

**Training Manual of In-Service Course
for
Head Warder to Assistant Jailor
on
Promotion
(Three-Months)
2022**



**Bureau of Police Research and Development
Ministry of Home Affairs
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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"

"Promoting Good Practices and Standards"

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Learning Unit (LU)

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LU-2	Important Committees and Commissions on Prison Reforms in India
LU-3	Current Trends in Correctional Administration
LU-4	Prison Organization
LU-5	Social Laws
LU-6	Prison Architecture
LU-7	Classification and categorization of Prisoners
LU-8	Prison Routine
LU-9	Medical Services in Prisons
LU-10	General Administration
LU-11	Reformative Measures

LU-12	Establishment of Skill Development-cum-production Centers
LU-13	Remission and provisions relating to Remission
LU-14	Temporary Release (Parole and Furlough)
LU-15	Prison Discipline and Custodial Management
LU-16	Crisis situations in Prisons
LU-17	Security and Staff Discipline
LU-18	Sub-Jail Administration
LU-19	Criminology and Criminal Behaviour
LU-20	Theories of Criminology
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LU-22	Theories of Crime and Delinquent behaviour
LU-23	Factor of Crime
LU-24	Crimes and its Causes
LU-25	Recidivism
LU-26	Prevention of Crime
LU-27	Juvenile Delinquency
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LU-29	Penology
LU-30	Probation
LU-31	Psychology
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LU-35	Learning

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LU-40	Theories of Motivation
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LU-42	Dealing with Alcoholics and Drug Addicts
LU-43	Psychopathology
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LU-45	Correctional Psychology
LU-46	Psychological Classification of Prisoners
LU-47	The Role of Psychologists in Prison Administration
LU-48	Role of Social work in Correctional Administration
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LU-50	United Nation Standard Minimum Rules for the Treatment of Prisoners, 2015 (Nelson Mandela Rules)
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LU-70	Time Management for Prison Officers
LU-71	Work-Life Balance for Prison Officers
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LU-73	Stress Management for Prison Officers
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LU-76	e-Governance in Prisons
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LU-79	ICJS National Prisons Information Portal
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Emergence of the Course

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

These Prison Training Manuals are objective oriented, learner centric and are an outcome of several brainstorming sessions, consultative meetings (Online and Offline) and workshops for conceptualizing the drafts. Comments of the Monitoring Committee, Reports of Training Needs Analysis (TNA) for Prisons & Correctional Administration, National Training Policy (2012) have also been taken into account. In addition, various national and international practices, MHA Advisories, Landmark Judgements of the Apex Court and the High Courts, Statutory Acts/Rules have also been referred to in course of preparation of these training manuals. The design perspective of the Department of Personnel & Training, Government of India, has been adopted.

Introduction:

Correctional administration aims at custody, care, and correction. Prison Staff up to the rank of Head Warder take care of the custody and care aspects of prison administration. Head Warders usually work under the direction and supervision of experienced officials and rarely work individually. When they are promoted to the rank of Assistant Jailor, their entire job profile, role, and responsibilities alter in accordance with the Correctional philosophy.

The objective of this three-month 'In-Service course for Head Warders to Assistant Jailor on Promotion' which has ninety learning units is to provide a comprehensive guide to such Assistant Jailors to understand their new job roles.

(For Trainers and Participants)



COURSE GUIDE

**Training Manual of In-Service Course
for
Head Warder to Assistant Jailor
on
Promotion
(Three-Months)
2022**

INTRODUCTION:

Organizations need to continuously grow, develop and must be prepared to face the ever-emerging challenges. The Prisons 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:

The aim of the course is helps in reducing the mistakes and errors in the day to day work of the personnel when they go back to their normal duties.

DESIGNED FOR:

Head Warders to Assistant Jailors on promotion (Three- Months).

FACILITATORS:

In House faculty or Senior Officers from department and Guest faculty who are subject experts relevant to the course.

STYLE OF THE COURSE:

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

OBJECTIVES:

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

Unit -1

Training Objective: 1. Explain the Legislations pertaining to the Prison Administration

Enabling Objective: 1. Explain the legislations pertaining to Prisons and Prison Administration

Unit -2

Training Objective: 1. Explain the Prison Reforms recommended by Committees and Commissions in India

Enabling Objective: 1. Explain the Recommendation of Committees and Commissions on Prisons Reforms in India

Unit -3

Training Objective: 1. Explain the current trends in correctional administration

Enabling Objective: 1. Explain the current trends in Correctional Administration

Unit – 4

Training Objective: 1. Explain the structure of Prison Organisations

Enabling Objective: 1. Explain the Prison Organization

Unit – 5

Training Objective:

1. Explain the Social Laws

Enabling Objective:

1. Explain the legislations pertaining to social issues

Unit –6

Training Objective:

1. Explain the role of Prison Architecture in reformation of the inmates

Enabling Objective:

1. Explain the role of Prison Architecture in Reformation of the inmates

Unit -7

Training Objective:

1. Explain the ‘Classification and Categorization of Prisoners

Enabling Objective:

1. Explain ‘classification’ of prisoners
2. Explain the ‘categorization’ of Prisoners

Unit -8

Training Objective:

1. Explain the Prison routine

Enabling Objective:

1. Explain Prison routine

Unit -9

Training Objective:

1. Explain the need of ‘Health Care and Hygiene’ for the inmates in Prisons

Enabling Objectives:

1. List the duties and responsibilities of Medical Officer
2. Explain the Importance of Health care and Maintenance of Hygiene of the Inmates

Unit -10

Training Objective:

1. Explain the General Administration in Prisons

Enabling Objective:

1. Explain the procedures involved in General administration

Unit -11

Training Objective:

1. Explain the reformatory measures in Prisons

Enabling Objective:

1. Explain the steps in reformation of Prisons

Unit -12

Training Objective:

1. Explain the steps required for establishment of Skill Development-cum-Production centres

Enabling Objective:

1. Define the role skill development-cum-Production centres for the reformation and rehabilitation of the inmates

Unit -13

Training Objective:

1. Explain 'remission' and procedure for awarding remission

Enabling Objectives:

1. Define 'remission'
2. Explain the procedure of awarding remission

Unit -14

Training Objective:

1. Explain about the temporary release

Enabling Objective:

1. Explain temporary release

Unit -15

Training Objective:

1. Explain the importance of prison discipline and custodial management

Enabling Objectives:

1. Explain the nature of Prison Offences and Punishments
2. Explain the procedure for awarding punishment

Unit -16

Training Objective:

1. Explain the ways to avoid and handle crisis situation in Prisons

Enabling Objectives:

1. List the different types of crises that could occur in prisons
2. Procedure to prevent crisis

Unit -17

Training Objective:

1. Explain the importance of security and staff discipline in Prisons

Enabling Objectives:

1. List the types of security and measurements
2. Explain the importance of staff discipline in prisons and Correctional Administration

Unit -18

Training Objective:

1. Explain the functions of Sub-Jail Administration

Enabling Objective:

1. Explain the functions of Sub-jail Administration

Unit -19

Training Objective: 1. Explain Criminology and Criminal behaviour

Enabling Objective: 1. Explain Criminology and Criminal behavior

Unit -20

Training Objective: 1. Explain the Theories of Criminology

Enabling Objective: 1. Explain the theories of Criminology

Unit -21

Training Objective: 1. Identify the major source of data on crime trends and patterns

Enabling Objective: 1. List the ways in which crime can be quantified and studied

Unit – 22

Training Objective: 1. Explain the relations between theories of crime and delinquent behaviour

Enabling Objective: 1. Explain the theories of crime and delinquent behaviour

Unit -23

Training Objective: 1. Explain the factors of crime

Enabling Objective: 1. List the factors of crime

Unit 24

Training Objective: 1. Explain Crimes and their causes

Enabling Objective: 1. Explain the types of Crimes and their causes

Unit – 25

Training Objective: 1. Explain the recidivism

Enabling Objective: 1. List the ways to reduce recidivism

Unit – 26

Training Objective: 1. Explain the ways for prevention of crime

Enabling Objective: 1. List the methods of crime prevention

Unit -27

Training Objective: 1. Explain about juvenile delinquency

Enabling Objective: 1. Define Juvenile Delinquency and list the concepts related to Juvenile Delinquency

Unit – 28

Training Objective: 1. Explain the Victimology and Victims

Enabling Objective: 1. Explain the Victimology and Problems of Victims

Unit – 29

Training Objective: 1. Explain the evolution of punishment

Enabling Objectives: 1. Explain the evolution of punishment

2. Theories of punishment

3. Types of punishment

4. Alternative imprisonment

Unit-30

Training Objective: 1. Explain the role of probation in Criminal Justice system

Enabling Objectives:

1. Define Probation
2. Various legislation that deal with probation
3. Explain benefits of probation

Unit-31

Training Objective 1. Explain the importance of psychology in correctional administration

Enabling Objective 1. Explain the role of Psychology in correctional administration

Unit-32

Training Objective 1. Explain the importance of behavioral modification in correctional administration

Enabling Objective 1. Explain the role of behavioral modification in correctional administration

Unit-33

Training Objective 1. Explain the causes of behavioral problems

Enabling Objective 1. List the causes of behavioral problems

Unit-34

Training Objective 1. Explain the prevalent strategies in behavioral modification and the methods of intervention

Enabling Objective 1. List the strategies and methods for behaviour modification

Unit-35

Training Objective

1. Explain about learning

Enabling Objectives

1. Define learning

2. Types of learning

Unit-36

Training Objective

1. Explain the personality and assessment of personality

Enabling Objective

1. Define the ways of personality assessment

Unit-37

Training Objective

1. Explain the theories of personality development

Enabling Objective

1. List the theories of personality development

Unit-38

Training Objective

1. Identify the personality disorders in prisoners

Enabling Objective

1. Explain the types of personality disorders due to prevailing prison conditions

Unit-39

Training Objective

1. Explain the importance of motivation in correctional administration

Enabling Objective

1. Define motivation

2. Types of Motivation

Unit-40

- | | |
|--------------------|---------------------------------------|
| Training Objective | 1. Explain the theories of motivation |
| Enabling Objective | 1. Explain the theories of motivation |

Unit-41

- | | |
|--------------------|---|
| Training Objective | 1. Explain the need of Counselling Skills in Prisons |
| Enabling Objective | 1. Explain the role of Counselling Skills in
corrections |

Unit-42

- | | |
|--------------------|---|
| Training Objective | 1. Explain the mechanism of dealing with Alcoholics and Drug Addicts in Prisons |
| Enabling Objective | 1. Identify the withdrawal symptoms from the
alcoholics and drug addicts in prisons
2. Explain the Mechanisms to deal with Alcoholics
and Drug Addicts |

Unit-43

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|--------------------|--|
| Training Objective | 1. Explain the importance of psychopathology in
prisons |
| Enabling Objective | 1. Explain the role of Psychopathology in
corrections |

Unit-44

- | | |
|---------------------|--|
| Training Objective | 1. Explain the ways of dealing with prisoners
Suffering from Mental Health issues |
| Enabling Objectives | 1. Identify mental health issues of prisoners |

2. Explain the ways of taking care and rehabilitate the prisoners who are suffering from mental health issues

Unit-45

Training Objective 1. Explain the correctional psychology in Prison Administration

Enabling Objective 1. Explain the importance of correctional psychology in prison administration

Unit-46

Training Objective 1. Explain the psychological classification of prisoners

Enabling Objective 1. List the benefits of classification of prisoners based on their psychology

Unit-47

Training Objective 1. Explain the role of psychologists in correctional administration

Enabling Objective 1. Explain the role of psychologists in correctional administration

Unit-48

Training Objective 1. Explain the role of social work in correctional administration

Enabling Objective 1. Explain the role of social work in correctional administration

Unit-49

Training Objective 1. Explain the role of Sociology in correctional Administration

Enabling Objective 1. Explain the role of sociology in correctional Administration

Unit-50

Training Objective 1. Explain United Nation Standard Minimum Rules for the treatment of prisoner, 2015 (Nelson Mandela Rules)

Enabling Objective 1. Explain the salient features of United Nation Standard Minimum Rules for the treatment of prisoners, 2015 (Nelson Mandela Rules)

Unit-51

Training Objective 1. Explain about the case presentation of prisoners

Enabling Objective 1. Explain about the case presentation in respect of prisoners

Unit-52

Training Objective : 1. Explain the problems of prisoners in Prisons

Enabling Objective: 1. Explain the problems of prisoners

Unit-53

Training Objective 1. Explain about the role of NGOs in correctional administration

Enabling Objective 1. Explain the role of NGOs in correctional administration

Unit-54

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|--------------------|--|
| Training Objective | 1. Explain about Constitution of India |
| Enabling Objective | 1. Explain the salient features of Constitution of India |

Unit-55

- | | |
|--------------------|--|
| Training Objective | 1. Explain the powers vested in the Hon'ble Courts
by the Constitution of India |
| Enabling Objective | 1. Explain the powers of other Courts |

Unit-56

- | | |
|--------------------|--|
| Training Objective | 1. Explain the evolution of Human Rights of the
prisoners |
| Enabling Objective | 1. List the Human Rights of prisoners |

Unit-57

- | | |
|--------------------|---|
| Training Objective | 1. Explain the ways to protect Human Rights from
violations in prisons |
| Enabling Objective | 1. Explain the ways of the protection of Human
Rights from violation |

Unit-58

- | | |
|--------------------|--|
| Training Objective | 1. Explain the special needs of women prisoners in
respect of Human Rights |
| Enabling Objective | 1. Explain the importance of sensitive care to be
taken in respect of women prisoners |

Unit-59

Training Objective 1. Explain with the Case Laws on Human Rights and Prisoner's Rights in India

Enabling Objectives 1. List the Case Laws on Human Rights and Prisoners' rights in India

2. Explain the benefits for Prison Administration through case laws

Unit-60

Training Objective 1. Explain the important section of IPC, 1860 related to prison administration

Enabling Objective 1. List the important sections of IPC, 1860 related to Prison administration

Unit-61

Training Objective 1. Explain the important procedures and sections mentioned in the Cr.P.C related to prison administration

Enabling Objective 1. List the important sections of Cr.P.C related to Prison administration

Unit-62

Training Objective 1. Explain the important provisions in Indian Evidence Act, 1872 related to prison administration

Enabling Objective 1. List the important sections of IEA related to Prison administration

Unit-63

Training Objective 1. Explain the Minor Acts related to prison administration

1. List the important legislations pertaining to

Training Objective 1. Explain the importance of communication skills and interpersonal relations to Prison Officers.

