

Training Manual for Vertical Interaction Course for Senior Officers
(Superintendent to IG/DG Prisons)
on
Principles of Prison Management and Constitutional Court Directions-An Update
(One Week)
2022



Bureau of Police Research and Development
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Message

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

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

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

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

(Balaji Srivastava)

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DAY-1

Learning Unit

LU-1	Models of Prison Management
LU-2	International Framework of Prison Administration
LU-3	Legal Framework and Special Laws Relating to Prison Administration
LU-4	Constitutional Provisions Relating to HumanRights in Prison Administration

DAY-2

LU-5	Human Rights Principles of Prison Management
LU-6	Landmark Judgments of Supreme Court Relating to Human Rights in in prison.
LU-7	Impact of Imprisonment & Prison Sub-Culture
LU-8	Best Prison Practices- field visit

DAY-3

LU-9 Women Prisoners and Their Accompanied Children

LU-10 Prison Staff and Their Rights

LU-11 Action Plan

LU-12 Communication Skills

DAY-4

LU-13 Prisoner's Contact With Family

LU-14 Temporary Release of Prisoners

LU-15 Technology in Prison Management

DAY-5

LU-16 Changes and Challenges before Prison Administration

LU-17 Building Positive Attitude

LU-18 Managing Stress in Prisons

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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 management has to operate within the Constitutional, legal and ethical framework. Prison Management is not only about security management but above all, it is about the management of people, primarily the prisoners and the Prison staff. Human rights based approach is the safest and most effective way of managing prisons. Article 21 has been given a wide interpretation by the Courts and in Sunil Batra Case, the Apex Court emphasised that “a person in prison does not become a non-person”.

The objective of this one-week course on ‘Principles of Prison Management for Prison Officers of the rank of Warder to Inspector General’, Prisons which has eighteen Learning Units is to impart knowledge and skills of prison management principles in accordance with the directions of the Hon’ble Supreme Court on Prison Management. This Training Manual covers the key skills required for effectively managing prisons.

(For Trainers &Participants)

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COURSE GUIDE

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 impart knowledge and skills of Prison Management Principles in accordance with directions of the Supreme Court on Prison Management.

DESIGNED FOR

Warders to Inspector General, Prisons

FACILITATORS

In-House Faculty & Guest Faculty. The Guest Faculty can include serving / retired Senior Prison Officers, Legal experts, Management experts, Technology 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 the training, the participants will be able to -

Unit – 1

Training Objective Explain the Models of Prison Management

Enabling Objectives 1. State the Objectives of Prison Administration

2. State the Models of Prison Management

3. Explain the Models of Prison Management

Unit – 2

Training Objective Explain the International standards and norms of Prison Management

Enabling Objectives

1. State the International norms of Prison Management
2. Explain the International standards and norms of Prison Management

Unit – 3

Training Objective Explain the major provisions of Laws that govern Prison Administration in India

Enabling Objectives

1. State the Laws that govern Prison Administration in India
2. Explain the major provisions of Laws that govern Prison Administration in India.

Unit – 4

Training Objective Explain the Constitutional provisions relating to Human Rights in Prison Administration

Enabling Objectives

1. Describe the Constitutional provisions relating to Prison Administration
2. Define the Human Rights
3. State the human rights that can be violated in prisons
4. Explain Constitutional Provisions relating to Human Rights in Prison Administration

Unit – 5

Training Objective Explain the Human Rights Principles of Prison Management.

Enabling Objectives

1. State the importance of human rights in prisons.
2. Explain the Human Rights Principles of Prison Management

Unit – 6

Training Objective Explain the landmark Supreme Court directions relating to Human Rights in Prisons

- Enabling Objectives
1. Describe the Role of Judiciary in protecting Human Rights in Prisons
 2. Identify the important judicial decisions relating to Human Rights in Prisons
 3. Explain the landmark Supreme Court directions relating to Human Rights in Prisons.

Unit – 7

Training Objective Explain the impact of imprisonment on Prisoners and Prison Sub-Culture

- Enabling Objectives
1. Explain Prison Sub–culture.
 2. Explain the impact of imprisonment on Prisoners and Prison Sub-Culture

Unit – 8

Training Objective Describe the Best Prison Practices in Prison Management

- Enabling Objectives
1. State the Best Prison Practices in Prison Management
 2. Describe the Best Prison Practices in Prison Management

Unit – 9

Training Objective Explain the special needs of Women Prisoners

- Enabling Objectives
1. Explain vulnerable categories of prisoners
 2. Explain the special needs of Women Prisoners

Unit – 10

Training Objective Explain the importance of the Rights of Prison Staff

- Enabling Objectives
1. Explain the role of staff in prison management
 2. Identify the Mandela Rules relating to staff development.
 3. Explain the importance of the Rights of Prison Staff

Unit – 11

Training Objective Prepare an Action Plan

- Enabling Objective
1. Set Goals

2. Prepare an Action Plan for prison

Unit – 12

Training Objective Demonstrate the skills of Active Listening for Effective Communication

Enabling Objectives1. Explain Effective Communication
2. Demonstrate the skills of Active Listening for Effective Communication

Unit – 13

Training Objective Explain the importance of Prisoner's contact with the family

Enabling Objectives 1. State the types of contact with family that is allowed in prisons
2. Describe the benefits of contact with the family
3. Explain the importance of Prisoner's contact with the family

Unit – 14

Training Objective Explain the process of temporary release granted to prisoners

Enabling Objectives1. Describe the types of temporary release granted to prisoners
2. Differentiate between parole and furlough
3. Explain the process of temporary release granted to prisoners

Unit – 15

Training Objective Describe the Best Practices in the use of technology in Prisons

Enabling Objectives 1. State the different technologies used in prison
2. Describe the Best Practices in the use of technology in Prisons.

Unit – 16

Training Objective Identify the challenges faced by Prison Administration.

Enabling Objectives 1. State the changes in Prison Administration
2. Describe the challenges faced by Prison Administration

3. Identify the challenges faced by PrisonAdministration

Unit – 17

Training Objective Demonstrate ways of Building Positive Attitude.

Enabling Objectives 1. Describe Attitude
2. Explain ways of building positive attitude

Unit – 18

Training Objective Explain Stress Management Techniques.

Enabling Objectives 1. Define Stress, its positive and negative aspects
2. Explain Stress ManagementTechniques

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 0915-1030	Registration Inauguration of the Course Ice Breaking Session & Ground Rules Course Objectives and Expectations of participants	
1045-1200	Models of Prison Management Objectives of Prison Administration Correctional Management Models Tihar Model of Participative Prison Management	1.1 1.2 1.3

1215 -1330	International Framework of Prison Management ICCPR, 1977; UN Basic Principles for Treatment of Prisoners; UNSMR, 2015; Bangkok Rules, 2010	2.1 2.2
1430 - 1530	Legal Framework of Prison Administration in India Prison Act, Various Laws on Prisons and Prisoners; I.P.C.;Cr. P.C;Model Prison Manual, 2016	3.1 3.2
1545 - 1700	Constitutional Provisions relating to Human Rights in Prison Administration Preamble; Fundamental Rights&Duties; Protection of Human Rights, 1993	4.1 4.2 4.3 4.4

DAY/TIME	CONTENT	OBJECTIVES
DAY-2 0915 –1030	Human Rights Principles of Prison Management Importance of Human Rights in Prisons; Human Rights Principles in Prisons	5.1 5.2
1045 - 1200	Landmark Judgments of Supreme Court Relating to Human Rights in Prisons Role of Judiciary and Landmark Decisions	6.1 6.2 6.3
1215 - 1330	Impact of Imprisonment on Prisoners and Prison Sub Culture	7.1 7.2
1430 -1700	Field Visit – Best Prison Practices in Prison Management	8.1
DAY – 3 0915 – 1200	Special Needs of Women Prisoners Vulnerable Categories of Prisoners, Special Needs of Women Prisoners, R.D. Upadhyaya Judgment on	9.1 9.2

