

**Training Manual of Specialised Course
on
De-radicalisation of Prison Inmates-
Religious, Caste and Extremism
for
Prison Officers
(One-Week)
2022**



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
MINISTRY OF HOME AFFAIRS
NH-48, MAHIPALPUR
NEW DELHI – 110 037**

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बालाजी श्रीवास्तव, भा.पु.से.
महानिदेशक

Balaji Srivastava, IPS
Director General

Tel. : 91-11-26781312 (O)
Fax : 91-11-26781315
Email : dg@bprd.nic.in



पुलिस अनुसंधान एवम् विकास ब्यूरो
गृह मंत्रालय, भारत सरकार
राष्ट्रीय राजमार्ग-8, महिपालपुर,
नई दिल्ली-110037

Bureau of Police Research &
Development
Ministry of Home Affairs, Govt. of India
National Highway-8, Mahipalpur,
New Delhi-110037



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)

Patron

Shri Balaji Srivastava, IPS, Director General, BPR&D

Guidance

Shri Neeraj Sinha, IPS, ADG, BPR&D

Members of the Committee for preparing the Training Manual**Chairperson**

Smt. Anupama Nilekar Chandra, IPS, IG/Director (R&CA)

Members

1. Shri Mukesh Prasad, IAS, Addl. IG Prisons, Delhi
2. Smt. Aditi Majumdar, IG Prisons, Tripura
3. Shri P. Vijay Kumar, DIG Prisons (South Zone) & Director, SICA, Kerala
4. Shri Neeraj Kumar Jha, Director, BICA, Bihar
5. Shri Rohan Anand, IPS, Superintendent, Ahmedabad Central Prison, Gujarat
6. Shri Paras Mal Jangid, Principal, Prison Training Institute, Ajmer, Rajasthan
7. Prof. Dr. Vijay Raghavan, Tata Institute of Social Sciences (TISS), Mumbai
8. Smt. Rajni Sehgal, Principal ICS, Mishriwala & Superintendent, Kathua, District Prison, Jammu & Kashmir
9. Shri Manoj Kumar Sinha, Superintendent, Chapra, District Prison, Bihar
10. Shri Vaibhav Sudhakar Aage, Superintendent, Chandrapur, District Prison, Maharashtra
11. Shri S. Touthang, Addl. Superintendent, Central Prison Sajiwa, Manipur

Consultant (Content)

Prof. (Dr.) Beulah Emmanuel, Academy of Prison and Correctional Administration (APCA), Vellore, Tamil Nadu

Consultant (Format)

Shri Inder Jeet Mittal, Master Trainer, DoPT

Secretarial Assistance (Research & Correctional Administration Division, BPR&D)

1. Shri Mainul Islam Mondal, IPS, DIG/ Deputy Director (R&CA)
2. Shri Kamal Kishor Meena, Assistant Director (CA)
3. Shri Rattan Chand, Assistant Director (Legal)
4. Smt. Anu Shree, Research Assistant (CA)
5. Dr. Nirpat Patel, Research Assistant (Res)
6. Smt. Puloma Basu, Research Assistant (Res)
7. Shri Mukesh Kumar, Personal Assistant
8. Shri Sanjay Pal, Personal Assistant
9. Smt. Ravinder Kaur, Personal Assistant
10. Shri Manoj Kumar Meena, Personal Assistant
11. Shri Shareeq Wali Khan, Junior Investigator (Res)
12. Shri Ashok Kumar, Junior Investigator (CA)

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LU-4	Major events in Prisons due to radicalisation in the world and India
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LU-5	Radicalization Process in Prisons
LU-6	Violence and types of Violence
LU-7	Understanding various forms of radicalisation
LU-8	Individual disengagement and De-radicalisation
LU-9	Collective disengagement and De-radicalisation

DAY-3

- LU-10 Auditing the prison environment
- LU-11 Risk Identification & Assessment
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Emergence of the Course

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

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

Introduction

De-Radicalisation of Prison Inmates-Religious, Caste and Extremism for Prison Officers is one week training Course designed for officers of the prisons and correctional services in the country, under the training approach developed by the Bureau of Police Research & Development, Ministry of Home Affairs, Delhi.

The objective of this training course is to equip the officers to handle the challenge of radicalisation in prisons to protect the security of the prison in particular as well as the society in general.

This Manual has 22 Learning Units focussing on aspects of terrorism, violence and radicalisation. It contains the guidelines, methods and practices which have proven effective in combating radicalisation in prisons and is arranged in a manner that it gives an in-depth information about the topic, sources, systems and standards for De-radicalisation in Prisons.

(For Trainers and Participants)

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COURSE GUIDE



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MINISTRY OF HOME AFFAIRS
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NEW DELHI – 110 037**

INTRODUCTION

Prison as an Organization needs to continuously grow, develop and must always be prepared to face the ever-emerging challenges in consonance with the contemporary changes. The prisons and the role of prison officers is no exception to handle the issue of radicalization in prisons. In-depth training is a tool to help the prison and correctional administration in meeting the twin challenges of continuous individual improvement and handling the demands of change.

AIM OF THE COURSE

To impart knowledge and skills to the Prison and Correctional Officers on De-radicalization in Prisons.

DESIGNED FOR

The Prison and Correctional Officers from the rank of Assistant Jailors to Inspector General of Prisons, Psychologists, Prison Social Workers, Welfare Officers and Counsellors working in Prisons.

FACILITATORS

In-house Faculty / Guest Faculty which includes Prison officers, Professors, Forensic Psychologists, Police officers and the Army ,Navy and Air force officers.

STYLE OF THE COURSE

This course encompasses a series of practical learning activities. The course is delivered through multiple media, styles and activities with a ‘self-directed learning approach’ simulated by the use of field-based situations and sharing of

best practices in prison and correctional management in the field of de-radicalization. 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

Explain the basic concepts related to radicalisation.

Enabling Objective

1. Describe radicalisation in prisons
2. Explain basic requirements of de-radicalisation

Unit -2

Training Objective

Explain the effects of incarceration

Enabling Objective

1. Discuss the effects of incarceration
2. Explain the prisoner situation leading to radicalisation
3. Identify visible and non-visible changes in the prisoners towards radicalization.

Unit -3

Training Objective

Describe the drivers of radicalisation in prisons

Enabling Objective

1. Explain the factors leading to radicalization
2. Analyze the ‘Push factors and Pull factors’

Unit -4

Training Objective

Analyse causes for radicalisation from the major incidents in prisons.

Enabling Objective

1. Map the drivers of radicalization
2. Identify the drivers of radicalization

Unit -5

Training Objective

Explain radicalisation process

Enabling Objective

1. Describe the stages of radicalization
2. Explain individual and group vulnerability in Prisons

Unit -6

Training Objective

Explain violence and its types in Prisons

Enabling Objective

1. Identify the types of violence
2. Explain the causes of violence

Unit -7

Training Objective

Identify the difference between radicalisation, violent extremism and religiosity

Enabling Objective

1. Explain the causes of violent extremism
2. Identify precepts of religious extremism
3. Differentiate radicalization and non-radical religiosity

Unit -8

Training Objective

Explain individual disengagement in radicalisation

Enabling Objective

1. List the individual factors leading to radicalization
2. Explain disengagement and reconciliation as lowering barriers to pro-social behaviour

Unit -9

Training Objective

Explain collective disengagement

Enabling Objective

1. List the collective factors leading to radicalization
2. Explain cooperative relationships and capacity development

Unit -10

Training Objective

Describe the ways of auditing prison environment leading to radicalization

Enabling Objective

1. Describe auditing of prison environment
2. Explain auditing the communication of inmates

Unit -11

Training Objective

Implement risk identification and assessment

Enabling Objective

1. List the tools to identify risk of radicalisation in prisons
2. Identify Potential Behavioural Indicators
3. Explain prevention of radicalization through risk assessment

Unit -12

Training Objective

Explain the use of technology in prevention and detection of radicalisation

Enabling Objective

1. List the gadgets that help in security.
2. Explain the advantages and disadvantages of gadgets

Unit -13

Training Objective

Explain the process of strengthening of Prison Security

Enabling Objective

1. Describe the importance of security in prisons.
2. Explain the advantages and disadvantages of gadgets

Unit -14

Training Objective

Describe the types of security in prisons

Enabling Objective

1. List types of security
2. Explain security and radicalization
3. Identify methods to evaluate security measures

Unit -15

Training Objective

Explain the process of segregation of vulnerable inmates

Enabling Objective

1. Explain the system of classification in prisons
2. Differentiate hardcore from vulnerable inmates
3. Devise new methods of classification

Unit -16

Training Objective

Demonstrate surveillance measures on external agencies

Enabling Objective

1. Explain access control and surveillance techniques
2. Demonstrate such techniques on external agencies

Unit -17

Training Objective

Explain national and international instruments for preventing radicalisation in prisons.

