

Training Manual of Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons)
on Emergencies in Prison Management
(One Week)
2022



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महानिदेशक

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Message

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

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

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

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

(Balaji Srivastava)

"Promoting Good Practices and Standards"

"Promoting Good Practices and Standards"

Patron

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DAY-1

Learning Unit

LU1: Impact of Prison Emergencies

LU2: Escapes in Prisons

LU3: Hostage Situations in Prisons

DAY-2

LU4: Riots, Attacks, Hunger Strikes in Prisons

LU5: Medical Emergencies in Prisons

LU6: Epidemics in Prisons

LU7: Natural Hazards in Prisons

LU8: Major out breaks and riots across the country and world

DAY-3

LU9: Suicides in Prisons

LU10: Prevention of Accidents in Prisons

- LU11: Emergencies relating to Basic Needs of Prisoners
- LU12: Major Escapes in Prisons across the Country and World
- LU13: Emergency Preparedness in Prisons

DAY-4

- LU14: Importance of Prison Intelligence
- LU15: Best Practices in dealing with Emergencies in Indian Prisons and in prisons across the Country and World
- LU16: Technology in dealing with Prison Emergencies
- LU17: Challenges in dealing with Prison Emergencies

DAY-5

- LU18: First Aid in Prisons
- LU19: Work Life Balance

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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 the 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

Emergency preparedness is crucially important for every correctional institution. Establishing a comprehensive system of emergency preparation and emergency response requires budget, time, equipment, inter-agency coordination and long-term management attention.

“Specialized Course on Prison Emergencies in Prison management” is for Prison officers of the ranks of Assistant Superintendent to Superintendent of Prisons. It consists of twenty learning units and is a 5-day training program.

In circumstances of prison emergencies, Prison staff are the first responders. The objective of the course is to make prison staff ready and competently trained to deliver a measured and systematic response in situations of emergency. Prison staff must train physically and also in developing policies and procedures in order to ensure proper application to prevent and handle emergency situations in prisons.

(For Trainers and Participants)



COURSE GUIDE

**Training Manual of Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons)
on Emergencies in Prison Management
(One Week)**

INTRODUCTION

An organization needs 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 OF THE COURSE

To impart knowledge and skills to Prison Officers on Prison Emergencies

DESIGNED FOR

Officers of the rank of Assistant Superintendent to Superintendent of Prisons.

FACILITATORS

In House and Guest Faculty who are subject matter 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 acquainted to take responsibility, both for their own learning and in helping the development of other participants. Participants shall be encouraged to share their learning experience with others, and to give and received support and feedback.

OBJECTIVES

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

LEARNING UNITS

Unit -1

Training Objective Explain the impact of ‘Prison Emergencies’.

Enabling Objectives

1. Define the Prison Emergencies.
2. Types of Prison Emergencies.
3. Explain the impact of Prison Emergencies.

Unit – 2

Training Objective Explain the impact of Escapes in Prisons.

Enabling Objectives

1. List the types of Escapes in Prisons.
2. Explain the reasons for Escapes.
3. Explain the impact of Escapes in Prisons.

Unit – 3

Training Objective Explain the impact of Hostage situations in Prisons.

Enabling Objectives

1. Define Hostage situations in Prisons.
2. Explain the steps to take during Hostage Situations.
3. Explain the impact of Hostage situations in Prisons.

Unit -4

Training Objective Explain the impact of Riots, Attacks, Hunger Strikes in Prisons.

Enabling Objectives

1. Define Riots, Attacks, Hunger Strikes in prisons.
2. Explain the reasons for Riots, Attacks, Hunger Strikes in Prisons.
3. Explain the measures to control Riots, Attacks, Hunger Strikes in Prisons.
4. Explain the impact of Riots, Attacks, Hunger Strikes in Prisons.

Unit -5

Training Objective Explain the impact of Medical Emergencies in Prisons

Enabling Objectives

1. List the Medical Emergencies in Prisons
2. Explain the measures to deal with Medical Emergencies
3. Explain the impact of Medical Emergencies in Prisons

Unit – 6

Training Objective Explain the impact of Epidemics in Prisons

Enabling Objectives

1. List the Epidemics in Prisons
2. Explain the reasons and for Epidemics in Prisons
3. Explain the Control and Prevention of Epidemics in Prisons
4. Explain the impact of Epidemics in Prisons

Unit -7

Training Objective Explain the impact of Natural Hazards in Prisons

Enabling Objectives

1. List the Natural Hazards in Prisons
2. Explain the Management of Natural Hazards in Prisons
3. Explain the impact of Natural Hazards in Prisons

Unit -8

Training Objective Explain the major Out Breaks and Riots in Prisons across the Country and World

Enabling Objectives

1. Explain the major Out Breaks and Riots in Prisons across the country
2. Explain the Major Out Breaks and Riots in Prisons across the World

Unit -9

Training Objective Explain the Preventive measures for Suicides in Prisons

Enabling Objectives

1. List the types of Suicides in Prisons
2. Explain the reasons for Suicides in Prisons
3. Explain the measures for Prevention of Suicides in Prisons

Unit -10

Training Objective: Explain the measures for Prevention of Accidents in Prisons

Enabling Objectives

1. List the types of Accidents in Prisons
2. Explain the Management of Accidents
3. Explain the measures for prevention of Accidents in Prisons

Unit -11

Training Objective Explain the Emergencies in basic needs of Prisoners

Enabling Objectives

1. List the Emergencies in basic needs of Prisoners
2. Explain the problems in basic needs of Prisoners
3. Explain the impact of Emergencies in basic needs of Prisoners

Unit -12

Training Objective Explain the Major Escapes in Prisons across the country and world

Enabling Objectives

1. Explain the Major Escapes in Prisons across the country
2. Explain the Major Escapes in Prisons across the world

Unit -13

Training Objective Explain the importance of Emergency Preparedness in Prisons

Enabling Objectives

1. List the areas of Emergency Preparedness
2. Explain the requirements for Emergency Preparedness in Prisons

3. Explain the importance of Emergency Preparedness in Prisons

Unit -14

Training Objective Explain the importance of Prison Intelligence

Enabling Objectives

1. Explain the process of Prison Intelligence
2. Explain the Requirements for Prison Intelligence
3. Explain the importance of Prison Intelligence

Unit -15

Training Objective Explain the Best Practices in dealing with Prison Emergencies in Indian Prisons and in prisons across the World

Enabling Objectives

1. List the Best Practices in dealing with Prison Emergencies in Indian Prisons and in prisons across the World
2. Explain the Best Practices in dealing with Prison Emergencies in Indian Prisons and in prisons across the World

Unit -16

Training Objective Explain the importance of Technology in dealing with Prison Emergencies

Enabling Objectives

1. List the Technology in dealing with Prison Emergencies
2. Explain the importance of Technology in dealing with Prison Emergencies

Unit -17

Training Objective Explain the Challenges in dealing with Prison Emergencies

Enabling Objectives

1. List the Challenges in dealing with Prison Emergencies
2. Explain the ways to overcome Challenges in dealing with Prison Emergencies

Unit -18

Training Objective Explain the importance of First Aid in Prisons

Enabling Objectives

1. Define First Aid
1. Explain the First Aid in Prisons
3. Explain the importance of First Aid in Prisons

Unit -19

Training Objective Explain the Explain the importance of Work Life Balance

- Enabling Objectives
1. Define Work Life Balance
 2. Explain the Work Life Balance
 3. Explain the Importance of Work Life Balance

DAY-WISE TIME TABLE

Day 1		
Time	Content	Objectives
	Registration	
Session I	Inauguration of the Course	
Session II	• Ice breaking • Course Overview: Aims and Objects of the Course	
Session III	Impact of Prison Emergencies	1.1
	1. Define the Prison Emergencies	1.2
	2. Types of Prison Emergencies 3. Impact of Prison Emergencies	1.3
Session IV	Escapes in Prisons	
	1. List the types of Escapes in Prisons	2.1
	2. Reasons for Escapes 3. Impact of Escapes in Prisons	2.2 2.3
Session V	Hostage Situations in Prisons	3.1
	1. Define Hostage situations in Prisons	3.2
	2. Steps to take during Hostage Situations 3. Impact of Hostage situations in Prisons	3.3

