3

LU9 : Conflict Management Skills

LU10 : Crisis Management and Problem Solving Skills

LU11 : Developing Growth Mind-set

LU12 : Leadership and Change Management

DAY-4

LU13 : SWOT Analysis

LU14 : Action Plan for Self

LU15 : Time Management

DAY-5

LU16 : Code of Conduct and Ethical Issues in Prison Management

LU17 : Women and Leadership

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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

Prisons by their very nature are close environments, with a risk of abuse of power. Prisons need to be more open, transparent, and accountable, which helps not only to reduce that risk but also contributes to a safe, secure and humane prison environment. Oversight is an umbrella concept that encompasses many distinct functions, including inspection/monitoring, regulation, audit, accreditation, investigation, and reporting. Monitoring and inspection mechanisms provide a critical oversight on prisons. The basic function of monitoring and inspecting prisons, whether internal or external, is to contribute to a safe, secure and improved prison system.

The objective of this one-week course for the rank of Assistant Jailor to Superintendent of Prison which has seventeen Learning Units is to provide a basic understanding about the need of Prison Oversight Mechanisms and the Role of Prison Officers in ensuring effective functioning of these mechanisms.

(FOR TRAINERS AND PARTICIPANTS)



COURSE GUIDE

**Specialised Course for Prison Officers
(Asst. Jailer to Superintendent of Prisons)**

on

**Oversight Mechanisms in Prison Administration
(One Week)**

INTRODUCTION

Organizations need to continuously grow, develop and must be prepared to face the ever-merging challenges. The Prison Department and the role of Prison Officers is no exception to this. Training is an instrument to help the Prison Administration in meeting the twin challenges of continuous improvement and demands of change.

AIM

To enhance leadership skills in prison officers as per emerging working environment.

DESIGNED FOR

Assistant Jailor to Superintendent of Prisons

FACILITATORS

In-House / Guest Faculty. The Guest Faculty can include serving / retired Senior Prison Officers, Management experts, Psychologists, etc.

STYLE OF THE COURSE

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

OBJECTIVES

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

Unit – 1

Training Objective	Explain the meaning and concept of leadership
--------------------	---

- Enabling Objectives
1. Distinguish between Leader and Boss
 2. Define leadership
 3. Explain the meaning and concept of leadership

Unit – 2

Training Objective Describe effective leadership qualities

- Enabling Objectives
1. List effective leadership qualities
 2. Identify effective leadership qualities
 3. Describe effective leadership qualities

Unit – 3

Training Objective Explain the Role of Leadership while working in the Prison Environment

- Enabling Objectives
1. Describe Prison Sub-Culture
 2. Explain the role of leadership while working in the Prison environment

Unit – 4

Training Objective Explain the Leadership Styles

- Enabling Objectives
1. List leadership styles
 2. Explain leadership styles

Unit – 5

Training Objective Explain the Role of Leadership in implementing Prison Reforms

- Enabling Objective
1. State the Role of Leadership in Prison Reforms.
 2. Explain the Role of Leadership in implementing Prison Reforms

Unit – 6

Training Objective Explain the strategies of team building

- Enabling Objectives
1. Identify behaviour that helps in team-building
 2. State the benefits of working in teams
 3. Explain the strategies of team building

Unit – 7

Training Objective Explain the skills of Effective Communication

- Enabling Objectives
1. Differentiate between hearing, listening and active listening
 2. Identify the various barriers to effective communication
 3. Explain the skills of effective communication

Unit – 8

Training Objective Explain the components of emotional intelligence

- Enabling Objectives
1. Define emotional intelligence framework
 2. Identify self-awareness skills
 3. Explain the components of emotional intelligence

Unit – 9

Training Objective Explain Conflict Management Techniques

- Enabling Objectives
1. Define conflict and its types
 2. List Conflict Management Techniques
 3. Explain Conflict Management Techniques.

Unit – 10

Training Objective Explain Problem-Solving and Crisis Management Skills

- Enabling Objectives
1. Describe the stages of problem solving

2. Discuss crisis management skills in prisons
3. Explain problem solving and crisis management skills

Unit – 11

Training Objective Explain ways of developing ‘growth mind-set’

- Enabling Objectives
1. Define growth mind-set
 2. Analyze the difference between a ‘fixed mind-set’ and ‘growth mind-set’
 3. Explain ways of developing ‘growth mind-set’

Unit – 12

Training Objective Explain the ways of Effective Change Management

- Enabling Objective
1. State the factors that lead to resistance to change
 2. Discuss the ways of effective change management
 3. Explain the ways of effective change management

Unit – 13

Training Objective Conduct a SWOT Analysis for Self

- Enabling Objectives
1. Define Goals
 2. Practice Setting up goals
 3. Conduct a SWOT Analysis for Self

Unit – 14

Training Objective Develop an Action Plan for Self

- Enabling Objective
1. Explain ‘Action Plan’
 2. Develop an Action Plan for Self

Unit – 15

Training Objective Explain Time-Management Techniques

- Enabling Objectives
1. Identify strategies for saving time
 2. Explain Time-Management Techniques

Unit – 16

Training Objective Explain the Ethics and Code of Conduct for prison staff

- Enabling Objectives
1. State importance of ethics in public service
 2. Explain the ethics and Code of Conduct for Prison Officer

Unit – 17

Training Objective Explain the Challenges faced by women leaders in Prison Organization.

- Enabling Objectives
1. Describe gender stereotypes
 2. Explain the challenges faced by women leaders in prison organization

ASSESSMENT

The priority during the Course is to assist participants to develop their skills. Assessment is, therefore, concerned with informal feedback and advice to individual participants.