Enabling Objective

1. List the national and international instruments for preventing radicalisation in prisons.
2. Explain the ways in which these instruments could be applied to prevent radicalization in prisons.

Unit -18

Training Objective

Visit central prison to discuss with the high security inmates

Enabling Objective

1. Interact with high security inmates
2. Explain the usage of hate speech

Unit -19

Training Objective

Identify the vulnerability of women and children in radicalisation.

Enabling Objective

1. Identify the situation in which women and children get radicalized
2. Identify such women and children
3. Explain the process of rehabilitation of such women and children.

Unit -20

Training Objective

Explain the role of family in de-radicalization, reintegration and rehabilitation of radicalized prisoners.

Enabling Objective

1. Identify various models of rehabilitation and reintegration
2. Explain the role of families in reformation
3. Explain the process of reintegrating reformed radicals into society.

Unit -21

Training Objective

Present practical inputs from their field experience

Enabling Objective

1. Present the observation regarding their behaviour.
2. Explain the experience of discussion with high security inmates

Unit -22

Training Objective

Explain overcoming challenges in de-radicalisation in prisons.

Enabling Objective

1. Narrate from experienced prison officers
2. Describe techniques of handling high security inmates

ASSESSMENT: -

The priority during the course on ***De-Radicalisation of Prison Inmates Religious Caste & Extremism*** is to assist prison and correctional officers to develop their skills in handling radicalization in prisons. Assessment is, therefore, concerned with informal feedback and advice to individual participants.

TIME TABLE

DAY/TIME	CONTENT	OBJECTIVES
DAY-1 0915-1030	Registration Inauguration of the Course Ice Breaking Session & Ground Rules Course Objectives and Expectations of participants	
1045-1200	Introduction to radicalization & de-radicalization	1.1 1.2
1215 -1330	Incarceration & its effects	2.1. 2.2.
1430 - 1530	Drivers for radicalization in prisons	3.1. 3.2.
1545 - 1700	Major events –Prisons in the World & India	4.1. 4.2.
DAY/TIME	CONTENT	OBJECTIVES
DAY-2 0915 –1030	Radicalization Process in Prisons	5.1. 5.2.
1045 - 1200	Violence and its types Violence signs and symptoms	6.1. 6.2.
1215 - 1330	Differences between radicalization and others	7.1. 7.2.
1430 -1530	Individual disengagement and De-radicalization	8.1. 8.2.
1545-1645	Collective disengagement and De-radicalization	8.1. 8.2. 9.1. 9.2.

DAY/TIME	CONTENT	OBJECTIVES
DAY-3 0915 –1030	Auditing the prison environment	10.1. 10.2.
1045 - 1200	Risk Identification & Assessment	10.1. 10.2. 11.1. 11.2.
1215 -1330	Use of technology in prevention and detection of radicalization	12.1. 12.2. 13.1. 13.2.
1430 – 1530	Strengthening Prison security	12.1. 12.2. 13.1. 13.2.
1545 –1700	Types of Prison security	14.1. 14.2.
DAY-4 0915 –1030	Segregation of hardcore from vulnerable inmates	15.1. 15.2.
1045 - 1200	Access Control and Surveillance on external agencies	15.1 15.2. 16.1. 16.2.
1215 -1330	International instruments ,National and Local Laws, Acts, preventing Radicalization	17.1. 17.2.
1430 – 1700	Prison visit Interaction with High security inmates	15.1. 15.2. 18.1. 18.2.
DAY-5 0915 –1030	Women, children and radicalisation	19.1. 19.2.
1045 - 1200	Rehabilitation and reintegration- Role of family in de-radicalisation	19.1. 19.2. 20.1. 20.2.

1215 -1330	Presentation on the interaction with High security prisoners	15.1. 15.2. 18.1. 18.2. 21.1.
1430 – 1530	Challenges in de-radicalization in prisons-panel discussion Experience sharing by Prison officers on handling radicalization in prisons Clarification of doubts by the senior prison officers on radicalization and de-radicalization in prisons	1.1.-21.1
1545 –1700	Feedback & Assessment	
	Valediction programme	

Note:

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

(For Trainers Only)

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TRAINER GUIDE



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
MINISTRY OF HOME AFFAIRS
NH-48, MAHIPALPUR
NEW DELHI –110 037.**

INTRODUCTION

The ‘Trainer Guide’ on the one week course on the topic ***De-Radicalisation of Prison Inmates Religious Caste & Extremism*** is a comprehensive overview of the content and process of the Course. It is designed in a structured format that presents the assembled information and the planned activities with learning outcomes and enabling objectives. This Trainer Guide on ***De-Radicalisation of Prison Inmates Religious Caste & Extremism*** serves as a “Map” for sequential implementation of various content segments.

The Trainer Guide also:

- Helps continuous recall;
- Provides scope for storing illustrations, faculty questions, anticipated participants questions and appropriate responses ;
- Contains details of points for briefing & debriefing of case study, exercises, Films, etc.
- Serves as reminder 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 Hand-out, exercises for participants should be kept separately and distributed before the session.
4. Brief introduction about Resource Persons / Guest Speakers
5. Permissions for field visit to prison
6. Ensure the projection system and the audio system is in place before the course.

7. Keep some varieties of chocolates as energisers in the classroom for the use of participants to use when they are tired of sitting for a long time.
8. Form a Whats app group of the participants and the faculty for instructions to be passed time to time.
9. Expectations may be drawn in advance from the participants and the schedule may be enriched accordingly.
10. Assign the participants to read a book or material on Radicalisation and make notes and bring it to the workshop.

For Trainer

- a. Trainer guide
- b. Note to the Trainers
- c. Glossary of terms
- d. References
- e. Resources

For Participants

- Course Guide
- Resource kit Tools, Checklists, Recommended Notes, Exercise, Case Studies, Soft Skills Material
- Project
- MCQs
- Registration form
- Feedback questionnaire
- Pre-test questionnaire
- Post-Test Questionnaire

Note to the Users of this Manual

Trainer Guide is organised in such a way to be the **Course Guide** and the **Trainer's Guide** which provides instructions and tips for trainers to be used while conducting training courses for prison and correctional officers in the above mentioned subject.

A **facilitator's approach** is much appreciated than a Lecturers' approach except for in instances where the information is required to be disseminated through Lecture method.

The number of participants should be from **25-30** officers to make a fruitful learning through the training session.

Small Groups-The whole lot of participants need to be divided into small groups; a group of 5 -6 and be encouraged to do mini assignments, studies and articles, review of the programme, activities, role plays, news review during the training days.

Group wise competitions may be announced. Each day one group may be allotted to care for the classroom arrangements, taking care of the resource persons. All these activities are to involve the participants into the training programme.

Lesson plan needs to be developed before each session and to be submitted to the Director or the Deputy Director before each session by the Faculty handling the session.

Debate could be organized by giving the topic the previous day and asking the participants to prepare for and against the topic. Divide the group into two groups.

DAYWISE TIME TABLE

Day/Time	Topics	Remarks
Day-1		
0915–0930	Registration	Registration form-1 and Distribute Course Guide to participants
0930 -1000	Inauguration	
1000-1030	Session –I : Ice–Breaking Session and Course Objectives, Detailed Introduction Name, Designation, Years of Service, Place of Posting.	Ice-Breaking Activity Name Tags and Name Plates of Participants. They should get to know each other.
1030-1045	Tea Break	
1045-1200	Session I- Introduction to concept of radicalization and de-radicalization	Brainstorming Distribute HO-1and 2
1200 - 1215	Stretch Break	
1215 – 1330	Session II- Incarceration and its effects	Group Discussion Distribute HO-3- Explain the checklist .Use Prison statistics India 2020.
1330 - 1430	Lunch Break	
1430 –1530	Session III-Drivers for radicalization in prisons	Distribute HO- Lecture
1530 –1545	Tea Break	
1545 – 1645	Session IV-Major events in the Prisons in the World and India.	Pictures & Discussion
1645-1700	Recap of the Day	Session-wise feedback sheet to be distributed and response taken immediately. Conduct a quick review of the learning points of the day.

DAY-II

Day-2	Topics	Remarks
0915-0930	Review of previous day	Ask Participants to Recap and note on Flip Chart the learning points.
0930-1030	Session I- Radicalization Process	Distribute HO
1030-1045	Tea Break	
1045-1200	Session II- Violence and its types	Distribute HO
1200-1215	Stretch Break	
1215-1330	Session III- Differences between radicalization and others	Distribute HO Lecture
1330-1430	Lunch Break	
1430-1530	Session IV- Individual Disengagement and De-radicalisation	Distribute HO Lecture
1530-1545	Tea Break	
1545-1645	Session V- Collective disengagement and De-radicalisation	Distribute HO Lecture
1645-1700	Recap of the day	Session-wise feedback sheet to be distributed and response taken immediately. Conduct a quick review of learning points of the day.