	Women Prisoners	
1215 -1330	Rights of Prison Staff	10.1
	Role of Prison Staff; Rights of Prison Staff; Mandela Rules on Staff Development	10.2 10.3
1430 – 1530	Action Plan	11.1 11.2
1545 –1700	Effective Communication Skills Communication Process; Listening Skills	12.1 12.2 12.3
DAY/TIME	CONTENT	OBJECTIVES
DAY – 4	Prisoners’ Contact with Family	13.1
0915 – 1030	Types of Contact, Frequency and System of Contact with Family	13.2 13.3
1045– 1200	Temporary Release of Prisoners Types : Parole, Furlough and Remission Policies of Premature Release	14.1 14.2
1215 – 1700	Technology in Prison Management Types of Technology used in Prison Management Best Practices	15.1 15.2
DAY – 5	Challenges facing Prison Administration	16.1
0915 – 1030	Change Process, Changes in Prisons, Challenging facing Prison Administration	16.2 16.3

1045– 1200	Building Positive Attitude	17.1
	Attitude, Component, Steps to building positive attitude.	17.2
1215 – 1330	Managing Stress in Prisons	18.1
	Types of Stress, Effects of Stress and Stress Management Techniques	18.2
1430 – 1530	Feedback Session	
1545 – 1645	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 1200 - 1215 1530 – 1545
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 : 45 Minutes

Breakfast : 45 Minutes

Lunch : 1 Hr.

Dinner : 1 ½ Hr.

(For Trainers Only)

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TRAINER GUIDE



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
- Guide 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 Handout, exercises for participants should be kept separately and distributed before the session.
4. Brief introduction about Resource Persons / Guest Speakers
5. Permissions for field visit to prison

For Trainer :

- a. Trainer Guide
- b. Glossary of Terms
- c. References

For Participants

- Course Guide
- Handouts, Checklist, Exercises, Worksheet
- Assessment Questions

DAY-WISE TIME TABLE

DAY – 1		
Time	Content	Remarks
0915- 0930	Registration	Registration form-1 and Distribute Course Guide to participants
0930 -1000	Inauguration	
1000-1030	Session –I : Ice–Breaking Session and Course Objectives Detailed Introduction Name, Designation, Years of Service, Place of Posting	Ice-Breaking Activity Name Tags and Name Plates of Participants. They should get to know each other.
1030-1045	Tea Break	
1045-1200	Session- II: Models of Prison Management	Distribute HO-1
1200 -1215	Stretch Break	
1215-1330	Session- III: International Framework of Prison Management	Distribute HO-4
1330 - 1430	Lunch	
1430 -1530	Session- IV: Legal Framework of Prison Administration in India	Distribute HO-5
1530 -1545	Tea Break	
1545- 1700	Session- V: Constitutional Provisions relating to Human Rights in Prison Administration	Distribute HO-6

DAY – 2

Time	Content	Remarks
0900 -0915	Recap (important points to be mentioned)	Ask Participants to Recap and Note on Flip Chart the learning points
0915 -1030	Session- I: Human Rights Principles of Prison Management	Distribute HO-7
1030-1045	Tea Break	
1045 -1200	Session- II: Landmark Judgments of Supreme Court Relating to Human Rights in Prisons	Distribute Checklist – 01
1200 -1215	Break – Stretch Exercise	
1215 -1330	Session- III: Impact of Imprisonment on Prisoners and Prison Sub Culture	
1330-1430	Lunch	
1430 - 1700	Session- IV: Field Visit – Best Prison Practices in Prison Management	Form for Field Visit

DAY – 3

Time	Content	Remarks
0900 - 0915	Recap	Ask Participants to Recap the learning points and Note them on Flip Chart
0915 -1030	Session- I: Special Needs of Women Prisoners (Contd.)	Distribute HO-9 Quiz : 1. Supreme Court judgment pertaining to children living with their mothers in prisons: a) Rama Murthy vs. State of Karnataka, 1997 b) R.D. Upadhyaya vs. State of Andhra Pradesh, 2004 c) HussainaraKhattoon and others vs. State of Bihar, 1979. Ans. (b)
1030 - 1045	Tea Break	
1045- 1200	Session- II: Special Needs of Women Prisoners	Distribute HO-9 & 10
1200 - 1215	Break	
1215 - 1330	Session- III: Rights of Prison Staff	Distribute HO-11
1330 -1430	Lunch	
1430 -1530	Session- IV : Action Plan	
1530 -1545	Tea Break	
1545 -1700	Session- V: Effective Communication Skills	Distribute HO-12

DAY – 4

Time	Content	Remarks
0900- 0915	Recap	
0915- 1030	Session- I: Prisoners’ Contact with Family	
1030 - 1045	Tea Break	
1045 - 1200	Session- II: Temporary Release of Prisoners (Contd.)	Distribute HO-14
1200 - 1215	Break	
1215 -1330	Session- III: Temporary Release of Prisoners	
1330 –1430	Lunch	
1430 – 1530	Session- IV: Technology in Prison Management (Contd.)	Distribute HO-15
1530 – 1545	Tea Break	
1545 – 1700	Session- V: Technology in Prison Management	

DAY – 5

Time	Content	Remarks
0900 - 0915	Recap	
0915 – 1030	Session- I: Challenges faced by Prison Administration	
1030 - 1045	Tea Break	
1045 – 1235	Session- II: Building Positive Attitude	Distribute HO-16
1235 – 1330	Session- III: Managing Stress in Prisons	Distribute HO-17
1330 -1430	Lunch	
1430 – 1500	Session IV : Feedback Session	
1500–1600	Session- V : Valedictory Address & Distribution of Certificates	

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, Course Guide, Note pads, etc.)
- Training

Day – 2

- Recap of Day-1
- Training
Post Lunch
- Field Visit to Prison

Day – 3

- Recap of Day-2
- Training
Post Lunch
- Group Work on Action Plan

Day – 4

- Recap of Day-3
- Training

Post Lunch

Training (in session on Technology in Prison Management - check the State Prison Department websites)

Day – 5

- Recap of Day - 4
- Learning points of all sessions
- Training
- Panel Discussion on Challenges facing Prison Administration
- Feedback session

Post Lunch

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

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

End of Course

PART – B

Course Grid

Learning Event

COURSE GRID

COURSE GRID

01	Models of Prison Management	02	International Framework of Prison Administration	03	Special Laws and Legal Framework Relating to Prison Administration
04	Constitutional Provisions Relating to Human Rights in Prison Administration	05	Human Rights Principles to Prison Management	06	Landmark Judgments of Supreme Court Relating to Human Rights in Prisons
07	Impact of Imprisonment & Prison Sub-Culture	08	Prison Staff and Their Rights	09	Women Prisoners and Their Accompanied Children
10	Women Prisoners and Their Accompanied Children	11	Action Plan	12	Communication Skills
13	Prisoner's Contact (Mulakat) With Family	14	Temporary Release of Prisoners	15	Technology in Prison Management
16	Changes and Challenges before Prison Administration	17	Building Positive Attitude	18	Managing Stress in Prisons

LEARNING EVENT

LEARNING EVENT

Unit	1							
Learning Unit	Models of Prison Management							
Training Objective	At the end of training, participants will be able to explain the Models of Prison 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 objectives of Prison Administration	- Objective of Prison Administration -Prison Organization	Lecture-cum-Discussion	White Board, Marker, Projection System	75 (15)	In-House / Guest Faculty with management expertise Senior prison officer expert in management		Formative Q/A
2.	State the Models of Prison Management	- The Correctional Management Models Authoritarian Model, Bureaucratic Model;			(40)			
3.	Explain the Models of Prison Management	* Tihar Model of Participative Prison Management			(20)			

LEARNING EVENT

Unit		2						
Learning Unit		International Framework of Prison Management						
Training Objective		At the end of training, participants will be able to explain the International standards and norms of Prison 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 International norms of Prison Management.	- ICCPR, 1977; -Basic Principles for Treatment of Prisoners; - Standard Minimum Rules for the Treatment of Prisoners Mandela Rules, 2015; - Bangkok Rules, 2010	Lecture-cum-Discussion	White Board, Marker, Projection System Video Clip on Mandela Rules	75	In-House / Guest Faculty with expertise on International Standards		Q/A
2	Explain the International standards and norms of Prison Management							

LEARNING EVENT

Unit	3							
Learning Unit	Legal Framework and Special Laws Relating to Prison Administration							
Training Objective	At the end of training, participants will be able to explain the major provisions of Laws that govern Prison Administration in India							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	State the Laws that govern Prison Administration in India	- IPC / Cr.P.C. and Acts related to Prisons & Prisoners; - Difference between IPC and Cr.P.C. - Model Prison Manual, 2016	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty Expert on Prison Laws		Formative Q/A
2	Explain the major provisions of Laws that govern Prison Administration in India.							