Day 2		
Time	Content	Objectives
0900 to 0915 hrs	Learning Points / Recap	
Session I	Riots, Attacks, Hunger Strikes in Prisons	
	1. Define Riots, Attacks, Hunger Strikes in prisons	4.1
	2. Reasons for Riots, Attacks, Hunger Strikes in Prisons	4.2
	3. Measures to control Riots, Attacks, Hunger Strikes in Prisons	4.3
	4. Impact of Riots, Attacks, Hunger Strikes in Prisons	4.4
Session II	Major Out Breaks and Riots in Prisons across the Country and World	
	1. Major Outbreaks and Riots in Prisons across the Country	5.1
	2. Major Outbreaks and Riots in Prisons across the World	5.2
Session III	Medical Emergencies in Prisons	
	1. List the Medical Emergencies in Prisons	6.1
	2. Measures to deal with Medical Emergencies	6.2
	3. Impact of Medical Emergencies in Prisons	6.3
Session IV	Epidemics in Prisons	7.1
	1. List the Epidemics in Prisons	7.2
	2. Reasons and for Epidemics in Prisons	7.3
	3. Control and Prevention of Epidemics in Prisons	7.4
	4. Impact of Epidemics in Prisons	
Session V	Natural Hazards in Prisons	8.1

	1. List the Natural Hazards in Prisons	8.2
	2. Management of Natural Hazards in Prisons	
	3. Impact of Natural Hazards in Prisons	8.3

Day 3		
Time	Content	Objectives
0900 to 0915 hrs	Learning Points / Recap	
Session I	Suicides in Prisons	9.1
	1. List the types of Suicides in Prisons	9.2
	2. Reasons for Suicides in Prisons 3. Measures for Prevention of Suicides in Prisons	9.3
Session II	Prevention of Accidents in Prisons	10.1
	1. List the types of Accidents in Prisons	10.2
	2. Management of Accidents 3. Measures for prevention of Accidents in Prisons	10.3
Session III	Emergencies in Basic Needs of Prisoners	11.1
	1. List the Emergencies in Basic Needs of Prisoners	11.2
	2. Problems in Basic Needs of Prisoners 3. Impact of Emergencies in Basic Needs of Prisoners	11.3
Session IV	Major Escapes in Prisons across the Country and World	12.1
	1. Major Escapes in Prisons across the Country 2. Major Escapes in Prisons across the World	12.2
Session V	Emergency Preparedness in Prisons	13.1

	1. List the areas of Emergency Preparedness	13.2
	2. Explain the requirements for Emergency Preparedness in Prisons	13.3
	3. Explain the importance of Emergency Preparedness in Prisons	
Day 4		
Time	Content	Objectives
0900 to 0915 hrs	Learning Points / Recap	
Session I	Importance of Prison Intelligence	14.1
	1. The Process of Prison Intelligence	14.2
	2. Requirements for Prison Intelligence	14.3
Session II	3. Importance of Prison Intelligence	
	Best Practices in dealing with Emergencies in Prisons across the Country and World	
	1. Best Practices in dealing with Prison Emergencies in Indian Prisons	15.1
Session III	2. Best Practices in dealing with Prison Emergencies in Prisons across the World	15.2
	Technology in dealing with Prison Emergencies	
	1. List the Technology in dealing with Prison Emergencies	16.1
Session IV & V	2. Importance of Technology in dealing with Prison Emergencies	16.2
	Field Visit	
	Central Prison/ Correctional Institution	To Study

	To Study: 1. Security arrangements 2. Structure of Prison 3. Segregation facilities 4. Medical facilities 5. Security Gadgets 6. Modern Electronic Devices	the Best Practices
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Day 5

Time	Content	Objectives
0900 to 0915 hrs	Learning Points / Recap	
Session I	Challenges in dealing with Prison Emergencies	
	1. List the Challenges in dealing with Prison Emergencies	17.1
	2. The ways to overcome Challenges in dealing with Prison Emergencies	17.2
Session II	Importance of First Aid in Prisons	18.1
	1. Define First Aid	18.2
	2. First Aid in Prisons	18.3
Session III	3. Importance of First Aid in Prisons	
	Work Life Balance	19.1
	1. Define Work Life Balance	19.2
Session IV	2. Explain the Work Life Balance	19.3
	3. Importance of Work Life Balance	
Session IV	Assessment & Feedback	

	1. Multiple Choice Questions 2. Feed Back Form	
Session V	Valediction	
	1. Course Director Report 2. Participants Speech 3. Distribution Of Certificates 4. Speech by Chief Guest 5. Vote of Thanks	

Session I	0915 - 1030 hrs
Session II	1045 - 1200 hrs
Session III	1215 - 1330 hrs
Session IV	1430 - 1530 hrs
Session V	1545 - 1645 hrs

Yoga	0630 - 0730 hrs
Library	1700 - 1730 hrs
Sports	1730 - 1830 hrs

Tea Break	1030 -1045 hrs 1200 -1215 hrs 1530 - 1545 hrs
Break Fast	0800 - 0845 hrs
Lunch	1330 - 1430 hrs
Dinner	1930 - 2100 hrs

(For Trainers Only)



TRAINER GUIDE

**Training Manual of Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons)
on Emergencies in Prison Management
(One Week)**

Emergencies in Prison Management

TRAINER GUIDE

Introduction

This Trainer Guide is a comprehensive overview of the content and process of the Specialized Course on Emergencies in Prison Management for Prison Officers. It is designed in a structured format that presents the assemble information and the planned activities in consistence with learning outcomes. Trainer Guide serves as Map for sequential implementation of various content segments.

The Trainer Guide also

- Helps continuous recall;
- Provides scope for storing illustrations, faculty questions, anticipated participants questions and appropriate responses;
- Contains details of points for briefing & debriefing of case study, exercises, Films, etc.
- Serves as 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. Ensure whether any learning material has been sent to all participants in advance (i.e. Mandela Rules, important Judgements of Hon'ble Courts, etc.). copies of the reading material is to be kept in Hostel Reception space for handing over the same to the participants upon registration.
3. Resource kit
4. Check the nominations of participants is done well in time
5. Check the Self-Assessment Questionnaire results from the participants

For Trainer

1. Trainer Guide
2. Glossary of Terms
3. References
4. Resources

For Participants

- a. Course Guide
- b. Handouts, Checklist, Exercises, Worksheet
- c. Assessment Questionnaire

DAY-WISE TIME TABLE

Day 1

Time	Content	Remarks
	Registration	
Session I	Inauguration of the Course	
Session II	• Ice breaking • Course Overview: Aims and Objects of the Course	
Session III	Impact of Prison Emergencies	
	1. Define the Prison Emergencies 2. Types of Prison Emergencies 3. Impact of Prison Emergencies	
Session IV	Escapes in Prisons	
	1. List the types of Escapes in Prisons 2. Reasons for Escapes 3. Impact of Escapes in Prisons	
Session V	Hostage Situations in Prisons	
	1. Define Hostage situations in Prisons 2. Steps to take during Hostage Situations 3. Impact of Hostage situations in Prisons	

Day 2

Time	Content	Remarks
0900 to 0915 hrs	Learning Points / Recap	
Session I	Riots, Attacks, Hunger Strikes in Prisons	
	1. Define Riots, Attacks, Hunger Strikes in prisons 2. Reasons for Riots, Attacks, Hunger Strikes in Prisons 3. Measures to control Riots, Attacks, Hunger Strikes in Prisons 4. Impact of Riots, Attacks, Hunger Strikes in Prisons	
Session II	Major Out Breaks and Riots in Prisons across the Country and World	
	1. Major Outbreaks and Riots in Prisons across the Country 2. Major Outbreaks and Riots in Prisons across the World	
Session III	Medical Emergencies in Prisons	
	1. List the Medical Emergencies in Prisons 2. Measures to deal with Medical Emergencies 3. Impact of Medical Emergencies in Prisons	
Session IV	Epidemics in Prisons	
	1. List the Epidemics in Prisons 2. Reasons and for Epidemics in Prisons 3. Control and Prevention of Epidemics in Prisons 4. Impact of Epidemics in Prisons	
Session V	Natural Hazards in Prisons	

	1. List the Natural Hazards in Prisons 2. Management of Natural Hazards in Prisons 3. Impact of Natural Hazards in Prisons	
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Day 3