Unit-65

Enabling Objectives	1. Define Competency
	2. Define performance
	3. Explain the importance of discipline and work habits in professional and personal life

Training Objective 1. Explain importance of social skills in Prison Officers

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Unit-67

Training Objective 1. Explain the ways of acquiring leadership skills
for Prison Officer

Enabling Objective 1. Define the leadership skills
2. Explain the role of leadership skills to
overcome the problems in profession

Unit-68

Training Objective 1. Explain the importance of Human Relations

Enabling Objective 1. Explain the role of human relations in
correctional administration

Unit-69

Training Objective 1. Identify the importance of ‘Change Management’
for Prison Administration

Enabling Objective 1. Define ‘Change Management’
2. Explain the role of change management in the
prison administration

Unit-70

Training Objective 1. Explain the importance of 'Time Management'
in profession of Prison Officers

Enabling Objective 1. ‘Define Time Management’
2. Explain how to put the time management into
practice

Unit-71

Training Objective 1. Identify the importance of ‘Work-Life Balance’
in day-to-day life of Prison Officers

Enabling Objectives

1. ‘Define the work-life balance’
2. List the benefits of ‘work-life balance’
3. Explain ways to put the ‘work-life balance’ into practice

Unit-72

Training Objective 1.Explain the importance of Financial Management
in personal life and profession of Prison Officer

Enabling Objective

1. List the benefits of Financial Management

Unit-73

Training Objective 1. Describe the ways of handling the stress of the
prison profession

Enabling Objectives

1. Describe the types of stress in the prisons
2. List the ways for dealing with stress

Unit-74

Training Objective 1.Identify the benefits of liaison with other
Departments in connection with the Prison
Administration

Enabling Objective

1. List the benefits of liaison with the other
Departments

Unit-75

Training Objective 1. Demonstrate the operation of equipment use for
prisoner and prison security

Enabling Objectives

1. List the equipment in prison
2. Explain the benefits of use of technological equipment
3. Explain procedure to procure and maintain the security equipment
4. Demonstrate the operation of equipment use for security purpose in prisons

Unit-76

Training Objective 1. Explain the importance of e-governance in prisons

Enabling Objectives

1. Define the role of e-Governance in prison administration
2. Explain the role of e-Governance for strengthening the correctional administration for welfare of prisoners

Unit-77

Training Objective 1. Explain the importance e-prisons

Enabling Objective

1. Explain the benefits of e-prisons in prison administration

Unit-78

Training Objective 1. Identify the importance of e- sentence Management

Enabling Objectives

1. Define e- sentence Management
2. Explain the benefits of e-Sentence management

Unit-79

Training Objective 1. Operate the ICJS National Prisons Information
Portal

Enabling Objective 1. Explain the salient features of ICJS National
Prisons Information Portal

Unit-80

Training Objective 1. Explain the State and Subordinate Service
Rules

Enabling Objective 1. Define the State and Subordinate Service Rules
2. Explain the salient features of State and
Subordinate Service Rules

Unit-81

Training Objective 1. Explain Special Rules for Prisons Department,
State and Subordinate Services

Enabling Objective 1. Explain the Special Rules for Prisons
Department, State and Subordinate Services

Unit-82

Training Objective 1. Explain Fundamental Rules

Enabling Objective 1. Define the Fundamental Rules
2. Explain salient features of the fundamental
Rules

Unit-83

Training Objective 1. Describe the provisions of Leave Rules

Enabling Objective 1. Define Leave Rules

2. Explain the types of Leaves

Unit-84

Training Objective 1. Explain the State Civil Services (Conduct)

Rules

Enabling Objectives
Rules

1. Define the State Civil Services (Conduct)

2. Explain the Salient Features of State Civil Services (Conduct) Rules

Unit-85

Training Objective 1. Describe the State Civil Services

(Classification, Control and Appeal) Rules

Enabling Objectives

1. Describe the State Civil Services

(Classification, Control and Appeal) Rules

2. Explain the salient features of State Civil Services (Classification, Control and Appeal) Rules

Unit-86

Training Objective 1. Explain the procedure for Departmental

Inquiries

Enabling Objective

1. Explain the procedure of conducting Departmental Inquiries

Unit-87

Training Objective 1. Explain the methods of Disaster Management

In the prisons

Enabling Objective 1. Explain ‘Disaster Management’
2. List the ways to tackle disasters

Unit-88

Training Objective 1. Explain the types of preparedness required for
handling incidents in Prisons

Enabling Objectives 1. List the ways of handling the incidents
2. Explain the ways of handling incidents based on
the nature and degree

Unit-89

Training Objective 1. Deal with hostage crisis in prisons

Enabling Objectives 1. Describe the ways how to deal with hostage
crisis
2. Explain the ways for preventing hostage crisis

Unit-90

Training Objective 1. Explain the ways of dealing with incidents in
prisons

Enabling Objectives 1. Describe the ways of dealing with the incidents
2. Explain the ways for preventing the incidents
in the prisons

ASSESSMENT:

The priority during the Course is to assist Prisons and correctional officers to develop their skills for managing the Prison Industries. Assessment is, therefore, concerned with informal feedback and advice to individual participants.

Day Wise Schedule

WEEK-1

Time	Sessions No.	Topics	Remarks
Day-1			
0915-1030	Session I	Registration, Inauguration of the Course, Ice breaker, Ground rules, Basic instructions, Introduction about the Course	
1045-1200 1215-1330	Session II & III	Explain the legislations pertaining to Prisons and Prison Administration	1.1
1430-1530 1545-1700	Session IV & V	Explain the Recommendations of Committees and Commissions on Prisons Reforms in India	2.1
DAY 2			
1000-1115 1130-1245	Session- I & II	Explain the current trends in Correctional Administration	3.1
1400-1500	Session III	Explain the prison organization	4.1
1515-1615	Session IV	Explain the Social laws	5.1
DAY 3			
1000-1115 1130-1245	Session I & II	Explain the role of Prison Architecture in Reformation of	6.1

		the inmates	
1400-1500 1515-1615	Sessions III& IV	Explain ‘classification’ of prisoners Explain the categorization of Prisoners	7.1 7.2
DAY-4			
1000-1115	Session I	Explain Prison routine	8.1
1130-1245	Session II	List the duties and responsibilities of Medical Officer Explain the Importance of Health care and Maintenance of Hygiene of the Inmates	9.1 9.2
1400-1500 1515-1615	Sessions III& IV	FIELD VISIT	
DAY 5			
1000-1115	Session I	List the various procedures involved in General administration	10.1
1130-1245	Session II	Explain the role of staff in prisons for reformation purposes	11.1
1400-1500 1515-1615	Sessions III& IV	Define the role skill development-cum-Production centres for the reformation and rehabilitation of the inmates	12.1
WEEK 2			
DAY 1			

1000-1115	Session	Define ‘remission’	13.1
1130-1245	I & II	Explain the procedure of awarding remission	13.2
1400-1500	Sessions	Explain temporary release	14.1
1515-1615	III& IV		
DAY 2			
1000-1115	Session	Explain the nature of Prison Offences and Punishment	15.1
1130-1245	I & II	Explain the procedure to award punishment	15.2
1400-1500	Sessions	List the different types of crises that could occur in prisons	16.1
1515-1615	III& IV	Procedure to prevent crisis	16.2
DAY 3			
1000-1115	Session	List the various aspects of security and measurements	17.1
1130-1245	I & II	Explain the importance of staff discipline in prisons and Correctional Administration	17.2
1400-1500	Sessions	Explain the administrative roles in Sub Jail	18.1
1515-1615	III& IV		
DAY 4			
1000-1115	Session	Explain the Criminology and Criminal behaviour	19.1
1130-1245	I & II		
1400-1500	Sessions	FIELD VISIT	
1515-1615	III& IV		

DAY 5			
1000-1115 1130-1245	Session I & II	Explain the theories of Criminology	20-1
1400-1500	Session III	List the ways in which crime can be quantified and studied	21-1
1515-1615	Session IV	Explain the difference theories of crime	22.1
WEEK 3			
DAY 1			
1000-1115 1130-1245	Session I & II	List the various factors that enable crime	23.1
1400-1500 1515-1615	Sessions III& IV	Explain the various types of Crimes	24.1
DAY 2			
1000-1115	Session I	List the ways to reduce the recidivism	25.1
1130-1245 1400-1500	Session II & III	List the methods of crime prevention	26.1
1515-1615	Session IV	Define Juvenile Delinquency and list the various concepts related to it	27.1
DAY 3			
1000-1115 1130-1245	Session I & II	Explain the concept of Victimology and Problems of Victims	28.1
1400-1500 1515-1615	Sessions III& IV	Explain the evolution of punishment	29.1
		Theories of punishment	29.2

DAY 4			
1000-1115	Session I & II	Types of punishment	29.3
1130-1245		Alternative imprisonment	29.4
1400-1500 1515-1615	Sessions III& IV	FIELD VISIT	
DAY 5			
1000-1115	Session I, II, III & IV	Define Probation	30.1
1130-1245			
1400-1500		Various legislation that deal with probation	30.2
1515-1615		Explain benefit of probation	30.3
WEEK 4			
DAY 1			
1000-1115 1130-1245	Session I & II	Definition and scope of psychology	31.1
1400-1500	Sessions III	Define behaviour modification	32.1
1515-1615	Session IV	List the factors affecting behvaiour	33.1
DAY 2			
1000-1115	Session I	List the strategies and methods of behaviour modification	34.1
1130-1245	Session II, III & IV	Define learning	35.1
1400-1500		Types of learning	35.2
1515-1615			
DAY 3			

1000-1115 1130-1245	Session I & II	Define personality	36.1
1400-1500 1515-1615	Sessions III& IV	List the various theories of personality Development	37.1
DAY 4			
1000-1115 1130-1245	Session I & II	Explain the types of personality disorders due to prevailing prison conditions	38.1
1400-1500 1515-1615	Sessions III& IV	FIELD VISIT	
DAY 5			
1000-1115 1130-1245	Session I & II	Define motivation	39.1
1400-1500 1515-1615	Sessions III& IV	Explain the various theories of motivation	40.1
2nd MONTH			
WEEK 1			
DAY 1			
1000-1115 1130-1245	Session I & II	. Explain the role of Counselling Skills in corrections	41.1
1400-1500 1515-1615	Sessions III& IV	Identify the withdrawal symptoms from the alcoholics and drug addicts in prisons Explain the Mechanisms to deal with Alcoholics and Drug Addicts	42.1 42.2
DAY 2			
1000-1115	Session	Explain the concept of	43-1

	I	Psychopathology in corrections	
1130-1245 1400-1500	Session II & III	Identify mental health issues of prisoners Explain the ways of taking care and rehabilitate the prisoners who are suffering from mental	44.1 44.2
1515-1615	Session IV	Explain ways to achieve the objectives of correctional philosophy through psychology	45.1
DAY 3			
1000-1115	Session I	List the benefits of classification of prisoners on the basis of their psychology	46.1
1130-1245	Session II	List the benefits of psychologists in correctional administration	47.1
1400-1500 1515-1615	Sessions III & IV	Explain the role of social work in correctional administration	48.1
DAY 4			
1000-1115 1130-1245	Session I & II	Explain the theories of social work	49.1
1400-1500 1515-1615	Sessions III & IV	FIELD VISIT	
DAY 5			
1000-1115 1130-1245	Session I & II	Explain the theories of social work	49.1
1400-1500	Sessions	Explain the salient features of	50.1

1515-1615	III& IV	United Nation Standard Minimum Rules 2015 (Nelson Mandela Rules)	
WEEK 2			
DAY 1			
1000-1115 1130-1245	Session I & II	Explain the salient features of United Nation Standard Minimum Rules 2015 (Nelson Mandela Rules)	50.1
1400-1500	Sessions III	Explain about the case presentation in respect of inmates of the prisons	51.1
1515-1615	Sessions IV	Explain the problems faced by inmates	52.1
DAY 2			
1000-1115 1130-1245	Session I & II	Explain the role of NGOs in correctional administration	53.1
1400-1500 1515-1615	Sessions III& IV	List the salient features of Constitution of India	54.-1
DAY 3			
1000-1115	Session I	Explain the articles of Constitution that accord powers on the Hon'ble courts	55.1
1130-1245	Session II	List the Human Rights of prisoners	56.1
1400-1500 1515-1615	Sessions III& IV	Explain the ways of the protection of Human Rights from violation	57.1
DAY 4			
1000-1115	Session	Explain the importance of	58.1

1130-1245	I & II	sensitive care to be taken in respect of women prisoner	
1400-1500 1515-1615	Sessions III& IV	FIELD VISIT	
DAY 5			
1000-1115 1130-1245	Session I & II	List the Case Laws on Humans Rights and Prisoners' rights in India	59.1
1400-1500 1515-1615	Sessions III& IV	List the important sections of IPC related to prisons	60.1
WEEK 3			
DAY 1			
1000-1115 1130-1245 1400-1500 1515-1615	Session I, II,III& IV	List the important sections of IPC related to prisons	60.1
DAY 2			
1000-1115 1130-1245	Session I & II	List the important sections of IPC related to prisons	60.1
1400-1500 1515-1615	Sessions III& IV	List the important sections of Cr.P.C related to prisons	61-1
DAY 3			
1000-1115 1130-1245 1400-1500 1515-1615	Session I, II,III& IV	List the important sections of Cr.P.C related to prisons	61-1
DAY 4			
1000-1115	Session	List the important sections of	61-1

1130-1245	I & II	Cr.P.C related to prisons	
1400-1500 1515-1615	Sessions III& IV	FIELD VISIT	
DAY 5			
1000-1115 1130-1245	Session I & II	List the important sections of IEA related to prisons	62.1
1400-1500 1515-1615	Sessions III& IV	List the important legislations that affect correctional administration	63.1
WEEK 4			
DAY 1			
1000-1115 1130-1245	Session I & II	List the important legislations that affect correctional administration	63.1
1400-1500 1515-1615	Sessions III& IV	Explain the benefits of communication skills for prison administration	64.1
		List the ways in which interpersonal skills can be improved	64.2
DAY 2			
1000-1115 1130-1245	Session I & II	Define Competency	65.1
		Define performance	65.2
		Explain the importance of discipline and work habits in professional and personal life	65.3

1400-1500 1515-1615	Sessions III& IV	‘Define social skills’ Explain the benefits of social skills for his/her job profile	66.1 66.2
DAY 3			
1000-1115 1130-1245	Session I & II	Define the leadership skills Explain the role of leadership skills to overcome the problems in profession	67.1 67.2
1400-1500 1515-1615	Sessions III& IV	Define human relations	68.1
DAY 4			
1000-1115 1130-1245	Session I & II	Define ‘Change Management’ Explain the role of change management in the prison administration	69.1 69.2
1400-1500 1515-1615	Sessions III& IV	FIELD VISIT	
DAY 5			
1000-1115	Session I	‘Define Time Management’ Explain how to put the time management into practice	70.1 70.2
1130-1245	Session II	‘Define the work-life balance’ List the benefits of ‘work-life balance’ Explain ways to put the ‘work-life balance’ into practice	71.1 71.2 71.3
1400-1500	Session III	List the benefits of Financial Management	72.1