LEARNING EVENT

Unit	4							
Learning Unit	Constitutional Provisions Relating to Human Rights in Prison Administration							
Training Objective	At the end of training, participants will be able to explain the Constitutional provisions relating to Human Rights in Prison Administration							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe the Constitutional provisions relating to Prison Administration	- Preamble - Fundamental Rights under the Constitution; -Fundamental Duties' - Definition / Meaning of Human Rights; - Violations of Human Rights in Prisons - Protection of Human Rights Act, 1993	Lecture-cum-Discussion	White Board, Marker, Flip Chart	75 (25)	In-House / Guest Faculty who are experts in law / Human Rights .	Check List	Quiz Q/A
2	Define the Human Rights				(20)			
3	State the human rights that can be violated in prisons				(30)			
4	Explain Constitutional Provisions relating to Human Rights in Prison Administration							

LEARNING EVENT

Unit	5							
Learning Unit	Human Rights Principles of Prison Management							
Training Objective	At the end of training, participants will be able to explain the Human Rights Principles of Prison 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 importance of human rights in prisons	- Importance of human rights in prisons;	Lecture-cum-Discussion	White Board, Marker	75	In-House / Guest Faculty		Q/A
2.	Explain the Human Rights Principles of Prison Management	- Human rights principles in prisons (Sunil Batra case)	Power-point Presentation	Projection System	(15)	Expert on Human rights		
		- Right to human dignity;	Exercise		(30)			
		- Making prisons safe places;			(30)			
		-Health rights of prisoners;						
		-Making Best use of prisons						

LEARNING EVENT

Unit		6						
Learning unit		Landmark Judgments of Supreme Court Relating to Human Rights in Prisons						
Training Objective		At the end of training, participants will be able to explain the landmark Supreme Court directions relating toHuman Rights in Prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe the Role of Judiciary in protecting Human Rights in Prisons	-Role of Judiciary in protecting Human Rights in Custody; - Landmark judgments for implementation of Human Rights provisions in Prisons; Sunil Batra case In re-inhuman conditions in 1382 prisons - S.C. Judgments on Right to Speedy justice for Undertrials. HussainaraKhatt oon case, 1979 SheelaBarse case, 1986, etc.	Lecture-cum-Discussion	White Board, Marker, Projection System	75	Expert law faculty / lawyer specialising in Human Rights		Q/A
2.	Identify the important judicial decisions on prisons relating to Human Rights				(20)			
3.	Explain the landmark Supreme Court directions relating to Human Rights in Prisons.				(25) (30)			

LEARNING EVENT

Unit	7							
Learning Unit	Impact of Imprisonment & Prison Sub-Culture							
Training Objective	At the end of training, participants will be able to explain the impact of imprisonment on Prisoners and Prison Sub-Culture							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Explain Prison Sub –culture	- Imprisonment and its impact on prisoners;	Lecture-cum-Discussion	White Board, Marker Projection System	75	In-House / Guest Faculty		Q/A
2.	Explain the impact of imprisonment on Prisoners and Prison Sub-Culture.	- Prison Sub-Culture; - Scientific Classification of Prisoners.			(35) (40)			

LEARNING EVENT

Unit		8						
Learning Unit		Best Prison Practices - Field Visit						
Training Objective		At the end of training, participants will be able to describe the Best Prison Practices in Prison 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 Best Prison Practices in Prison Management	- Areas of Best Prison Practices; - Security Management - Kitchen Management - Health Management - Undertrial Management - Contact Family - Rehabilitation Programs	Field Visit and Discussion		150	In-House / Guest Faculty		
2.	Describe the Best Prison Practices in Prison Management							

LEARNING EVENT

Unit	9							
Learning Unit	Women Prisoners and Their Accompanied Children							
Training Objective	At the end of training, participants will be able to explain the special needs of Women Prisoners							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Explain vulnerable categories of prisoners	- Vulnerable Categories of prisoners-Women, Transgender, elderly, foreigner prisoners.	Lecture-cum-Discussion	White Board, Marker, Projection System	150	In-House / Guest Faculty		Q/A
2.	Explain the special needs of Women Prisoners	- Advisory on Transgender in Prisons			(30)			
		- Special needs of women prisoners			(30)			
		- Bangkok Rules			(30)			
		- R.D.Upadhyaya Judgment on Women prisoners and accompanied children.			(30)			

LEARNING EVENT

Unit	10							
Learning Unit	Prison Staff and Their Rights							
Training Objective	At the end of training, participants will be able to explain the importance of the Rights of Prison Staff							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Explain the role of staff in prison management	-Rights of Prison Staff;	Lecture-cum-Discussion	White Board, Marker Projection System	75 (55)	In-House / Guest Faculty / Senior Prison Officer		Q/A
2	Identify the Mandela Rules relating to staff development.	-Role of Staff & Prison Management						
3.	Explain the importance of the Rights of Prison Staff	- Mandela Rules on Staff development			(20)			

LEARNING EVENT

Unit	11							
Learning Unit	Action Plan							
Training Objective	At the end of training, participants will be able to prepare an Action Plan							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Set Goals	- Setting Goals;	Lecture, Flip Chart	White Board,	60	In-House /	Format of Action Plan	Q/A
2	Prepare an Action Plan for prison	- Action Plan on themes - Security - Educational and Vocational training; - Work Programmes in Prisons	Work Sheet of Action Plan Group Exercise	Marker, Projection System		Guest Faculty/ Prison Management Expert		Assess Individual Group Action Plan

LEARNING EVENT

Unit	12							
Learning Unit	Communication Skills							
Training Objective	At the end of training, participants will be able to demonstrate the skills of Active Listening for Effective Communication							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Explain effective communication	- Difference between hearing, listening and active listening; - Communication Process; - Barriers to effective communication; -Listening Skills	Lecture-cum-Discussion Exercise on testing listening skills. Communication video on youtube	White Board, Marker Projection System	75	In-House / Guest Faculty / Communication Expert		Q/A
2	Demonstrate the skills of Active Listening for Effective Communication				(30)			
					(25)			
					(20)			

LEARNING EVENT

Unit	13							
Learning Unit	Prisoner's Contact With Family							
Training Objective	At the end of training, participants will be able to explain the importance of Prisoner's contact with the family							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	State the types of contact with family that is allowed in prisons	- Types of Contact with family that are allowed - Frequency allowed Benefits of Contact Francis Coralie vs. Delhi case - System of 'mulakat' being followed - Problem areas and solutions – e.g. during Covid pandemic	Lecture cum discussion	White Board, Marker Projection System	75 (30)	In –House / Prison Officer	Model Prison Manual, 2016	Q/A
2.	Describe the benefits of contact with the family				(25)			
3.	Explain the importance of Prisoner's contact with the family				(20)			