TIME TABLE

DAY/TIME	CONTENT	OBJECTIVES
DAY-1	Registration	
0915-1030	Session – I : Inauguration of the Course	
1045-1200	Session- II : Ice–Breaking Session and Ground Rules	
1215 -1330	Session-III :Introduction to Leadership in Prison Administration Types of Leaders	1.1 1.2 1.3
1430 - 1530	Session- IV : Effective Leadership qualities Movie on Leadership : Reflection (e.g. – Lagan, Chak De, Lucknow Central,Swades, Manjhi, Invictus), etc. (Contd.)	2.1 2.2 2.3
1545 - 1645	Session-V : Effective Leadership qualities	2.3
DAY-2	Session -I : Understanding Prison Environment and Sub Culture	3.1 3.2
0915 –1030		
1045–1200	Session- II : Leadership Styles	4.1 4.2
1215 - 1330	Session-III :Role of Leadership in Prison Reforms	5.1 5.2
1430 -1530	Session- IV : Team Building Skills	6.1 6.2 6.3
1545 - 1645	Session-V : Effective Communication Skills	7.1 7.2 7.3

DAY/TIME	CONTENT	OBJECTIVES
DAY – 3 0915 – 1030	Session -I : Emotional Intelligence at Workplace – Intrapersonal – Self Awareness	8.1 8.2
1045 – 1200	Session–II : Emotional Intelligence at Workplace – Interpersonal Relations at Work Place	8.3
1215 -1330	Session-III :Conflict Management Skills	9.1 9.2 9.3
1430 – 1530	Session- IV :Panel Discussion : Problem Solving Skills and Crisis Management (Disasters,pandemic) (Contd.)	10.1 10.2
1545 –1645	Session-V : Panel Discussion : Problem Solving Skills and Crisis Management (Disasters, pandemic)	10.3
DAY – 4 0915 – 1030	Session - I : Growth Mind-set	11.1 11.2 11.3
1045– 1200	Session – II :Leadership and Change Management-I	12.1 12.2
1215 – 1330	Session-III :Leadership and Change Management-II	12.3
1430 – 1530	Session- IV :SWOT Analysis	13.1 13.2 13.3
1545 – 1645	Session- IV : Personal Action Plan	14.1 14.2

DAY/TIME	CONTENT	OBJECTIVES
DAY – 5 0915 – 1030	Session -I : Time Management	15.1 15.2
1045– 1200	Session- II : Code of Conduct and Ethical Issues in Prison Management	16.1 16.2
1215 - 1330	Session-III :Women and Leadership	17.1 17.2
1430 – 1530	Feedback Session	
1545	Valediction	

Note :

Session I	0915 - 1030
Session II	1045 - 1200
Session III	1215 - 1330
Session IV	1430 - 1530
Session V	1545 - 1645
Yoga	0630 - 0730
Library	1700 - 1730
Sports	1730 - 1830
Tea Break	1030 - 1045 1530 - 1545
Break	1200 - 1215
Breakfast	0800 - 0845
Lunch	1330 - 1430
Dinner	1930 – 2100

Indoor : 5.45 Hours (3.45 Hrs. in morning + 2 Hrs. in evening)

Outdoor : 1 Hr.

Library : ½ Hour

Tea / Break : 45 Minutes

Breakfast : 45 Minutes

Lunch : 1 Hr.

Dinner : 1 ½ Hr.

(FOR TRAINERS ONLY)



TRAINER GUIDE

**Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons)
on
Oversight Mechanisms in Prison Administration
(One Week)**

INTRODUCTION

The ‘Trainer Guide’ is a comprehensive overview of the content and process of the Course. It is designed in a structured format that presents the assembled information and the planned activities with learning outcomes. Trainer Guide serves as a “Map” for sequential implementation of various content segments.

The Trainer Guide also: -

- Helps continuous recall;
- Provides scope for storing illustrations, faculty questions, anticipated 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:

The following must be ensured:

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

6. For Trainer

- Trainer Guide
- References

For Participants

- Course Guide
- Handouts, Exercises
- MCQs / Assessment Questions

DAY-WISE TIME TABLE

DAY – 1		
Time	Content	Remarks
0915 -1000	Registration	Registration Form-1 and Distribute Course Guide to participants
1000 - 1030	Session -I : Inauguration	
1030-1045	Tea Break	
1045 - 1200	Session -II : Ice–Breaking Session and Course Objectives Detailed Introduction Name, Designation, Years of Service, Place of Posting	Ice-Breaking Activity (FIND) Name Tags and Name Plates of Participants. They should get to know each other.
1215-1330	Session- III :Leadership –Definition and concept	Distribute HO – 1
1330 -1430	Lunch	
1430 - 1530	Session- IV :Effective Leadership Qualities -Movie on Leadership : Reflection (e.g. Lagan,Chak De, Lucknow Central, Swades, Manjhi, Invictus), etc.	Introduce the movie and why it is being shown
1530 - 1545	Tea Break	
1545 – 1645	Session-V : Leadership Traits	Discuss Leadership traits of the character in the movies

DAY – 2		
Time	Content	Remarks
0900 -0915	Recap	Ask Participants to Recap and Note on Flip Chart the learning points
0915 - 1030	Session -I : Understanding Prison Environment and Sub Culture	Remark - Prison Leadership should be mindful of prison sub-culture
1030 - 1045	Tea Break	
1045 - 1200	Session- II : Leadership Styles	Quiz – 1
1200 - 1215	Break – Stretch Exercise	
1215 -1330	Session-III :Role of Leadership in Prison Reforms	
1330 - 1430	Lunch	
1430 - 1530	Session- IV : Team Building Skills	Ex-1 Exercise on Ball Game
1530 - 1545	Tea Break	
1545 - 1645	Session-V : Effective Communication Skills	Ex.-2 Listening Skills https://youtu.be/05pT30d_JGw

DAY – 3		
Time	Content	Remarks
0900 - 0915	Recap	
0915 - 1030	Session -I : Emotional Intelligence at Workplace –Intrapersonal – Self Awareness	Focus on increased self awareness
1030 – 1045	Tea Break	
1045- 1200	Session II : Emotional Intelligence at Workplace – Interpersonal Relations at Work Place	Ex.-3 Blind Walk
1200 – 1215	Break Trust Game	
1215 – 1330	Session-III :Conflict Management Skills	
1330 -1430	Lunch	
1430 - 1530	Session- IV :Panel Discussion : Crisis Management and Problem Solving Skills(Disasters, pandemic) (Contd.)	Check if any recent incident / crisis has taken place and start with news cutting/ clip
1530 -1545	Tea Break	
1545 – 1645	Session-V : Panel Discussion : Problem Solving SkillsCrisis Management (Disasters, pandemic)	Ex.-4 Rectangle exercise