1515-1615	Session IV	Describe the types of stress in the prisons List the ways for dealing with stress	73.1 73.2
3rd MONTH			
WEEK 1			
STUDY TOUR			
WEEK 2			
DAY 1			
1000-1115	Session I	List the benefits of liaison with the other Departments	74.1
1130-1245	Session II, III & IV	List the equipment in prison	75.1
1400-1500		Explain the benefits of use of technological equipment	75.2
1515-1615		Explain procedure to procure and maintain the security equipment	75.3
		Demonstrate the operation of equipment use for security purpose in prisons	75.4
DAY 2			
1000-1115 1130-1245	Session I & II	Define the role of e-Governance in prison administration	76.1
		Explain the role of e-Governance for strengthening the correctional administration for welfare of prisoners	76.2
1400-1500	Session III	Explain the benefits of e-prisons in prison	77.1

		administration	
1515-1615	Session IV	Define e- sentence Management	78.1
		Explain the benefits of e- Sentence management	78.2
DAY 3			
1000-1115	Session I	Explain the salient features of ICJS National Prisons Information Portal	79.1
1130-1245	Session II	Define the State and Subordinate Service Rules	80.1
		Explain the salient features of State and Subordinate Service Rules	80.2
1400-1500	Session III	Explain the Special Rules for Prisons Department, State and Subordinate Services	81.1
1515-1615	Session IV	Define the Fundamental Rules	82.1
		Explain salient features of the fundamental Rules	82.2
DAY 4			
1000-1115	Session I	Define Leave Rules	83.1
		Explain the types of Leaves	83.2
1130-1245	Session II	. Define the State Civil Services (Conduct) Rules	84.1
1400-1500 1515-1615	Sessions III& IV	FIELD VISIT	
DAY 5			
1000-1115	Session	Explain the Salient Features of	84.2

	I	State Civil Services (Conduct) Rules	
1130-1245 1400-1500	Session II & III	. Describe the State Civil Services (Classification, Control and Appeal) Rules Explain the salient features of State Civil Services (Classification, Control and Appeal) Rules	85.1 85.2
1515-1615	Session IV	Explain the procedure of conducting Departmental Inquiries	86.1
WEEK 3			
DAY 1			
1000-1115	Session I	Explain the procedure of conducting Departmental Inquiries	86.1
1130-1245 1400-1500	Session II & III	Explain ‘Disaster Management’ List the ways to tackle the disaster	87.1 87.2
1515-1615	Session IV	List the ways of handling the incidents Explain the ways of handling incidents based on the nature and degree	88.1 88.2
DAY 2			

1000-1115 1130-1245	Session I & II	Describe the ways how to deal with hostage crisis	89.1
		Explain the ways for preventing hostage crisis	89.2
1400-1500 1515-1615	Sessions III& IV	Describe the ways of dealing with the incidents	90.1
		Explain the ways for preventing the incidents in the prisons	90.2
WEEK 4			
EXAMINATIONS			

Note:

0600 to 0645	P.T
0700 to 0745	Parade
0915 to 0945	Library
1000 to 1115	Session-I
1115 to 1130	Tea
1130 to 1245	Session- II
1245 to 1400	Lunch
1400 to 1500	Session-III
1500 to 1515	Tea
1515 to 1615	Session- IV
1645 to 1800	Yoga/Meditation/sports

(For Trainers Only)



TRAINER GUIDE

**Training Manual of In-Service Course
for
Head Warder to Assistant Jailor
on
Promotion
(Three-Months)
2022**

INTRODUCTION

The ‘Trainer Guide’ on three months course on the topic in-service course for head warder to assistant jailor 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. This Trainer Guide “In-service course for Head Warder to Assistant Jailor” serves as a “Map” for sequential implementation of following content segments.

THE TRAINER GUIDE ALSO:

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

Pre-Course Preparation

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

FOR TRAINER

1. Trainer guide
2. References
3. Resources

FOR PARTICIPANTS

1. Course Guide
2. Feedback Questionnaire

DAY WISE TIME TABLE

Time	Session No.	Topics	Remarks
Day 1			
0915-1030 hrs	Session I	Registration, Inauguration of the Course and Ice breaking Session and Ground rules	Registration form-1 and Distribute Course Guide to participants
1045-1200 1215-1330 hrs	Session II & III	Evolution of Prison Administration through Legislations	
1430-1530 1545-1700 hrs	Session IV & V	Important Committees and Commissions on Prison Reforms in India	
Day 2			
1000-1115 1130-1245 hrs	Session I & II	Current Trends and Correctional Administration	
1400-1500 hrs	Session III	Prison Organization	
1515-1615 hrs	Session IV	Social Laws	
DAY-3			
1000-1115 1130-1245 hrs	Session I & II	Prison Architecture	
1400-1500 1515-1615 hrs	Session III & IV	Classification and categorization of Prisoners	
Day 4			
1000-1115 hrs	Session I	Prison Routine	Includes recap of the previous day important topics for about
1130-1245 hrs	Session II	Medical Services in Prisons	

1400-1600 hrs	Session III & IV	FIELD VISIT	15 mins
DAY-5			
1000-1115 hrs	Session I	General Administration	
1130-1245 hrs	Session II	Reformative Measures	
1400-1500 1515-1615 hrs	Session III &IV	Establishment of Skill Development-cum-production Centers	
WEEK -2			
DAY 1			
1000-1115 1130-1245 hrs	Session I &II	Remission and provisions relating to Remission	
1400-1500 1515-1615 hrs	Session III &IV	Temporary Release(parole and Furlough)	
DAY 2			
1000-1115 1130-1245 hrs	Session I &II	Prison Discipline and Custodial Management	
1400-1500 1515-1615 hrs	Session III &IV	Crisis situation in Prisons	
DAY 3			
1000-1115 1130-1245 hrs	Session I &II	Security and staff Discipline	
1400-1500 1515-1615 hrs	Session III &IV	Sub Jail Administration	
DAY 4			
1000-1115 1130-1245 hrs	Session I &II	Criminology and Criminal behaviour	Includes recap of the previous day important

1400-1500 1515-1615 hrs	Session III &IV	FIELD VISIT	topics for about 15 mins
DAY 5			
1000-1115 1130-1245 hrs	Session I &II	Theories of Criminology	
1400-1500 hrs	Session III	Statistics of Crime	
1515-1615 hrs	Session IV	Theories of Crime and Delinquent Behaviour	
WEEK 3			
DAY 1			
1000-1115 1130-1245 hrs	Session I &II	Factors of Crime	
1400-1500 1515-1615 hrs	Session III &IV	Crimes and its causes	
DAY 2			
1000-1115 hrs	Session I	Recidivism	
1130-1245 1400-1500 hrs	Session II & III	Prevention of Crime	
1515-1615 hrs	Session IV	Juvenile Delinquency	
DAY 3			
1000-1115 1130-1245 hrs	Session I &II	Victimology	
1400-1500 1515-1615 hrs	Session III &IV	Penology	
DAY 4			
1000-1115 1130-1245	Session I &II	Penology	Includes recap of the previous

hrs			day important
1400-1500 1515-1615 hrs	Session III &IV	FIELD VISIT	topics for about 15 mins
DAY 5			
1000-1115 1130-1245 1400-1500 1515-1615 hrs	Session I &II Session III &IV	Probation	
WEEK 4			
DAY 1			
1000-1115 1130-1245 hrs	Session I &II	Psychology	
1400-1500 hrs	Session III	Behavioural Modification	
1515-1615 hrs	Session IV	Behavioural Problems	
DAY 2			
1000-1115 hrs	Session I	Strategies in behaviour modification and Methods of Intervention	
1130-1245 1400-1500 1515-1615 hrs	Session II, III& IV	Learning	
DAY 3			
1000-1115 1130-1245 hrs	Session I &II	Personality	

1400-1500 1515-1615 hrs	Session III &IV	Theories of Personality Development	
DAY 4			
1000-1115 1130-1245 hrs	Session I &II	Personality Disorders	Includes recap of the previous day important topics for about 15 mins
1400-1500 1515-1615 hrs	Session III &IV	FIELD VISIT	
DAY 5			
1000-1115 1130-1245 hrs	Session I &II	Motivation	
1400-1500 1515-1615 hrs	Session III &IV	Theories of Motivation	
2nd MONTH			
WEEK 1			
DAY 1			
1000-1115 1130-1245 hrs	Session I &II	Counselling Skills in Correctional Administration	
1400-1500 1515-1615 hrs	Session III &IV	Dealing with Alcoholics and Drug Addicts	
DAY 2			
1000-1115 hrs	Session I	Psychopathology	
1130-1245 1400-1500 hrs	Session II & III	Managing Mental Health issues of prisoners	
1515-1615 hrs	Session IV	Correctional Psychology	

DAY 3			
1000-1115 hrs	Session I	Psychological Classification of Prisoners	
1130-1245 hrs	Session II	The Role of Psychologists in Prison Administration	
1400-1500 1515-1615 hrs	Session III & IV	Role of Social work in Correctional Administration	
DAY 4			
1000-1115 1130-1245 hrs	Session I &II	Role of Sociology in Correctional Administration	Includes recap of the previous day important topics for about 15 mins
1400-1500 1515-1615 hrs	Session III &IV	FIELD VISIT	
DAY 5			
1000-1115 1130-1245 hrs	Session I &II	Role of Sociology in Correctional Administration	
1400-1500 1515-1615 hrs	Session III &IV	United Nation Standard Minimum Rules for the Treatment of Prisoners -2015 (Nelson Mandela Rules)	
WEEK 2			
DAY 1			
1000-1115 1130-1245 hrs	Session I &II	United Nation Standard Minimum Rules(Nelson Mandela Rules)	
1400-1500 hrs	Session III	Case presentation regarding the Profile of the prisoners	
1515-1615 hrs	Session IV	Problems of Inmates in Prisons	
DAY 2			
1000-1115 1130-1245 hrs	Session I &II	Role of NGOs in Correctional Administration	

1400-1500 1515-1615 hrs	Session III &IV	Constitution of India – Introduction	
DAY 3			
1000-1115 hrs	Session I	Constitution of India – Powers of Courts	
1130-1245 hrs	Session I	Human Rights of Prisoners	
1400-1500 1515-1615 hrs	Session III &IV	Protection of Human Rights from violations	
DAY 4			
1000-1115 1130-1245 hrs	Session I &II	Special Needs of Women Prisoners in respect of Human Rights	Includes recap of the previous day important topics for about 15 mins
1400-1500 hrs 1515-1615 hrs	Session III &IV	FIELD VISIT	
DAY 5			
1000-1115 1130-1245 hrs	Session I &II	Case laws on Human Rights and Prisoners’ Rights in India	
1400-1500 1515-1615 hrs	Session III &IV	Indian Penal Code(IPC), 1860	
WEEK 3			
DAY 1			
1000-1115 1130-1245 1400-1500 1515-1615 hrs	Session I,II, III &IV	Indian Penal Code,1860	
DAY 2			
1000-1115 1130-1245	Session I &II	Indian Penal Code, 1860	
1400-1500	Session III	Criminal Procedure	

1515-1615 hrs	&IV	Code(Cr.P.C), 1973	
DAY 3			
1000-1115 1130-1245 1400-1500 1515-1615 hrs	Session I,II, III &IV	Criminal Procedure Code, 1973	
DAY 4			
1000-1115 1130-1245 hrs	Session I &II	Criminal Procedure Code, 1973	Includes recap of the previous day important topics for about 15 mins
1400-1500 1515-1615 hrs	Session III &IV	FIELD VISIT	
DAY 5			
1000-1115 1130-1245 hrs	Session I &II	Indian Evidence Act, 1872	
1400-1500 1515-1615 hrs	Session III &IV	Minor Acts	
WEEK 4			
DAY 1			
1000-1115 1130-1245 hrs	Session I &II	Minor Acts	
1400-1500 1515-1615 hrs	Session III &IV	Communication skills and interpersonal relations for Prison Officers	
DAY 2			
1000-1115 1130-1245 hrs	Session I &II	Competency, Performance, Discipline and Work Habits	
1400-1500 1515-1615	Session III &IV	Social skills of Prison Officers	

hrs			
DAY 3			
1000-1115 1130-1245 hrs	Session I &II	Leadership Skills for Prison Officer	
1400-1500 1515-1615 hrs	Session III &IV	Human Relations	
DAY 4			
1000-1115 1130-1245 hrs	Session I &II	Change Management for Prison Administration	Includes recap of the previous day important topics for about 15 mins
1400-1500 1515-1615 hrs	Session III &IV	FIELD VISIT	
DAY 5			
1000-1115 hrs	Session I	Time Management in Prison Officers	
1130-1245 hrs	Session II	Work-Life Balance for Prison Officers	
1400-1500 hrs	Session III	Financial Management for Prison Officers	
1515-1615 hrs	Session IV	Stress Management for Prison Officers	
3rd MONTH			
WEEK 1			
STUDY TOUR			
WEEK 2			
DAY 1			
1000-1115 hrs	Session I	Liaison with other Departments in Connection with Prison Administration	

1130-1245 1400-1500 1515-1615 hrs	Session II, III& IV	Use of technology in prison administration for security purpose	
DAY 2			
1000-1115 1130-1245 hrs	Session I & II	e-Governance in Prisons	
1400-1500 hrs	Session III	e-Prisons	
1515-1615 hrs	Session IV	e-Sentence Management	
DAY 3			
1000-1115 hrs	Session I	ICJS National Prisons Information Portal	
1130-1245 hrs	Session II	Service Rules	
1400-1500 hrs	Session III	Special Rules for Prisons Department State and Subordinate Services	
1515-1615 hrs	Session IV	Fundamental Rules	
DAY 4			
1000-1115 hrs	Session I	Leave Rules	Includes recap of the previous day important topics for about 15 mins
1130-1245 hrs	Session II	State Civil Services (Conduct) Rules	
1400-1500 1515-1615 hrs	Session III &IV	FIELD VISIT	
DAY 5			
1000-1115 hrs	Session I	State Civil Services (Conduct) Rules	
1130-1245 1400-1500	Session II &III	State Civil Services (Classification, Control and	

hrs		Appeal) Rules	
1515-1615 hrs	Session IV	Departmental Inquiries	
WEEK 3			
DAY 1			
1000-1115 hrs	Session I	Departmental Inquiries	
1130-1245 1400-1500 hrs	Session II & III	Disaster Management	
1515-1615 hrs	Session IV	Preparedness for handling of incidents	
DAY 2			
1000-1115 1130-1245 hrs	Session I & II	Dealing with hostage crisis	
1400-1500 1515-1615 hrs	Session III & IV	Dealing with incidents in prisons	
WEEK 4			
EXAMINATIONS			

Note:

0600 to 0645	P.T
0700 to 0745	Parade
0915 to 0945	Library
1000 to 1115	Session-I
1115 to 1130	Tea
1130 to 1245	Session- II
1245 to 1400	Lunch
1400 to 1500	Session-III
1500 to 1515	Tea
1515 to 1615	Session- IV
1645 to 1800	Yoga/Meditation/sports