DAY-III

Day 3	Topics	Remarks
0915-0930	Review of previous day	Ask Participants to Recap and note on Flip Chart the learning points.
0930-10.30	Session I- Auditing the prison environment	Distribute HO
1030-1045	Tea Break	
1045-1200	Session II- Risk Identification and Assessment	Distribute HO on Scales Questionnaires and purchase the scales to be shown to the participants.
1200-1215	Stretch Break	
1215-1330	Session III- Use of technology in prevention and detection of radicalization	Group discussion-separate the participants into two groups and instruct to discuss the following questions group wise. 1. What are the gadgets available in prisons? 2. What are the advantages of technology in Prisons? 3. How do you use technology to detect radicalization? 4. What are the disadvantages of gadgets in prisons? Presentation by the participants led by the facilitator.
1330-1430	Lunch Break	
1430-1530	Session IV- Strengthening Prison	Distribute HO

	security	
1530-1545	Tea Break	
1545-1645	Session V-Types of Prison security	HO- issue instructions to write an assignment for a page on Prison security –Issues and Challenges in preventing radicalization and de-radicalization in Prisons.
1645-1700	Recap of the day	Session-wise feedback sheet to be distributed and response taken immediately. Conduct a quick review of learning points of the day.

DAY- IV

Day 4	Topics	Remarks
0915-0930	Review of the Previous Day	Ask Participants to Recap and note on Flip Chart the learning points.
0930-1030	Session I- Segregation of hardcore from vulnerable inmates	Distribute Case study No.1 Discuss about applying the same principles and strategies in Prisons.
1030-1045	Tea Break	
1045-1200	Session II- Access control and Surveillance on external agencies	Present the concept and allow discussion on how to prevent external agencies like NGOs and others radicalizing inmates.
1200-1215	Stretch Break	
1215-1330	Session III- International and National instruments preventing Radicalization.	Present the concept and invite the participants to list down International and National instruments in a chart paper in groups or to come to the white board and list down the Rules and Acts using the course material.
1330-1430	Lunch Break	
1430-1700	Session IV-Interaction with High security inmates-Prison visit.	1. In-house Faculty or course in charge should lead the team of officers. 2. Prison Visit is only to interact with the high security inmates and with radicalized prisoners if

		they volunteer or are identified by the prison officers. 3. Proforma for visit to be issued (questions to be asked to High security inmates). 4. Be prepared in advance to check about the hate speech. Read reference material on Hate speech.
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DAY-V

Day 5	Topics	Remarks
0915- 0930	Review of Previous Day	Ask Participants to Recap and note on Flip Chart the learning points.
0930- 1030	Session I- Women, children and radicalization	Refer to role play
1030- 1045	Tea Break	
1045- 1200	Session II- Rehabilitation & reintegration- role of family	Videos on rehabilitated terrorist prisoners-Refer to the video list and select two videos in advance and prepare possible questions and answers from the video to be given to the participants.
1200- 1215	Stretch Break	
1215- 1330	Session III- Presentation on the interaction with High security prisoners	Group wise presentation –Group Leader to present.
1330- 1430	Lunch Break	
1430- 1530	Session IV-Challenges in de-radicalization in prisons-panel discussion	Arrange Panelists Presentation by Panelists Question and Answer session by the participants to the panelists
1530- 1545	Tea Break	
1545- 1615	Session V- Feedback & Assessment	Feedback questionnaire Oral feedback
1615- 1700	Session VI -Valediction programme	Certificate distribution

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

End of Course

COURSE GRID

1	2	3	4
Introduction To Radicalisation and De-Radicalisation	Incarceration & its effects on Radicalisation	Drivers for radicalization inside and outside the prisons	Major events in Prisons due to Radicalisation in the World and India
5	6	7	8
Radicalization Process in prisons	Violence and types of violence	Understanding various forms of radicalization	Individual disengagement and De-radicalization
9	10	11	12
Collective disengagement and De-radicalization	Auditing the prison environment	Risk Identification & Assessment	Use of technology in prevention and detection of radicalization
13	14	15	16
Strengthening Prison security	Types of Prison security	Segregation of hard-core from vulnerable inmates	Access control and surveillance on external agencies
17	18	19	20
National and International instruments in preventing Radicalization in prisons	Interaction with High security inmates-field visit to a central prison or a high security prison	Women, children & radicalization	De-radicalization, Rehabilitation and reintegration-role of family members
21	22		
Presentation on the interaction with the high security prisons	Challenges in De-radicalization in prison-Panel Discussion		

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LEARNING EVENT



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LEARNING EVENTS

Unit		1						
Learning Unit		Introduction to Radicalisation And De-Radicalisation						
Training Objective		At the end of training, participants will be able to explain the basic concepts related to radicalisation and de radicalisation						
<i>Enabling Objectives</i> At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the concept of radicalisation in prisons	Basic concepts of Radicalisation and De-radicalisation	Ice breaker Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Q/A
2.	Explain basic ingredients of de-radicalisation	-Terrorism -Violence -Violent extremism -Religious violence -Types of radicalisation			30			

Unit		2						
Learning Unit		Incarceration and its effects on Radicalisation						
Training Objective		At the end of training, participants will be able to explain the effects of incarceration leading to radicalisation						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Discuss the effects of incarceration	-Violent extremists -Statistics about violent extremists in Prisons -Global and National Extremism trends and strategies.	Ice breaker Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/Guest Faculty		Q/A
2.	Explain the prisoner about the situation that leads to radicalisation	-How can Prison be a breeding ground for radicalisation? -Supreme court guidelines on radicalisation in Prisons			20		Checklist No.1	
3.	Identify visible and non-visible changes in the prisoners towards radicalization	Early warning signs of radicalisation in Prisons	Brain-storming		10			

Unit		3						
Learning Unit		Drivers for Radicalization inside and outside the Prisons						
Training Objective		At the end of training, participants will be able to identify the drivers for radicalisation inside and outside the Prisons.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the drivers of radicalisation in prisons	Co-axing prisoners towards ideology	Lecture-cum-Discussion News and events reading	White Board, Marker, Projection System	10	In-House/ Guest Faculty/ Psychologist/ Sociologist/ Prison Officer		Q/A
2.	Explain the motivating factors for radicalisation in prisons	Drivers/Motivational factors -Symbolism -Religious-Political -peer to peer radicalisation - Overcrowding and understaffing.			30			
3.	Identify the triggers	-Triggers inside the Prison - Triggers outside the Prisons			20			

Unit		4						
Learning Unit		Major events in Prisons due to Radicalisation in the World and India						
Training Objective		At the end of training, participants will be able to analyse the major incidents of radicalisation in Prisons in India and other countries.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Map the drivers of radicalization	Major events in the radicalisation of prisoners in India and other countries leading to violence and terrorist activities outside the prisons.	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/Guest Faculty		Q/A
2.	Identify the drivers of radicalization	Drivers of radicalisation			30			

Unit		5						
Learning Unit		Radicalization Process in Prisons						
Training Objective		At the end of training, participants will be able to explain radicalisation process in Prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the stages of radicalization	-Radicalisation process -Stages of radicalisation pre-radicalisation, -Self- identification, indoctrination,	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty/ Psychologist/Sociologist		Q/A
2.	Explain individual and group vulnerability	Psychological mechanism involved in the process of radicalization			30			

Unit		6						
Learning Unit		Violence and Types of Violence						
Training Objective		At the end of training, participants will be able to explain violence and its types in Prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the causes of violence	Violence-definition-causes	Video show Lecture-cum -Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty/ Criminologist		Q/A
2.	Explain the types of violence	Types of violence			30			

Unit		7						
Learning Unit		Understanding various forms of radicalisation						
Training Objective		At the end of training, participants will be able to identify the difference between Radicalisation and Violent Extremism, Religiosity and Religious Extremism						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the causes of radicalisation and violent extremism	Causes of radicalisation and other violent extremism	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty/ Psychologist/ Criminologist/ Religious leaders		Q/A
2.	Identify religious extremism precepts	-Religion -Religious Extremism -Basic Faith -Confessions			20			
3.	Differentiate radicalization and non-radical religiosity	-Differences between extremism -Religious extremism -Violence -Religiosity	Group Discussion		20			

Unit		8						
Learning Unit		Individual Disengagement and De-radicalization						
Training Objective		At the end of training, participants will be able to explain individual disengagement leading to de-radicalisation.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List individual factors leading to radicalization	Individual factors that lead to Radicalisation	Lecture -cum- Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Q/A
2.	Explain Disengagement and Reconciliation as lowering barriers to pro-social behaviour	-Techniques leading to disengagement -Barriers to disengagement			30			

Unit		9						
Learning unit		Collective Disengagement and Deradicalisation						
Training objective		At the end of training, participants will be able to explain Collective Disengagement						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (mins)	Trainer	Performance aid	Assessment
1.	List collective factors leading to radicalization	Collective factors that lead to radicalisation	Discussion Briefing and de-Briefing	White Board, Board	30	In-House/ Guest Faculty		Q/A
2.	Explain cooperative relationships and capacity development	Self-awareness -Capacity building development -Task oriented stay at prison.	Lecture-cum-Discussion	Marker Projection System	30			