DAY – 4		
Time	Content	Remarks
0900- 0915	Recap	
0915 - 1030	Session - I : Developing Growth Mind-set	http://trainugly.com/portfolio/praise-and-mindsets/--Growth Mind-set Ex-5Growth vs Fixed Mind-set
1030 - 1045	Tea	
1045 - 1200	Session – II :Leadership and Change Management & Best Practices on Managing Change	Discuss Best Practices on Managing Change in prisons
1200 – 1215	Break	
1215 - 1330	Session-III :SWOT Analysis	Ex. – 6 SW
1330 - 1430	Lunch	
1430 – 1530	Session- IV : Action Plan for Self (Contd.)	Ex. – 7 Distribute worksheet
1545 - 1645	Session- IV : Action Plan for Self	

DAY – 5		
Time	Content	Remarks
0900 - 0915	Recap	
0915 - 1030	Session -I : Time Management	
1030 - 1045	Tea Break	
1045 – 1200	Session- II : Code of Conduct and Ethical Issues in Prison Management	
1200 – 1215	Break	
1215 - 1330	Session-III :Women and Leadership	Invite a senior female prison officer to discuss the theme
1330 -1430	Lunch Break	
1430 – 1530	Feedback Session *	
1530 - 1600	Valedictory Address & Distribution of Certificates	

The course co-ordinator should compile the feedback of the participant and submit to the head of the Training Institute

End of Course

Note : Answers to the MCQs.

MCQs Ans. : 1 (a) 2 (e) 3 (c) 4 (b) 5 (b) 6 (c) 7 (c) 8 (a, d & e false) 9 (d)

DAY-WISE TASKS

5-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
- Movie on leadership

Day – 2

- Recap of Day-1
- Training

Post Lunch

- Exercise on Team Building

Day – 3

- Recap of Day-2
- Training

Post Lunch

- Panel Discussion on Crisis Management and Problem-Solving Skills

Day – 4

- Recap of Day-3
- Training
- Exercise on Action Plan

Day – 5

- Recap of Day-4
- Learning points of all sessions
- Training
- Invite a Woman Prison Leader
- Feedback session

Post Lunch

- Valediction
- Certificate
- Group Photo with Chief Guest, if any

PART – B

COURSE GRID

LEARNING EVENT

COURSE GRID

COURSE GRID

01 Introduction to Leadership in Prison Administration	02 Leadership Qualities	03 Understanding Prison Environment and Prison Sub Culture
04 Leadership Styles	05 Role of Leadership in Prison Reforms	06 Team Building Skills
07 Effective Communication Skills	08 Emotional Intelligence: Inter- Personal and Intrapersonal	09 Conflict Management Skills
10 Crisis Management and Problem-Solving Skills	11 Developing Growth Mind-set	12 Leadership and Change Management
13 SWOT Analysis	14 Action Plan for Self	15 Time Management
16 Code of Conduct and Ethical Issues in Prison Management	17 Women and Leadership	

LEARNING EVENT

(ONE-WEEK)SPECIALISED COURSE FOR PRISON OFFICERS

(ASST. JAILOR TO SUPERINTENDENT OF PRISONS)

ON

OVERSIGHT MECHANISMS IN PRISON ADMINISTRATION

(ONE WEEK)

LEARNING EVENT

Unit	01							
Learning Unit	Introduction to Leadership in Prison Administration							
Training Objective	At the end of training, participants will be able to explain meaning and concept of leadership							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Distinguish between Leader and Boss	- Characteristics of a good leader	Lecture-cum-Discussion	White Board, Marker Projection System	75	In-House / Guest Faculty		Q/A
2.	Define leadership	-Role Models of Leaders						
3.	Explain meaning and concept of leadership	- Difference between Leader and Boss - Leadership Concept						
			Case Study Exercises					

LEARNING EVENT

Unit	02							
Learning Unit	Effective Leadership Qualities							
Training Objective	At the end of training, participants will be able to describe effective leadership qualities.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	List effective leadership qualities	- Movies on Leadership	Movies-cum-Discussion	Projection System Movies e.g., Lagaan, Chak De, Swades, etc.	120	In-House / Guest Faculty		Q/A
2	Describe effective leadership qualities							
3	Identify effective leadership qualities							

LEARNING EVENT

Unit	03							
Learning Unit	Understanding Prison Environment and Prison Sub-Culture							
Training Objective	At the end of training, participants will be able to explain the Role of Leadership while working in the Prison Environment							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe Prison Sub-Culture	-Prison subculture	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		
2	Explain the role of leadership while working in the Prison environment	-Prison leadership qualities and prison subculture						

LEARNING EVENT

Unit	04							
Learning Unit	Leadership Styles							
Training Objective	At the end of training, participants will be able to explain the Leadership Styles							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	List the leadership styles	-Authoritative: -Participative Consulting Laissez-Fair Transformative	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Q/A
2	Explain the leadership styles							

LEARNING EVENT

Unit	05							
Learning Unit	Role of Leadership in Prison Reforms							
Training Objective	At the end of training, participants will be able to explain the Role of Leadership in implementing Prison Reforms							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	State the Role of Leadership in Prison Reforms.	- Need for Prison Reforms	Lecture-cum-Discussion	White Board, Marker	75	In-House / Guest Faculty		
2.	Explain the Role of Leadership in implementing Prison Reforms	- Examples of Prison Reforms and Role of Leadership (Motivation / Collaboration / Planning, etc.) with examples						