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

End of Course

PART-B

1. COURSE GRID

2. LEARNING EVENT

COURSE GRID

COURSE GRID

1 Evolution of Prison Administration through Legislations	2 Important Committees and Commissions on Prison Reforms in India	3 Current Trends in Correctional Administration
4 Prison Organization	5 Social Laws	6 Prison Architecture
7 Classification and categorization of Prisoners	8 Prison Routine	9 Medical Service in Prisons
10 General Administration	11 Reformative Measures	12 Establishment of Skill Development- cum- Production Centers
13 Remission and provisions relating to Remission	14 Temporary Release (Parole and Furlough)	15 Prison Discipline and Custodial Management

16	17	18
Crisis Situation in Prisons	Security and Staff Discipline	Sub Jail Administration
19	20	21
Criminology and Criminal behaviour	Theories of Criminology	Statistics of Crime
22	23	24
Theories of Crime and Delinquent Behaviour	Factors of Crime	Crimes and its causes
25	26	27
Recidivism	Prevention of Crime	Juvenile Delinquency
28	29	30
Victimology	Penology	Probation

31	32	33
Psychology	Behavioural Modification	Behavioral Problems
34	35	36
Strategies for behavioural modification and Methods of Intervention	Learning	Personality
37	38	39
Theories of Personality Development	Personality Disorders	Motivation
40	41	42
Theories of Motivation	Counselling Skills in Correction Administration	Dealing with Alcoholics and Drug Addicts
43	44	45
Psychopathology	Managing Mental Health issues of prisoners	Correctional Psychology
46	47	48
Psychological Classification of Prisoners	The Role of Psychologists in Prison Administration	Role of Social work in Correctional Administration

49	50	51
Role of Sociology in Correction Administration	United Nation Standard Minimum Rules for the Treatment of Prisoners- 2015 (Nelson Mandela Rules)	Case presentation regarding the profile of prisoners
52	53	54
Problems of Inmates in the Prisons	Role of NGOs in Correctional Administration	Constitution of India - Introduction
55	56	57
Constitution of India – Powers of Courts	Human Rights of Prisoners	Protection of Human Rights from violations
58	59	60
Special Needs of Women Prisoners in respect of Human Rights	Case laws on Human Rights and Prisoners' Rights in India	Indian Penal Code, 1860
61	62	63
Criminal Procedure Code, 1973	Indian Evidence Act, 1872	Minor Acts

64	65	66
Communication skills and interpersonal relations for Prison Officers	Competency, Performance, Discipline and Work Habits	Social skills of Prison Officers
67	68	69
Leadership Skills for Prison Officers	Human Relations	Change Management for Prison Administration
70	71	72
Time Management for Prison Officers	Work-Life Balance for Prison Officers	Financial Management for Prison Officers
73	74	75
Stress Management for Prison Officers	Liaison with other Departments in Connection with Prison Administration.	Use of technology in prison administration for security purpose
76	77	78
e-Governance in Prisons	e-Prisons.	e-Sentence Management

79	80	81
ICJS National Prisons Information Portal	Service Rules	Special Rules for Prisons Department State and Subordinate Services
82	83	84
Fundamental Rules	Leave Rules	State Civil Services (Conduct) Rules
85	86	87
State Civil Services (Classification, Control and Appeal) Rules	Departmental Inquiries	Disaster Management
88	89	90
Preparedness for handling of incidents	Dealing with hostage crisis	Dealing with incidents in prisons

LERNNING EVENT

LEARNING EVENT 1

Unit		1						
Learning Unit		Evolution of Prison Administration through Legislations						
Training Objective		At the end of training, participants will be able to identify the legislations pertaining to the Prison Administration						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		CONTENT	METHOD	MEDIA	TIME (Mins)	TRAINER	PERFORMANCE AID	ASSESSMENT
1.	Explain the legislations pertaining to Prisons and Prison Administration	- Prisons Legislation before Independence and after Independence	Lecture-cum-Discussion	White Board, Marker, Projection system	45	In-House /Guest Faculty		Formative Q&A

LEARNING EVENT 2

Unit		2						
Learning Unit		Important Committees and Commissions on Prison Reforms in India						
Training Objective		At the end of training, participants will be able to explain the Prison Reforms recommended by Committees and Commissions in India.						
Enabling Objectives At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the Recommendations of Committees and Commissions on Prison Reforms in India	- Prison Reforms Committees and Commissions before and after Independence - Subject matters and specific recommendations of various Committees and Commissions	Lecture-cum-Discussion	White Board, Marker, Projection Systems	150 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT 3

Unit		3						
Learning Unit		Current Trends in Correctional Administration						
Training Objective		At the end of training, participants will be able to explain the current trends in correctional administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the current trends in Correctional Administration	- Objective of Correctional Philosophy - Changing perspective of Correctional Administration with	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		reference to Human Rights - Modern Correctional Programmes - Alternative to Imprisonment , Emerging issues and contemporary challenges in Correctional Administration.							
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LEARNING EVENT 4

Unit		4						
Learning Unit		Prison Organization						
Training Objective		At the end of training, participants will be able to explain the structure of Prison Organizations						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the Prison Organization	- Prison Headquarters - Range Offices - Central Prisons, - District Jails, - Women Prisons, - Special Sub Jails, - Sub Jails, - High Security	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		Prisons, - Open Prisons, - Open Camps, - Semi Open Prisons - Borstal Schools, - Warders Training Institutes - Prison Officer Training Institutes etc.						
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LEARNING EVENT 5

Unit		5						
Learning Unit		Social Laws						
Training Objective		At the end of training, participants will be able to explain the Social Laws						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the legislations pertaining to social issues	- Legislations which emphasized on social issues -	Lecture-cum-discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		6						
Learning Unit		Prison Architecture in Reformation						
Training Objective		At the end of training, participants will be able to explain the role of Prison Architecture in reformation of the inmates						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the role of Prison Architecture Reformation of the inmates	- Type of Prison Architecture - Objectives of Prison Architecture - Benefits of Prison Architecture	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		7						
Learning Unit		Classification and categorization of Prisoners						
Training Objective		At the end of training, participants will be able to explain the ‘classification and categorization’ of the prisoners						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the ‘classification’ of prisoners	- The need for categorization and classification of prisoners - Quarantine - Remand Prisoners - Under trial	Lecture-cum-discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A
2.	Explain the ‘categorization’ of							

	prisoners	Prisoner - Ordinary Class and Special Class Prisoners - Convicts: A, B, C Class - Simple Imprisonment and Rigorous Imprisonment - Short Term and Long-Term Prisoners - Laboring and Adolescents - Civil Prisoners and Detenues - Prisoners sentenced to Death						
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LEARNING EVENT

Unit		8						
Learning Unit		Prison Routine						
Training Objective		At the end of training, participants will be able to explain the prison routine						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain Prison routine	- Daily Routine - Main Gate operations - Unlocking and Lockup of the prisoners - Counting/Census Escorting - Extra Mural Gang - Night Duty - Preservation of Private property of prisoners	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		9						
Learning Unit		Medical Services in Prisons						
Training Objective		At the end of training, participants will be able to explain the need of ‘Health care and Hygiene ‘ for the inmates in prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the duties and responsibilities of Medical Officer Explain the	- Importance of medical administration in prisons - Role and responsibilities of Medical Officer	Lecture-cum-Discussion	White Board, Marker, Projection Systems	150 Mins	In-House / Guest Faculty		Formative Q&A

2.	importance of 'health care' and maintenance of hygiene of the inmates	- Steps for ensuring 'health care' of inmates - Steps to maintain 'hygiene' in prisons						
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LEARNING EVENT

Unit		10						
Learning Unit		General Administration						
Training Objective		At the end of training, participants will be able to explain the general administration in prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the procedures involved in general	- Office Procedures - Accounts & Financial Management - Various Cash Books	Lecture-cum-Discussion	White Board, Marker, Projection	75 Mins	In-House / Guest Faculty		Formative Q&A

	administration	- Maintenance of Cash Book and Other Registers - Preparation of Pay Bills - Preparation of Number Statement and Annual Budget and revised Budget Statement		Systems					
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LEARNING EVENT

Unit		11						
Learning Unit		Reformative Measures						
Training Objective		At the end of training, participants will be able to explain the reformative measures in Prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the steps in reformation of prisoners	- Role of Correctional staff such as welfare officer, counselor, psychologists etc., - For reformation, rehabilitation and reintegration - Sentence planning - Education for prisoners - Library facilities - Recreational	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		activities - Cultural activities - Spiritual programmes - Yoga and meditation - Prison canteen - Legal aid to the prisoners - Support to families of prisoner through the collaboration with NGOs/ DLSAs etc.,						
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LEARNING EVENT

Unit		12						
Learning Unit		Establishment of Skill Development- cum-Production Centers						
Training Objective		At the end of training, participants will be able to explain the steps required for establishment of Skill Development-cum-Production Centres						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define the role of Skill Development-cum-Production Centres for the reformation and rehabilitation of	- Meaningful engagement - Realtime work experience - Stress relief - Physical exercise - Earning Wages	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

	the inmates	- Certification of skill - Improving confidence levels - Learn co-existence - Provide the Employment post release						
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LEARNING EVENT

Unit		13						
Learning Unit		Remission and provisions relating to Remission						
Training Objective		At the end of training, participants will be able to explain ‘remission’ and procedure for awarding remission						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define ‘remission’	- Remission system and reduction of sentence - Types of remission: Ordinary Remission, Special Remission, State Remission	Lecture-cum-Discussion	White Board, Marker, Projection Systems	150 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the procedure of awarding remission	- Provisions under which remissions are awarded - Awarding of ordinary remission based on the conduct and work - Awarding of special remission through a Committee headed superintendent of concerned jail - Awarding of State remission by state level Committee						
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LEARNING EVENT

Unit		14						
Learning Unit		Temporary Release (Parole and Furlough)						
Training Objective		At the end of training, participants will be able to explain about the temporary release						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain Temporary release	- Parole - Furlough - Related legal provisions/acts on temporary release	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		15						
Learning Unit		Prison Discipline and Custodial Management						
Training Objective		At the end of training, participants will be able to explain the importance of prison discipline and custodial management						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the nature of prison offences and punishments,	- Nature of prison offences - Punishments for awarding punishments - Role of punishments for the correction of	Lecture-cum-discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A
2.	Explain the procedure							

	forwarding punishments	inmates - International Standards Principles of Natural Justice - Restrictions on Certain Punishment						
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LEARNING EVENT

Unit		16						
Learning Unit		Crisis Situations in Prisons						
Training Objective		At the end of training, participants will be able to explain ways to avoid and handle crisis situations in Prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the different types of crisis that could occur in prisons	- Death - Accident - Suicide - Fire, epidemic - Riot - Violent protest - Hunger strike - Abnormal increase in inmates during	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		agitations							
2.	Procedures to prevent crisis	- Contingency plans for every prison - Understand management of medical emergencies in prisons							

LEARNING EVENT

Unit		17						
Learning Unit		Security and Staff Discipline						
Training Objective		At the end of training, participants will be able to explain the importance of security and staff discipline in Prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the types of security and measurements	- Types of Security and importance of security in prisons - Knowledge of rules - Regular inspections	Lecture-cum-discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the importance of staff Discipline in Prisons and Correctional Administration - Importance of discipline among prison staff - List the duties and responsibilities of prison staff							
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LEARNING EVENT

Unit		18						
Learning Unit		Sub Jail Administration						
Training Objective		At the end of training, participants will be able to explain the functions of sub-jail administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the functions of Sub-Jail administration	- Duties and responsibilities of Sub Jail Superintendent/Assistant Jailer - Functions of Guarding Staff and Part time medical officer - Correspondence with the Courts and Other Department offices	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		19						
Learning Unit		Criminology and Criminal behaviour						
Training Objective		At the end of training, participants will be able to explain criminology and criminal behaviour						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain Criminology and criminal behaviour	- Definition scope of criminology and criminal behaviour - Crime and Criminology	Lecture-cum-Discussion	White Board, Marker, Projection Systems	150 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		20						
Learning Unit		Theories of Criminology						
Training Objective		At the end of training, participants will be able to explain the theories of criminology						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the theories of criminology	- School of Criminology- Classical school, Neo Classical School & Positive School - Biological Theory – Generic factors	Lecture-cum-discussion	White Board, Marker, Projection Systems	270 Mins	In-House / Guest Faculty		Formative Q&A

		- Sociological School – Anomie by Durkheim and Merton and Differential Association - Psycho Analytic Theories - Multi causation Theory						
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LEARNING EVENT

Unit		21						
Learning Unit		Statistics of Crime						
Training Objective		At the end of training, participants will be able to identify the major source of data on crime trends and patterns						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the ways in which crime can be quantified	- Purpose of Crime statistics - Official statistics published by NCRB 1. Crime in India	Lecture-cum-Discussion	White Board, Marker, Projection	75 Mins	In-House / Guest Faculty		Formative Q&A

	and studied	2. Prison Statistics India 3. Accidental Deaths 4. Suicide in India 5. Finger Print in India - Reliability and reporting behaviour		Systems					
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LEARNING EVENT

Unit		22						
Learning Unit		Theories of Crime and Delinquent Behaviour						
Training Objective		At the end of training, participants will be able to explain theories of crime and delinquent behaviour						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the theories of Crime and delinquent behaviour	- Anomie by Durkheim - Individual modes of Adaptation by Merton - Differential Association theory by Edwin Hardin	Lecture-cum-Discussion	White Board, Marker, Projection Systems	150 Mins	In-House / Guest Faculty		Formative Q&A

		Sutherland - Containment Theory by Walter Charles Reckless - Labelling theory by E. Lemert and Howard Becker - Routine Activity Theory by Marcus Felson and Lawrence E. Cohen - Sub Cultural Theories by Thrasher, Cohen & Cloward & Ohlin. Feminist Criminology - Alder and Simon etc.						
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LEARNING EVENT

Unit		23						
Learning Unit		Factors of Crimes						
Training Objective		At the end of training, participants will be able to explain the factors of crimes						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the factors of crimes	- Economic Factors in Crime - Contributions of Marx - William Adrian	Lecture-cum-Discussion	White Board, Marker, Projection	75 Mins	In-House / Guest Faculty		Formative Q&A

		Bonger - Poverty & Unemployment- - Sociological factors - Ecological factors - Psychological factors - Multi factor Approach by William Healy		Systems					
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LEARNING EVENT

Unit		24						
Learning Unit		Crimes and its causes						
Training Objective		At the end of training, participants will be able to explain crimes and their causes						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the types of Crimes and their causes	Contemporary forms of Crimes- - Professional Crime - Organized Crime - White Collar Crime - Alcoholism & Drug Addiction - Corruption	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		- Domestic Violence - Insurgency - Terrorism - Cyber Crime (Reference to Space Transition Theory) - Transnational Criminology - Human Trafficking						
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LEARNING EVENT