Unit		10						
Learning Unit		Auditing the Prison Environment						
Training Objective		At the end of training, participants will be able to demonstrate auditing the factors in the prison environment leading to radicalization						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the communication (hate speech) of inmates	Hate speech Radicalisation communication	Lecture-cum-Discussion	White Board, Marker Projection System	30	In-House/ Guest Faculty		Q/A
2.	Demonstrate the process of auditing of prison environment of radicalisation	– Sign and signals to be identified during auditing of prison environment. – Auditing of human resources/attitude and skills. – Sensitization level of Prison Officers – Monitoring access to literature in Library in Prisons			30			

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Unit		11						
Learning Unit		Risk Identification and Assessment						
Training Objective		At the end of training, participants will be able to implement risk identification and assessment						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the tools to identify risk identification	Risk Assessment Tools(RAT) 1. The Violent Extremist Risk Assessment 2 Revised (VERA-2R) 2. The Extremism Risk Guidelines 22+ (ERG22+) 3. The Radicalisation Risk Assessment in Prisons (RRAP) 4. Prison Violence Inventory (PVI; Warren et al., 2002). 5. The PCL-R (Hare, 2003) 6. The HCR-20 (Webster et al., 1997) 7. Ohio Risk Assessment System (ORAS) (To seek permission/purchase from Authors)	Lecture cum Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty	All RAT tools	Q/A
2.	Identify Potential Behavioral Indicators							
3.	Describe prevention of radicalization through risk assessment							

Unit		12						
Learning Unit		Use of Technology in Prevention and Detection of Radicalization						
Training Objective		At the end of training, participants will be able to explain the use of technology in prevention and detection of radicalisation						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the use of gadgets that assist in security	-Role of gadgets in prison and correctional administration -Role of psychological tools and ECG, Poly graph -Recent developments in identifying radicalisation in prisoners.	Quiz Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Q/A
2.	Explain the advantages and disadvantages of gadgets	Advantages and disadvantages of technology in prisons.	Lecture-cum-Discussion		30			

Unit		13						
Learning Unit		Strengthening Prison Security						
Training Objective		At the end of training, participants will be able to explain the ways of strengthening security in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the importance of security in prisons	-Incidents of Radicalisation -Security lapses in Indian Prisons	Lecture-cum-Discussion Demonstration	White Board, Marker, Projection System	10	In-House/ Guest Faculty		Q/A
2.	Describe gathering of prison intelligence.	Prison Security Gadgets			30			
3.	Demonstrate the use of security gadgets in prisons.	Prison Intelligence			20			

Unit		14						
Learning Unit		Types of Prison Security						
Training Objective		At the end of training, participants will be able to describe the types of security in prisons.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the types of security challenges in Prisons	-Prison escapes -Riots -Agitation -Hostage crisis	News Reading Lecture cum Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Q/A
2.	Explain security and Radicalization	-Physical security -Dynamic security -Procedural security			20			
3.	Identify methods to evaluate security measures	-Security Audits -Stockholm syndrome			10			

Unit		15						
Learning Unit		Segregation of Hard-core from Vulnerable Inmates						
Training Objective		At the end of training, participants will be able to explain the process of segregation of vulnerable inmates from hard core inmates.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the system of classification in prisons	-Classification and its benefits -Risk of harming themselves -Risk of escape -Risk of recruiting others -Risk of continued planning of attacks	Brain storming Lecture-cum-Discussion	White Board, Marker, Projection system	35	In-House/ Guest Faculty		Q/A
2.	Differentiate the need for segregation of hard-core and vulnerable inmates	-Need for separation of hard-core prisoners from the vulnerable prisoners -Who is at risk of being radicalised?	Mind mapping Lecture-cum-Discussion		15			
3.	Devise new methods of classification	-Counter Radicalisation Methods -Methods of classification- way forward	Small Group Discussion		10			

Unit		16						
Learning Unit		Access Control and Surveillance on External Agencies						
Training Objective		At the end of training, participants will be able to demonstrate surveillance measures on external agencies						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance aid	Assessment
1.	Explain access control and surveillance techniques	-Access control methods -Surveillance methods for external agencies	Lecture Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Q/A
2.	Demonstrate such techniques on external agencies	Issues & challenges - Role of legal aid and social workers / NGOs in weaning out criminal contamination.			30			

Unit		17						
Learning unit		National and International Instruments in preventing Radicalization in Prisons						
Training objective		At the end of training, participants will be able to Explain National and International instruments on De-radicalisation						
Enabling Objectives- At the end of training, participants will be able to;		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain International, National & Local laws on Radicalisation in Prisons	International Instruments on Prison security	Discussion Lecture-cum-Discussion	White Board Marker Projection system	20	Guest Faculty/ In-House		Q/A
2.	Identify standards in dealing with radicalization	-Supreme Court Judgements on Prison Security Laws and Acts -Strengthening Prison Security -MHA Advisories on Security in Prisons			30			
3.	Explain co-ordination between criminal justice functionaries.	Inter-agency co-ordination with the Police, Judiciary and the Prisons to combat Radicalisation			10			

Unit		18						
Learning Unit		Interaction with High Security Inmates-Field visit to a Central Prison or a High Security Prison						
Training Objective		At the end of training, participants will be able to explain experiences of discussion with high security inmates						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance aid	Assessment
1.	Interact with high security inmates	Organised questionnaire	Field visit	White Board Marker Projection system Field visit	1.30	In-House/ Course Coordinator		Q/A
2.	Identify the usage of hate speech	Focussed Interview with the inmates & Staff in High security enclosure			1.30			

Unit		19						
Learning Unit		Women, Children and Radicalization						
Training Objective		At the end of training, participants will be able to explain the vulnerability of women and children and radicalisation						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the situation in which women & children get radicalized	Pathways to radicalisation in women & children	Role play	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Identify such women and children	-Reasons for women and children involved in radicalisation	Lecture cum Discussion		20			
3.	Explain the plans of rehabilitation for radicalized women and children	-Role of women in countering radicalisation Children & radicalisation –Methods & techniques			20			

Unit		20						
Learning unit		De-radicalization, Rehabilitation and Reintegration-Role of Family Members						
Training objective		At the end of training, participants will be able to identify the role of family in de-radicalization, reintegration and rehabilitation of prison inmates.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance aid	Assessment
1.	Explain the role of families in reformation	-Role of Family & friends	Case Study Lecture-cum-Discussion	White Board, Marker, Projection system	30	In house/ Guest Faculty		Q/A
2.	Identify the models of rehabilitation and reintegration	-Pathways to Rehabilitation of Violent Extremist Offenders -Individualised specific rehabilitation programmes			20			
3.	Describe the role of family in de-radicalization, reintegration and rehabilitation	Role of Family in de-radicalization, reintegration and rehabilitation of radicalised persons.			20			

Unit		21						
Learning Unit		Presentation on the interaction with the High Security Prisoners						
Training Objective		At the end of training, participants will be able to present practical inputs from their field experience						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the experiences of discussion with high security inmates	-Interaction with High security prisoners -Best practises in deradicalisation of prisoners	Discussion cum-Presentation	White Board, Projection system	30	In-house/ Guest Faculty/ Psychologist		Q/A
2.	Present the experience of discussion with high security inmates	-Hate speech -Stockholm syndrome			30			

Unit		22						
Learning Unit		Challenges in De-radicalization in prisons-Panel Discussion						
Training Objective		At the end of training, participants will be able to explain combining of radicalisation in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify techniques of handling high security inmates	-Discussion on security of inmates, Prisons -Deradicalisation in prisons-issues & challenges -Techniques of handling High security inmates to prevent radicalisation	Discussion		60	Panellist		
2.	Clarify their doubts regarding radicalisation in prisons							

DAY WISE TASKS

5-DAY COURSE

Day – 1

- Registration
- Inauguration
- Detailed Introduction
- Expectations of the course
- Course Overview
- Ground Rules
- Course Guide
- Distribution of the training kit (Training material, name badges, note pads, etc)
- Training

Day – 2

- Recap of Day-1
- Training
- Radicalisation in Prisons (playing of YouTube clips or videos)

Day – 3

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

Day – 4

- Recap of Day-3
- Discussion on the Risk assessment in prisons

- Invite a de-radicalised and rehabilitated prisoner/ a prisoner who is reformed and refrained from terrorist activities as a resource person, if possible
- Field Visit to Central Prison or a High Security Prison

Day – 5

- Recap of Day-4
 - Learning points of all sessions
 - Report on Field Visit and Debriefing
 - Training
 - Panel Discussion
 - Feedback session
- Post Lunch
- Valediction
 - Certificate
 - Group Photo with Chief Guest, if any

End of Course

LIST OF RESOURCE MATERIAL

Section -1 Hand-outs:

- HO - 1 Introduction about the course
- HO - 2 De-Radicalisation-Basic Terms
- HO - 3 Incarceration and its Effects on Radicalisation –checklist
- HO - 4 Radicalisation Process
- HO - 5 Women & Children and Radicalisation
- HO - 6 Identification of radicalisation in Prisons
- HO - 7 Prison Visit - Interaction with High Security Inmates
Presentation on the Interaction with the High Security Inmates – Instructions
- HO – 8 Auditing the Prison Environment for potential risk
- HO-9 Risk Identification and Risk Assessment
- HO-10 Strengthening the security in Prison
- HO-11 Radicalisation in prisons, rehabilitation and reintegration
- HO-12 Risk Assessment

Section – 2 Check List(HO-5) Checklist on Effects of incarceration

Section – 3 CS - 01 Varanasi police launches op ‘Dastak’ to identify, trace criminals.