Time	Content	Remarks
0900 to 0915 hrs	Learning Points / Recap	
Session I	Suicides in Prisons	
	1. List the types of Suicides in Prisons 2. Reasons for Suicides in Prisons 3. Measures for Prevention of Suicides in Prisons	
Session II	Prevention of Accidents in Prisons	
	1. List the types of Accidents in Prisons 2. Management of Accidents 3. Measures for prevention of Accidents in Prisons	
Session III	Emergencies in basic needs of Prisoners	
	1. List the Emergencies in basic needs of Prisoners 2. Problems in basic needs of Prisoners 3. Impact of Emergencies in basic needs of Prisoners	
Session IV	Major Escapes in Prisons across the Country and World	
	1. Major Escapes in Prisons across the Country 2. Major Escapes in Prisons across the World	
Session V	Emergency Preparedness in Prisons	

	1. List the areas of Emergency Preparedness 2. Explain the requirements for Emergency Preparedness in Prisons 3. Explain the importance of Emergency Preparedness in Prisons	
Day 4		

Time	Content	Remarks
0900 to 0915 hrs	Learning Points / Recap	
Session I	Importance of Prison Intelligence	
	1. The Process of Prison Intelligence 2. Requirements for Prison Intelligence 3. Importance of Prison Intelligence	
Session II	Best Practices in dealing with Prison Emergencies in Indian Prisons and in prisons across the World	
	1. Best Practices in dealing with Prison Emergencies in Indian Prisons 2. Best Practices in dealing with Prison Emergencies in Prisons across the World	
Session III	Technology in dealing with Prison Emergencies	
	1. List the Technology in dealing with Prison Emergencies 2. Importance of Technology in dealing with Prison Emergencies	
Session	Field Visit Central Prison/ Correctional Institution	

IV & V	To Study: 1. Security arrangements 2. Structure of Prison 3. Segregation facilities 4. Medical facilities 5. Security Gadgets 6. Modern Electronic Devices	To Study the Best Practices
Day 5		

Time	Content	Remarks
0900 to 0915 hrs	Learning Points / Recap	
Session I	Challenges in dealing with Prison Emergencies	
	1. List the Challenges in dealing with Prison Emergencies 2. The ways to overcome Challenges in dealing with Prison Emergencies	
Session II	Importance of First Aid in Prisons	
	1. Define First Aid 2. First Aid in Prisons 3. Importance of First Aid in Prisons	
Session III	Work Life Balance	
	1. Define Work Life Balance 2. Explain the Work Life Balance 3. Importance of Work Life Balance	
Session IV	Assessment & Feedback	

	1. Multiple Choice Questions 2. Feed Back Form	
Session V	Valediction	
	1. Course Director Report 2. Participants Speech 3. Distribution of Certificates 4. Speech by Chief Guest 5. Oath of Thanks	

Note:

Session I	09:15 – 10:30 hrs
Session II	10:45 – 12:00 hrs
Session III	12:15 – 13:30 hrs
Session IV	14:30 – 15:30 hrs
Session V	15:45 – 16:45 hrs

Yoga	0630 - 0730 hrs
Library	1700 - 1730 hrs
Sports	1730 - 1830 hrs

Tea Break	1030 -1045 hrs
	1200 -1215 hrs
	1530 - 1545 hrs

Break Fast	0800 - 0845 hrs
Lunch	13:30 – 14:30 hrs
Dinner	19:30 – 21:00 hrs

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

Course Ends

PART - B

COURSE GRID

LEARNING EVENT

COURSE GRID

COURSE GRID

01	Impact of Prison Emergencies	02	Escapes in prisons	03	Hostage situations in prisons
04	Riots, Attacks and Hunger Strikes in prisons	05	Medical Emergencies in prisons	06	Epidemics in prisons
07	Natural Hazards in prisons	08	Major out breaks and riots in prisons across the country and world	09	Suicides in prisons
10	Accidents in Prisons	11	Emergencies relating to in basic needs of prisoners	12	Major Escapes in prisons across the country and world
13	Emergency preparedness in Prisons	14	Prison Intelligence	15	Best Practices in dealing with Prison Emergencies in Indian and in Prisons across the world
16	Technology in dealing with Prison Emergencies	17	Challenges in dealing with Prison Emergencies	18	First-Aid in Prisons
19	Work Life Balance	20		21	Valediction

(FOR TRAINERS ONLY)



Learning Unit

**Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons)
on Emergencies in Prison Management
(One Week)**

LEARNING EVENT

Unit		1						
Learning Unit		Impact of Prison Emergencies						
Training Objective		At the end of the training, participants will be able to explain the impact of Prison Emergencies						
Enabling Objectives At the end of the training, participants will be able to –		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid (If Any)	Assessment
1	Define ‘Prison Emergencies’	- Definition of Emergencies - Reasons for Prison Emergencies	Lecture cum discussion	White Board, Marker, Pen, Projection System	15	In-House/Guest Faculty		Q & A
2	Types of Prison Emergencies	- Security-related Emergencies - Medical Emergencies - Accidents - Natural Calamities - Strikes - Riots - Escapes - External attacks			30			
3	Explain the impact of Prison Emergencies	- Loss of life - Injuries - Damage to Prison Property - Stress - Law & Order issues - Damage to Department image - Judicial /Media/ Human Rights intervention			30			

LEARNING EVENT

Unit		2						
Learning Unit		Escapes in prisons						
Training Objective		At the end of the training, participants will be able to explain the impact of Escapes in Prisons						
Enabling Objectives At the end of the training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid (If any)	Assessment
1	List the types of Escapes in Prisons	- Escapes from Prison - Escapes from Prison Ward of Hospital - Escapes from Police Escort - Escapes from Police Custody	Lecture cum discussion	White Board, Marker, Pen, Projection System	15	In-House/ Guest Faculty	-	Q & A
2	Explain the reasons for Escapes	- Improper security arrangements - Inadequate Supervision - Negligence in Duties - Shortage of Staff - Improper usage of Security Devices and Modern Electronic Gadgets - Lack of Prison Intelligence - Lack of Emergency Preparedness			30			
3	Explain the impact of Escapes in Prisons	- Creates tension in society - Stress to prison personnel - Law and Order Problems - Danger to victim family and witnesses - Government/Judicial/Media involvement			15			

LEARNING EVENT

Unit		3						
Learning Unit		Hostage situations in prisons						
Training objective		At the end of the training, participants will be able to explain the impact of Hostage situations in Prisons						
Enabling Objectives At the end of the training, participants will be able to -		Content	Method	Media	Time (mins)	Trainer	Performance Aid (If any)	Assessment
1	Define Hostage situations in prisons	- Definition of Hostage situations - Reasons for Hostage situations - Methods of Hostage situations	Lecture cum discussion	White Board, Marker, Pen, Projection system	15	In-House/Guest Faculty	-	Q & A
2	Explain the ways to tackle Hostage situations	- Strengthen inner and outer security - Hostage negotiations - Multi-agency assistance - Hostage Situation Resolution			30			
3	Explain the impact of Hostage situations in prisons	- Danger to the life of prison personnel - Damage to prison property - Blackmailing - Escapes - Release of dangerous prisoners			15			

LEARNING EVENT

Unit		4						
Learning Unit		Riots, Attacks and Hunger Strikes in prisons						
Training objective		At the end of the training, participants will be able to explain the impact of Riots, Attacks and Hunger Strikes in Prisons						
Enabling Objectives At the end of the training, participants will be able to –		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
1	Define Riots, Attacks, Hunger Strikes in prisons	- Definition of Riots in prisons - Definition of Attacks in prisons - Definition of Hunger Strikes in prisons	Lecture cum discussion	White Board, Marker, Pen, Projection System	15	In-House/ Guest Faculty	-	Q & A
2	Explain the reasons for Riots, Attacks, Hunger Strikes in Prisons	- Ill-treatment of prisoners - Lack of basic needs for prisoners - Lack of transparency in administration - Absence of Prison Intelligence System - Undue demands of prisoners - Indiscipline among prisoners and Staff - Lack of responsiveness of Prison administration			30			
3	Explain the measures to control Riots, Attacks and Hunger Strikes in prisons	- Measures to control Riots - Measures to control Attacks - Measures to control Hunger Strikes			15			
4	Explain the impact of Riots, Attacks and Hunger Strikes in Prisons	- Disturbance in administration - Injuries to staff prisoners and loss of Life - Damage to prison property - Tension in society - Law and order problems			15			