Unit		25						
Learning Unit		Recidivism						
Training Objective		At the end of training, participants will be able to explain the recidivism						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the ways to reduce recidivism	- Counselling - Capacity building - Improving confidence levels - Imparting skills - Providing employment - Economic and Social rehabilitation	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		26						
Learning Unit		Prevention of Crime						
Training Objective		At the end of training, participants will be able to explain the ways for prevention of crime.						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the ways of prevention of crime	- Methods of Crime Prevention - Role of Police - Patrolling (Crime Hotspots) - Broken Windows theory - Situational Crime Prevention	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		- Formal and Informal Crime Prevention Methods - Special reference to Role of Correctional Institutions in Crime Prevention - Role of Median Crime Prevention						
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LEARNING EVENT

Unit		27						
Learning Unit		Juvenile Delinquency						
Training Objective		At the end of training, participants will be able to explain about juvenile delinquency						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define Juvenile Delinquency and list the concepts related to Juvenile	- Concept and definition - Difference between Crime and Delinquency - Adolescence and their problems - Causes Parents Patria Forms of	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

	Delinquency	deviance by children - The process of becoming Adult Criminals - Chicago School of Criminology - UN Child Rights Convention						
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LEARNING EVENT

Unit		28						
Learning Unit		Victimology						
Training Objective		At the end of training, participants will be able to explain about the Victimology and Victims						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the victimology and Problems of victims	- Concept and Origin of Victim & Victimology - Problems of victims in the Criminal Justice System - Victim compensation schemes in India - Restorative justice system	Lecture-cum-Discussion	White Board, Marker, Projection Systems	270 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		29						
Learning Unit		Penology						
Training Objective		At the end of training, participants will be able to explain the evolution of punishment						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the evolution of punishment	- Evolution of punishment in India and World	Lecture-cum-Discussion	White Board, Marker, Projection Systems	270 Mins	In-House / Guest Faculty		Formative Q&A
2	Theories of punishments	- Retribution, Restoration, Incapacitation, Deterrence,						

3.	Types of punishment	(General and specific), Reformative theory - Correctional Philosophy - Institutional and in Community treatment - Short term and long term sentences - Capital punishment - Role of alternative imprisonment in criminal justices system						
4	Alternative imprisonment							

LEARNING EVENT

Unit		30						
Learning Unit		Probation						
Training Objective		At the end of training, participants will be able to explain the role of probation in Criminal Justice System						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define Probation	- Definition and development of probation in UK, USA and in India - Significance	Lecture-cum-Discussion	White Board, Marker, Projection Systems	270 Mins	In-House / Guest Faculty		Formative Q&A
	Various	- Probation Offenders						

2.	legislation that deal with probation	Act 1958 - Cr.P.C sec. 360 - The Probation of Offenders Act, 1958						
3.	Explain benefit of probation	- Probation keeps the offender away from the Criminal world - He will remain in Employment as he is source of livelihood for his family - He will continue with his family and his community - It reduces recidivism and prevents first offender from turning into a Hardcore criminal						

LEARNING EVENT

Unit		31						
Learning Unit		Psychology						
Training Objective		At the end of training, participants will be able to explain the importance of psychology in Correctional administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the role of psychology in correctional administration	- Meaning and Definition - Scope of psychology in prisons - Branches of Psychology - Psychology in Corrections	Lecture-cum-Discussion	White Board, Marker, Projection Systems	270 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		32						
Learning Unit		Behavioral Modification						
Training Objective		At the end of training, participants will be able to explain the importance of behavioral modification in Correctional Administration.						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINEE	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the role of behavioral modification in correctional administration	- Factors affecting behaviour - Root causes for behaviour differences - How to utilise behaviour modification for achieving correctional objectives	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		33						
Learning Unit		Behavioral Problems						
Training Objective		At the end of training, participants will be able to explain the causes of behavioral problems						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the causes of behavioral problems	- Family patterns - Impairments - Disabilities - Environmental factors - Psychological factors - Behavioural problems in juveniles and criminals	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		34						
Learning Unit		Strategies in behaviour modification and Methods of Intervention						
Training Objective		At the end of training, participants will be able to explain the strategies in behaviour modification and the multiple methods of intervention						
Enabling Objectives At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINEE	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the ways of strategies and methods for behaviour modification	- Positive reinforcement - Modelling - Shaping - Token economy - Self-monitoring and shaping - Praise and approval - Active engagement - Timing and motivation - Enforcing consequences	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		35						
Learning Unit		Learning						
Training Objective		At the end of training, participants will be able to explain about learning						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINEE	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define learning	- Learning is often defined as a relatively lasting change in behaviour that is the result of experience	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A
2.	Types of learning	- Behaviourism - Cognitive - Social						

LEARNING EVENT

Unit		36						
Learning Unit		Personality						
Training Objective		At the end of training, participants will be able to explain the personality and assessment of personality						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define the ways of Personality assessment	- personality is used in a number of ways including the apparent features of a person - Formation of Personality - Assessment of personality	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		37						
Learning Unit		Theories of Personality Development						
Training Objective		At the end of training, participants will be able to explain the theories of personality development						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the theories of personality development	- Psycho Analytic theory of Sigmund Freud - Raymond - B.Cattell; P.Costa and R.McCrae - Lawrence Kohlberg's stages of moral development - Attitude - Group Moral and Prejudice	Lecture-cum-Discussion	White Board, Marker, Projection Systems	150 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		38						
Learning Unit		Personality Disorders						
Training Objective		At the end of training, participants will be able to identify the ‘personality disorders’ in prisoners						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the types of personality disorders due to prevailing	- Borderline Personality Disorder, - Narcissistic Personality Disorder, - Obsessive-	Lecture-cum-discussion	White Board, Marker, Projection	75 Mins	In-House / Guest Faculty		Formative Q&A

	prison conditions	Compulsive Personality Disorder, - Paranoid Personality Disorder, - Anti-Social Personality Disorder and - Management of Personality Disorder, etc.		Systems					
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LEARNING EVENT

Unit		39						
Learning Unit		Motivation						
Training Objective		At the end of training, participants will be able to explain the importance of motivation in Correctional Administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define motivation	- Motivation is the internal drive that drives an organism to achieve the desired need or goal and elicits, controls, and sustains certain goal directed behaviours	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Types of Motivation	- Nature, types and importance of motivation - Intrinsic Motivation and Extrinsic Motivation - Types of motives: Primary and Secondary motives						
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LEARNING EVENT

Unit		40						
Learning Unit		Theories of Motivation						
Training Objective		At the end of training, participants will be able to explain the theories of motivation						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the theories of motivation	- Hierarchy of Needs theory by Maslow - Drive Reduction theory by Hulls - Achievement Motivation theory by Mc Clelland	Lecture-cum-Discussion	White Board, Marker, Projection Systems	150 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		41						
Learning Unit		Counselling Skills in Correctional Administration						
Training Objective		At the end of training, participants will be able to explain the importance of Counselling Skills in Correctional administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINEE	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the role of Counselling Skills in Corrections	- Types of Counselling Skills - Role of Counselling Skill for reformation of prisoners - Necessity of Counselling Skills in Prison Officers	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		42						
Learning Unit		Dealing with Alcoholics and Drug Addicts						
Training Objective		At the end of training, participants will be able to explain the mechanism of dealing with Alcoholics and Drug Addicts in Prisons						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Identify the withdrawal symptoms from the alcoholics and drug addicts in prisons	- Sleeplessness - Stress - Anxiety - Shivering - Aggressiveness etc.	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the Mechanisms to deal with Alcoholics and Drug Addicts	- Counselling - Therapy; - Engaging in recreational and productive work, etc.						
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LEARNING EVENT

Unit		43						
Learning Unit		Psychopathology						
Training Objective		At the end of training, participants will be able to explain the importance of psychopathology in Prisons						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the role of Psychopathology in Corrections	- Definition and of Concept normality abnormality and	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		44						
Learning Unit		Managing Mental Health issues of prisoners						
Training Objective		At the end of training, participants will be able to explain the ways of dealing with prisoners suffering from Mental Health issues						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Identify mental health issues of prisoners	- Neurotic disorder, - Anxiety disorder, - Phobias of various kinds, - Psychotic disorders, - Depression, bipolar disorder - Schizophrenia and	Lecture-cum-discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the ways of taking care and rehabilitate the prisoners who are suffering from mental health issues	- obsessive-compulsive disorder etc., - Mental Healthcare Act, 2017 - Rehabilitation techniques						
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LEARNING EVENT

Unit		45						
Learning Unit		Correctional Psychology						
Training Objective		At the end of training, participants will be able to explain the importance of correctional psychology in prison administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the importance of correctional psychology in prison	- Meaning - Importance - Practices in other countries - Brief introduction to	Lecture-cum-Discussion	White Board, Marker, Projection	75 Mins	In-House / Guest Faculty		Formative Q&A

	Administratio n	major psychological intervention: 1. Behaviour modification 2. counselling skills and techniques 3. Therapeutic Interventions within prison settings		Systems					
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LEARNING EVENT

Unit		46						
Learning Unit		Psychological Classification of Prisoners						
Training Objective		At the end of training, participants will be able to Explain the psychological classification of prisoners						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the benefits of classification of prisoners based on their psychology	- Need and significance of classification - Methods of classification - Classification and management of prisoners - Classification as an	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		aid to effective treatment - Classification and differential treatments - Implementing differential treatments - Differential treatments in action							
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LEARNING EVENT

Unit		47						
Learning Unit		The Role of Psychologists in Prison Administration						
Training Objective		At the end of training, participants will be able to explain the role of psychologists in Correctional Administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINEE	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the role of psychologists in Correctional Administration	- Role of psychologists in riot prevention - Prevention of self-mutilation and suicide - Prevent abuses based on sexuality - Management of problems like prevention of AIDS/HIV in prisons	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		48						
Learning Unit		Role of Social work in Correctional Administration						
Training Objective		At the end of training, participants will be able to explain the role of Social Work in Correctional Administration						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the role of Social Work in Correctional Administration	- Role of Social work in prisons - Case work, Groupwork, Community organization , welfare administration	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		49						
Learning Unit		Role of Sociology in correctional administration.						
Training Objective		At the end of training, participants will be able to explain the role of sociology in Correctional Administration						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the role of sociology in correctional administration	- Sociology, being the scientific study of society, will help us to understand various aspects of social life in a systematic manner - Positivism - Critical Theory	Lecture-cum-Discussion	White Board, Marker, Projection Systems	150 Mins	In-House / Guest Faculty		Formative Q&A

		- Social Constructionism - sociology of punishment links closely to power and stratification and particularly to power - Durkheim's theory of punishment and social integration							
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LEARNING EVENT

Unit		50						
Learning Unit		United Nations Standard Minimum Rules for the Treatment of Prisoners -2015 (Nelson Mandela Rules)						
Training Objective		At the end of training, participants will be able to explain the United Nation Standard Minimum Rules for the treatment of prisoners - 2015 (Nelson Mandela Rules)						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the salient features of United Nation	- Criminal policy reform to reduce over-incarceration - To promote effective	Lecture-cum-Discussion	White Board, Marker, Projection	150 Mins	In-House / Guest Faculty		Formative Q&A

	Standard Minimum Rules for the treatment of prisoners, 2015 (Nelson Mandela Rules)	use of non-custodial sanctions - Strengthen access to legal aid - Rehabilitation and social reintegration programmes for prisoners - Post release support services		Systems					
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LEARNING EVENT

Unit		51						
Learning Unit		Case presentation regarding the profile of the prisoners						
Training Objective		At the end of training, participants will be able to explain about the case presentation regarding profile of the prisoners						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain about the case presentation in respect of	Different categories of prison inmates: - A brief overview of	Lecture-cum-Discussion	White Board, Marker, Projection	75 Mins	In-House / Guest Faculty		Formative Q&A

	prisoners	crime - Unemployment - Poverty - Alcoholism and drug abuse - Gender inequality - Casteism - Communalism - Terrorism etc - Case presentation		Systems					
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LEARNING EVENT

Unit		52						
Learning Unit		Problems of Inmates in Prisons						
Training Objective		At the end of training, participants will be able to explain the problems of prisoners in prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the problems faced by prisoners in prisons	- Psychological factors involved - social issues in India which lead to the people to Crime - Social Problems - Current social problems and Different kinds of Crime - Problems of Prison inmates Discussion	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		53						
Learning Unit		Role of NGOs in Correctional Administration						
Training Objective		At the end of training, participants will be able to explain the about the role of NGOs in correctional administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the role of NGOs in Correctional Administration	- the role of NGOs in Prisons - Corporate Social Responsibility - Vocation and skills training etc. - Participation in crime prevention - Recidivism	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		prevention - Moral and educational services Prison and prisoners 'reformation - Participation in vocational training - Networking with NGOs - Role of prison social workers and other prison officers in identification, mobilization and utilization of services of voluntary organizations						
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LEARNING EVENT

Unit		54						
Learning Unit		Constitution of India – Introduction						
Training Objective		At the end of training, participants will be able to explain about the Constitution of India						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the salient features of Constitution of India	- Preamble to the Constitution - 3 lists (Union, State and Concurrent) - Fundamental rights - DPSPs - Fundamental Duties - Powers of President and Governors to grant pardons, powers to suspend, remit or commute sentences	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		55						
Learning Unit		Constitution of India – Powers of Courts						
Training Objective		At the end of training, participants will be able to explain the powers vested in the Hon'ble Courts by the Constitution of India						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the powers of Courts	- The Union Judiciary - Art. 124-138 and 141-146 and Art.225-231 - The High Court in the States - Art.214-218 - Subordinate Courts - Art.233-235	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		- Tribunals-Art.323A and 323 B. - Emergency Provisions - Art. 352 – 360 – limitation of rights - Amendment of Constitution –The Procedure Code Art.368, 24th, 25th, 30th, 42nd, 43rd, 44th 52nd an 86th Amendments						
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LEARNING EVENT

Unit		56						
Learning Unit		Human Rights of Prisoners						
Training Objective		At the end of training, participants will be able to explain the evolution of Human Rights of the prisoners						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the Human Rights of prisoners	- Evolution of Human Rights for prisoners - Various Human Rights ensured to a prisoner	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		57						
Learning Unit		Protection of Human Rights from violations						
Training Objective		At the end of training, participants will be able to explain the ways to protect Human Rights from violations in prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the ways of the protection of Human Rights	- Rights guaranteed by the Indian Constitution -	Lecture-cum-discussion	White Board, Marker, Projectio	75 Mins	In-House / Guest Faculty		Formative Q&A

	from violation	- Guidelines and rules issued by state Human Rights commission and United Nations Human Rights Council - - Nelson Mandela Rules -2015, etc.,		n Systems				
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LEARNING EVENT

Unit		58						
Learning Unit		Special Needs of Women Prisoners in respect of Human Rights						
Training Objective		At the end of training, participants will be able to explain the special needs of women prisoners in respect of Human Rights						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the importance of sensitive care to be taken in respect of women prisoner	- Special needs of women prisoners in respect of Human Rights	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		59						
Learning Unit		Case laws on Human Rights and Prisoners' Rights in India						
Training Objective		At the end of training, participants will be able to explain with the Case Laws on Human Rights and Prisoner's Rights in India.						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the Case Laws on Human Rights and Prisoners' rights in India. Explain the	- Case Laws on Human Rights and Prisoners' Rights in India	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	benefits for Prison Administration through case laws.	- Changes and reformative measures adopted in line with the case laws						
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LEARNING EVENT