LEARNING EVENT

Unit	14							
Learning Unit	Temporary Release of Prisoners							
Training Objective	At the end of training, participants will be able to explain the process of temporary release granted to prisoners							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the types of temporary release granted to prisoners	-Types of Temporary Release: Parole and Furlough; Remission of sentence; Suspension of Sentence - Policies of Premature release Practice - Latest Supreme Court Decisions on Remission Atbir vs. State of NCT of Delhi, 2022 case	Lecture-cum-Discussion, Exercise	White Board, Marker, Projection System	150	In house - or expert in law, senior Prison officer dealing with Premature release issues	Link of Supreme Court Judgement	Q/A
2.	Differentiate between parole and furlough				(30)			
3.	Explain the process of temporary release granted to prisoners				(30)			
					(45)			
					(45)			

LEARNING EVENT

Unit		15						
Learning Unit		Technology in Prison Management						
Training Objective		At the end of training, participants will be able to describe the Best Practices in the use of technology in Prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	State the different technologies used in prison	- Use of Technology in Prisons – PRISMS, VMS (e-Visitor) CCTV, Video Conference and under trials; State of Maharashtra vs. Dr. Praful B. Desai, 2003 case - Social Media and website of prisons; - Best Practices in states in technology usage.	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty with Expertise in I.T use in prisons.		Q/A
2.	Describe the Best Practices in the use of technology in Prisons				(30)			
					(25)			
					(20)			

LEARNING EVENT

Unit	16							
Learning Unit	Changes and Challenges before Prison Administration							
Training Objective	At the end of training, participants will be able to identify the challenges faced by Prison Administration.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	State the changes in Prison Administration	- Change process and resistance to change; - Changes in Prisons; - Challenges facing Prison Administration	Panel Discussion	White Board, Marker, Projection System	75 (30)	In-House / Guest Faculty Panellists should be Senior Prison Officers (Retd./ Serving)		Q/A
2.	Identify the challenges facedby Prison Administration				(25)			
3.	Describe the challenges facedby Prison Administration				(20)			

LEARNING EVENT

Unit	17							
Learning Unit	Building Positive Attitude							
Training Objective	At the end of training, participants will be able to demonstrate ways of Building Positive Attitude.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe Attitude	- Attitude –components, factors that determine attitude - Steps to building positive attitude	Lecture-cum-Discussion Power-point Presentation. Group Exercise	White Board, Marker, Projection System	75	In-House Trainer / Psychologist	Helpline	Psycho-metric Test
2.	Explain ways of building positive attitude							

LEARNING EVENT

Unit	18							
Learning Unit	Managing Stress in Prisons							
Training Objective	At the end of training, participants will be able to explain Stress 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 stress, its positive and negative aspects	- Types of Stress; - Effects of stress;	Lecture-cum-Discussion Exercise	White Board, Marker Projection System	75	Stress Management Expert / Psychologist	Helpline of Counselling Centre	Formative Q / A Psychometric Test
2.	Explain Stress Management Techniques	- Stress Management Techniques; - Exercises for Managing Stress						

PART - C

Resource Material

Reference Material

Appendices

RESOURCE MATERIAL

Section - 1 Handouts

Section – 2 Checklist

Section – 3 Exercises

Section - 4 Videos & Films

HANDOUTS

Section-1 : Handouts

HO - 1	Prison Management Models
HO - 2	Participative Model of Prison Management
HO - 3	Changes in Internal Management in Tihar Prisons
HO - 4	International Framework of Prison Management
HO - 5	Legal Framework of Prison Administration in India
HO - 6	Constitutional Provisions on Human Rights
HO - 7	Human Rights
HO - 8	Human Rights in Prisons
HO – 9	Vulnerable Categories of Prisoners
HO – 10	Bangkok Rules for Women Prisoners
HO – 11	Staff Rights
HO – 12	Effective Communication Skills
HO – 13	Good Listening
HO – 14	Temporary Release of Prisoners
HO – 15	Technology Used in Prisons
HO – 16	Building Positive Attitude
HO - 17	Types of Stress and Stress Management Tips

PRISON MANAGEMENT MODELS

Three correctional management models - authoritarian, bureaucratic, and participative-influence are the choices one has in leading or managing.

- a) **The authoritarian model** suggests that a leader maintains firm control and that any deviation from prescribed, centralized authority be met with a high level of disdain and punishment. All decisions are essentially made by the power holder.
- b) **The bureaucratic model** proposes a chain of command approach, with an emphasis on rules and regulations. In short, it advocates "going by the book," which makes it difficult to be flexible and adaptive when it comes to innovation. This protocol does, however, allow staff to move in, out of, and around the organization, using rules and regulations as guideposts. This model advocates a managerial, rather than a leadership approach.
- c) **The participative model** promotes staff involvement in how the organization should do business. As a result, employees may feel a sense of ownership, moving from a business as usual approach to a business beyond usual approach. This model requires a greater investment in time compared to the authoritarian and bureaucratic models. The latter two are more common today.

In Tihar, Dr. Kiran Bedi started the process of change in Prison Management to a more participative one. The community entered the prison in the form of NGOs and also community within the prison was created in the form of Panchayat system and prisoners' role in self-governance. The entry of the community was the basis of prisoners' reintegration into the community. The underlying spirit behind the Panchayat system was to usher in self-governance for the inmates. This model has been primarily successful in changing the prison management system.

PARTICIPATIVE MODEL OF PRISON MANAGEMENT

Tihar Model of Participative Prison Management

Community has been created inside the prison and the outside community has been involved in some aspects of Prison Management : A synopsis

Community Eager to Perform carry out social responsibility	• Groups for moral education and counselling • Women groups for women and children needs • Health groups for prisoners' health care • Providing the wherewithal for all faith festivities • Educationists and teachers at all levels • Groups on environmental protection • Legal aid for those in need
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The Community Within: A Synopsis

Panchayat System & Prisoners in Self-Governance	• Education Panchayat • Medical Panchayat • Ward Panchayat • Mess Panchayat • Sports Panchayat • Cultural Panchayat • Nai Panchayat • (Barber Team) • Yoga Panchayat • Legal Aid Panchayat • PWD Panchayat • Vipassana Panchayat	• Vast reservoir of human resources mobilized • Self-help led to self-esteem • Evolution of a mechanism to focus on problem-solving • Enhanced inter-ward and inter-prison coordination • Moved towards collective responsibility
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Source: Bedi, K. (2006): It's Always Possible. Himalayan Institute Press, New Delhi.

CHANGES IN INTERNAL MANAGEMENT IN TIHAR PRISONS

This is how it changed internal management

Mission Statement	Periodical review of Panchayat
Practise what preached	Informal interaction
No compromise on principle	Reporting Daily
Transparent functioning	Protection of bonafides
Participation in decision-making	Facilitation of informal interaction
Effective and prompt decisions	Field training
Walk and learn	Spot rewards
Spot decisions	Public Panchayat
Re-evaluating decisions	Constant feedback
More field, less paperwork	Action on feedback
Spot-appreciation	Suggestions
Personal participation	Constant interaction

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INTERNATIONAL FRAMEWORK OF PRISON MANAGEMENT

The UN Standard Minimum Rules for the Treatment of Prisoners (1955), provides the basic framework for achieving the goal of reformation and rehabilitation of offenders. The International Covenant on Civil and Political Rights (1977) to which India is a party, brought out that the penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation.

Other international instruments that deal specifically with prisoners and conditions of detention include :

- The Standard Minimum Rules for the Treatment of Prisoners (UN, 1957). Later on revised and now known as Mandela Rules, 2015.
- The Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment (UN, 1988)
- The Basic Principles for the Treatment of Prisoners (UN, 1990)
- The Standard Minimum Rules for the Administration of Juvenile Justice (UN, 1985)
- 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').

There are also a number of instruments that refer specifically to staff working with people who have been deprived of their liberty. They include the Code of Conduct for Law Enforcement Officials (UN, 1979). Although these international instruments do not have the force of law they have been accepted in principle by many governments, hence they seek to implement them in their own jurisdictions. These reference points are essential signposts for any prison system.