LEARNING EVENT

Unit	06							
Learning Unit	Team Building Skills							
Training Objective	At the end of training, participants will be able to explain the strategies of team building							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Identify behaviors that help in team-building	-Team and group difference -Characteristics of good teams -Benefits of working in teams -Developing Trust - Exercise on Team Building	Lecture-cum-Discussion Exercises	White Board, Marker, Projection System	60	In-House / Guest Faculty		Q/A
2	State the benefits of working in teams							
3	Explain the strategies of teambuilding							

LEARNING EVENT

Unit	07							
Learning Unit	Effective Communication Skills							
Training Objective	At the end of training, participants will be able to explain the Skills of Effective Communication							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Differentiate between hearing, listening and active listening	-Communication process	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House / Guest Faculty		Q/A
2	Identify the various barriers to effective communication	-Barriers to effective communication	Exercise on listening skills					
3	Explain the skills of effective communication	- Listening, hearing and active listening						

LEARNING EVENT

Unit	08							
Learning Unit	Emotional Intelligence: Inter-Personal and Intrapersonal							
Training Objective	At the end of training, participants will be able to explain the Components of Emotional Intelligence.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define emotional intelligence framework	-EQ and IQ	Lecture-cum-Discussion	White Board, Marker Projection System	150	In-House / Guest Faculty		Q/A
2	Identify self-awareness skills	-Emotional Intelligence- (i) Intra Personal Intelligence			75			
3	Explain the components of emotional intelligence	(ii) Interpersonal Intelligence-Social Skills			75			

LEARNING EVENT

Unit	09							
Learning Unit	Conflict Management Skills							
Training Objective	At the end of training, participants will be able to explain Conflict Management Techniques.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define conflict and its types	-Types of conflict Stages of conflict - Interpersonal Conflict - Conflicts in Prison and Staff -Conflict Management Styles / Techniques	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Q/A
2	List Conflict Management Techniques							
3	Explain Conflict Management Techniques.							

LEARNING EVENT

Unit		10						
Learning Unit		Crisis Management and Problem-Solving Skills						
Training Objective		At the end of training, participants will be able to explain Problem-Solving and Crisis Management Skills.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe the stages of problem solving	-Stages of problem-solving	Lecture-cum-Discussion	White Board, Marker Projection System	120	In-House / Guest Faculty		
2	Discuss crisis management skills in prisons	- Identification of the problem to solution. -Different crisis in prisons and their management (e.g. Disaster, prison riot, pandemic, etc.)	Panel Discussion					
3	Explain problem solving and crisis management skills							

LEARNING EVENT

Unit	11							
Learning Unit	Developing Growth Mind-set							
Training Objective	At the end of training, participants will be able to explain ways of developing 'growth mind-set'							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define growth mind-set	-Fixed and growth mind-set	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		
2	Analyze the difference between a 'fixed mind-set' and 'growth mind-set'	-Building Positive Attitude - Developing growth mind-set	Exercise					
3.	Explain ways of developing 'growth mind-set'							

LEARNING EVENT

Unit	12							
Learning Unit	Leadership and Change Management							
Training Objective	At the end of training, participants will be able to explain the ways of Effective Change Management							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	State the factors that lead to resistance to change	-Why change? Resistance to change Leading and Facilitating change	Lecture-cum-Discussion	White Board, Marker, Projection System	150	In-House / Guest Faculty		Q/A
2.	Discuss the ways of effective change management	- Discussion on Tihar Prisons/Telangana, /H. P prisons, etc. in managing change.			75			
3.	Explain the ways of effective change management	-Sharing of success stories of change in prison			75			

LEARNING EVENT

Unit		13						
Learning Unit		SWOT Analysis						
Training Objective		At the end of training, participants will be able conduct a SWOT Analysis for self.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define Goals	-Practice setting up Goals	Lecture-cum-Discussion	White Board, Marker, Projection System Work Sheets	60	In-House / Guest Faculty	Books on Leadership	Quiz Q/A
2	Practice Setting up Goals	-SWOT analysis (Strengths, Weakness, Opportunities, Threats)	Exercise on SWOT analysis					
3	Conduct a SWOT analysis for self							

LEARNING EVENT

Unit	14							
Learning Unit	Action Plan for Self							
Training Objective	At the end of training, participants will be able to develop an Action Plan for Self							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Explain 'Action plan'	-An action plan to overcome deficiencies and achieving goals	Activity sheet for action plan	White Board, Marker Projection System	60	In-House / Guest Faculty		Q/A
2.	Develop an Action Plan for Self							

LEARNING EVENT

Unit	15							
Learning Unit	Time Management							
Training Objective	At the end of training, participants will be able to explain Time-Management Techniques							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Identify strategies for saving time	-Need for Time Management	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Q/A
2	Explain Time-Management Techniques	-Obstacles to Time Management -Strategies for time Management	Exercise					

LEARNING EVENT

Unit	16							
Learning Unit	Code of Conduct and Ethical Issues in Prison Management							
Training Objective	At the end of training, participants will be able to explain the Ethics and Code of Conduct for prison staff							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	State importance of ethics in public service	- Ethics-meaning	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Q/A
2	Explain the Ethics and Code of Conduct for Prison Officer	-UN Code of Conduct for Law enforcement officers - Ethics in Indian culture - Ethical/Unethical activities in prisons Code of ethics as Prison officer						

LEARNING EVENT

Unit	17							
Learning Unit	Women and Leadership							
Training Objective	At the end of training, participants will be able to explain challenges faced by Women Leaders in Prison Organization							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe gender stereotypes	- Gender stereotypes - Women leaders (in various organization) - Role models for women leaders in Prison - Challenges faced by women prison officers and solutions	Lecture-cum-Discussion	White Board, Marker Projection System	75	In-House / Guest Faculty		Q/A
2	Explain challenges faced by women leaders in prison organization							

Part -C

RESOURCE MATERIAL

SECTION - 1	HANDOUTS
SECTION - 2	EXERCISES
SECTION - 3	VIDEOS & FILMS

HANDOUTS

Section-1

HO - 1	Leadership Traits
HO - 2	Leadership Styles
HO - 3	Prison Leadership and Mandela Rules
HO - 4	Prison Sub-culture
HO - 5	Communication Process Model
HO- 6	Team Building – Benefits of Team
HO - 7	Trust Building
HO -8	Emotional Intelligence
HO - 9	Problem Solving and Decision Making
HO - 10	Conflict Management Styles
HO - 11	Growth Mind-set
HO -12	SWOT
HO - 13	Time Management
HO - 14	Code of Ethics

LEADERSHIP TRAITS

“... There are four things you need to have to win that battle. The first is to set the goal, the second is to acquire knowledge continuously, the third is work hard with devotion and the fourth is perseverance. If you have these four tools, then you will definitely become UNIQUE YOU...”