Unit		60						
Learning Unit		Indian Penal Code (IPC), 1860						
Training Objective		At the end of training, participants will be able to explain the important sections of IPC, 1860 related to Prison Administration						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the important sections of IPC, 1860 related to Prison Administration	- General Explanations Of Punishments (Sections 53- 75) General Exceptions (Sections 76 to 86 and 95) Private Defense (Sections 96-106).	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

	n	- Abetment Dereliction of Duty (Sections 115 to 120) - Offence against the State: Allowing, Helping Prisoner to Escape - Offences against the Public Tranquillity: Unlawful Assembly, Rioting - Offences by or relating to Public Servants - Contempt of the Lawful Authority of Public Servants - False Evidence and Offences against Public Justice - Offences affecting the Human Body: Wrongful Restraint and Wrongful Confinement, Kidnapping and						
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		Abduction, Sexual Offences and Unnatural Offences. - offences against Property: Extortion, Criminal Breach of Trust and Criminal Misappropriation							
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LEARNING EVENT

Unit		61						
Learning Unit		Criminal Procedure Code (Cr.P.C), 1973						
Training Objective		At the end of training, participants will be able to explain the important procedures and sections mentioned in the Cr.P.C. related to Prison Administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the important sections of Cr.P.C related to Prison	- Preliminary Sections 1 – 5 - Constitution of Criminal Courts and Offices – Sections 6-	Lecture-cum-Discussion	White Board, Marker, Projection	75 Mins	In-House / Guest Faculty		Formative Q&A

	Administratio n	25 - Power of Courts – Sections 26-35 - Arrest of Persons Sections 41-44; 56- 60 - Security for Keeping the Peace and for Good Behaviour Section 106-124 - Information to the Police and their Power to Investigate Section 154- 157; 164-167 and 173- 176, FIR, Arrest, Remand, Final Report		Systems					
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		- General Provisions as to Inquiries and Trials Sec. 300-304, 306. - Provisions as to Accused Persons of Unsound Mind. Sec. 328 – 339. Appeals Sections. 372-394. - Execution, Suspension, Remission and Commutation of Sentences 413 to 435 with emphasis to Sec. 433-A.						
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LEARNING EVENT

Unit		62						
Learning Unit		Indian Evidence Act, 1872						
Training Objective		At the end of training, participants will be able to explain the important provisions in Indian Evidence Act, 1872 related to Prison Administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the important sections of Indian Evidence Act, 1872 related to Prison Administration	- Admissions and Confessions – Dying Declaration, Instruments of Evidence - Expert Evidence – Primary Evidence and Secondary Evidence,	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

	n	Accomplice's Evidence, Hostile Witness. - Examination and Cross Examination							
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LEARNING EVENT

Unit		63						
Learning Unit		Minor Acts						
Training Objective		At the end of training, participants will be able to explain the Minor Acts related to prison administration						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the important legislations pertaining to Prison Administratio	- Prisons Act – 1894 - Prisoners (Attendance in Courts) Act- 1955 - Borstal Schools Act – 1925 - Transfer of Prisoners	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

	n	Act – 1950 - Probation of Offenders Act-1958 - Juvenile Justice (Care and Protection of Children) Amendment Act, 2021 - Narcotic Drugs and Psychotropic Substances ACT, 1985 - National Security Act – 1980 - Right to Information Act 2005						
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LEARNING EVENT

Unit		64						
Learning Unit		Communication skills and interpersonal relations for Prison Officers						
Training Objective		At the end of training, participants will be able to explain the importance the role of communication skills and interpersonal relations to Prison Officers.						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the benefits of communication skills for Prison Officer	- Interpersonal intelligence - Negotiation tactics - Networking and building relationships - Public speaking - Improve confidence levels	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	List the ways in which interpersonal skills can be improved	- Body language - Setting a meaningful goal - Observe successful interactions - Identify ways to practice - Solicit feedback - Modify the strategies - Keep interactions focused - Leverage recording technology - Stay positive						
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LEARNING EVENT

Unit		65						
Learning Unit		Competency, Performance, Discipline and Work Habits						
Training Objective		At the end of training, participants will be able to explain the importance of competency, performance, discipline and work habits in day - to - day job profile of Prison Officers						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define Competency	- Competency is a set of demonstrable characteristics and skills.	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A
2.	Define performance	- How a member of staff fulfils the duties of his/her role						

3.	Explain the importance of discipline and work habits in professional and personal life.	- Start a day by accomplishing small tasks - Keep away from distractions - Practice self-care - Take plenty of breaks - Reduce stress through meditation - Know the self-strengths and weaknesses - Remove temptations - Set clear goals - Have an execution plan - Practice daily diligence - Create new habits and rituals - Prepare a backup plan						
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LEARNING EVENT

Unit		66						
Learning Unit		Social skills of Prison Officers						
Training Objective		At the end of training, participants will be able to explain importance of social skills of Prison Officers						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	‘Define social skills’ Explain the	- Abilities that enable persons to deal effectively with the demands and challenges of life - How to cope with life’s inevitable difficulties	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	benefits of social skills for his/her job profile.	- How to promote mental well-being and competence - Self-awareness - Positive thinking - Emotional regulation - Stress management, etc. - Interpersonal skills - Handling disputes - Listening skills - Maintaining relations, etc. - Thinking skills - Executive functional skills - Decision making - Problem solving - Resilience - Goal setting, etc.						
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LEARNING EVENT

Unit		67						
Learning Unit		Leadership Skills for Prison Officers						
Training Objective		At the end of training, participants will be able to explain the ways of acquiring leadership skills for Prison Officer						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define the leadership skills Explain the	- Meaning of leadership - Theories of leadership - Style of leadership - Active Listening - Empathy - Creativity - Strategic thinking	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	role of leadership skills to overcome the problems in profession	skills - Flexibility - Project planning - Time management - Assess employee's strengths and weaknesses - Communication skills, etc. - Leadership in Prisons							
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LEARNING EVENT

Unit		68						
Learning Unit		Human Relations in Correctional Administration						
Training Objective		At the end of training, participants will be able to explain the importance of Human Relations in Correctional Administration						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the role of human relations in Correctional Administratio	- Definition - Objectives of Human Relations - Factors Responsible for Growth of	Lecture-cum-Discussion	White Board, Marker, Projection	75 Mins	In-House / Guest Faculty		Formative Q&A

	n	Human Relations - Improvement in Human Relations. - Types of Conflict and Conflict Resolution Styles in Organization		Systems					
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LEARNING EVENT

Unit		69						
Learning Unit		Change Management for Prison Administration						
Training Objective		At the end of training, participants will be able to identify the importance of ‘Change Management’ for Prison Administration						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define ‘Change Management’	- Systematic approach to deal with the transition or transformation of an organisation’s goals, processes or technologies - Designing the strategic approach	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the role of change management in the prison administration	to management - Support operations - Evaluating the change impact and organisational readiness to limit potential risk - Supporting training and communication						
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LEARNING EVENT

Unit		70						
Learning Unit		Time Management for Prison Officers						
Training Objective		At the end of training, participants will be able to explain the importance of 'Time Management' in profession of Prison Officers						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	'Define Time Management'	- It is the method of planning and balancing time among different activities	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A
2.	Explain how to put the time	- Prioritizing - Delegation - Decision making						

	management into practice	- Scheduling - Multi-tasking - Goal-setting - Setting boundaries - Problem solving, etc.						
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LEARNING EVENT

Unit		71						
Learning Unit		Work-Life Balance for Prison Officers						
Training Objective		At the end of training, participants will be able to identify the importance of ‘Work-Life Balance’ in day-to-day life of Prison Officers						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	‘Define the work-life balance’	- The relationship between work and the commitments in day to day life. - Impact on one another - Increased	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A
2.	List the benefits of ‘work-life							

3.	balance’ Explain ways to put the ‘work-life balance’ into practice	productivity - Less stressed work-force - Less instances of sickness and absenteeism - Improve the employee’s mental health and well-being - Boost the staff morale - Better management, etc.						
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LEARNING EVENT

Unit		72						
Learning Unit		Financial Management for Prison Officers						
Training Objective		At the end of training, participants will be able to explain the importance of Financial Management in personal life and profession of Prison Officer						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the benefits of Financial Management	- Achieve financial goals - Prepare for emergencies - Financial independence - Financial security - Reduce errors - Ability to measure growth - Improve productivity	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		73						
Learning Unit		Stress Management for Prison Officer						
Training Objective		At the end of training, participants will be able to describe the ways of handling the stress of the prison profession						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Describe the types of stress in the prisons	- Nature and types of stress - Source of stress - Effect of stress on	Lecture-cum-Discussion	White Board, Marker, Projection	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	List the ways for dealing with stress	psychological and health functioning - General Adaptation Syndrome (GAS) - Stress and immune system - Lifestyle - Coping with stress and anger		Systems					
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LEARNING EVENT

Unit		74						
Learning Unit		Liaison with other Departments in Connection with Prison Administration.						
Training Objective		At the end of training, participants will be able to identify the benefits of liaison with other Departments in connection with the Prison Administration						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the benefits of liaison with the other Departments	- Sort out the issues pertaining to Prison Administration quickly, especially: - Electricity - Municipal Administration;	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		drainage, sewage, drinking water, garbage disposal, etc. - Industries Department - Modernization of Prison Industries - Education Department for providing the educational facilities to all the inmates - District Collectorate for providing the loans for rehabilitation purposes and pensions to old age parents of the inmate, etc. - Horticulture and Agriculture Department, etc.						
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LEARNING EVENT

Unit		75						
Learning Unit		Use of technology in prison administration for security purpose						
Training Objective		At the end of training, participants will be able to demonstrate the operation of equipment use for prisoner and prison security						
Enabling Objectives		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
At the end of training, participants will be able to-								
1.	List the equipment in prison	- Luggage / baggage scanners, body worn cameras, mobile jammers, CCTVs operations metal detectors (HHMD, DFMD), etc. - Effectiveness - Increase the efficiency - Avoid human errors - Prevention of	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A
2.	Explain the benefits of use of technological equipment							

3.	Explain procedure to procure and maintain the security equipment.	escapes, riots, suicides, etc. - Prevents smuggling - Quick communication - Reduce workload to staff - Procedure for procurement laid down in the financial codes						
4.	Demonstrate the operation of equipment use for security purpose in prisons	- Maintain equipment through training, servicing and maintenance.						

LEARNING EVENT

Unit		76						
Learning Unit		e-Governance in Prisons						
Training Objective		At the end of training, participants will be able to explain the importance of e-governance in prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINEE	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define the role of e-Governance in prison administration Explain the	- Increase the efficiency of administration - Effective delivery of services - Data management	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	role of e-Governance for strengthening the correctional administration for welfare of prisoners	- Speedy disposal of prisoner's representations - Based on the prisoners' data, sentence plan can be prepared - E-mulaaqat, etc.						
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LEARNING EVENT

Unit		77						
Learning Unit		e-Prisons						
Training Objective		At the end of training, participants will be able to explain the importance of e-prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the benefits of e-prisons in prison administration	- Court date managements, - Case details - Conviction details - Appeal details - Reduces time and paper. - e-mulaaqat - Furlough and parole	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		details - Medical issues - Cashless accounts for canteen and telephone facilities, etc.						
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LEARNING EVENT

Unit		78						
Learning Unit		e-Sentence Management						
Training Objective		At the end of training, participants will be able to identify the importance of e- sentence Management						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINE R	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define e-sentence Management	- Maintenance of prisoners’ admission and release details through electronic form - Record and keep track of computation of	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the benefits of e-Sentence management	sentence, remission - Eligibility of Parole - Eligibility of Furlough - Actual date release - Probable date release - Fine sentence						
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LEARNING EVENT

Unit		79						
Learning Unit		ICJS National Prisons Information Portal						
Training Objective		At the end of training, participants will be able to operate the ICJS National Prisons Information Portal						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the salient features of ICJS National Prisons Information Portal	- Inter-operable Criminal Justice System (ICJS) is seamless transfer system of data and information among different pillars of the criminal justice system, like courts,	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		police, jails and forensic science laboratories, from one platform.						
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LEARNING EVENT

Unit		80						
Learning Unit		Service Rules						
Training Objective		At the end of training, participants will be able to explain the State and Subordinate Service Rules						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define the State and Subordinate Service Rules	- State Government services for; - All Gazetted posts and Non-Gazetted posts - Method of recruitment - Regularisation of service	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the salient features of State and Subordinate Service Rules	- Declaration of probation - Minimum service for promotion - Temporary appointments - Joining time - Departmental tests - Rule of reservations - Seniority - Appeals - Revision and Review, etc.						
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LEARNING EVENT

Unit		81						
Learning Unit		Special Rules for Prisons Department State and Subordinate Services						
Training Objective		At the end of training, participants will be able to explain Special Rules for Prisons Department, State and Subordinate Services						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the Special Rules for Prisons Department, State and Subordinate Services	- Prisons Department - Gazetted officers - Non-Gazetted Officers - Recruitment - Training - Regularization of service - Probation - Direct recruitment and promotees quota	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

LEARNING EVENT

Unit		82						
Learning Unit		Fundamental Rules						
Training Objective		At the end of training, participants will be able to explain Fundamental Rules						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define the Fundamental Rules Explain	- Fundamental Rules to deal with Government employees' - Financial matters - Pay fixation - Increment - Allowances - Subsistence	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	salient features of the fundamental Rules	allowance - Regulation of suspension period - Joining Time, Combination of appointment and foreign service, etc.							
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LEARNING EVENT

Unit		83						
Learning Unit		Leave Rules						
Training Objective		At the end of training, participants will be able to describe the provisions of Leave Rules						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define Leave Rules	- Leave Rules deal with various leaves and leave policies government employees - Casual leave, - Compensatory causal leave - Earned leave,	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the types of Leaves	- Encashment of earned leave, - Leave on half pay, - Leave not due, - Extra ordinary leave, - Half Pay leave commuted to full pay for certain ailment, - Extraordinary leave - Study leave, - Maternity leave, - Paternity leave, - Special casual leave, - Child-Care leave, etc. - Leave sanctioning authorities						
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LEARNING EVENT

Unit		84						
Learning Unit		State Civil Services (Conduct) Rules						
Training Objective		At the end of training, participants will be able to explain the State Civil Services (Conduct) Rules						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define the State Civil Services (Conduct) Rules	- Civil Services (Conduct) Rules deal with the conduct of the Government employees.	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A
	Explain the	- Observance of Government policies						

2.	Salient Features of State Civil Services (Conduct) Rules	- Demonstration and strikes - Criticism of government - Communication of official information - Annual property statements - Investments and lendings - Consumption of intoxicating drugs - Private employment - Bigamy - Publication of books, etc.						
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LEARNING EVENT