Debate No.1-Security Threats

Role play No -1

Section – 4 Exercises

Ice breakers 1-8

Activities for class

Activity No-1-4

LIST OF REFERENCE MATERIAL

1. Terrorist Organisations Listed In The First Schedule Of The Unlawful Activities (Prevention) Act, 1967
2. Dealing with radicalisation in a prison and probation context -RAN P&P - practitioners working paper
3. UNODC Handbook on Dynamic Security and Prison Intelligence
4. Rehabilitation of Radicalised and Terrorist Offenders for First-Line Practitioners-
Product of the Radicalisation Awareness Network Authored by (Violence Prevention Network, Germany): Dennis Walkenhorst, Till Baaken, Maximilian Ruf, Michèle Leaman, Julia Handle and Judy Korn)
5. Preventing Radicalization to Terrorism to Violent Extremism Approaches & Practices-RAN publication
6. Preventing Radicalisation in Prisons Developing a Coordinated and Effective Approach (International expert roundtable, December 2015, Amman, Jordan)
7. United Nations Strategy And Plan Of Action On Hate Speech
8. The Unlawful Activities (Prevention) Amendment Act, 2019.
10. Toussaint, L. L., et al. (2020). Hateful Emotional Responses Scale (HatERS): Development and Initial Evaluation. Journal of Hate Studies, 16(1), 48–54. DOI: <https://doi.org/10.33972/jhs.155>

List of YouTube Video Link

1. How to Rehabilitate a Former Terrorist:

Video link- <https://www.youtube.com/watch?v=XUI73LZjUYw> -CAN Insider-
downloaded on 20th January 2022.

2.CEP Webinar "Can Convicted Terrorists Be Rehabilitated? – Silber/Morton

Video link- <https://www.youtube.com/watch?v=CuhOPzqF6Nc>-CAN Insider-
downloaded on 20th January 2022.

3. Radicalised At 7: Saving the Children of Terrorists

Video link-<https://www.youtube.com/watch?v=thJUJgOo0cs> -CAN Insider-
downloaded on 20th January 2022.

4.Women 'recognise the first signs of radicalisation'

Video link-<https://www.youtube.com/watch?v=3jKLrGNj4Hw>-5 News
downloaded on 20th January 2022.

5.France tackles spread of radicalisation in prisons

Video link-<https://www.youtube.com/watch?v=5I61vdo24eo> –FRANCE 24
ENGLISH downloaded on 20th January 2022.

6.What is Violence | Types of Violence.

Video link-<https://www.youtube.com/watch?v=38YaJbviLKc>-**Social Work Scholar** downloaded on 17th May 2022.

7.Prevention of Violent Extremism in Kenyan and Somali Prisons

Video link- <https://www.youtube.com/watch?v=rBuGoVa2j5Y> -UNODC -
United Nations Office on Drugs and Crime.downloadedon 20th January 2022.

PART-C

RESOURCE MATERIAL

HO-1

Introduction about the course

Radicalization is not a recent phenomenon. Many world leaders used prison-term to develop their radical ideologies and recruit others into their mode of thinking. But it was not amounting to terrorism always. Some of the most powerful criminal groups, such as the Primeiro Comando da Capital (PCC) in São Paulo, Brazil, and the Commando Vermelho (Red Command) in Rio De Janeiro, Brazil, originated in prisons.

Definitions

- **Radicalization** - ‘a dynamic process whereby an individual increasingly accepts and supports violent extremism. The reasons behind this process can be ideological, political, religious, social, economic or personal’.
- **Violent extremism** - ‘promoting, supporting or committing acts which may lead to terrorism and which are aimed at defending an ideology advocating racial, national, ethnic or religious supremacy and opposing the core democratic principles and values’.

General characteristics of terrorist in a prison

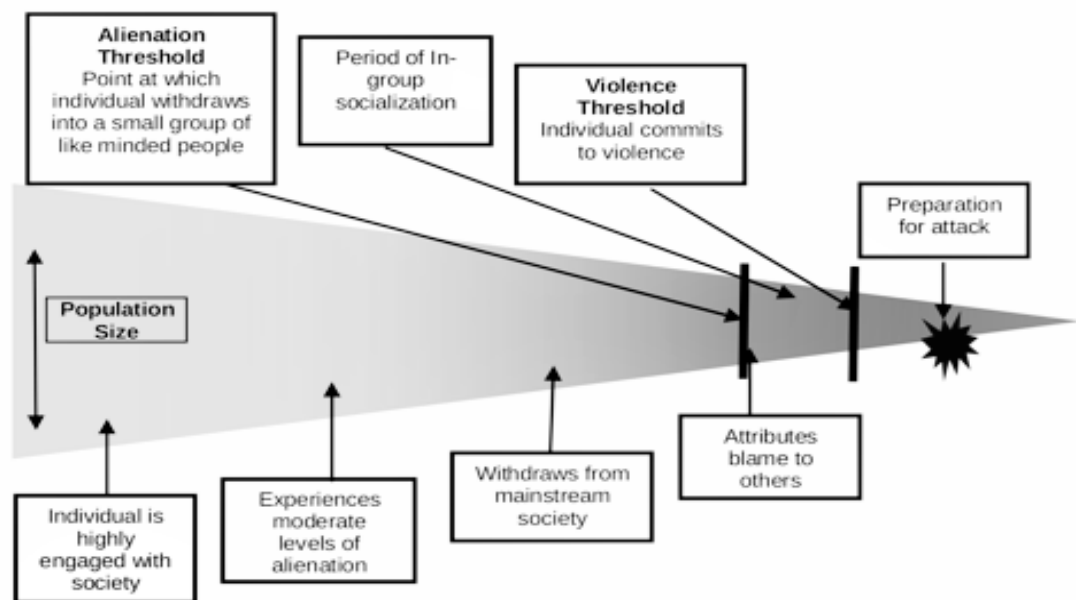
- Refusing to cooperate with the prison authorities.
- Developing the movement’s strategy and ideology.
- Mobilizing supporters.
- Participating in violent campaigns.

How prison is vulnerable?

Confronted with existential questions and deprived of their existing social networks, prisoners with no previous involvement in politically motivated violence are vulnerable to being radicalized and recruited into terrorism.

Prisons, therefore, are *'places of vulnerability' in which radicalization can take place*. Prisons by their very nature are hostile environments (e.g. their isolation, cultural dissatisfaction, and predisposition for violent tendencies) and as such are susceptible to radicalization extremists. It brings a terrorist and a non-terrorist together, if not classified as segregated properly.

The radicalization process



The process of radicalization in prison

- **Individual enters prison –**
 - Identity crisis
 - Start self-segregation
- **Prison groups –**
 - Inmate joins for support, protection, new identity
 - in group cohesion develops

- **Power of charismatic leader –**
 - Promotes ideology
 - Promotes in-group cohesion
- **Setting ripe for radicalization –**
 - New identity established
 - In-group solidifies

How to prevent radicalization in prisons?

Much of the current discourse about prisons and radicalization is negative. But prisons are not just a threat – they can play a positive role in tackling problems of radicalization and terrorism in society as a whole. Ideology is not defeated by authority and power. It is defeated by alternative ideology and good arguments. In fact, there are no hard and fast rules about whether terrorist prisoners should be concentrated together and/or separated from the rest of the prisoner population.

Approaches in prison to deal with extremist prisoners:

- Concentration
- Separation
- Isolation

Rehabilitating or managing violent extremists in prisons pose a challenge in prisons in the international community. Many countries have by trial and error had come out with efficient and effective strategies to handle radicalisation in prisons.

Learning from the experience of other countries need an extensive research and the prisons in India need to be vigilant and explore experimenting strategies to bring it under the control of the prison administration to eliminate and to manage the spread of radicalisation in the name of religion, caste and other ideologies

Basic concepts: In this section the basic concepts pertaining to the topic will be explained and defined wherever needed.