Abdul J Kalam, HT, Chennai, India, 2010

Overview- According to John Maxwell, 'Leadership is influence - nothing more, nothing less. While successful leaders may exhibit the following leadership qualities to varying degrees, all good leaders have at least some of these characteristics.

Integrity

Integrity is the foundation of good leadership; a good leader inspires with his principles without compromising.

Innovative

An innovative leader is not a creative genius with thought-provoking ideas but gives others the freedom to develop their ideas. Founder of Apple, SteveJobs, the innovative leader, remarked, 'Innovations distinguish between a leader and a follower.'

Self-Confidence

True leaders know about their competencies and leadership qualities. Good leaders take full responsibility and quick actions without passing on issues, ignoring, or procrastinating.

Effective Communication

Effective leadership and effective communication are correlated. The effective leaders are skilled communicators who are able to communicate in a variety of ways, not only transmitting information but also inspiring others.

Active Listening

Good leaders listen to people with great attention and sincerity which helps them to understand people and their perspectives.

Decision Making Skills

Ability to Delegate

Delegating is one of the core responsibilities of a leader. The best leaders build trust with employees in order to delegate more effectively.

Self-Motivated

Good leaders keep themselves self-motivated and set an example to follow. They always motivate their employees and boost their morale.

Tech-savvy

Today's leader needs to understand technology sufficiently to sustain their work

Empathy

'Leadership is about empathy. It is about having the ability to relate to and connect with people for the purpose of inspiring and empowering their lives'. Oprah Winfrey.

Summing up-Leadership is a skill that can be developed.

One can strengthen any of these characteristics of a good leader by being open to growth and putting time and effort towards self-improvement. It's also essential to realize that leadership is a social process. It's less about a strong or charismatic individual, and more about a group of people working collectively to achieve results together. Also, leadership isn't a destination, it is a process.

LEADERSHIP STYLES

Theories of leadership

- a) Trait Theories
- b) Behavioural theories
- c) Contingency theories
- d) Transactional vs. Transformational leadership

The five basic leadership theories and styles are :

- 1. Authoritative : Telling
- 2. Political : selling
- 3. Evaluative : testing
- 4. Participative : Consulting
- 5. Laissez-faire : joining

Telling :The leaders identifies a problem, considers alternative solutions, chooses one of them, and then tells others what they are to do.

Selling : The leader, as before, makes the decision without consulting the group. However, instead of simply announcing the decision, he or she tries to persuade the group members to accept it.

Testing : The leader identifies a problem and proposes a tentative solution. Before finalizing it, however, she or he gets the reactions of those who will implement it.

Consulting : The leader gives the group members a chance to influence the decision from the beginning. Problems and relevant background information are presented, and then the members are asked for their ideas.

Joining : The leader participates in the discussion as just another member – and agrees in advance to carry out whatever decision the group makes.

Transformational leadership, in line with the full-range leadership model, promotes positive change within the workplace.They help their followers become more self-aware, so they can self-regulate their thinking, feelings, and behavior, and as a result, become more self-developed.

PRISON LEADERSHIP AND MANDELA RULES

Nelson Mandela Rules, Rule 79:

1. The prison director should be adequately qualified for his or her task by character, administrative ability, suitable training and experience.
2. The prison director shall devote his or her entire working time to official duties and shall not be appointed on a part time basis. He or she shall reside on the premises of the prison or in its immediate vicinity.
3. When two or more prisons are under the authority of one director, he or she shall visit each of them at frequent intervals. A responsible resident official shall be in charge of each of these prisons.

For leaders working in Corrections –

"A leader in corrections needs to **stay calm under pressure** and should not make quick decisions unless the situation dictates it."

Empower to lead "You need to know your staff and your inmates, and you need to know the policies and procedures that govern your agency." Knowing when, and how to empower staff is paramount in prisons.

Prison inmates need to be viewed as human being whose lives the Prison leader is trying to influence in a positive manner.

A good leader in prisons is also a good role model for staff and inmates

PRISON SUB-CULTURE

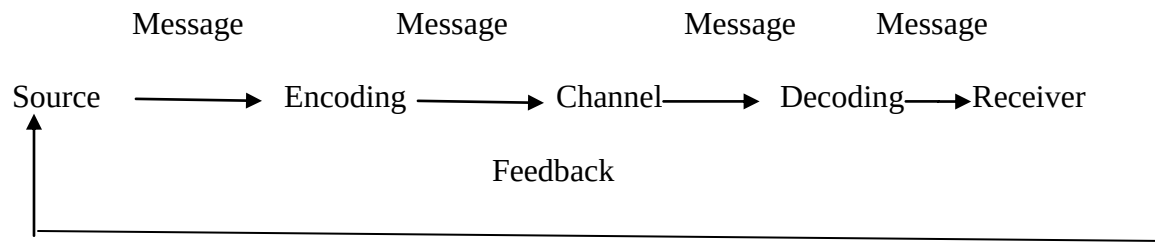
Sykes (1958), in *The Society of Captives*, analyzed the great suffering to which prisoners are subjected to (pains of imprisonment).

The analysis continues to be relevant. The sufferings of the prisoners are divided into genres :

1. Loss of personal freedom
2. Deprivation of daily goods and services
3. Deprivation of heterosexual relations; and
4. Deprivation of autonomy and independence
5. Deprivation of personal security

The prisoner almost never shares the complex system of rules governing Prison Institutes.