Unit		85						
Learning Unit		State Civil Services (Classification, Control and Appeal) Rules						
Training Objective		At the end of training, participants will be able to describe the State Civil Services (Classification, Control and Appeal) Rules						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Describe the State Civil Services (Classification, Control and Appeal) Rules	- Civil Services (Classification, Control and Appeal) Rules govern the discipline of the Government employees	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the salient features of State Civil Services (Classification, Control and Appeal) Rules	- Suspension, Penalties to be imposed, - Authorities with the power to suspend and to take disciplinary action and impose penalties, - Procedure for imposing penalties (major and minor penalties), - Appeal procedure and appellate authorities, - Revision procedure and review, - Communication of order, etc.						
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LEARNING EVENT

Unit		86						
Learning Unit		Departmental Inquiries						
Training Objective		At the end of training, participants will be able to explain the procedure for Departmental Inquiries						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain the procedure of conducting Departmental Inquiries	- Disciplinary Authority of - Examination complaint - Conducting the preliminary enquiry - Investigation and preliminary report - In case of major	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

		punishments, charges should be framed - Whether there is any need for suspension - Appointing an inquiry officer - Appointing a presenting officer - Conducting inquiry and communication of the inquiry report - Demand explanation if necessary - Awarding of punishment						
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LEARNING EVENT

Unit		87						
Learning Unit		Disaster Management						
Training Objective		At the end of training, participants will be able to explain the methods of Disaster Management in the prisons						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Explain 'Disaster Management'	- A process of effectively preparing for and responding to disasters - Types of disasters - Natural disasters - Human-caused disasters - Others	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	List the ways to tackle disasters	- Disaster management - Before - Prevention - Mitigation - Preparedness - After - Response - Recovery						
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LEARNING EVENT

Unit		88						
Learning Unit		Preparedness for handling of incidents						
Training Objective		At the end of training, participants will be able to explain the types of preparedness required for handling incidents in Prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the ways of handling the incidents Explain the	- Capacity building - Prepare the security policies and procedures - Training for security purposes - Security audit and analysis - Security response	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	ways of handling incidents based on the nature and degree	- system Sharing of information and create awareness - Regular verification of perimeter security						
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LEARNING EVENT

Unit		89						
Learning Unit		Dealing with hostage crisis						
Training Objective		At the end of training, participants will be able to deal with hostage crisis in prisons						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Describe the ways how to deal with hostage crisis	- Speedy trials of the cases - Effective prison security and intelligence - Strengthening the transparency and accountability mechanism	Lecture-cum-discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the ways for preventing hostage crisis	- Regular and effective training - Ensuring a safe and workable conditions for the prison staff - Adequate logistics - Adequate 'health care' facilities and hygienic conditions - Sufficient quality food to be provided for the prisoner						
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LEARNING EVENT

Unit		90						
Learning Unit		Dealing with incidents in prisons						
Training Objective		At the end of training, participants will be able to explain the ways of dealing with incidents in prisons						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Describe the ways of dealing with the incidents	- Immediate response - Isolation and containing the area - Report and gather the information - Call for 'response resource' - Manage the incident - Restore daily routine	Lecture-cum-Discussion	White Board, Marker, Projection Systems	75 Mins	In-House / Guest Faculty		Formative Q&A

2.	Explain the ways for preventing the incidents in the prisons	- of prison - Review the incident and actions taken - Conducting mock drills - Staff training - Procurement of emergency equipment						
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PART – C

- 1. RESOURCE MATERIAL**
- 2. REFERENCE MATERIAL**
- 3. APPENDICES**

RESOURCE MATERIAL

Handouts:

- HO- 1 Evolution of prison administration through legislation
- HO- 2 Important committees and Commission on Prison Reforms in
 India
- HO- 3 Constitutional Provisions on Human Rights
- HO- 4 Case laws for Prisoners Rights
- HO- 5 Important Social Laws
- HO- 6 Mandela Rules
- HO- 7 Process of Rehabilitation
- HO- 8 Incarceration and its impact on mental health
- HO- 9 Bangkok Rules for Women Prisoners
- HO- 10 Remission System
- HO- 11 International Best practices for prisoners' reintegration
- HO- 12 Parole and Furlough
- HO- 13 Incidental Management
- HO- 14 Aggressive behaviour in Prisons
- HO- 15 Work-life balance
- HO- 16 Effective Communication Skills
- HO- 17 Good Listening
- HO- 18 Technology Used in Prisons
- HO- 19 Building Positive Attitude

EVOLUTION OF PRISON ADMINISTRATION THROUGH LEGISLATION

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 Healthcare Act, 2017
14. Criminal Procedure (Identification) Act 2022

IMPORTANT COMMITTEES AND COMMISSION ON PRISON REFORMS IN INDIA

1. First Committee- Indian Prison discipline Committee 1836
2. Second Committee- Commission of inquiry into jail management and discipline -1864
3. Third Committee All India jail Committee – 1877
4. Fourth Committee-jail commission-1889
5. Indian Jail Committee Report (1919-20)
6. The Pakwas Committee Repot 1949
7. Dr. W.C. Reckless Report 1951
8. All India Jail Manual Committee, (1957- 59)
9. Model Prison Manual (1958)
10. Report on working Group of Prison Reforms in India (1972-73)
11. All India Jail Reforms Committee (1980-83) (The Mulla Committee)
12. National Expert Committee on Women Prisoners headed by Justice V.R. Krishna Iyer (1986-87)
13. Report of the Group of Officers on Prison Administration 1986-87
14. The Model Prison Manual, 2003 & 2016

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

CASE LAWS FOR PRISONERS' RIGHTS

I. Right to Fundamental Rights:

1. ***D.B.M. Patnaik Vs. State of Andhra Pradesh – AIR-1974***: This case law emphatically stated that it must be realized that a prisoner is a human being as well as a natural person or a legal person. However, the fundamental rights guaranteed to the prisoners by the Constitution are subjected to reasonable restrictions
2. ***Sunil Batra Vs. Delhi Administration -AIR-1978***: In this case, the Court highlighted that the imposition of solitary confinement is only to be made in exceptional cases. This case law also stated that like D.B.M. Patnaik Vs. State of Andhra Pradesh and if a person gets convicted for a crime, it does not reduce him to the status of a non-person, whose rights could be snatched away at the whims of the Prisons Administration. The Court also stated that, Merely to plead that many prisoners are "habitual" is no ground for habitual violation of law by officials
3. ***State of Andhra Pradesh Vs. Challa Ramkrsihna Reddy & Ors– AIR-2000***: In this case, the Court held that the prisoner is entitled to all the fundamental rights unless curtailed by the Constitution and such restrictions must be reasonable, fair and just.
4. ***State of Maharashtra Vs. Prabhakar Pandurang Sanzgiri & Anr: AIR-1966***: This case states that the mere fact that someone is detained cannot deprive one of his fundamental rights and that such conditions are not to be extended to the extent of the deprivation of fundamental rights of the detained individual.
5. ***Charles Sobraj Vs. Superintendent, Central Prison, Tihar – AIR – 1978***: This case law stated that, all the rights available to prisoners under the articles such as 14, 19 and 21 are though limited but cannot be said to

be static. They are bound to rather rise to new human heights when the challenging circumstances arise. The Court also stated that it is reluctant to intervene in the day-to-day operation of the State penal system; but undue harshness and avoidable tantrums, under the guise of discipline and security, gain no immunity from court writs.

6. Francis Coralie Mullin Vs. The Administrator, UT Delhi – AIR-1981:

In this case, every prisoner's liberty is of course, not circumscribed by the very fact of his confinement, but his interest limited liberty to him only the more substantial. The Court also stated that, "*it must now be taken to be well settled that a prisoner or detainee is not stripped of his fundamental or other legal rights, save those which are inconsistent with his incarceration, and if any of these rights are violated, the court which is, to use the words of Krishna Iyer, J. (SCC p. 504), "not a distant abstraction omnipotent in the books but an activist institution which is the cynosure of public hope", will immediately spring into action and run to his rescue.*"

II. Right to Life and Personal Liberty:

- 1. Kharak Singh Vs. State of Uttar Pradesh – AIR-1962:** The word "life" in Art. 21 means not merely the right to the continuance of a person's animal existence, but a right to the possession of each of his organs, arms, legs etc. the possession of each of his organs, arms, legs, etc.
- 2. Narayan Dutt Tiwari Vs. Rohit Shekhar– AIR-2012:** In this case, the Court held that nobody should be compelled to be subjected to any techniques in question at any circumstances, even when it is in the context of an investigation in a criminal case.
- 3. Rahmath Nisha Vs. Additional Director General of Prisons & Others – AIR-2019:** In this case the Court stated that when a prisoner is united

with his wife, he might like to hold the hands of his partner. It is natural that, his emotions would find physical expression. It is also important that the conversation between the prisoner and his partner or spouse should go unmonitored.

III. Right to live with human Dignity:

1. ***Maneka Gandhi Vs Union of India – AIR-1978***: In this case, the Apex Court propounded a new dimension of Article 21, wherein it stated that, Right to life or live does not confine itself to mere a physical existence, but also includes right to live with human dignity.
2. ***Francis Coralie Vs. Delhi Administration – AIR-1981***: This case law stated that, the word life includes everything that goes along with it namely the bare necessities of the life such as adequate nutrition, and food, clothing and shelter over once head, facilities for reading, writing etc.
3. ***Pt. Parmanand Katara V. Union of India And Others– AIR-1989***: In this case, the Apex Court expanded the concept of the Life and ruled that the word life is not just limited up to the period of the death, but even after that. The Court also stated that ‘Right to Health’ forms an indispensable part of Right to Life.
4. ***Challa Ramakrishna Reddy Vs. State of Andhra Pradesh: - AIR-2000***: In this case, the Apex Court held that the right to life is one of the basic human rights which is guaranteed to every person by Article 21.

IV. Right to Health and Medical Treatment:

1. ***Pt. Paramanad Katra Vs Union of India & Anr – AIR 1989***: In this Case, the Court held that a doctor working at a Government Hospital is bound by duty to extend any type of medical assistance for preserving life.

2. ***Paschim Bengal Khet Mazdoor Samiti Vs. State of West Bengal – AIR-1996:*** In this case, the court held that a Government Hospital cannot deny any patient the right to treatment on the grounds of non-availability of beds, doing so, would amount to breach of Article 21.
3. ***Rasikbhai Ramsing Vs. State of Gujarat: - AIR – 1998:*** In this Case, the Court held that right to medical treatment is one of the basic human right and that should be made available to every person. The court guided the concerned jail authorities to take proper mental and physical health care of the prisoner who was suffering from many type of diseases.

V. Right to a Speedy Trial:

1. ***AR Antulay Vs RS Naik – AIR-1992:*** In this case, the Court stated that the right to speedy trial flows from Article 21 includes in its ambit to all the stages of investigation like inquiry, trial, appeal, revision and re-trial.
2. ***Madheswardhari Singh And Anr Vs. State of Bihar – AIR 1986:*** In this case, the Court emphatically stated that the fundamental right to a speedy public trial extends to all criminal prosecutions for all offences generically irrespective of their nature. It is not confined or constricted to either serious or capital ones only. It was also held that the right to speedy public trial is applicable not only to the actual proceedings in Court but includes within, its sweep the preceding police investigation in a criminal prosecution as well.

VI. Right to Legal Aid:

1. The Parliament enacted the Legal Services Authorities Act in 1987 wherein it guaranteed Legal aid to persons specified therein. Article 39A of the Constitution provides for free legal aid to the poor and weaker sections of the society.

2. ***Madhav Hayawadanarao Hoskot Vs. State of Maharashtra: AIR-1978:***

In this case, the Supreme Court of India read Articles 21, 39 A along with Article 142 and section 304 of Cr.P.C. together emphasized that the Government of the Country is under a duty to aid and provide legal services to the convicted or accused at expense of the State by the Court assigning counsel.

VI. Protection against instruments of restraint:

1. ***Perm Shankar Shukla Vs. Delhi Administration – AIR 1980:***

In this case, the Supreme Court raised question whether handcuffing constitutionally valid or not. The Court banned the routine handcuffing of a prisoner as a law mandate and declared the distinction between the classes of the prisoner as obsolete. The Court further stated that, *“handcuffing is prima facie inhuman and, therefore, unreasonable, is over harsh and at the first blush, arbitrary. Absent fair procedure and objective monitoring to inflict “irons” is to resort to zoological strategies repugnant to Article 21. Surely, the competing claims of securing the prisoner from fleeing and protecting his personality from barbarity have to be harmonized. To prevent the escape of an under-trial is in public interest, reasonable, just and cannot, by itself be castigated. But to bind a man hand and foot, fetter his limbs with hoops of steel, shuffle him along in the streets and stand him for hours in the courts is to torture him, defile his dignity, vulgarise society and foul the soul of our Constitutional culture.”*

2. ***Selvi Vs State of Karnataka – AIR 2010:*** In this case, the Supreme Court has declared that the Narcoanalysis, polygraph test and brain mapping unconstitutional and violative of human rights. The questionable scientific reliability of these techniques comes into conflict with the

standard of proof "beyond reasonable doubt" which is an essential feature of criminal trials.

3. ***Sunil Gupta Vs. State of Madhya Pradesh: - AIR-1990:*** In this case, the Court has stated that putting handcuffs and taken to court by escort party was inhumane in nature and violative of Article 21 of the Constitution. Even if extreme circumstances necessitate the escort party to bind the prisoners in fetters, the escort party should record the reasons for doing so in writing and intimate the court so that the court considering the circumstances either approve or disapprove the action of the escort party and issue necessary directions.
4. ***Kadra Pehadiya Vs. State of Bihar: - AIR - 1997:*** In this case, the Court expressed his anger at seeing the four petitioners who were merely undertrial prisoners chained in leg irons and directed that no convict or undertrial shall be kept in leg irons.

VIII. Protection of Custodial torture and Mal treatment:

1. ***Raghubir Singh Vs. State of Bihar – AIR 1986:*** In this case, the Supreme Court expressed its anguish over police torture by upholding the life sentence awarded to a police officer responsible for the death of a suspect due to torture in police lockup
2. ***Kishore Singh Vs State of Rajasthan – AIR 1953:*** In this case, the Supreme Court held that the use of the third degree method by police is violative of Article 21 of the Constitution of India.

IX. Right to get Bail:

1. ***Chhotu Vs. State of Uttar Pradesh: - AIR -2020:*** In this case the Court stated that the right to default bail are not mere statutory right under the first proviso to Section 167 (2) of Cr.P.C., but it is a part of procedure established by Law under Article 21

2. ***Rakesh Kumar Paul Vs State of Assam – AIR -2017***: If an offence is punishable with imprisonment that may extend up to or beyond or including 10 years, then the period available for completing investigations would be 90 days before the provision for 'default bail' kicks in. The accused can avail his liberty by filing an application stating that the statutory period for filing the charge sheet or challan has expired and the same has not been filed and the indefeasible right has accrued in his or her favour and further the accused is prepared to furnish the bail bond.