The principal International Human Rights documents clearly protect the human rights of prisoners. The International Covenant on Civil and Political rights (ICCPR) and the Convention

Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, both prohibit torture and cruel, inhuman or degrading treatment or punishment, without exception or derogation. Article 10 of the ICCPR, in addition, mandates, and ‘All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person’. It also requires that ‘the reform and social re-adaptation of prisoners’ be an ‘essential aim’ of imprisonment.

Although the Standard Minimum Rules are not a treaty, they do constitute an authoritative guide to binding treaty standards.

Nelson Mandela Rules

The UN Standard Minimum Rules for the Treatment of Prisoners (SMRs) were initially adopted by UN Congress on the Prevention of Crime and the Treatment of Offenders in 1955 and approved by the UN Economic and Social Council in 1957. On 17 December, 2015, a revised version of the Standard Minimum Rules was adopted unanimously by the 70th session of the U.N. General Assembly. This followed a four year revision process after a 2010 UN General Assembly resolution which requested revision of the SMRs ‘so that they reflect recent advances in correctional science and best practices’. The revised Rules are known as the ‘*Nelson Mandela Rules*’ to honour the legacy of the late President of South Africa, Mr. Nelson Rolihlahla Mandela, who spent 27 years of his life in prison. These Rules provides useful internationally accepted guidelines for implementation of prison administration in countries.

LEGAL FRAMEWORK OF PRISON ADMINISTRATION IN INDIA

“Prisons” is a State subject, as per Entry-4 of List-II (State List) of the Constitution of India.

Prisons are governed by the Central Prisons Act, 1894 and the prison manuals of the respective State Governments.

The following Special Legislations relating to prison administration are relevant in the context of day to day functioning.

SPECIAL LAWS RELATING TO PRISON ADMINISTRATION

The following special legislations relating to prison administration are relevant in the context of day to day functioning.

1. The Indian Penal Code, 1860
2. The Prisons Act, 1894
3. The Prisoners Act, 1900
4. The Transfer of Prisoners Act, 1950
5. Representation of Peoples Act, 1951
6. The Prisoners (Attendance in Courts) Act, 1955
7. The Probation of Offenders Act, 1958
8. The Code of Criminal Procedure, 1973
9. Protection of Human Rights Act, 1993
10. The Repatriation of Prisoners Act, 2003
11. Right to Information Act, 2005
12. Model Prison Manuals, 2016
13. The Mental Health Act, 2017
14. Criminal Procedure (Identification) Act 2022

CONSTITUTIONAL PROVISIONS ON HUMAN RIGHTS

Constitutional provisions

1. Article 14 – Equality before Law
2. Article 15 – Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth
3. Article 17 – Abolition of Untouchability
4. Article 19 – Protection of certain rights regarding freedom of speech, etc.
5. Article 20 – Protection in respect of conviction for offences
6. Article 21 – Protection of Life and personal liberty
7. Article 22 – Protection against arrest and detention in certain cases
8. Article 23 – Prohibition of traffic in human beings and forced labour
9. Article 32 – Remedies for enforcement of rights conferred by this Part
10. Article 39-A – Equal Justice and free legal aid
11. Article 42 – Provision for just and humane conditions of work and maternity relief.
12. Article 43 – Living, wage, etc., for workers
13. Article 72 – Power of President to grant pardons, etc. and to suspend remit or commute sentences in certain cases.
14. Article 161 – Power of Governor to grant pardons, etc. and suspend remit or commute sentences in certain cases

The Preamble, Fundamental rights and the Directive Principles of State provide the basic human rights for the people of India

Human Rights Provisions in the Constitution of India

* Preamble * Fundamental Rights * Directive Principles of State Policy * Fundamental Duties

Article 14	Equality before the law and equal protection of the law.
Article 15	Discrimination on grounds of religion, race, caste, sex, place of birth or any of them prohibited.
Article 20	(i) Protection from ex post facto laws – no retrospective effect of law protecting from higher punishment than prescribed by laws. (ii) Protection from double jeopardy. (iii) Protection against self-incrimination
Article 21	Right to life and liberty – deprivation only through procedures established by law.
Article 22(4) to 7	Provision of special safeguards to detainees.
Article 32	Right to seek remedies through writs on fundamental rights being affected.

FUNDAMENTAL DUTIES :

Article 51 A. Fundamental Duties – It shall be the duty of every citizen of India.

- To abide by the Constitution and respect its ideals and institutions, the National Flag and National Anthem;
- To uphold and protect the sovereignty, unity and integrity of India;
- To defend the country and render national service when called upon to do so;
- To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- To value and preserve the rich heritage of our composite culture;
- To develop a scientific temper, humanism and the spirit of inquiry and reform;

- To safeguard public property and to abjure violence;
- To strive towards excellence in all sphere of individual and collective actively so that the nation constantly rises to higher levels of endeavour and achievement.

HUMAN RIGHTS

- Internationally guaranteed
- Legally protected
- Focus on dignity of the human being
- Protect the individual and groups
- Oblige states and state actors
- Cannot be waived / taken away
- Equal and interdependent
- Universal

Major Human Rights

- Right to Life
- Freedom from discrimination
- Equal protection of the law
- Freedom of association, expression, assembly, movement
- Freedom of thought, conscience and religion
- Freedom from interference with privacy
- Freedom from torture, arbitrary arrest, detention
- Right to fair trial
- Right to Nationality
- Right to work and in good working conditions
- Right to health
- Right to Education
- Right to property
- Participation in political and cultural life
- Right to development

HUMAN RIGHTS IN PRISONS

Human Rights of Prisoners in India :

Human Rights of prisoners in India may be classified as follows for the purpose of understanding:

Right to Human Dignity

- (i) Right to be treated as a human being and as a person. This right has been stressed and recommended by the Supreme Court of India which has categorically declared that prisoners shall not be treated as non-persons;
- (ii) Right to integrity of the body i.e. Immunity from use of repression and personal abuse, whether by custodial staff or by prisoners;
- (iii) Right to integrity of the mind i.e. immunity from aggression whether by staff or by prisoners; and
- (iv) Right to non-deprivation of fundamental rights guaranteed by the Constitution of India, except in accordance with law prescribing conditions of confinement.

Right to Human Dignity

Right to fulfilment of basic minimum needs such as adequate diet, health and medical care and treatment, access to clean and adequate drinking water, access to clean and hygienic conditions of living accommodation, sanitation, and adequate clothing, bedding and other equipment.

Right to Communication

Right to communication means:

- (i) Right to communication with the outside world.
- (ii) Right to periodic interviews; and
- (iii) Right to receive information about the outside world through communication media.

Right to Access to Law

Right to access to law includes the following:

- (I) Access to information / legal provisions regulating conditions of detention;
- (II) To consult or to be defended by a lawyer of choice;
- (III) Access to State Legal Aid / Free Legal Aid;
- (IV) To be informed about rights to appeal, revision, review either in respect of conviction or sentence;
- (V) To receive all court documents necessary for preferring an appeal or revision or review of sentence of conviction;
- (VI) To effective presentation of individual complaints and grievance to the appropriate authorities; and
- (VII) To communicate with the prison administration / appropriate Government / judicial authorities for redressal of grievance.

Right against Arbitrary Prison Punishment

Under the prisons laws, jail authorities are competent to award punishment to prisoners who violate prison discipline. To ensure that these punishments are not arbitrary, following rights are guaranteed.

- (i) To have information about violation of the Rules
- (ii) To be heard in defence;
- (iii) To be communicated the decision; and
- (iv) To appeal as provided in the Rules.

Introduction to the Constitution of India – Durga Das Basu.

Website: <http://indiacode.ic.in/>

VULNERABLE CATEGORIES OF PRISONERS

Who constitute a vulnerable group in prisons ?