LEARNING EVENT

Unit		5						
Learning Unit		Medical Emergencies in prisons						
Training objective		At the end of the training, participants will be able to explain the impact of 'Medical Emergencies' in prisons						
Enabling Objectives At the end of the training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	List the 'Medical Emergencies' in prisons	- Deaths, suicides, attempt to suicide - Accidents, injuries, electric shocks - Chest pain, heart attacks - Fracture of bones, snake bites - Difficulty in breathing, epilepsy - Moderate to severe burns - Homicidal or suicidal feelings - Poisoning, food poisoning, drug overdose - Pregnancy -related complications - Murders, attempt to murders	Lecture cum discussion,	White Board, Marker, Pen, Projection System	30	In-House/Guest Faculty	-	Q & A
2	Explain the measures to deal with Medical Emergencies	- First - Aid - Emergency Preparedness - staff training - Sufficient Medical & Para-Medical Staff - Sufficient medical equipment's - Availability of ambulance - Awareness and Counselling of Prisoners			30			
3	Explain the impact of Medical Emergencies in prisons	- Loss of Life, injuries, loss of body parts - Answerable to Government/ Judiciary/ Human Rights Organisations/Media - Law and order issues - Damage to image of the Department			15			

LEARNING EVENT

Unit		6						
Learning Unit		Epidemics in prisons						
Training objective		At the end of the training, participants will be able to explain the impact of Pandemics in prisons						
Enabling Objectives At the end of the training, participants will be able to –		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
1	List the Pandemics /Epidemics that could spread in prisons	- Covid 19 - Influenza - Measles - Mumps – Rubella - Viral Hepatitis - Tetanus – Diphtheria - Malaria – Typhoid – Dengue fever/Flu/Swine flu - Tuberculosis - – Leprosy - Skin Diseases - Sexually Transmitted Infections	Lecture cum discussion	White Board, Marker, Pen, Projection System	30	In-House/ Guest Faculty	-	Q & A
2	Explain the reasons for the spread of Epidemics in Prisons	- Un hygienic conditions in prisons - Improper personal hygiene - Contaminated water, food, clothing - Flies and insects - Improper sanitization/health-care - Inadequate segregation facility			15			
3	Explain the ways to control and prevention of the spread Epidemics in prisons	- Hygiene, sanitization, vaccination - Segregation, quarantine - Awareness, training - Medical-Care			15			
4	Explain the impact of Epidemics in prisons	- Loss of life - Transmission to healthy persons - Creates tension - Damage to image of the Department			15			

LEARNING EVENT

Unit		7						
Learning Unit		Natural Hazards in prisons						
Training objective		At the end of the training, participants will be able to explain the impact of natural hazards in prisons						
Enabling Objectives At the end of the training, participants will be able to –		Content	Method	Media	Time (Mins)	Trainer	Performance Aid (If any)	Assessment
1	List the natural hazards that could affect prisons	- Floods - Earthquakes - Hurricanes - Tsunamis - Extreme weather conditions	Lecture cum discussion	White Board, Marker, Pen, Projection System	15	In-House/Guest Faculty	-	Q & A
2	Explain the management of natural hazards in prisons	- Mitigation - Preparedness - Response - Recovery			30			
3	Explain the impact of natural hazards in prisons	- Loss of life - Escapes - Riots, quarrels - Damage to property			15			

LEARNING EVENT

Unit		8						
Learning Unit		Major out breaks and riots across the country and world						
Training objective		At the end of the training, participants will be able to describe the major out breaks and riots in prisons across a country and the world						
Enabling Objectives At the end of the training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
1	Explain the major out breaks and riots in prisons across the country	- Major out breaks in prisons across the country - Major riots in prisons across the country	Lecture cum discussion	White Board, Marker, Pen, Projection System	30	In-House/ Guest Faculty	-	Q & A
2	Explain the major out breaks and riots in prisons across the world	- Major out breaks in prisons across the world - Major riots in prisons across the world			30			

LEARNING EVENT

Unit		9						
Learning Unit		Suicides in prisons						
Training objective		At the end of the training, participants will be able to explain the preventive measures for prevention of suicides in prisons						
Enabling Objectives At the end of the training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
1	List the types of suicide attempts in prisons	- Hanging - Poisoning - Self-inflicted injury - Drug overdose - Electrocutation	Lecture cum discussion	White Board, Marker, Pen, Projection System	15	Guest Faculty / Psychiatrist	-	Q & A
2	Explain the reasons for suicides in prisons	- An untreated mental illness - Genetically predisposed - Depression/loss of hope - Fear to face the problems - Death of a loved one - Sexual/Verbal/Alcohol/Drug Abuse			30			
3	Explain the measures for prevention of suicides in prisons	- Identification of suicidal tendencies - Psychological counselling - Psychiatric treatment - Safe custody of ropes, acids, phenyl, drugs, blades, poisonous substances - Development of prison intelligence			30			

LEARNING EVENT

Unit		10						
Learning Unit		Accidents in prisons						
Training objective		At the end of the training, participants will be able to explain the measures for the prevention of accidents in prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
At the end of the training, participants will be able to -								
1	List the types of accidents that could take place in prisons	- Fire accidents - Electric shocks - Drowning - Collapse of walls/buildings - Accidents in prison industries and kitchen - Fractures - Vehicle accidents during transportation	Lecture cum discussion	White Board, Marker, Pen, Projection System	30	In-House/ Guest Faculty	-	Q & A
2	Explain the management of accidents	- First-Aid - Ambulance with Driver - Fire Extinguishers - Emergency Preparedness			30			
3	Explain the measures for prevention of Accidents in Prisons	- Proper vigilance - Safety measures - Regular security audit - Regular fire audit - Training to staff and prisoners			15			

LEARNING EVENT

Unit		11						
Learning Unit		Emergencies relating to basic needs of prisoners						
Training objective		At the end of the training, participants will be able to explain the emergencies in relating to basic needs of prisoners						
Enabling Objectives At the end of the training, participants will be able to -		Content	Method	Media/ Equipment	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
1	List the Emergencies relating to basic needs of prisoners	- Food supply - Water supply - Electricity supply - Drugs and medicines - Clothing and bedding	Lecture cum discussion	White Board, Marker Pen, Projection System	15	In-House/ Guest Faculty	-	Q & A
2	Explain the problems of basic needs of prisoners	- Poor quality of food - Non availability of potable drinking water - Non-availability of alternative electricity arrangements - Insufficient drugs and medicines - Un-hygienic conditions in prison			30			
3	Explain the impact of Emergencies relating to basic needs of prisoners	- Unrest in Prisons - Diseases - Strikes/Hunger Strikes - Riots and Attacks			30			

LEARNING EVENT

Unit		12						
Learning Unit		Major escapes in prisons across the country and world						
Training objective		At the end of the training, participants will be able to explain the major escapes in prisons across the country and world						
Enabling Objectives At the end of the training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
1	Explain the Major Escapes in Prisons across the Country	- 16 prisoners escaped after throwing chilli powder from Sub Jail, Palodi, Jodhpur District, Rajasthan. - 8 SIMI activists escaped and encountered, Bhopal jail - 2 Tihar Jail inmates escaped by scaled the wall and dug a tunnel - 6 SIMI operatives escape from Khandwa Jail - 137 inmates of Jehanabad Jail, Bihar escaped after Maoist attack - Nabha Jail Break - Escape from Model Jail, Chandigarh - 78 Prisoners escaped from Nizamabad Jail, A.P. - 43 LTTE cadres escaped from Tipu Mahal, Vellore	Lecture cum discussion	White Board, Marker, Pen, Projection System	30	In-House/ Guest Faculty	-	Q & A
2	Explain the major escapes in prisons across the world	- 300 Inmates escaped during armed attack on Jail in Nigeria - The Alcatraz Escape - Escape of Joaquin "El Chapo" Guzman - Maze Prison Escape - Escape of Pascal Payet			30 mts			