The concept of Radicalisation

According to the EU Commission on Migration & Home Affairs, **Radicalisation** is *a phased and complex process in which an individual or a group embraces a radical ideology or belief that accepts, uses or condones violence, including acts of terrorism, to reach a specific political or ideological purpose.*ⁱ

Radicalisation & Religion Religious radicalisation can be defined as, *“a process by which a person or group comes to adopt increasingly. Extreme **religious** ideals and aspirations that reject or undermine them*¹

Radicalisation and Caste

Radicalisation and Caste could be rightly be explained as taking unfair advantage of the caste system in a country and supporting the oppressed class through violence or

¹Hashmi, A. (2016). Religious Radicalisation in Pakistan: Defining a Common Narrative. *Strategic Studies*, 36(3), 58-77. Retrieved May 12, 2021, from <https://www.jstor.org/stable/48535961>

instigating the oppressed or the oppressor towards violence for political or private gain is termed as caste based radicalisation².

Caste Terrorism

Caste Terrorism is descent-based and hereditary in nature. It is a characteristic determined by one's birth into a particular caste, irrespective of the faith practiced by the individual. Caste denotes a traditional system of rigid social stratification into ranked groups defined by descent and occupation. Caste divisions in India dominate in education, housing, marriage, employment, and general social interaction - divisions that are reinforced through the practice and threat of social ostracism, economic boycotts, and physical violence. Oppression of one caste by another turns into caste terrorism and leads to violent behaviour by the oppressed sects in the society.

What is the difference between Radicalisation and Extremism?

Extremism is defined as the behaviour or beliefs of people who try to bring about political change by using violent or extreme methods³.

Radicalisation is defined as the process by which people come to support **terrorism and extremism** and, in some cases, to then participate in terrorist groups.

De-radicalisation

The process of De radicalisation or disengagement includes behaviour and cognitive aspects such as beliefs. Disengagement refers to a behavioural change, such as leaving a group or changing one's role within it. It does not necessitate a change in values or ideals, but requires an individual to relinquish the objective of achieving

²<https://mpra.ub.uni-muenchen.de/101958/> MPRA Paper No. 101958, posted 22 Jul 2020 07:24 UTC

³Renzi, Beatrice. "Anti-caste Radicalism, Dalit Movements and the Many Critiques of Secular Nationalism in India". *Multiple Secularities Beyond the West: Religion and Modernity in the Global Age*, edited by Marian Burchardt, Monika Wohlrab-Sahr and Matthias Middell, Berlin, München, Boston: De Gruyter, 2015, pp. 63-94. <https://doi.org/10.1515/9781614514053.63>

change through violence. De-radicalisation, however, implies a cognitive shift — i.e., a fundamental change in understanding.

Violent extremism

Violent extremism means Promoting, supporting or committing acts of terrorism aimed at defending a political ideology which advocates racial, national, ethnic or religious supremacy and which opposes the core democratic principles and values of a given society.

HO-3
Incarceration and its Effects on Radicalisation -checklist

Incarceration has a psychological and social effect on the inmates of a prison. When the inmate is psychologically frustrated and depressed is easier for the hard-core criminals to radicalise this inmate.

The various conditions that are conducive for an inmate to be radicalised:

- 1) Inmates rejected by children
- 2) Inmates rejected by family members
- 3) Inmates who do not have family sentiments
- 4) Inmates who are rejected by their village, community and families
- 5) Inmates who lost their loved ones in terrorism
- 6) Inmates who were victims of rape and terrorism
- 7) Inmate who lost their everything in war, fights, communal violence and social clashes
- 8) Inmates who are unemployed or underemployed.
- 9) Inmates who are under dire poverty (may or may not but possible)
- 10) Inmates who struggle to educate their children due to imprisonment.
- 11) Inmates whose wife has turned disloyal due to their incarceration.
- 12) Inmates who wanted to join the Army and were rejected.
- 13) Inmates who wanted to join uniformed service.
- 14) Inmates who do not have parents or any relationship outside the prisons.
- 15) Inmates who have no home outside the prison.
- 16) Inmates who are fanatic in their faith in any religion.
- 17) Inmates who are extremely religious.
- 18) Inmates who try to instigate others with ideologies.
- 19) Inmates who try to convince others with their faith.
- 20) Inmates who extend too much of favours to particular individual(s).
- 21) Inmates subjected to insensitive/harsh behaviour of Prison Staff/Officers

HO-4

Signs of Radicalisation and Extremism

Knowing the indicators that a prisoner is at risk of being radicalised could prevent acts of extremist violence in future. Anybody can be radicalised, but inmates in prisons are more vulnerable.

Prisoners at risk of radicalisation may include prisoners who:

- Have low self-esteem
- Are confused about their faith, sense of belonging, or identity
- Are victims of bullying or discrimination
- Feel isolated or lonely
- Are experiencing stress or depression
- Are going through troubles and turmoil in their life
- Are angry at other people or the government
- Feel angry about how they are treated or seen by society

It is very difficult to know at what stage certain views can become dangerous, or if a prisoner could be exploited and manipulated into becoming a part of an extremist group to cause dangerous effects on the people and society.

Signs are not always obvious, but indicators that a prisoner is being radicalised may include:

- Withdrawal from family and friends, or sudden change of circle of friends
- Hostility towards others
- Talking as if from a script
- Being unwilling to discuss their views
- Increased levels of anger
- Being secretive

- Using extremist terms to incite violence
- Expressing the values of extremist or terrorist organisations (including political or religious based grievances), speaking on behalf of such organisations.
- Supporting violence and terrorism in other cultures, nationalities, or religions
- Writing or creating artwork, stories, songs that promote extremist values
- Talking about being a ‘martyr’
- Possession of extremist literature or other material, or trying to access extremist websites
- Possession of any material about weapons, explosives, or military training.

Dealing with radicalisation in a prison

It is quite essential to learn about the environment of the prison and very important to check if the same environment is conducive for breeding radicalisation among the prisoners. Knowing such signs and symptoms prevailing in the prison environment helps in preventing the spread of such detrimental ideologies in prisons. The prison environment, in particular, can be a potential breeding ground for radicalisation because of the following risks:

- recruitment of other prisoners;
- supporting extremist groups from prison;
- getting support from extremist groups outside prison;
- preparing for violent extremist/ideological inspired illegal acts after release;
- hostility to other groups of prisoners and/or staff;
- becoming more radicalised because of grievances/frustrations/anger related to being in prison

(An abstract from “*Dealing with radicalisation in a prison and probation context*” RAN P&P - practitioners working paper)

HO-5

Radicalisation Process

Radicalisation to any form of terrorist violence is a phased process. Review of literature reveals that there are number of and types of phases, stages or steps within the radicalisation process. The extremist emotions and behaviors may be expressed both in non-violent pressure and coercion and in actions that deviate from the norm and show contempt for life, freedom, and human rights. The radicalisation process leads to acts of terrorism. Radicalisation and terrorism are strongly interconnected.

Radicalisation of any form with an outcome of terrorist violence is a phased process. There are various explanations in the literature reviewed of social science regarding the types and phases, stages or steps of the radicalisation process. A complete in depth analysis of the psychological mechanism involved in the process of radicalization is needed to handle the menace of radicalisation.

HO-6

Women & Children and Radicalisation

According to Penal Reforms International, in its summary of Proceedings of the international expert Round Table recommendations on the theme, *Preventing Radicalisation in Prisons*, the following facts are highlighted:

- They have identified the fact that there is vibrant participation of women in terrorist groups in the guise of including recruitment, marriage and violent acts including suicide attacks.
- It has also been reported that females are also being mislead to join terror groups. The paradox is that women are not allowed to work or seek education in these organisations. Very little research has been done on their motivations for engaging with terror groups, and the following suggestions are based upon anecdotal evidence:
 - as a response to violence she has witnessed; extremist entities provide safe havens for women;
 - exclusion from public life of women, both economic and political;
 - To gain self-esteem and a sense of accomplishment by taking on roles that are not conventional but are challenging societal gender norms; ignorance of issues of religion due to the limited number of women who present moderate religious thinking.
- Many women accept false interpretation of religious texts since they have limited sources of alternatives.
- Extremists fill this vacuum and thereby achieve influence; influence of male family members, particularly if there is a limited platform for women outside of the family; the main recruiters are husbands, brothers and fathers
- Extensive influence of social media since it is open source; wide availability of TV channels with extremist preachers targeting women.

(Extract from preventing radicalisation in prisons developing a coordinated and effective approach, International Expert Roundtable, December 2015, Amman, Jordan)

HO-7
Identification of radicalisation in Prisons

Identification of radicalisation in Prisons is a challenge to prison administration. Prisons remain to be places of vulnerability that is a place of refuge of high risk prisoners apart from the ones classified as high security prisoners in larger numbers than any other environment. Associated risks that have long been recognised are criminal contamination in prisons. There has been an increasing awareness about the criminal contamination which is also addressed as radicalisation and is understood by the prisons that if it is left unchecked, prisons would serve as incubators for radicalisation and would turn into breeding grounds for terrorism. That if left unchecked, prisons may also serve as incubators for terrorism. Therefore certain checklists need to be maintained by the Prison officers to curb the issue of radicalisation in Prisons.