Vulnerable Prisoners- Women, Transgender, Young Offenders, Very Old and Sick prisoners, Differently abled ,those from vulnerable sections of society.

Women Prisoners

Women prisoners are a minority in the prison system and their issues are somewhat neglected. Correctional facilities as well as treatment programmes in prison in many countries are likely to be designed for male inmates. It is essential that prison management is governed with gender sensitivity.

Special needs of Female Prisoners

Women constitute a vulnerable group in prisons.

- The challenges they face in accessing justice on an equal basis with men in many countries;
- Their disproportionate victimization from sexual or physical abuse prior to imprisonment;
- A high level of mental health care needs, often as a result of domestic violence and sexual abuse.
- The extreme distress imprisonment causes to women, which may lead to mental health problems or exacerbate existing mental disabilities
- Sexual abuse and violence against women in prisons in some countries
- The high likelihood of having caring responsibilities for their children& families;
- Gender-specific health care needs that cannot adequately be met;
- Post-release stigma

BANGKOK RULES FOR WOMEN PRISONERS

Bangkok Rules

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').

These Rules Supplement UN SMR for the Treatment of Prisoners and UN SMR for Non-custodial Measures ('Tokyo Rules') The focus is on gender sensitive issues and the specific needs of women.

Content of these Rules :

- Institutional personnel & training
- Admission, registration & individualization
- Healthcare provisions
- Discipline, punishment & searches
- Information, complaints & contact to the outside world
- Special groups (pregnant/ breastfeeding/ with children, girls, foreign nationals, minorities)
- Reintegration
- Non-custodial measures
- Research, planning and evaluation

Non-discrimination (Rule 1):

Providing for special needs of female prisoners does not constitute discrimination.

Some important rules for women prisoners include -

Women should be sent to prisons closer to their homes as far as it is possible, to help their social rehabilitation.

The accommodation of women prisoners shall have facilities and materials required to meet women's specific hygiene needs.

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

Rule 6: to determine/ risk assessment

- Primary health-care needs
- Sexually transmitted or blood-borne diseases;
- Testing for HIV may also be offered (consent)
- Mental health-care needs
- Reproductive health history
- Signs of torture or ill-treatment
- Existence of drug dependency
- Sexual abuse and other forms of violence suffered prior to admission

Training of staff (Rules 29 - 35):

- Gender-specific needs & human rights of women prisoners (R 29, 33)
- Main issues relating to women's & children's health (R 33)
- Capacity - building on HIV/AIDS (prevention, treatment, care, support - R 34)
- On gender sensitivity and prohibition of discrimination and sexual harassment (R 32)
- Detection of mental health-care needs, risk of self-harm and suicide (R 35)

Contacts with family and the community

Prisons isolate offenders from their families, partners and friends. Further, prisoners are often transferred to prisons according to their security risk, and this may involve moving them far from their homes and family. Female prisoners, because they are fewer in number than male prisoners, are more likely to be placed in facilities that are even further from their homes.

STAFF RIGHTS

The Administration of Prisons and Prison Staff & Staff Rights

- The Prison Administration should be a civilian organization totally separate from the military, the police and the public prosecutor
 - The key to a humane prison is the quality of the relationship between staff and prisoners, management and staff, the prison and the Government, the prison and the community etc.
 - Staff should be selected for their integrity, humanity, professional capacity and personal suitability
 - Staff should be given the training, salary and conditions of service commensurate with the required professional qualities.
- (Source : U.N. Mandela Rules)*

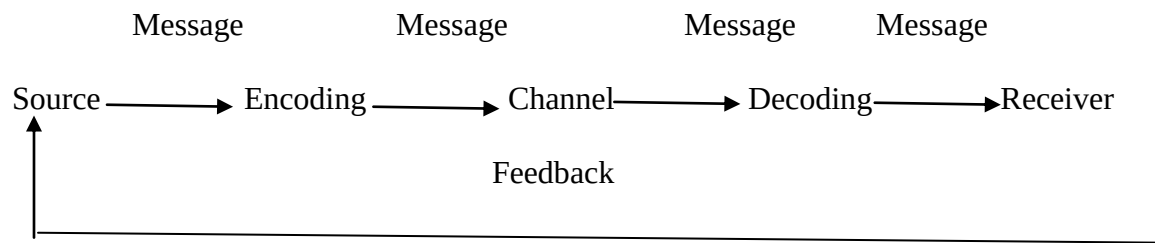
Effectiveness and utility of correctional institution largely depend upon the satisfaction that prevails in the service. Only contented prison staff will be able to implement correctional policies in the proper spirit. Better service conditions will produce better personnel and better personnel will develop institutions.

Look up Mandela Rules to see what they specify for prison staff.

EFFECTIVE COMMUNICATION SKILLS

Communication is the process of sending and receiving information among people.

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.

In a **communication process** there is a sender of information, there is a receiver of information and there is medium of communication. Communication can be said to have taken place successfully if the meaning and content as intended by the sender of message has been understood and received by the receiver.

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.

Channel – The medium through which a communication message travels.

Decoding – Re-translating 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.

- Distortion and noises are there to disrupt the message.

Some of the results of bad communication are :-

- Misunderstanding
- Friction
- Frustration, anger and aggression
- Purpose not accomplished
- General Dissatisfaction

Barriers to effective communication

- Noise
- Inappropriate medium
- Assumptions/Misconceptions
- Emotions
- Language differences
- Poor listening skills
- Distractions
- Filtering
- Selective Perception
- Emotions

GOOD LISTENING

Good Listening Tips

Nature gave man two ears but only one tongue, which is a gentle hint that he should listen more than he talks.

Ten commands for good listening are :-

1. **Stop Talking**
You cannot listen if you are talking
2. **Put the Talker at Ease**
Help the person feel that he / she is free to talk.
3. **Show him that you want to listen**
Look and act interested. Do not read your mail or busy on mobile when someone talks to you.
4. **Remove Distractions**
Don't tap, or shuffle papers and there should be no noise.
5. **Empathize with the Speaker**
Try to put yourself in the place of Speaker so that you can see their point of view.
6. **Be Patient**
Allow plenty of time. Do not interrupt
7. **Hold your Temper**
8. **Go Easy on Argument and Criticism**
This puts the other person on the defensive.
Do not argue, even if you win, you lose.
9. **Ask Questions**
This encourages the person and shows you are listening.
10. **Stop Talking**
This is first and last, because all other commandment depend on it.

TEMPORARY RELEASE OF PRISONERS

Types of Temporary Release

- *Parole*
- *Emergency Parole*
- *Furlough*

The objectives of releasing a prisoner on Parole and Furlough are:

- i. To enable the inmate to maintain continuity with his family life and deal with familial and social matters,
- ii. To save him from the evil effects of continuous long prison life,
- iii. To enable him to maintain and develop his self-confidence,
- iv. To enable him to develop constructive hope and active interest in life,
- v. To help him remain in touch with the developments in the outside world,
- vi. To help him remain physiologically and psychologically healthy,
- vii. To enable him to overcome/ recover from the stress and evil effects of incarceration, and
- viii. To motivate him to maintain good prison and disciplined in the prison.

Parole

Parole means temporary release of a prisoner for short period so that he may maintain social relations with his family and the community in order to fulfil his familial and social obligations and responsibilities. It is an opportunity for a prisoner to maintain regular contact with outside world so that he may keep himself updated with the latest developments in the society. It is however clarified that the period spent by a prisoner outside the Jail while on parole in no way is a concession so far as his sentence is concern. The prisoner has to spend extra time in prison for the period spent by him outside the Jail on parole. Parole may be of the following two types, depending upon the purpose behind it –

- i) Emergency parole under police protection: to cater to the familial and social responsibilities of emergent nature like death/ serious illness/ marriage of a family member or other close relative.

- ii) Regular parole: to take care of the familial and social obligations and responsibilities of regular nature as well as for the psychological and other needs of the prisoner to maintain contact with the outside world like house repair, admission of children to school/ college, delivery of wife, sowing and harvesting of crops, etc.