X. Right to Education:

1. ***Mohammad Giasuddin Vs State of Andhra Pradesh – AIR – 1977***: In this case, the Court tried to regulate the matter of work and education provided to the inmates of the Jail and it facilitates of liaison through correspondence courses given to the prisoners who are interested in advanced or higher studies

XI. Right to reasonable wages for work:

1. ***Mahammad Giassuddin Vs. State of Andhra Pradesh – AIR -1977***: In this case the Court directed the State Government to see that within the framework of the jail rules, the appellant is assigned work not of a monotonous, mechanical, degrading type, but of a mental, intellectual, or little type mixed with a little manual labour.
2. ***State of Gujarat Vs. Hon'ble High Court of Gujarat – AIR – 1998***: The Division Bench directed the State Government to design a just and reasonable wage structure for the inmates of the prisons who are employed to do labour. The Court also stated that reformation and rehabilitation of a prisoner are of great public policy.

X. Right to interaction with Society:

1. ***Dharmbir Vs. State of Uttar Pradesh – AIR: 1979:*** In this case the Court directed that the State Government to allow family members to visit the prisoners and for the prisoners, at least once a year to visit their families under the guarded conditions. The Prisoners who were sentenced to life imprisonment were given the benefits of such directions.
2. ***Hussainara Khatoon Vs. Home Secretary, Bihar - AIR – 1979:*** In this case, the Court stated that it is the constitutional right of every accused person who is enable to engage a lawyer and secure legal services on account of reasons such as poverty, indigenous or incommunicado situation.
3. ***Sheela Barse Vs. State of Maharashtra – AIR – 1983:*** In this case, the court held that the interviews of the prisoners have become necessary as otherwise the correct information may not be collected but such access has got to be controlled and regulated.

IMPORTANT SOCIAL LAWS

1. The Immoral Traffic (Prevention) Act, 1956
2. The Dowry Prohibition Act, 1961 (28 of 1961) (Amended in 1986)
3. The Indecent Representation of Women (Prohibition) Act, 1986
4. The Commission of Sati (Prevention) Act, 1987 (3 of 1988)
5. Protection of Women from Domestic Violence Act, 2005
6. The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013
7. The Whistle Blowers Protection Act, 2011
8. The Child Labour (Prohibition & Regulation) Act, 1986
9. The Muslim Women (Protection of Rights on Marriage) Act, 2019
10. The Rights of Persons with Disabilities Act, 2016
11. The Juvenile Justice (Care and Protection of Children) Act, 2015
12. The Black Money (Undisclosed Foreign Income and Assets) and Imposition of Tax Act, 2015
13. The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013
14. The Protection of Children from Sexual Offences Act, 2012
15. The Right of Children to Free and Compulsory Education Act, 2009
16. The Prohibition of Child Marriage Act, 2006
17. The Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Act, 2003
18. The Lotteries (Regulation) Act, 1998
19. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995
20. The Protection of Human Rights Act, 1993

21. The Pre-conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994
22. The Prevention of Illicit Traffic in Narcotic Drugs and Psychotropic Substances Act, 1988
23. The Transgender Persons (Protection of Rights) Act, 2019
24. The Maintenance and Welfare of Parents and Senior Citizens Act, 2007

**UNITED NATIONS STANDARD MINIMUM RULES FOR THE
TREATMENT OF PRISONERS - 2015 (NELSON MANDELA RULES)**

The Mandela Rules are composed of 122 ‘rules’. Not all are rules, but some are principles such as institutional equality and the philosophy of confinement. Originally adopted in 1955. The UN General Assembly adopted in December, 2015, the revision of the Standard Minimum Rules for Treatment of Prisoners, which are now called the Nelson Mandela Rules.

PROCESS OF REHABILITATION

- Process of Rehabilitation begins with individualized treatment
- System of Scientific Classification of Prisoners
- Classification – Treatment Work programs, training
- Needs – Housing, family, job, community ties.

PRISON BASED REHABILITATION FRAMEWORK

Risk-Needs Responsivity (RNR) is a framework to identify the risk factors associated with recidivism. These risk factors are not necessarily causal but relate to issues (or “criminogenic needs”) that must be addressed by treatment in order to prevent recidivism, including various cognitive-behavioural intervention techniques.

Re-entry and reintegration of prisoners



Phases of Reintegration

- Institutional Phase— Preparing for release through-Education and Vocational training
- Structured Reentry- Strength based, and Skill building Participative Management
- Community Phase-Open Prisons, Work Programmes outside prison
- All are interlinked.

INCARCERATION AND ITS IMPACT ON MENTAL HEALTH

- Prisons as a Total institution and closed world
- Imprisonment is stressful
- Pains of Imprisonment-Loss of liberty, privacy, relations
- Emotional Reactions to imprisonment-Shock, Denial, Anger, Bargaining, Acceptance
- Prisons are bad for mental health
- Factors : overcrowding, various forms of violence, enforced solitude or conversely, lack of privacy, lack of meaningful activity, isolation from social networks, insecurity about future prospects (work, relationships, etc.), and inadequate health services.(WHO)

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.

REMISSION SYSTEM

The remission means the remission in sentence granted by the appropriate Government which remits the sentence of the prisoner under section 432 of Code of Criminal Procedure. The Remission System aims at Reformation of the prisoner and to ensure the prison discipline and good conduct on the part of the prisoners and also encouraging the prisoner to learn a better work culture. There are three kinds of Remission, Ordinary Remission, Special Remission and State Remission. Ordinary Remission awarded to the prisoners for overall good behavior and who have willingness to work. Additional Remission awarded to the prisoners who worked as cooks in the Kitchen, Convict Warders and night watchmen etc. The Head of the Prisons Department on the recommendation of the Superintendent of the Prison will award the Special Remission for their meritorious work by constituting a Remission Committee. The State Remission is awarded by appropriate government under article 72 and 161 of the Constitution of India on the occasions of National importance and occasions of public importance.

INTERNATIONAL BEST PRACTICES FOR PRISONER REINTEGRATION

Singapore: The Yellow Ribbon Project involves public, private and non-governmental bodies all working together to help former offenders find employment and housing, reconnect with families and friends, learn new skills and feel welcomed back into society. Prisoners engage in work that connects them to the outside world. For instance, they are trained in website development and work on real projects for businesses. They also work in a prison-based bakery that produces bread and all kinds of other baked goods for various retail outlets in Singapore. Once they are released from prison, they are offered vocational training and work programmes through an agency called the Singapore Corporation of Rehabilitative Enterprises to help them find jobs.

Check the website of Yellow ribbon project -
<https://www.yellowribbon.gov.sg/community-engagement/yellow-ribbon-project>

Uganda: The project of the Uganda Prisons Service called From Prison Back Home (also known as the Social Rehabilitation and Reintegration of Offenders project) is based on a restorative justice approach that emphasizes mediation and healing between offenders, victims and local communities for the purpose of repairing the harm caused by crime. The programme has consistently involved local council leaders, clan leaders, religious leaders, police, individual members of the community and civil society organizations doing work in the rehabilitation and reintegration of offenders. One such organization is the Uganda Discharged Prisoners' Aid Society, specializing in aftercare. Communities have been sensitized and informed about the project and have been willing to participate in it. The Prisons Service has partnered with the

police through the community policing programme, community liaison offices and child and family protection units.

Norway: In order to create a “safe and predictable release”, the Government of Norway declared in 2005 that it would establish a “reintegration guarantee”. This involves ensuring that, upon release, a former prisoner is offered a range of services, including a place to live, work or educational opportunities, debt counselling and so on. Despite being faced with capacity constraints in both the correctional service and the municipalities, the criminal justice system, supported by the Government, hopes to return the responsibility for social problems back where it belongs—within the social welfare system. The efforts of the Correctional Services Department have so far resulted in the social, health and labour authorities acknowledging that, except for those limitations which are demonstrably necessitated by the fact of incarceration, prisoners have the same rights as all other citizens.

Source: Norwegian Ministry of Justice and Public Security, Correctional Services Department, February 2012.

United Kingdom: NACRO, a national social justice and “crime reduction charity” in the United Kingdom, delivers programmes to equip offenders with the skills, advice, attitude and support they need to move on with their lives and to move away from crime. Nacro has an online service that provides up-to-date information on housing, employment, training and education, benefits and money advice and counselling services. The services help people to find somewhere to live and to develop independent living skills. They provide pre-vocational and vocational programmes, problem solving courses and employment preparation programmes for people who cannot find a way to move forward. Source: www.nacro.org.uk/

PAROLE AND 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)*

INCIDENTAL MANAGEMENT

Prisons consists of full of persons having deviant behavior and as such it needs more focus in maintaining good order of these inmates and ensure the higher control on the prisoners to prevent the incidents. A mechanism has to be developed to maintain the good order in the prison and that mechanism must be appropriate for the relevant command structures, resources and capacities within each prison. This mechanism, not only allows a prison service to be transparent, accountable and credible in internal operations and also make the society safer. Effective incident management requires the ability to accurately assess the nature and scope of the incident and the risks involved, quickly contain and control the incidental area; continue to operate the rest of the prison; determine the appropriate intervention strategy, intervene effectively to resolve the incident; and then follow a plan to resume normal prison routines. Incident Management is a process of identifying, managing and analyzing in real time. The following steps are universal and can be applied to both serious and less serious incidents in any type of prison:

- immediately respond
- isolate and contain
- report and record information
- identify response resources
- manage the incident
- resume normal prison routines
- review actions

AGGRESSIVE BEHAVIOUR IN PRISONS

What is aggressive behaviour?

- Acts of physical violence.
- Shouting, swearing, and harsh language.
- Gossiping or spreading rumours about a classmate.
- Purposely breaking your roommate's favourite mug.
- Slashing your co-worker's tires.

What causes aggression in prisons?

Factors such as **gang rivalries, overcrowding, minor disputes, and prison design** contribute to violent attacks. Prisons are trying to avoid, or at least better deal with these situations by being proactive.

How might aggression affect inmate behaviour in an incarceration setting?

Prisoners with three or more aggressive incidents recorded in prison incurred a violent charge more often and sooner after release than those with no aggressive incidents, when controlling for age, ethnicity, length of incarceration and risk for future violence.

Recognizing signs of aggression

As you may have noticed, aggression can take many forms.

Sometimes it's more secretive and subtler than obvious and direct. So, you might not even realize certain behaviours count as aggression.

Aggression does often involve physical or verbal harm, but it can also involve coercion or manipulation:

- **Physical aggression** includes hitting, kicking, punching, slapping, or any acts that cause physical hurt. This doesn't include accidental harm, like

accidentally stepping on your dog's tail in the dark or knocking your friend off the porch while roughhousing.

- **Verbal aggression** can include shouting, swearing, insults, and other cruel and unkind remarks intended to cause pain and distress. Hate speech also falls into this category.
- **Relational aggression** refers to actions aimed at damaging another person's reputation or relationships. Examples include bullying, gossiping, and playing friends off each other.
- **Hostile aggression** describes emotional or reactive acts that involve a specific intent to hurt someone or destroy something.
- **Passive aggression** can include any indirect expression of negative feelings. Common examples include the silent treatment, snide or sarcastic remarks, and redirecting blame.

You might notice aggressive behavior happens when:

- you feel irritable, angry, bored, or restless
- things don't go your way
- you want to get even with someone who wronged you
- you believe someone has treated you unfairly
- your emotions feel uncontrollable
- a situation feels overwhelming or uncomfortable

Aggression in teenagers might involve:

- shouting at parents and siblings
- exhibiting extreme irritability, anger, or impulsivity
- destroying belongings or property

- teasing, bullying, or excluding peers
- lying, gossiping, and spreading rumours about peers
- using coercion and manipulation to maintain social status and control
- threatening to harm others or themselves

WORK-LIFE BALANCE

Work-life balance is the state of equilibrium where a person equally prioritizes the demands of one's career and the demands of one's personal life. It involves looking at how working people manage time spent at and outside of work.

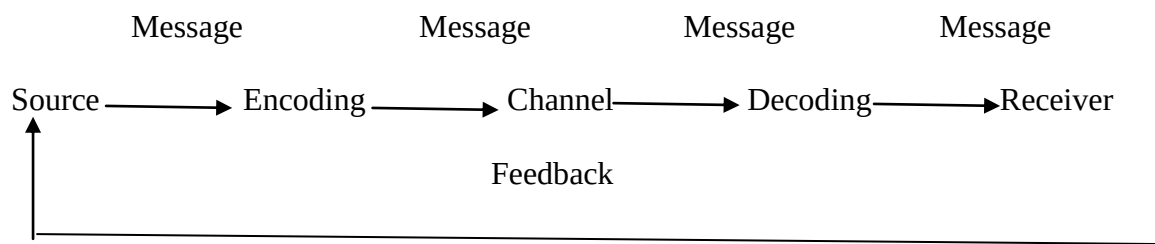
Strategies to improve work-life balance

- Accept that there is no 'perfect' work-life balance.
- Find a hobby that you love.
- Prioritize your health.
- Don't be afraid to unplug.
- Take time off from work
- Make time for yourself and your loved ones.
- Set boundaries and work hours.
- Set goals and priorities (and stick to them).
- Creating a work leisure plan
- Leaving out activities that waste time and energy
- Outsourcing and Delegating work
- Set enough time for relaxation
- Prioritizing work
- Learn the power of “no.”
- Avoid the trap of perfectionism.

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.

TECHNOLOGY USED IN PRISONS

Various uses of Technology -

- Security System- CCTV Cameras Body 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
- Auto Calculation of Sentence Period and PDR (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

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9. www.prisonstudies.org/
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11. www.nacro.org.uk
12. <http://www.icpa.ca/>
13. www.bprd.nic.in/

14. www.nhrc.nic.in/
15. www.penalreform.org/
16. www.prisonreformtrust.org.uk/
17. <http://www.prisonpolicy.org/>
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19. <http://ispac.cnpds>

APPENDICES

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

(Name of the Training Institute)

(Name of the Course)

(Dates)

REGISTRATION FORM

PARTICIPANT DETAILS

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

ORGANIZATION DETAILS

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

RESIDENTIAL DETAILS

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

Signature
Name
Date

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

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

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

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

APPENDIX- 4

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

FEEDBACK FORM

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

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

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

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

Yes

No

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

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

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

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

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

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

6. Practical Orientation of the course.

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

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

Substantially 4	Considerably 3	Fairly 2	Not at all 1

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

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

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

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

- a) Reception & Transport
- b) Residential
Accommodation
- c) Food Quality & Service

d)	Classroom facilities				
e)	Library facilities				
f)	Computer facilities				
g)	Interaction with the staff of the Institute				

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

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

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

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

14. Did the Course give you any specific ideas Yes/No
about improvements in your working
situation when you get back.
15. If yes, kindly spell them out briefly?
16. Any other comments/observations you wish to make about the Course

Date:

Name:

Designation:

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 learnings from the visit.

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

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

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

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

Group Discussion :

Each Participant should be encouraged to participate. Establish Ground Rules first. Cull out the important points that emerge from the discussion

Action Plan :Group Work Activity

Prison based Rehabilitation programs

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

APPENDIX - 8

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>