INSTRUCTION SHEET No.1

Prison Visit - Interaction with High Security Inmates-

This module covers the field visit to prison to meet with high security Prison inmates. All over India there are a group of high security Prisoners who are considered to be of great threat and to be at high risk. They are kept in High Security Enclosures. They are to be dealt with in a different manner and they deserve a different approach including the rehabilitation measures.

Prison personnel from the lower cadre to the higher cadre are trained for this purpose. Though the proportion of such population is very small but need to be kept away from other prisoners since there is every probability of these high security prisoners trying to convince the ordinary prisoners.

The Prisons need to have good assessment system to classify these prison inmates. The field visit would help the prison officers to have first-hand knowledge about the High Security Prisoners, their classification, problems of the department as well as that of these inmates.

Presentation on the Interaction with the High Security Inmates – Instructions

The Prison officers will be allotted 7 mins for each group and will be requested to present their experience on the Prisons visit which would be the outcome of their guided interaction with the High security prison inmates and their observation regarding the risk of radicalisation in prisons through high security prisoners. Each group to be given a different question and would be asked to present only that portion of their interaction to save time.

Sample questions could be:

- 1) What is the name of your organisation?
- 2) What is your basic belief or faith? What is your ideology?
- 3) Why are you in prison?
- 4) What is your feeling regarding certain incidents in the society?
- 5) Would you like to share the reason for which you joined this organisation or involved in such activities?

Auditing the Prison Environment for potential risks

“The fact that States exercise effective control of the prisons implies that it must be capable of maintaining internal order and security within prisons, not limiting itself to the external perimeters of the prisons. It should be capable of ensuring at all times the security of the prisoners, their family members, visitors and those who work in the place.” Source: Inter-American Commission on Human Rights (IACHR), Report on the human rights of persons deprived of liberty in the Americas, 2011, para.77.

Prison intelligence is a fundamental part of effective dynamic security. The gathering of information from prisoners, the careful observation and monitoring of prisoners and the analysis of that information should be the core of preventing radicalisation in Prisons.

A strong intelligence network with the prison inmates and the prison staff keep away the potentiality of radicalisation. This module will educate the techniques through which Prison environment could be audited for potential risks for radicalisation.

Auditing prison environment is a continuous process. The actors involved in the auditing are Prison officers, prison inmates and other agencies involved in prisons.

Spotting the signs of radicalisation

- Staying isolated from friends and family.
- Confronting with a scripted narrative.
- Sudden change in behaviour towards others and prison officers.
- Aggressiveness expressed.
- Maintaining secrets and trying to stay away.

HO-9

Risk Identification and Risk Assessment

Risk identification and Risk assessment in prisons is primarily used for very important purposes, one is to place the inmate either in high, medium or low security and also to take preventive measures on the individual level. Screening tools for risk assessment of violent extremists have been developed by many countries and are in use. These instruments require less time and training than a comprehensive risk assessment process later. They are designed to provide an overview of the risk status of the individual. They can be administered with the individuals suspected of radicalisation within the general population and when a less formal and less comprehensive risk assessment is required.

Following a screening, if needed, a full scale risk assessment can be requested or undertaken when there are concerns found out from the mini risk assessment. The RRAP represents a battery of assessment instruments for prison staff, at different hierarchical levels, to assess the risks, signals and vulnerabilities for radicalisation that may allow them (the staff) to act in specific situationsⁱⁱ.

HO-10

Strengthening the security in Prisons

“Secure prisons are essential to making our justice system an effective weapon against crime. When prisoners—convicted or awaiting trial—are entrusted to your care, they must know and the public must know that they will remain there until they are legally discharged ... The full contribution which our prisons can make towards a permanent reduction in the country’s crime-rate lies also in the way in which they treat prisoners. We cannot emphasise enough the importance of both professionalism and respect for human rights.” — Nelson R. Mandela (Speaking to the South African Department of Correctional Services, 1998).

Strengthening Prison security is the first and foremost duty of the Prisons. Prison security refers not only to the means by which escapes and untoward incidents and self-harm or suicide prevention but also the measures to check the criminal contamination that are necessary to stop radicalisation in the prison. Criminal contamination may include training innocent inmates to organised crimes, brainwashing the inmates for terrorist ideologies and abusing such inmates for drug trafficking and intimidation. The kind of services that could be organised to counter this process – by providing effective socio-legal services to first offenders, youth and women prisoners, etc. In this context, role of legal aid and social workers / NGOs in weaning out criminal contamination is important.

According to Model Prison Manual 2016 and international instruments on Prisons, how prisons should be classified. For example, High security enclosures divided into security zone grade I and grade II should be established in important Central Jails for confining S1 and S2 category prisoners (as recommended by Model Prison Manual 2016). This module will

According to the Wiltshire Safeguarding Vulnerable People Partnership Procedures, the issues that make an individual vulnerable to radicalisation may include the following:

Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them; **Personal Crisis** - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging; **Personal Circumstances** - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; **Unmet aspirations** - Perceptions of injustice; feeling of failure; rejection of community values; **Criminality** - Experiences of imprisonment; previous involvement with criminal groups.

highlight on the Physical security, the dynamic Security and the procedural security which would help in de-radicalisation.

HO-11

Radicalisation in prisons, rehabilitation and reintegration

Handling radicalised offenders in prisons needs to be part of training of all ranks of Prisons & Correctional Administration.

In recent years, there has been discussion on the de-radicalisation aspects in Prisons. De-radicalisation mechanism like risk assessment tools, rehabilitation and reintegration programmes, trainings for prison and correctional staff and officers and opportunities for information exchange has been discussed and created. A multidisciplinary approach is necessary for de-radicalising radicalised offenders and also regarding the opportunities to be provided post release to revert them back from radicalisation.

Preventing the radicalization towards violence of vulnerable prisoners and ensuring effective management of those serving prison sentences for terrorism-related offences is extremely perplexing, with respect both to the security and to the prisoners' rehabilitation and to the subsequent reintegration into society.

De-radicalisation requires an interdisciplinary and multidimensional approach that draws the Government, law-enforcement agencies, correctional systems, and the civil society. The prison environment, in particular, can be a potential breeding ground for radicalisation because of the following risks⁴:

- ❖ recruitment of other prisoners;
- ❖ supporting extremist groups from prison;
- ❖ getting support from extremist groups outside prison;
- ❖ preparing for violent extremist/ideological inspired illegal acts after release;
- ❖ hostility to other groups of prisoners and/or staff;

⁴ http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation_awareness_network/ran-bestpractices/index_en.htm

- ❖ becoming more radicalised because of grievances/frustrations/anger related to being in prison

However it should be emphasized that prison is not the main incubator for radicalisation. More importantly, prison and correctional system need to be strong partners in:

- ❖ De-radicalisation /disengagement
- ❖ Rehabilitation and resettlement

Radicalisation leading to violent extremism is not a new phenomenon for prison and correctional administration services, but the current scale of the problem, together with the growing numbers of extremist offenders ‘calls for an analytical reflection on existing perspectives, measures and interventions

HO-12

Risk Assessment

A careful risk assessment should be made by the prison administration. It is vital that the risk assessment differentiates between four overriding types of risk posed:

- Risk of escape
- Risk of violence towards staff, other prisoners and visitors
- Risk to good order.
- Risk of prisoners from within the prison directing criminal activity taking place outside the prison (for example, conducting organized crime-related activities, terrorist or gang activity, drug trafficking, intimidating or corrupting witnesses, judiciary, lawyers or jurors).

The type of risk the prisoner poses will have a profound impact on the risk management strategy. For example, the risk management of prisoners who are assessed to be a serious escape risk will need to emphasize on security routines and measures, while that of prisoners who are assessed to represent a risk to good order may not need to emphasize security so much as efforts to change attitudes and behaviour.

A number of criteria have been identified for assessing escape risk. They would usually include the following:

- The threat the prisoner might present to the community if he or she were to escape
- The likelihood that the person will try to escape, either on his or her own or with external assistance
- Previous history of attempting to escape and access to external help
- The nature of the crime for which the prisoner was convicted
- The number and types of any previous offences

- Length of sentence, which usually reflects the nature of the crime.
- The potential for threat to other prisoners and staff

Initial risk assessment should not over-focus on observable behaviour but should encourage identification of less obvious features that might signify risk. Important aspects which should feature within the risk assessments should not be overlooked, including:

- The existence of a criminal lifestyle
- The presence of sexual deviance (e.g. history of sexual violence, child abuse, etc.)
- Offender's attitude to the victim of the offence
- Thinking skills deficits, such as the failure to anticipate consequences
- Emotional immaturity, such as difficulty coping with loss, rejection or stress
- Analysis of the motivation for the violence within the offence.