Furlough

Furlough means release of a prisoner for a short period of time after a gap of certain qualified number of years of incarceration by way of motivation for him maintaining good conduct and remaining disciplined in the prison. This is purely an incentive for good conduct in the prison. Therefore, the period spent by the prisoner outside the prison on furlough shall be counted towards his sentence.

Restriction on parole(as per state Manual, Rules)

- (1) In case of minor punishment awarded by district jail Superintendent- 6 months.*
- (2) In case of Major punishment awarded by district jail Superintendent- 1 years*
- (3) Parole can be denied if release is likely to endanger security of state and maintenance of public order (Sec-6)*

*Source : Singh, K.P. & Chaudhry, P (2021) : An Introduction to
Prison Administration in India : Sri Ram Law House, Chandigarh.*

TECHNOLOGY USED IN PRISONS

Various uses of Technology -

- Security System- CCTV Cameras ,Scanners / jammers, Metal Detector system
- Communication system-Video Conferencing, E-Mulaqaat.
- Prison Management Softwares
- Prison Visitor Management System.
- Undertrial Management System.
- Prison Websites and Prison Outlets
- **PRISMS** is a comprehensive Prison Management e-Governance initiative the first of its kind in the country .Fingerprints are also stored in this system using bio-metric finger identification system to identify the correct prisoner for court production and release.
- Auto Calculation of Sentence Period andPDR (Probable Date of Release) based on concurrent or consecutive sentences.

BUILDING POSITIVE ATTITUDE

Factors that determine our Attitude

There are primarily three factors that determine our Attitude: They are –

1. Environment
2. Experience
3. Education

These are called the triple Es of attitude.

Steps to building a positive attitude :

- Step 1: Change focus, look for the positive
- Step 2 : Make a Habit of doing it now
- Step 3 : Develop an attitude of Gratitude
- Step 4 : Get into a Continuous learning mode
- Step 5 : Build a positive self-esteem
- Step 6 : Stay away from negative influences
- Step 7 : Learn to like the Things That need to be done
- Step 8 : Start your Day with a positive

TYPES OF STRESS AND STRESS MANAGEMENT TIPS

- What is Stress ?
- Any circumstances that threaten or are perceived to threaten our well being and thereby tax our coping abilities
- Flight – fight Syndrome

Types of Stress :

- **Eustress** - is a positive form of stress that helps to enhance performance.
- **Acute Stress** - Generally, acute stress is stress that a person experiences short-term. It is usually the more common form of stress. Acute stress often develops when people consider the pressures of events that have recently occurred or face upcoming challenges in the near future. For example, a person may feel stressed about a recent argument or an upcoming deadline. However, the stress will reduce or disappear once a person resolves the argument or meets the deadline.
- **Chronic Stress** – Terminal illness, unemployment, or an unhappy marriage are examples of situations that can cause chronic stress. It occurs when a person can see no way to avoid their stressors and stops seeking solutions.

Stress management can happen by:

- removing or changing the source of stress
- altering how a person views a stressful event
- lowering the effects that stress might have on the body
- learning alternative ways of coping

Useful Stress Management Tips

1. **Proper Nutrition**- Consuming a healthy, balanced diet can help to combat stress. Some people try to reduce stress by drinking alcohol or eating too much. Don't rely on alcohol, drugs, or tobacco to reduce stress. Drugs and alcohol can stress your body even more.

2. Exercise regularly. In addition to having physical health benefits, exercise has been shown to be a powerful stress reliever. Stretching, Walking, Yoga are helpful.
3. Reduce triggers of stress.
4. Keep a positive attitude.
5. Accept that there are events that you cannot control.
6. Assert yourself. It's okay to say "No" to demands on your time and energy that will place too much stress on you.
7. Set realistic goals and expectations.
8. Make time for hobbies and interests.
9. Seek out social support. Spend enough time with those you love.
10. Study and practice relaxation techniques. Taking the time to relax every day helps to manage stress and to protect the body from the effects of stress. You can choose from a variety of techniques, such as deep breathing, imagery, progressive muscle relaxation, and mindfulness meditation.

CHECKLIST

CL-1 Landmark Supreme Court Judgments on Prisons

CL-2 Difference between Parole and Remission

Landmark Supreme Court Judgments on Prisons

SUPREME COURT JUDGEMENTS REGARDING PRISON AND UNDERTRIALS**(SAMPLE FORMAT)**

Sl.No.	Name of the Case	Citation	Subject	Legal Issue Laid down
1	Maneka Gandhi vs. Union of India	AIR 1978 SC 695	Constitution Article-21	Article 21 given a wide interpretation. Procedure established by law should be Just, Fair and Reasonable.
2	Sunil Batra (I) vs. Delhi Administration	AIR 1978 SC 1675	Articles 14, 19, Constitution 1950.	Solitary confinement / bar fetters not allowed by Courts. A convict is entitled to the precious right guaranteed by Art. 21 that he shall not be deprived of his life or personal liberty except according to the procedure established by law.
3	Charles Sobhraj vs. Superintendent Central Jail	AIR 1978 SC 1514	Constitution Articles 21 & 19. Article - 136.	Powers of the Supreme Court to interfere to right the wrong and restore the Prisoners' rights.
4	M.H. Hoskot vs. State of Maharashtra	AIR 1978 (3) SCC 544	Constitution Article 21	Right to speedy trial. when the accused is sentenced to imprisonment, a copy of the judgment shall be given to him free of cost" and a certified copy of the judgment or translation in his own language if practicable or in the language of the Court, shall be given to him without delay .

5	HussainaraKhatton vs. State of Bihar	AIR 1979 SC 1369 1980 1 SCC 81 1980 1 SCC 98	Constitution Article-21	The Supreme Court held that where under trials prisoners have been in jails for periods longer than the maximum term for which they would have been sentenced, their detention in jail is totally unjustified and in violation of the Fundamental Rights.
6	Prem Shankar Shukla vs. Delhi Administration	AIR 1980 SC 1535	Constitution Article -21	Handcuffing is prima facie inhuman, unreasonable, over harsh and arbitrary.
7	Sunil Batra Vs. Delhi Administration	AIR 1980 1579, 1980 SCR (2) 557	Constitution Article-32 Prisons Act 1894, Ss 27, 29 and 61 & Punjab Prison Manual, Paras 41, 47, 49 and 53	Torture inflicted on prisoner in jail- court-power and responsibility of court to intervene and protect prisoners. Solitary confinement, denial of privileges, amenities to prisoners-to be imposed with judicial appraisal.

DIFFERENCE BETWEEN PAROLE AND REMISSION

Shortening of Sentence under Section 59 of the Prison Act
Remission

Commutation

Pardon

Ordinary Remission

Special Remission and

Remission by State Government under Section 432 Cr.P.C.

Constitution – Article 161 by Governor

Temporary Release of prisoners can be of following three types :

1. Emergency parole
2. Parole
3. Furlough

Difference between Parole and Furlough

Parole	Furlough
• For Specific Purpose and Police verification is done before prisoner is released on parole. • Two types : Emergency Parole and Regular Parole. • Emergency parole under Police escort in cases like death, illness, etc. • Regular parole to take care of family and social responsibilities e.g. house repair, agriculture purpose delivery of wife. • Period not counted towards sentence • Prisoner has to spend extra time in prisons for the period spent outside the jail.	• Release for short period after a gap of certain years • Incentive for good conduct • Period of furlough is counted towards the sentence.

EXERCISES

- EX-1 Communication Skill Test
- EX-2 Action Plan Worksheet
- EX-3 Calculation of Total Sentence Undergone

COMMUNICATION SKILLS TEST

1) Almost never 2) Rarely 3) Sometimes 4) Quite often 5) Most of the time.