LEARNING EVENT

Unit		13						
Learning Unit		Emergency preparedness in Prisons						
Training Objective		At the end of the training, participants will be able to explain the importance of ‘Emergency Preparedness’ in prisons						
Enabling Objectives		Content	Method	Media/ Equipment	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
At the end of the training, participants will be able to -								
1	List the areas of Emergency Preparedness	- Out Breaks/Escapes - Riots/Attacks - Strikes/Hunger Strikes - Medical Emergencies/Epidemics - Accidents/Fire accidents - Natural Hazards/Weather changes	Lecture cum discussion	White Board, Marker, Pen, Projection System	15	In- House/ Guest Faculty	-	Q & A
2	Explain the requirements of Emergency Preparedness in prisons	- Trained prison personnel/QRT - Awareness to prisoners - Security gadgets/ required material - Modern electronic devices - Inter-agency cooperation - Planning for emergency			15			
3	Explain the importance of Emergency Preparedness in prisons	- Quick response - Minimize the damage - Prevent untoward incidents - Protect inmates and staff - Restore security			30			

LEARNING EVENT

UNIT		14						
Learning Unit		Prison Intelligence						
Training Objective		At the end of the training, participants will be able to explain the importance of prison intelligence						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
At the end of the training, participants will be able to -								
1	Explain the process of Prison Intelligence	- Incident intelligence - Tactical information - Person (or Biographical) Intelligence - Passive Intelligence - Proactive Intelligence - Covert Surveillance - Use of prisoner informants - Intelligence policy and organization - Importance of prison staff in information collection - Incentives for informants	Lecture cum discussion	White Board, Marker, Pen, Projecti on System	30	In- House/ Guest Faculty	-	Q & A
2	Explain the Requirements for Prison Intelligence				15			
3	Explain the importance of Prison Intelligence	- Prevents untoward incidents - Prevents entry/usage of contraband articles - Ensures security of prison - Prevent deaths/suicides - Prevent Escapes/Attacks/Outbreaks/Strikes/ Hunger strikes/Hostage Situations, etc.			30			

LEARNING EVENT

<u>Unit</u>		15						
Learning Unit		Best Practices in dealing with Prison Emergencies in Indian prisons and in prisons across the world						
Training Objective		At the end of the training, participants will be able to explain the Best Practices in dealing with Prison Emergencies in Indian Prisons and in prisons across the world						
Enabling Objectives At the end of the training, participants will be able to -		Content	Method	Media/ Equipment	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
1	List the Best Practices in dealing with Prison Emergencies in Indian prisons and in prisons across the world	Best Practices in dealing with - Escapes/Outbreaks - Attacks/external attacks - Strikes/hunger strikes - Accidents/fire accidents - Explosions - Natural hazards - Deaths/suicides - Epidemics - Health emergencies - Hostage situations -	Lecture cum discussion	White Board, Marker, Pen, Projection System	30	In-House/Guest Faculty	-	Q & A
2	Explain the Best Practices in dealing with Prison Emergencies in Indian Prisons and in prisons across the World				45			

LEARNING EVENT

Unit		16						
Learning Unit		Technology in dealing with Prison Emergencies						
Training Objective		At the end of the training, participants will be able to explain the importance of technology in dealing with prison Emergencies						
Enabling Objectives At the end of the training, participants will be able to –		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
1	List the Technology in dealing with Prison Emergencies	- Security Gadgets: HHMD – DFMD – Luggage/ Baggage Scanners- Mobile Jammers - CCTV Surveillance, Body Worn Cameras - Electric Live Wire, Alarm System - Advance Radio Hand Sets - Binoculars, Walkie Talkies - Video Conference, Video Calling, Kiosk - Prison Management and Information System - E- Mulakat, E- Courts, Faster Service	Lecture cum discussion	White Board, Marker Pen, Projection System	30	In-House/ Guest Faculty	-	Q & A
2	Explain the importance of technology in dealing with Prison Emergencies	- Prevents entry of contraband articles - Prevent usage of contraband articles - Reduces mobility - Fast sharing of information - Creates alertness - Surveillance on the movements of prisoners - Useful for prevention of untoward incidents - Provides evidence for an incident			45			

LEARNING EVENT

Unit		17						
Learning Unit		Challenges in dealing with Prison Emergencies						
Training Objective		At the end of the training, participants will be able to explain the ways to overcome challenges in dealing with prison Emergencies						
Enabling Objectives At the end of the training, participants will be able to -		Content	Method	Media/ Equipment	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
1	List the challenges in dealing with Prison Emergencies	- Prison Infrastructure - Overcrowding - Insufficient segregation facility - Insufficient medical facility - Staff shortage - Lack of proper training to staff - Lack of awareness in prisoners - Lack of emergency preparedness - Insufficient Security Gadgets/modern electronic devices - Lack of quick reaction team - Lack of planning/vision - Lack of inter agency coordination - Insufficient budget	Lecture cum discussion	White Board, Marker Pen, Projection System	45	In-House/ Guest Faculty	-	Q & A
2	Explain the ways to overcome challenges in dealing with Prison Emergencies	- Proper segregation of prisoners - Prison intelligence - Quick reaction team - Emergency preparedness - Staff training - Regular mock drills - Procurement of safety Devices/gadgets/modern electronic gadgets			30			

LEARNING EVENT

Unit		18						
Learning Unit		First aid in Prisons						
Training Objective		At the end of the training, participants will be able to explain the importance of first aid in prisons						
Enabling Objectives At the end of the training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid (If any)	Assessment
1	Define First Aid	1. Definition of First-Aid 2. Importance of First-Aid in prisons 3. Requirement for First- Aid in prisons 4. First- Aid procedure in incidents like: - Burns - Bleeding injuries - Fractures - Heart attacks - Hanging - Poisoning - Drug overdose - Snake/insect bites - Sun -Stroke - Drowning - Unconsciousness - Electrocutation	Lecture cum discussion	White Board, Marker Pen, Projection System	15	In-House/ Guest Faculty Medical Officer	-	Q & A
2	Explain the First Aid in Prisons				45			
3	Explain the importance of First- Aid in Prisons				15			

LEARNING EVENT

Unit		19						
Learning Unit		Work-Life Balance						
Training Objective		At the end of the training, participants will be able to explain the importance of work-life balance						
Enabling Objectives At the end of the training, participants will be able to -		Content	Method	Media/ Equipment	Time (Mins.)	Trainer	Performance Aid(If any)	Assessment
1	Define Work Life Balance	• Definition of Work- Life Balance • Signs and Symptoms of an unbalanced Life • Benefits of achieving Work-Life Balance • How to avoid burnout • Stress and other signs of an unbalanced Life • Employer resources for employees' balanced lifestyle • Effective goal setting and time management • Signs and symptoms of an unbalanced life	Lecture cum discussion	White Board, Marker Pen, Projection System	15	In-House/Guest Faculty	-	Q & A
2	Explain the Work Life Balance				30			
3	Explain the Importance of Work- Life Balance				30			

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DAY WISE TASKS

5-DAY COURSE

Day – 1

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

Day – 2

- Recap of Day-1
- Training

Post Lunch

- Training

Day – 3

- Recap of Day-2
- Training

Post Lunch

- Group Work on Action Plan

Day – 4

- Recap of Day-3
- Training

Post Lunch

- Field Visit to Prison

Day – 5

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

Post Lunch

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

PART-C

RESOURCE MATERIAL

LIST OF RESOURCE MATERIAL

Section-1 Handouts

- HO - 1 International Framework of Prison Management
- HO - 2 Nelson Mandela Rules
- HO – 3 Psychotherapy
- HO - 4 The Mental Healthcare Act, 2017
- HO – 5 Legal Framework of Prison Administration in India
- HO - 6 Constitutional Provisions on Human Rights
- HO – 7 Human Rights in Prisons
- HO - 8 Vulnerable Categories of Prisoners
- HO - 9 Fire Extinguishers
- HO - 10 The Most Ridiculous & Daring Prison Escapes
- HO – 11 Major Prison Riots Across the World
- HO – 12 Effective Communication Skills
- HO – 13 Building Positive Attitude
- HO - 14 Types of Stress and Stress Management Tips

Section – 2 Checklist

- CL-1 Landmark Supreme Court Judgments on Prisons

Section – 3 Exercises

- EX-1 Communication Skill Test

Section - 4 Videos & Films

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

INTERNATIONAL FRAMEWORK OF PRISON MANAGEMENT

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

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

- The Standard Minimum Rules for the Treatment of Prisoners (UN, 1957). Later on, revised and now known as Mandela Rules, 2015.
- The Body of Principles for the Protection of all Persons under any form of Detention or Imprisonment (UN, 1988)
- The Basic Principles for the Treatment of Prisoners (UN, 1990)
- The Standard Minimum Rules for the Administration of Juvenile Justice (UN, 1985)
- The Bangkok Rules, 21 December 2010 - UN Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders ('Bangkok Rules').