THE COMMUNICATION PROCESS MODEL



The above communication process model is made up of seven parts : (1) the communication source, (2) encoding, (3) the message, (4) the channel, (5) decoding, (6) the receiver, and (7) feedback.

Communication process : The steps between a source and a receiver that result in the transference and understanding of meaning

Encoding – Converting a communication message to symbolic form.

Message – The message is the actual physical product from the source encoding and what is communicated.

Chanel – The medium through which a communication message travels.

Decoding – Retranslating a sender’s communication message

Feedback loop – The final link in the communication process; puts the message back into the system as a check against misunderstanding.

Effective Communication

Body Language -Using eye contact, verbal signals and body language should correspond to the words.

Expressing empathy in communication using ‘I can understand how you feel.’

Handle difficult situations using effective communication.

WORKING IN TEAMS : BENEFITS

- Helps people cope more effectively with change
- Enables work and effort to be divided
- Generates more solutions to problems.
- Minimizes mistakes, as members can spot and correct each other's errors
- Can increase motivation
- Common commitment to Goals
- Improved communication

Motivating People

Team leaders can motivate people by :

- Informing
- Including
- Listening
- Providing feedback
- Offering recognition
- Empowering

TRUST BUILDING

How do you build Trust?

Managers and team leaders have a significant impact on a team's trust climate. As a result, managers and team leaders need to build trust between themselves and team members. The following summarizes ways you can build trust :

1. Demonstrate you are working for others' interests as well as your own.
2. Be a team player
3. Practices openness
4. Be fair
5. Speak your feelings
6. Show consistency in the basic values that guide your decision making.
7. Maintain confidence
8. Demonstrate competence

Source: Organizational Behaviour : Concepts, Controversies, applications (7th Ed.) Stephen P. Robbins

EMOTIONAL INTELLIGENCE

According to the psychologist, Daniel Goleman, EI has five components : (i) Self-awareness, (ii) Self-regulation, (iii) Empathy, (iv) Motivation and (v) Social skills

Emotional Intelligence :

1. Self-Awareness
2. Self-Regulation
3. Motivation
4. Empathy
5. Social Skills – Adaptability in Relationship
 - A. Personal Competence- Intra personal intelligence
 - B. Social Competence – Interpersonal intelligence

(Source : Working with Emotional Intelligence-Daniel Goleman)

A framework of Emotional Competencies

	Self Personal Competence	Other Social Competence
Recognition	Self-Awareness • Emotional Self-awareness • Accurate Self-assessment • Self-Confidence	Social Awareness • Empathy • Service Orientation • Organizational Awareness
Regulation	Self-Management • Self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	Relationship Management • Developing others • Influence • Communication • Conflict Management • Leadership • Change Catalyst • Building bonds • Teamwork and Collaboration

PROBLEM SOLVING AND DECISION MAKING

Stages of Problem Solving :

- Problem Identification : Identifying and structuring the problem and recognizing that there is a problem.
- Structuring the problem : Observation, Fact Finding
- Looking for possible solution
- Making a decision and implementation
- Accepting and carrying out to choose course of action
- Monitoring and feedback
- Review the outcome over a period of time
- Seeking feedback as to the success of the outcomes of the chosen solution

In order to be effective at problem solving, certain other skills are required.

- Creativity
 - Team work
 - Emotional Intelligence
 - Risk Management
-
- All problems have two features - Goals and barriers.
 - Problem Solving and Decision Making are closely related skills.
 - Making a decision is an important part of problem solving process. Choosing between various options of alternatives become important.

CONFLICT MANAGEMENT STYLES

1. **Compete** : Go all out to win; concern for objectives only.
2. **Compromise** : Settle for 'half a loaf'
3. **Accommodate** : Yield or subordinate one's own concerns to those of the other party.
4. **Collaborate** : Work toward mutual problem – solving recognizing both parties' goals.
5. **Avoid** : Deny, suppress or put aside the difference.

The best way is to collaborate and solve the conflict.

GROWTH MIND-SET

A growth mind-set means that you :

1. Welcome mistakes and learn from them
2. Have ‘grit’, determination and perseverance, even in the face of challenge
3. Have ‘emotional intelligence’ – i.e. they can reflect on their feelings and have strategies to control their emotional responses to challenging situations.
4. Practice gratitude

SWOT

SWOT is a good tool to know about oneself. What are your :

- a) STRENGTH -
- b) WEAKNESS
- c) OPPORTUNITIES
- d) THREATS

TIME MANAGEMENT

Time Management is needed

- To save time
- To reduce stress
- To function effectively
- To increase work output
- To have control over job responsibilities

One must identify the time-wasters and handle them because most people aid and abet others in wasting their time. A few measures are:

Prioritize. This is the principle of ‘separating wheat from the chaff’. Knowing what is more important is comparison with something else is the fundamental requirement to get started to do something.

Develop creative ways of organizing and doing according to priority you have set for yourself or someone has given you.

Develop listening skills. Active and intelligent listening can save a lot of your time and that of others.

Learn the art of saying ‘No’. The ability to say ‘No’ at the appropriate time and in an appropriate manner can save a lot of time without causing any problems for anyone.

Base your personal and functional relationship on fundamentals of truth, mutual trust and honesty.

Respect the time of others. They may be your colleagues or subordinates. Most seniors commit the offence of wasting the time of their subordinate by making them wait.

Allot time for doing nothing : One must ‘do nothing’ at times to be able to ‘do something’. A few minutes in between your busy schedule can rejuvenate you to begin again with new zeal and vigor.

(Source :Cheema, D.S. (2009). Time Management. Abhishek Publication: New Delhi.

Finally, killing time is not MURDER, it is SUICIDE. Use your time to the best of your advantage and move ahead in life.

CODE OF ETHICS

Ethics :Aset of principles of right conduct

- It is a set of values and principles which helps guide behaviour, choice and action.
- Helps to decide whether one's actions are right or wrong.