- | | | | | | |
|---|---|---|---|---|---|
| 1. People don't get what I am saying | 1 | 2 | 3 | 4 | 5 |
| 2. I find it difficult to express my opinions when others don't share them. | 1 | 2 | 3 | 4 | 5 |
| 3. When I don't understand a question, I ask for additional explanation. | 1 | 2 | 3 | 4 | 5 |
| 4. I find it easy to see things from someone else's point of view. | 1 | 2 | 3 | 4 | 5 |
| 5. I find it hard to express my feelings. | 1 | 2 | 3 | 4 | 5 |
| 6. I get so caught up in what I have to say that I am unaware of expressions and reactions of my listeners. | 1 | 2 | 3 | 4 | 5 |
| 7. I become defensive when I am being criticized. | 1 | 2 | 3 | 4 | 5 |
| 8. When I talk to someone, I try to put myself in the other person's shoes. | 1 | 2 | 3 | 4 | 5 |
| 9. I find interest in what others have to say. | 1 | 2 | 3 | 4 | 5 |
| 10. I am aware of my emotional reactions to what is being said in a conversation. | 1 | 2 | 3 | 4 | 5 |

Scoring :

For items 3,4, 8, 9, 10 the scores will be the same as the number marked as answer

For items 1,2,5,6,7 the scoring will be the reversed to the actual answers marked.

The total scores will range from 10-50.

Action Plan Worksheet

1. The Indian Prison principles as per Model Prison Manual are –

2. The **Standards** we want to achieve is.... (e.g. in accommodation, education, work, etc.)

3. Write on **Action Plan using these headings** :

For us	Within one year (state start and finish dates)		In next two or three years (state start and finish dates)	
	For us	For others	For us	For others
↓	↓	↓	↓	↓

4. (b) Check the Action plan is measurable :

For each item of Action, provide an ‘Evaluation measure’

CALCULATE TOTAL SENTENCE UNDERGONE

	Sentence – 10 years		
Date of Sentence	27	08	18
	Y	M	D
UTP	01	10	00
CTP	03	01	29
BAIL (IF ANY)	00	00	00
(-) PAROLE	00	06	00
ABSCOND PERIOD	00	00	00
ACTUAL SENTENCE UNDERGONE	04	05	29
(+) REMISSION	03	06	00
Calculate total sentence undergone			

VIDEOS & FILMS

VIDEOS & FILMS

- i Nelson Mandela Rules – A short film by UNODC
<https://www.youtube.com/watch?v=oyZgsupoH1Y>
- ii Communication video on youtube - <https://youtu.be/Ac3HPfbX8v4>
- iii Managing Stress - Brain smart – BBC -
<https://www.youtube.com/watch?v=hnpQrMqDoqE>

REFERENCES

REFERENCES

Gonsalves, G.; Sakhrani, M.; and Fernandes, A. (1996) Prisoners' Rights (Volume I & II). - Human Rights Law Network, Bombay.

Bedi, K. (1998). It's Always Possible. New Delhi : Sterling Publishers.

Panchauri, S.K. (1999). Prisoners and Human Rights. A.P.J. Publishing Corporation, New Delhi.

Subramaniam, S. (1999). Human Rights and Correctional Administration : Association for Advancement of Police and Security Sciences, Hyderabad.

Indo British Project on Human Rights in Prison Management March, 1999.

Coyle, A. (2002). A Human Rights Approach to Prison Management. London: International Centre for Prison Studies.

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').

Lalli, U. (2010). 'Identification of Best Prison Practices'. BPR&D : New Delhi.

Model Prison Manual, 2016 Government of India, Ministry of Home Affairs, New Delhi.

Singh, K.P. & Chaudhry, P (2021) : An Introduction to Prison Administration in India : Sri Ram Law House, Chandigarh.

Advisories and Guidelines on Prison Reforms issued by the Ministry of Home Affairs –
<http://mha1.nic.in/PrisonReforms/home.html>

Websites :

www.mha.nic.in/

www.bprd.nic.in/

www.nhrc.nic.in/

www.nalsa.gov.in/

www.penalreform.org/

www.prisonreformtrust.org.uk/

www.prisonpolicy.org/

www.ohchr.org/

www.ispac.cnpds.org/

www.icpa.ca/

Further Reading:

Training and Learning Resources

Protection of Human Rights Act, 1993

UN Standard Minimum Rules - Mandela Rules 2015

Model Prison Manual, 2016

Constitution of India

Supreme Court and High Court landmark Judgements

Advisories issued by MHA, New Delhi

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 :

RESIDENTIAL DETAILS

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

Signature
Name
Date

APPENDIX- 2

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:

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)

APPENDIX–6

FIELD VISIT REPORT FORMAT

Format of Field Visit Report

Name of the trainee officer :

Batch No. :

Officer in charge of the visit :

Name of the Institute/organization visited :

Time and Date of visit :

Subject for which visit is made :

Signature of the trainee

Signature of the officer in charge of the visit

Structure of the Report

1. Introduction about the institute
2. Origin and history of the institute
3. Primary duties and functions of the institute
4. Officer with whom interacted
5. Report of the Visit [write summary of learnings from the visit] \
9. Any other Comments/ remarks about the visit and the learnings from the visit.

Questions for Assessing Trainees

1. Explain the concept of commutation and Remission in the Cr.P.C.
2. Define the concept of consecutive and concurrent running of sentence in Indian Laws.
3. Explain actual Sentence and Total Sentence.
4. Write an essay on important Supreme Court Judgments relating to Prison Administration.
5. Define Human Rights. Briefly describe the rights of prisoners.
6. Name the Acts governing Prison Administration in India.
7. Please mention the provisions of Cr.P.C. which can be used to reduce the undertrial population in prison.
8. What do you understand by Stress ?
9. What are the components of effective communication ?
10. Mention some of the good communication skills.
11. What are the objectives of Prison Administration and how would you like to implement them.
12. Discuss briefly the different penal philosophies.
13. What are the various forms of punishment in criminal law?
14. What do you understand about correctional philosophy?
15. What are the guidelines given in the R.D. Upadhyaya judgment regarding women prisoners with their children?
16. Mention the procedure to deal with any complaint of sexual harassment at workplace.

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

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

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

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

Group Discussion :

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

Cull out the important points that emerge from the discussion

Action Plan :Group Work Activity

Prison based Rehabilitation programs

Participants should be divided into groups of 5-6 members of all ranks (warder, to Superintendent) and all should brainstorm and discuss what goals to set for prisoner rehabilitation programs in a particular prison. Action Plan should be time bound and can be short term, medium term and long term. Work Sheets, Flip chart sheets and sketch pen should be distributed to all the groups and facilitator should ensure that all contribute their ideas. Each goal should make clear the responsibility-what you can do

at your level (e.g. at Deputy Superintendent level), what can be done by others (e.g. at headquarters). Further review of action is essential. Make clear that there is a start and end date to the action, so the Plan is time bound.

PRISON STATISTICS INDIA – 2021

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

Prisoner Types and Demography

Convicts		Undertrials		Detenues		Others	
Male	117846	Male	409346	Male	3381	Male	452
Female	4990	Female	17745	Female	88	Female	95
Transgender	16	Transgender	74	Transgender	01	Transgender	00
Total	122852	Total	427165	Total	3470	Total	547

Number of Jails, Capacity, Population and Occupancy Rate in India at the end of 2021

Type of Jail	Number	Authorized Capacity	Population of Inmates	Occupancy Rate(%)
Central Jail	148	193536	239311	123.7
District Jail	424	163606	254214	155.4
Sub Jail	564	45436	46736	102.9
Special Jail	41	7473	6582	88.1
Open Jail	88	5953	2178	36.6
Women Jail	32	6767	3808	56.3
Borstal School	19	1775	745	42.0
Others	03	1063	460	43.3
Total	1319	425609	554034	130.2

Source: NCRB, MHA (2021) <https://ncrb.gov.in/en/prison-statistics-india-2021>