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

The Principal International Human Rights Documents clearly protect the Human Rights of prisoners. The International Covenant on Civil and Political Rights (ICCPR) and the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, both prohibit torture and cruel, inhuman or degrading treatment or punishment, without exception or derogation. Article 10 of the ICCPR, in addition, mandates, and 'All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person'. It also requires that 'the reform and social re-adaptation of prisoners' be an 'essential aim' of imprisonment.

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

Nelson Mandela Rules:

The UN Standard Minimum Rules for the Treatment of Prisoners (SMRs) were initially adopted by UN Congress on the Prevention of Crime and the Treatment of Offenders in 1955 and approved by the UN Economic and Social Council in 1957. On 17 December, 2015, a revised version of the Standard Minimum Rules was adopted unanimously by the 70th session of the U.N. General Assembly. The revised Rules are known as the 'Rules 'to honor the legacy of the late President of South Africa, Mr. Nelson Rolihlahla Mandela, who spent 27 years of his life in prison. These Rules provides useful internationally accepted guidelines for implementation of prison administration in countries.

Basic principles

Rule 1: All prisoners shall be treated with the respect due to their inherent dignity and value as human beings. No prisoner shall be subjected to, and all prisoners shall be protected from, torture and other cruel, inhuman or degrading treatment or punishment, for which no circumstances whatsoever may be invoked as a justification. The safety and security of prisoners, staff, service providers and visitors shall be ensured at all times.

Rule 2: 1. The present rules shall be applied impartially. There shall be no discrimination on the grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or any other status. The religious beliefs and moral precepts of prisoners shall be respected.

2. In order for the principle of non-discrimination to be put into practice, prison administrations shall take account of the individual needs of prisoners, in particular the most vulnerable categories in prison settings. Measures to protect and promote the rights of prisoners with special needs are required and shall not be regarded as discriminatory.

Rule 3: Imprisonment and other measures that result in cutting off persons from the outside world are afflictive by the very fact of taking from these persons the right of self-determination by depriving them of their liberty. Therefore, the prison system shall not, except as incidental to justifiable separation or the maintenance of discipline, aggravate the suffering inherent in such a situation.

Rule 4: 1. The purposes of a sentence of imprisonment or similar measures deprivative of a person's liberty are primarily to protect society against crime and to reduce recidivism. Those purposes can be achieved only if the period of imprisonment is used to ensure, so far as possible, the reintegration of such persons into society upon release so that they can lead a law-abiding and self-supporting life.

2. To this end, prison administrations and other competent authorities should offer education, vocational training and work, as well as other forms of assistance that are appropriate and available, including those of a remedial, moral, spiritual, social and health- and sports-based nature. All such programmes, activities and services should be delivered in line with the individual treatment needs of prisoners.

Rule 5: 1. The prison regime should seek to minimize any differences between prison life and life at liberty that tend to lessen the responsibility of the prisoners or the respect due to their dignity as human beings.

2. Prison administrations shall make all reasonable accommodation and adjustments to ensure that prisoners with physical, mental or other disabilities have full and effective access to prison life on an equitable basis.

Psychotherapy

Psychotherapy is a general term that is used to describe the process of treating psychological disorders and mental distress through the use of verbal and psychological techniques. During this process, a trained psychotherapist helps the client tackle specific or general problems such as a particular mental illness or a source of life stress.

Depending on the approach used by the therapist, a wide range of techniques and strategies can be used. Almost all types of psychotherapy involve developing a therapeutic relationship, communicating and creating a dialogue, and working to overcome problematic thoughts or behaviours.

Types of Psychotherapy

- **Individual therapy**, which involves working one-on-one with a psychotherapist.
- **Couple therapy**, which involves working with a therapist as a couple to improve how you function in your relationship.
- **Family therapy**, which centers on improving the dynamic within families and can include multiple individuals within a family unit.
- **Group therapy**, which involves a small group of individuals who share a common goal. (This approach allows members of the group to offer and receive support from others, as well as practice new behaviors within a supportive and receptive group.)

Techniques

The exact method used in each situation can vary based upon a variety of factors, including the training and background of the therapist, the preferences of the client, and the exact nature of the client's current problem. Here is a brief overview of the main types of therapy.

Behavioural Therapy

When behaviourism became a more prominent school of thought during the early part of the twentieth century, conditioning techniques began to play an important role in psychotherapy. While behaviourisms may not be as dominant as it once was, many of its methods are still very popular today. Behavioural therapy often uses classical conditioning, operant conditioning, and social learning to help clients alter problematic behaviour.

Cognitive Behavioural Therapy

The approach known as cognitive behavioural therapy (CBT) is a psychotherapeutic treatment that helps patients understand the thoughts and feelings that influence behaviours.

CBT is used to treat a range of conditions including phobias, addiction, depression, and anxiety. CBT involves cognitive and behavioural techniques to change negative thoughts and maladaptive behaviours. The approach helps people to change underlying thoughts that contribute to distress and modify problematic behaviours that result from these thoughts.

Cognitive Therapy

The cognitive revolution of the 1960s also had a major impact on the practice of psychotherapy, as psychologists began to increasingly focus on how human thought processes influence behaviour and functioning.

The goal of cognitive therapy is to identify the cognitive distortions that lead to this type of thinking and replace them with more realistic and positive ones. By doing so, people are able to improve their moods and overall well-being.

Humanistic Therapy

Starting in the 1950s, the school of thought known as humanistic psychology began to have an influence on psychotherapy. The humanist psychologist Carl Rogers developed an approach known as client-centered therapy, which focused on the therapist showing unconditional positive regard to the client.

Psychoanalytic Therapy

While psychotherapy was practised in various forms as far back as the time of the ancient Greeks, it received its formal start when Sigmund Freud began using talk therapy to work with patients. Techniques commonly used by Freud included the analysis of transference, dream interpretation, and free association.

This psychoanalytic approach involves delving into a person's thoughts and past experiences to seek out unconscious thoughts, feelings, and memories that may influence behaviour.

Uses of Psychotherapy

Psychotherapy is used to treat a wide range of mental health conditions, including:

- Addiction
- Anxiety disorders
- Bipolar disorder
- Depression
- Eating disorders
- Obsessive-compulsive disorder
- Phobias
- Post-traumatic stress disorder

- Substance use disorder
- Chronic pain or serious illnesses
- Divorce and break-ups
- Grief or loss
- Insomnia
- Low self-esteem
- Relationship problems
- Stress

Benefits of Psychotherapy:

- Improved communication skills
- Healthier thinking patterns and greater awareness of negative thoughts
- Greater insights about your life
- Ability to make healthier choices
- Better coping strategies to manage distress

The Mental Healthcare Act, 2017

The Mental Healthcare Act, 2017 is split into 16 chapters as mentioned below.

Chapter I

- It comprises the definitions & terms that are asserted in the Act.
- Mental Illness gets a brand new & elaborative definition.
- It involves post-graduate Ayush doctors as Mental Health Professionals.

Chapter II

- This chapter covers mental illness and the capacity to make mental health care and treatment decisions without any prejudice.
- How mental health should be determined.
- Capacity to make mental health care and treatment decisions.

Chapter III

- This chapter deals with the Advance directives.
- Manner of making Advance Directives & maintaining it & its power, review & liability allocated to it.

Chapter IV

- It lays down the guidelines of determining a nominated representative.
- Appointment & Revocation of NR & his Duties

Chapter V

- Section 18 – Right to access mental healthcare.
- Section 19 – Right to community living.
- Section 20 – Right to protection from cruel, inhuman and degrading treatment.
- Section 21 – Right to equality and non-discrimination.
- Section 22 – Right to information.
- Section 23 – Right to confidentiality.
- Section 24 – Restriction on the release of information in respect of Right to access medical records.
- Section 25 – Right to personal contacts and communication.
- Section 26 – Right to legal aid.

Chapter VI

- It gives direction to the government to execute the programme.
- It also promotes mental health and preventive programs.

Chapter VII

- Gives provisions for creating the Central Mental Health Authority.
- Includes Establishment, Composition & Duties of CMHA.

Chapter VIII

- Gives provisions for creating the State Mental Health Authority.
- Cover Establishment, Composition & Duties of SMHA.

Chapter IX

- It comprises finance, accounts and audit.
- Accounts, Audits & Annual Reports by Central & State Authority.