Organizations/Institutions may have their separate code of ethics depending on the nature of duties assigned to them.

Importance of Ethics :

- 1) These standards ensure that individual belonging to an organization has consistent approach in carrying out their responsibilities.
- 2) They help in ensuring stability and consistency in decision-making.
- 3) They ensure that member of the organization maintain consistent behaviour with one another and towards clients and other stakeholders and towards other persons outside the organization.
- 4) They help in achieving organizational goal, mandate and public responsibilities.

EXERCISES

Section – 2

- EX-1 Ball Game
- EX-2 Listening Skills
- EX-3 Blind Walk
- EX-4 Rectangle Count
- EX-5 Growth vs. Fixed Mind-set
- EX-6 Self-Assessment and SWOT
- EX-7 Action Plan

THE BALL GAME

Purpose

- To reinforce the concept of continuous improvement
- To close a team building or training session on a positive note.

Group size

Works best with a team or training group of five to fifteen people.

Time

Thirty Minutes

Physical Setting

A room or a section of large room with no tables and chairs. This activity can be done outside.

Materials :

A small, soft ball that is easy to throw and catch.

Process

1. Explain that the team is going to learn together by playing a ball game.
2. Form a team in circle with nothing in the centre. Select a leader who throws the ball to one person and instructs the person to give the ball to another person and call his / her name. The game continues until each trainee has been given the ball. All members of the team are told to remember the name of the trainee to whom they gave the ball. After the team finishes, the leader asks, ‘can you do it better and faster?’ The team usually moves the circle in closer and repeats the game. The process continues until the team is satisfied that they have done their best. By this time, they are usually standing next to each other in a tight circle.
3. The trainer should conclude the session by summarizing learning on problem-solving and continuous quality improvement.

LISTENING SKILLS - SELF-ASSESSMENT EXERCISE

While Listening	Usually	Sometimes	Seldom
1. I maintain eye contact with the speaker	_____	_____	_____
2. I determine whether or not a speaker's ideas are worthwhile solely by his or her appearance and delivery.	_____	_____	_____
3. I try to align my thoughts and feelings with those of the speaker.	_____	_____	_____
4. I listen for specific facts than for the big picture.	_____	_____	_____
5. I listen for both factual content and the emotion behind the literal words.	_____	_____	_____
6. I ask questions for clarification and understanding.	_____	_____	_____
7. I withhold judgment of what the speaker is saying until he or she finished.	_____	_____	_____
8. I make a conscious effort to evaluate the logic and consistency of what is being said.	_____	_____	_____
9. While listening I think about what I'm going to say as soon as I have my chance.	_____	_____	_____
10. I try to have the last word.	_____	_____	_____

Source : E.G. Glenn and E.A. Pood, 'Listening Self Inventory',
Supervisory Management (January 1989), pp. 12-15.

Scoring key and interpretation

For questions 1, 3, 5, 6, 7 and 8 give yourself 3 points for 'Usually' 2 points for 'Sometimes' and 1 point for 'Selfdom'.

For questions 2, 4, 9 and 10 give yourself 3 points for 'seldom' 2 points for 'sometimes' and 1 point for 'Usually'.

Source: *Organizational Behaviour: Concepts, Controversies, applications*
(7th Ed.) Stephen P. Robbins, 1993.

BLIND WALK / TRUST WALK

This game enables an opportunity to explore how we build and share trust with one another. It also has different channels of communication that affect the communication experiences.

Objectives

- Participants will experience what it is like to be without the sense of sight.
- Participants will be good partners and will safely guide each other on blind walks.
- Participants will identify things on their blind walk by using their other senses besides sight.
- Participants will reflect on what they learned from their blind walk and communicate it to the class. The 'blind' will express what they learned on their trust walk by discussing what it felt like to not be able to see and by discussing what other senses they used. The guides will express what it felt like when caring for their blind partners.

Material blind folds (optional) (e.g., Dupatta, scarf)

Procedures

- Assign or let them choose a partner.
- Tell the participants you want them to experience what it might be like to be without one of their senses. Explain that everyone is going to have a chance to see what it feels like to be blind.
- Inform them they will be going on a blind walk.
- Tell them that one partner will be the guide while the other partner wears the blindfold. It is very important that the guides keep their partners safe.
- You are solely responsible for the safety of your partner at all times.
- When you are the guide do not let your eyes leave your partner for any reason.
- Take special care near stairs, and doorways.
- Explain to the guides that their job is to lead their blind partners on a walk. They may take their partners outside to the playground. They will choose things for their partners to try to identify using their other senses besides their sight.
- They can switch roles and repeat the action.

Debriefing

Get the group together to reflect about their trust walk.

- What did it feel like to be unable to see?
- What sounds did you hear, or notice?
- What worked? Did you feel safe or nervous any time and why?
- How easy or hard was it to trust?
- What was it like to be the guide and responsible for the safety of the other person?

Problem Solving: Different Perspective

How many rectangles do you see?

Count the number of rectangles

GROWTH VS. FIXED MIND-SET

Look at the statements below which describe a ‘fixed’ mind-set or negative attitude. Transform them into statements that show a growth mind-set, and encourage you to stay positive

For example, ‘I can’t do this’ could become ‘I can do this if I keep trying’

Fixed mind-set / negative attitude

- I can’t do this
- I give up
- My work is not good enough
- My friend is better at this than me
- I am not good at this
- This is too hard
- I am brilliant at this
- My work is fine as it is
- This is not my strength
- I do not understand it
- He finds it easier than I do

Growth mind-set / positive attitude

SWOT

SWOT is a good tool to know about oneself. What are your :

- a) STRENGTH
- b) WEAKNESS
- c) OPPORTUNITIES
- d) THREATS

Activity :Self-Assessment Schedule

What am I Proud of?