Chapter X

- This includes Mental Health Care establishments.

Chapter XI

- Development of Mental Health Review Boards.
- Registration, Audit, Inspection & Inquiry of mental health.

Chapter XII

- Admission, treatment and discharge of mentally ill.

Chapter XIII

- This Chapter guarantees guidelines in terms of Duties of police officers concerning a mentally ill person.

Chapter XIV

- It restricts unauthorized duty and medication.

Chapter XV

- It deals with penalty and punishment.

Chapter XVI

- This chapter talks about the Power of the Central Government to issue regulations.

LEGAL FRAMEWORK OF PRISON ADMINISTRATION IN INDIA

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

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

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

SPECIAL LAWS RELATING TO PRISON ADMINISTRATION

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

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

CONSTITUTIONAL PROVISIONS ON HUMAN RIGHTS

Constitutional provisions

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

Human Rights Provisions in the Constitution of India

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

Article 14	Equality before the law and equal protection of the law.
------------	--

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

FUNDAMENTAL DUTIES:

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

1. To abide by the Constitution and respect its ideals and institutions, the National Flag and National Anthem;
2. To uphold and protect the sovereignty, unity and integrity of India;
3. To defend the country and render national service when called upon to do so;
4. To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
5. To value and preserve the rich heritage of our composite culture;
6. To develop a scientific temper, humanism and the spirit of inquiry and reform;
7. To safeguard public property and to abjure violence;
8. To strive towards excellence in all sphere of individual and collective actively so that the nation constantly rises to higher levels of endeavour and achievement.

HUMAN RIGHTS IN PRISONS

Right to Human Dignity

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

Other Rights of Human Dignity

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

Right to Communication

1. Right to communication with the outside world.
2. Right to periodic interviews; and
3. Right to receive information about the outside world through communication media.

Right to Access to Law

1. Access to information / legal provisions regulating conditions of detention;
2. To consult or to be defended by a lawyer of choice;
3. Access to State Legal Aid / Free Legal Aid;
4. To be informed about rights to appeal, revision, review either in respect of conviction or sentence;
5. To receive all court documents necessary for preferring an appeal or revision or review of sentence of conviction;
6. To effective presentation of individual complaints and grievance to the appropriate authorities; and
7. To communicate with the prison administration / appropriate Government / judicial authorities for redressal of grievance.

Right against Arbitrary Prison Punishment

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

1. To have information about violation of the Rules
2. To be heard in defence;
3. To be communicated the decision; and
4. To appeal as provided in the Rules.

VULNERABLE CATEGORIES OF PRISONERS

Who constitute a vulnerable group in prisons?

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

Women Prisoners

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

Special needs of Female Prisoners

Women constitute a vulnerable group in prisons.

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

FIRE EXTINGUISHERS

Different Classes of Fires

- **Class A** – Fires that involve solid flammables and dusts, such as wood, plastics, paper and cardboard, fabric and textiles, and dusts such as grain dust and flour.
- **Class B** – Fires that involve flammable liquids, such as gasoline, petroleum oil, paint, or diesel.
- **Class C** – Fires that involve flammable gases, such as propane, butane, or methane.
- **Class D** – Fires that involve combustible metals including metal swarf, such as magnesium, lithium, sodium, potassium, titanium, or aluminum.
- **Electrical fires.** Although it is not recognized as a separate class of fire in Europe, electrical fires that involve live equipment and electrical sources are also a type you should bear in mind. Think of it as an informal Class E.
- **Class F** – Fires that involve hot cooking oils and fats, such as vegetable oil, sunflower oil, olive oil, maize oil, lard, or butter (typically those used for deep-fat fryers).

All extinguishers will have one or more of the following classes symbols, to indicate which class of fire they are suitable for.



Each type of fire extinguisher contains different materials that make them suitable for fighting certain types of fires, and is designed to safely and effectively discharge its contents. The correct one must be used for the right class of fire, otherwise they may prove ineffective or in fact worsen the situation.

For example, using a water extinguisher on an electrical fire or a carbon dioxide one on a burning oil fire is extremely dangerous.

Different Types of Fire Extinguishers

1. Water.
2. Powder.
3. Foam.
4. Carbon Dioxide (CO₂).
5. Wet chemical.

1. Water extinguishers

Standard water extinguishers

These will be solid red and will have the word ‘water’ or ‘aqua spray’ printed across them in a signal red band, often with a white border. They are your classic model: they dispense water at a high pressure to extinguish flames.

Water extinguishers are **only suitable for class A fires**, which means they can fight fires that involve wood, cardboard, paper, plastics, fabric and textiles, and other solid materials.



Warning: do not use water extinguishers on burning fat and oil fires and electrical appliances.

Water extinguishers can sometimes contain chemical additives that improve their effectiveness by up to 300%. The chemicals remove the water’s natural surface tension so that it soaks into burning materials more effectively when used.

Dry water mist extinguisher

These types of fire extinguishers will be solid red and will usually have the words ‘water mist’ printed within a white rectangle.

Dry water mist extinguishers are unique in that many of them can **combat almost all types of fires**, including class F fires that are usually difficult to attack. The extinguisher’s nozzle converts water into ‘dry’ microscopic particles, which are then drawn into the fire and simultaneously cool and suffocate it to extinguish the flames.

Warning:

If they are accidentally used on electrical fires, they will not pose as significant a hazard as normal water extinguisher.

2. Powder Extinguishers

ABC powder extinguisher

These types of extinguishers will say ‘powder’ in white text over a blue rectangle, and underneath the rectangle will be written ‘ABC powder’.

These are **designed to combat class A, B, and C fires** – those involving solids, liquids, and gases. The powder acts as a thermal blast that cools the flames so burning cannot continue.

Due to their non-conductive nature, they are **also suitable for fighting electrical fires**. However, they do not effectively penetrate the spaces in equipment easily, so the fire could still re-ignite.



Warning: do not use on domestic chip or fat pan fires (class F).

The downside to ABC powder extinguishers is that they pose a danger of inhalation when used in confined spaces, so they must not be used in them. They also leave residue behind that is difficult to clean up and causes damage to soft furnishings, carpets, and electrical equipment. This is why it's advised you use a different type of extinguisher for fires involving electronics, such as in an office with computers.

M28 and L2 powder extinguishers

These types of extinguishers are best identified by their unique hose, though they will also say 'powder' in white text in a signal violet rectangle. They are often referred to as special powder. They will state below the rectangle whether they are M28 or L2.

M28 and L2 are unique extinguishers in that they are **designed for tackling Class D fires – those involving combustible metals including swarf or powder**, which are often produced in engineering factories. Metals includes lithium, magnesium, sodium, or aluminum, for example.

The extinguisher has a low velocity applicator to ensure that the M28 or L2 powder is applied gently and efficiently to burning metal and to prevent the swarf from spreading. When sprayed, it forms a 'crust', which insulates the metal. This prevents the fire from spreading to other flammable materials and smothers the fire to prevent oxygen from reacting with the metal again. L2 is suitable for all types of metal fires, whereas **M28 cannot be used on lithium**.

Warning: do not use on any other fire type, especially live electrical fires. Also, bear in mind that water should not be allowed to come in to contact with burning metal.

3. Foam Extinguishers

Foam extinguishers are identifiable by the word 'foam' printed within a cream rectangle on their bodies. They are primarily water based but contain a foaming agent, which has rapid flame knock-down and a blanketing effect. It smothers the flames and seals vapours so that re-ignition cannot occur. **They are suitable for fighting class A and B fires.**



Warning: These should not be used on any other fire classes, especially electrical fires or chip or fat pan fires. Many foam extinguishers will have had dielectrical tests performed on them, so foam is less hazardous than water if it is accidentally sprayed on live electrical equipment. However, they should still not be used to fight electric fires as they are not specifically designed for them.

4. Carbon Dioxide (CO₂) Extinguishers

Carbon dioxide extinguishers are **used for combating class B and electrical fires** – they suffocate the fire by displacing oxygen in the air. Because they do not leave any substances behind and so minimise damage done to equipment, unlike other extinguishers, **they are particularly useful for offices and workshops where electrical fires may occur.**



Warning: they must not be used on hot cooking oil and fat (class F) fires. The strong jet from the extinguisher would push the burning oils or fats and spread the fire to surrounding areas. Also bear in mind that while carbon dioxide is effective at smothering fires, once the gas has floated away, the fire may reignite if the source has not been removed.

5. Wet Chemical Extinguishers

These types of fire extinguishers are identifiable by the words ‘wet chemical’ printed across a yellow rectangle. It also has an extended hose that you can hold and point, which is useful when fighting fires on a kitchen top.

Wet chemical extinguishers are **designed for combating fires that involve class F fires.** They are effective because they are capable of stopping fires that are of an extremely high temperature, particularly cooking oils and fats. They also discharge gently, stopping the burning oils and fats from being pushed and splashing to surrounding areas or even the user.



Warning: wet chemical extinguishers are usually not recommended for class B fires – those involving liquids. Also, although they are capable of combating class A fires, they are not as effective as other extinguishers at doing so.

<https://www.highspeedtraining.co.uk/hub/different-types-of-fire-extinguishers/>

HO 10

Learning points from prison escapes in India and other countries.

HO – 11

Major Prison Riots Across the World

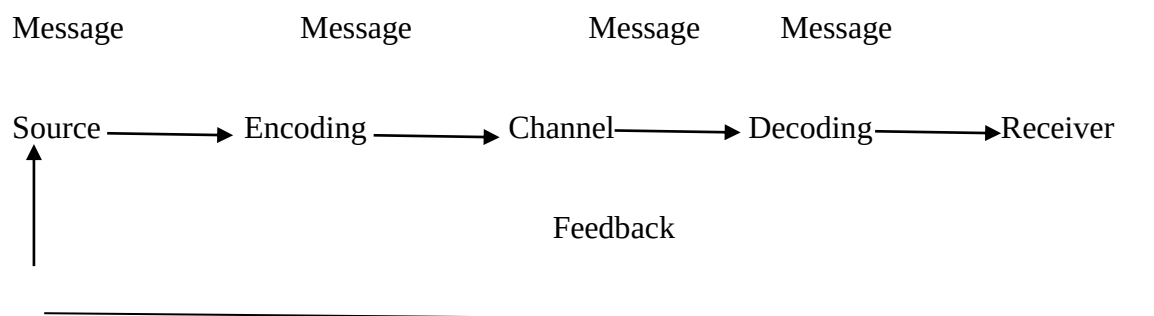
Learning points from major prison riots in India and other countries.

HO - 12

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.

(1) 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

BUILDING POSITIVE ATTITUDE

Factors that determine our Attitude

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

- Environment
- Experience
- Education

These are called the triple Es of attitude.

Steps to building a positive attitude :

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

TYPES OF STRESS AND STRESS MANAGEMENT TIPS

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

Types of Stress :

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

Stress management can happen by:

1. Removing or changing the source of stress
2. Altering how a person views a stressful event
3. Lowering the effects that stress might have on the body
4. Learning alternative ways of coping

Useful Stress Management Tips

1. Proper Nutrition- Consuming a healthy, balanced diet can help to combat stress. Some people try to reduce stress by drinking alcohol or eating too much. Do not rely on alcohol, drugs, or tobacco to reduce stress. Drugs and alcohol can stress your body even more.
2. Exercise regularly. In addition to having physical health benefits, exercise has been shown to be a powerful stress reliever. Stretching, Walking, Yoga are helpful.
3. Reduce triggers of stress.
4. Keep a positive attitude.
5. Accept that there are events that you cannot control.
6. Assert yourself. It's okay to say "No" to demands on your time and energy that will place too much stress on you.
7. Set realistic goals and expectations.
8. Make time for hobbies and interests.
9. Seek out social support. Spend enough time with those you love.
 - a. **Study and practice relaxation techniques.** Taking the time to relax every day helps to manage stress and to protect the body from the effects of stress. You can choose from a variety of techniques, such as deep breathing, imagery, progressive muscle relaxation, and mindfulness meditation.

EXERCISES

EX – 1

COMMUNICATION SKILLS TEST

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

1. People don't get what I am saying 1 2 3 4 5

2. I find it difficult to express my opinions when 1 2 3 4 5
others don't share them.

3. When I don't understand a question, I ask for 1 2 3 4 5
additional explanation.

4. I find it easy to see things from someone 1 2 3 4 5
else's point of view.

5. I find it hard to express my feelings. 1 2 3 4 5

6. I get so caught up in what I have to say that I 1 2 3 4 5
am unaware of expressions and reactions of
my listeners.

7. I become defensive when I am being criticized. 1 2 3 4 5

8. When I talk to someone, I try to put myself 1 2 3 4 5
in the other person's shoes.

9. I find interest in what others have to say. 1 2 3 4 5

10. I am aware of my emotional reactions to 1 2 3 4 5
what is being said in a conversation.

Scoring :

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

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

The total scores will range from 10-50.

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APPENDICES

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

(Name of the Training Institute)

(Name of the Course)

(Dates)

REGISTRATION FORM

PARTICIPANT DETAILS

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

ORGANIZATION DETAILS

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

RESIDENTIAL DETAILS

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

Signature
Name
Date

APPENDIX- 2

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

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

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

S. No. (As given in the Course Grid)	Name of Unit	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

FEEDBACK FORM

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

Name of the Training Institute :

Title of the Course :

Date :

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

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

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

Satisfied fully 4	Satisfied to a large extent 3	Satisfied to a limited extent 2	Not satisfied 1
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c) Food Quality & Service				
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d) Classroom facilities				
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a) Reception & Transport				
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b) Residential Accommodation				
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e) Library facilities				
-----------------------	--	--	--	--

f) Computer facilities				
------------------------	--	--	--	--

g) Interaction with the staff of the Institute				
--	--	--	--	--

10. Feedback on the Training/Faculty:

(Kindly fill up the Annexure)

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

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

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

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

15. If yes, kindly spell them out briefly?

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

Date:

Name:

Designation:

Place:

Organisation:

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

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

Coordinator

Signature

(Name of the Course Coordinator)

Designation

Date

FIELD VISIT REPORT FORMAT

Field Visit Report

Name of the trainee officer :

Batch No. :

Officer incharge of the visit :

Name of the Institute/organization visited :

Format

Time and Date of visit :

Subject for which visit is made :

Signature of the trainee

Signature of the office incharge 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.

Multiple Choice Questions

1. The most appropriate method to put off electrical fire is
 - A. Foam
 - B. Water
 - C. Powder
 - D. Carbon Dioxide

2. What is the cause of angina?
 - A. Insufficient blood reaching the lungs.
 - B. Insufficient blood reaching the brain.
 - C. Insufficient blood reaching the heart muscle.
 - D. Insufficient blood reaching the leg muscles.

3. What is a faint?
 - A. A response to fear.
 - B. An unexpected collapse.
 - C. A brief loss of consciousness.
 - D. A sign of flu.

4. For prevention of which disease BCG vaccine is given
 - A. Hepatitis
 - B. Cholera
 - C. TB
 - D. Tetanus

5. Covid 19 is a disease caused by a virus named
 - A. Helicobacter pylori
 - B. Escherichia coli
 - C. SARS – CoV – 4
 - D. SARS – CoV–2

6. The 1918 flu pandemic, also called the Spanish Flu was caused by
 - A. H1N1 influenza A virus
 - B. SARS coronavirus 2
 - C. Influenza C virus
 - D. Simian virus 5

7. Which of the following is/are the symptoms of Black Fungus?
1. Facial Swelling
 2. Nasal Congestion
 3. Headache
- A. Only 1
B. Both 2 and 3
C. Only 2
D. 1, 2 and 3
8. Which is the correct ratio of chest compressions to rescue breaths for use in CPR of an adult casualty?
- A. 2 compressions: 30 rescue breaths.
B. 5 compressions: 1 rescue breath.
C. 15 compressions: 2 rescue breaths.
D. 30 compressions: 2 rescue breaths.
9. The minimum ground area required for a prisoner in sleeping barracks as per Model Prison Manual, 2016 is
- A. 5.58 Sq. meters
B. 8.92 Sq. meters
C. 3.71 Sq. meters
D. 2.23 Sq. meters
10. Every officer of the prison, because of whose assistance, connivance or neglect, an escape takes place shall be prosecuted under
- A. Section 222 IPC
B. Section 223 IPC
C. Section 225 IPC
D. All the above

KEY

1	2	3	4	5	6	7	8	9	10
D	C	C	C	D	A	D	D	C	D

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 - 9

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>