(List your accomplishments which you would like others to know)

How will I overcome the Deficiencies

My Strong points

My Weak points

MY ACTION PLAN

Action Plan

My Long Term Goal	Short and Medium Term Goals to achieving Long Term Goal	Actions Required	Constraints	Who or What can Help	Target Date for Action

VIDEO AND FILMS

Section – 3

1. https://youtu.be/05pT30d_JGw - Communication Skills
2. <http://trainugly.com/portfolio/praise-and-mindsets/--Growth Mindset>

Movies e.g. Lagaan, Chak De, Swades, Invictus etc.

REFERENCE

Reference Material

Parker, G.M.; Kropp, R.P. (1996). Team Building: A Sourcebook of Activities for Trainers'. Published by Kogan Page Limited, London

Robbins, S.P. (1996). Organizational Behaviour: Concepts, Controversies and Applications (7th edition).

Goleman, D. (1998). Working with Emotional Intelligence. Published by Bantam Books, New York.

Cheema, D.S. (2009). Time Management. Published by Abhishek Publication: New Delhi.

Handbook for Prison Leaders (2010) – UNODC. A Basic Training Tool and Curriculum for Prison Managers based on International Standards and Norms.

The Bangkok Rules 21 December 2010 - Resolution A/RES/65/229 UN General Assembly adopted the UN Rules for the Treatment of Women Prisoners and Non-Custodial Measures for Women Offenders ('Bangkok Rules')

UNODC Handbook - <https://www.unodc.org>

Further Reading:

1. Art of War by Sun Tzu
2. Autobiography of a Yogi by Paramahansa Yogananda
3. Ignited Minds by APJ Abdul Kalam
4. Man's Search for Meaning by Viktor Frankl
5. Primal Leadership, Unleashing Power of Emotional Intelligence by Daniel Goleman and Annie McKee.
6. The Seven Habits of Highly Effective People by Stephen R. Covey
7. The One Minute Manager by Ken Blanchard and Spencer Johnson
8. The Monk Who Sold His Ferrari by Robin Sharma
9. Teachings of Swami Vivekananda
10. Wings of Fire by APJ Abdul Kalam and Arun Tiwari
11. Who Moved My Cheese by Spencer Johnson

APPENDICES

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

(Name of the Training Institute)

(Name of the Course)

(Dates)

REGISTRATION FORM

PARTICIPANT DETAILS

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

ORGANIZATION DETAILS

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

RESIDENTIALDETAILS

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

Signature
Name
Date

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

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

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

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

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

FEEDBACK FORM

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

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

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

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

Yes

No

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

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

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

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

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

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

6. Practical Orientation of the course.

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

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

Substantially 4	Considerably 3	Fairly 2	Not at all 1

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

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

9. To what extent are you satisfied with the following:

(The Training Institution may please block the parameters not applicable)

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

- a) Reception & Transport
- b) Residential
- Accommodation

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

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

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

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

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

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

15. If yes, kindly spell them out briefly?

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

Date:

Name

Designation

Place:

Organization

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.

QUIZ

Name:

Date:

1. What are the main types of Leadership styles?
2. What is a charismatic leader and who is an example?
3. What does the French phrase “Laissez-faire” mean?
4. What type of leadership style should a prison officer have and why?
5. What leadership style(s) was Hitler?
6. An Autocratic leader allows people to make their own decisions? (True / False)
7. What is an example as to how someone becomes a leader (ex: leader by position)?
8. What’s one difference between a manager and a leader?

QUESTIONS FOR ASSESSING TRAINEES

ASSESSMENT

MCQs FOR LEADERSHIP IN PRISON ADMINISTRATION

Please tick mark the correct answer of the following :

1. What is the best Leadership Model?

- a) Participatory
- b) Autocratic
- c) Laissez faire

2. What are the qualities of a Good Leader

- a) Integrity
- b) Self –confidence
- c) Innovative
- d) Good Communicator
- e) All the above

3. Crisis Management involves

- a) Data Collection
- b) Seeking directions from higher authorities
- c) Involve team in crisis management

4. A Motivated Leader is the one who

- a) Works alone consistently.
- b) Shows energy, enthusiasm and determination to succeed
- c) Does not accept responsibility

5. How are effective decisions made for solving problems

- a) Let subordinates resolve the problem
- b) Identifying, structuring and resolving problem
- c) Take a quick decision and review it later

6. Good leaders are born or made

- a) Good leader are born
- b) Good leaders belong to families of leaders
- c) Good leaders are made - acquire leadership skills

7. Emotional Intelligence involves

- a) Control over one's emotions
- b) Face challenges
- c) Self-awareness/, Empathy, Motivation and Social skills

8. True or False

- a) IQ is more important than EQ
- b) Prison Leadership is different from other forms of Leadership
- c) Listening is vital for a Leader
- d) Bossing over subordinate makes an effective leader
- e) A boss is always a Leader

9. Best methods to motivate Prisoners to participate in work programmes

- a) Fear of Punishment
- b) Matching aptitude / skill with work
- c) Extra diet for good work
- d) Both (b) and (c)

PART-B

Please answer the following questions :

10. Describe the different leadership styles in prisons. Which style can be most effective?

11. Describe the communication process and identify its key components.
Contrast active and passive listening.

12. Write Short notes on the following : -
Prison Sub Culture
Team Building Skills
Time Management
SMART Goals

13. What are the key components of emotional intelligence? How is EQ related to IQ?

- 14.** What are the major sources of conflicts in prisons? Mention in two situations a conflict handling strategy that will be appropriate and why?
- 15.** Identify some key ethical qualities required in a prison officer?

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 panelists have spoken, the panel should be open for discussion with question from the participants. The key points of each speaker should be summed up by the moderator and the discussion should be concluded by the moderator well within time. The participants should be instructed to ask specific questions to the panelists.

Group Discussion:

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

Cull out the important points that emerge from the discussion

Action Plan: Group Work Activity

Prison based Rehabilitation programs

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

PRISON STATISTICS INDIA – 2021

Total Number of Prison Inmates as on 31.12.2021			
Male	:	5,31,025	
Female	:	22,918	
Transgender	:	91	
Prison Population	:	5,54,034	

Prisoner Types and Demography

Convicts		Under trials		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>