The scope of risk assessment

The scope of risk assessment is highly beneficial in multifarious dimensions. The various benefits are discussed below:

Judicial scope:

The judicial scope of the assessment tool is that these instruments are recommended to be used among the under trial inmates which would help the prison administration to detect elements of interest in their ideological or behavioural functioning.

Police scope:

Monitoring the prisoners post release can be better done by assessing the risk while at prison and sharing of such information with the police and enable the Police and other agencies to monitor such persons to prevent them from radicalisation or committing heinous crimes in the community.

Prison scope:

The risk assessment is beneficial to the core to the prison in which these prisoners are lodged. It helps in safeguarding the security of the prisons, prevent mishaps in prisons, prevent riots, gang factions, and more so particularly helps in classification and segregation of inmates which automatically avoids contamination of other prisoners by the extremist ideologies.

Research scope:

Usage of such instruments with the prisoners inside prisons help the researchers to study the pattern of risk, quantum of risk and supports the prison administration in various ways. However the security aspects of the data need to be borne in mind during such process.

Rehabilitation scope:

The scope of rehabilitation widens when such tools are used to find out the intensity of extremist ideologies in a prisoner's mind which help the prison administrators to plan for his rehabilitation and reformation with the help of his family and other important people in his life.

Risk Assessment Tools:

1. The Violent Extremist Risk Assessment 2 Revised (VERA-2R)
2. The Extremism Risk Guidelines 22+ (ERG22+)
3. The Radicalisation Risk Assessment in Prisons (RRAP)
4. Prison Violence Inventory (PVI; Warren et al., 2002).
5. The PCL-R (Hare, 2003)
6. The HCR-20 (Webster et al., 1997)
7. Ohio Risk Assessment System (ORAS)

Assessments should be based on multiple sources of information to increase reliability. (Abstract from “Dealing with radicalisation in a prison and probation context” RAN P&P - practitioners working paper).

This is not particular for cases of radicalisation but should be common practice. The sources may consist of:

- Actual data: about the individual and the offence
- Dynamic factors: such as employment, housing, mental health, family support, etc. Changes in these factors in particular may trigger to increase in risk, or mitigating circumstances that reduce risk.
- Clinical factors: professional judgement and experience, using the personal and professional experience to assess the information collected through interviews and file reading.
- Information from partners in a multi-agency framework: information coming from social workers, the police, and intelligence services etc. about an individual's case.

Case study No.1

Varanasi police launches op 'Dastak' to identify, trace criminals

DASTAK Is the brainchild of the Commissioner of Police A Satish Ganesh where DASTAK is a combination of digital and manual policing for taking action against the active criminals since 5 years, and who had been active in committing various heinous crimes for the past 5 years and is involved in looting and contract killing, an organised criminal for various gains.

DASTAK is a three phased operation, where the police teams would collect data about the criminal from their family members, friends and community and document the details digitally. Latest picture of the criminal would be taken for identification from the same people around. After obtaining sufficient information the person will be secured and sent to jail.

1. How can "Dastak" be applied in Prisons?
2. What are the essentials to be done to identify hard-core criminals in prisons?

3. Should prisons have a record of hard-core criminals why?
4. How can prison officers track the background of the hard-core criminals in prisons?

Debate No.1

*(An extract from Expert workshop participants identified 11 high-priority needs for **preventing threats to institutional security**ⁱⁱⁱ)*

Debate against the following reasons quoted in the article.

- Understaffing is a major threat; staffing ratio standards are needed, as are recruitment and retention strategies to meet these standards.
- Supervisors need better training and a manageable span of control in order to properly develop staff.
- Tools are needed to identify staff prone to compromise.
- Better technology and best practices are needed to detect drugs, cell phones, and weapons.
- Fully electronic mail systems should be explored to reduce the influx of drugs and protect staff and inmates from harm.
- Research and testing centers are needed to evaluate emerging technology solutions to threats (e.g., cell phones, drones).
- Administrators need greater awareness of cyber threats and information technology–related risks and need increased capacity to address these risks.
- Best practices are needed to balance inmate access to technology for re-entry purposes with security concerns.
- Best practices are needed for security threat group management.

- Technology is needed to automate analysis of inmate communications.
- Best practices are needed for the development of continuity of operations plans.

Role play No. -1

Family of the prison inmates who is convicted under heinous offence meets the prison inmates. The family shows the child of two years smiling at the prison inmate. The wife is crying on seeing the inmate. The mother of the inmate is trying to hold the inmate in her hands which was not possible since there is barricading in between the prison inmate and the family. They try to speak to the inmate with love and care.

After reading this role-play, try to act it out.

Ice breakers

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

1. Invite everyone into the class with a single rose flower or a piece of chocolate and ask them to go to the corner of the class and pick up a name board or the tag of another person and check the name of the person in the tag and get introduced and try to put it around his neck.
2. Keep a sheet of paper with 8 squares in it. Give clear instructions to fill in details about other 8 persons within 2 minutes avoiding personal questions about family and children.
3. Keep piles of files in one corner of the room and ask them to pick up one file of another known or unknown person and introduce that person and respectfully handover that file to that person, while doing so ask the other participants to cheer them up.
4. Keep balloons on the table and ask them to take a balloon and blow the balloon to a reasonable size and get autographs with names on the balloon without bursting the balloon. Call out the names of all the persons on the balloon. Keep sketch pens as many as possible to write in the balloons. Keep a thread also ready to tie the balloon.
5. In case if the room is big enough conduct **Big wind blows**. The game goes like this .., Big wind blows for those who had their breakfast today.., Big wind blows for those who came by bus today.., Big wind blows to those who have cars personally.., One of the participant has to command and others have to exchange their seats across.., it would be great fun.., and good ice breaker. There will be one chair short so that one person will be giving command ..,
6. Keep a chart with a tree outline picture either drawn or printed in it. Ask each participant to write one expectation in the tree after introduction by drawing a fruit in the tree.

7. Keep a jar with chits with names of the participants written in it. Ask each one to take a chit and sit near that person and have a conversation for one minute and finally introduce that person.
8. Ask the participants to find out from five participants three (unique) things in their appearance and dress and inform them so that interaction will develop.
9. Place some balloons in one corner of the room preferably different colours and ask everyone to choose one colour and ask why they liked that colour and ask them to connect it with one quality of theirs and introduce their name, designation, state and no .of. years of experience.
10. Make them stand in semicircle and ask them to connect their name with a positive name means an adjective, quality of theirs like Peaceful Pandu, Angel Anitha, Smart Shiva, Super Sundar, Beautiful Bhuvaneswari, Bold Binoy..,
11. If you could be any animal or a flower or a bird or a material like TV, Fridge in the world, what would you choose to be and why?
12. If you could rename yourself, what name would you pick and why?
13. What is the role of education in preventing terrorism and violence?-Group Activity question.
14. What is the role of family in de-radicalisation? Group Activity question.
15. Divide the group into a group of 5-7 participants and give a thread roll and one small ball or a paper cup in their hands. Place the ball in the centre of each group and ask them to plan to lift the ball or paper cup using the thread but without breaking the thread.

ACTIVITIES

(Support the content of the lecture and makes it easy to understand without much explanation. should not exceed 7-10mins. In case of group discussion 7 mins-10mins discussion and each to be allotted 2mins for presentation.)

1. Divide the participants into four teams. Give them a bunch of newspaper and a thread and cello tape. Ask them to construct something tallest using this material and they should be instructed not to talk. This is for explaining team work in De-radicalisation.
2. Draw a picture of a tree with fruits and roots. Ask them to place some emotions in the root like anger, jealousy and ask what fruit they would get. Ask them to draw the root and fruit. This is to demonstrate if the root is good the fruit would be good and the vice versa. The reasons for extremism, violence could be explained through this activity.
3. Ask the participants (volunteers) to come forward to talk good about some topic and after 31 minute to talk bad about the same topic. This activity is to show human communication has the potential to radicalise. In this activity we sensitise the participants that those things which we see as positive could be propagandised as negative by some others. This is the process of radicalisation.
4. Show some (5-6) terrorists or weapons used by terrorists on screen and ask the participants to form 5-6 groups and discuss about the person or the weapons shown on the screen. This will help them understand the ideologies of terrorists, their demands and would enable them understand the idea of radicalisation better.



Glossary of Terms and Abbreviations

A. TRAINING MANUAL

B. RADICALISATION

C. PRISONS

A. TRAINING MANUAL

A training manual is defined as a book of information and instructions outlining the structure and components of a training programme. This Training Manual for Basic Course of Prison Officers provides the state prison departments a comprehensive plan and structure on how to conduct a basic training course for prison officers.

TRAINING MODULE

A training module is a standardized self-contained segment which forms part of a training manual.

LECTURING METHOD

This is the most traditional method used in teaching and training. Lecturing is a teaching method that involves, primarily, an oral presentation given by an instructor to a body of students or trainees.

PARTICIPATORY METHOD

Adult learning includes participatory method or the andragogy method which is the most preferred method in any training sessions like the brainstorming, role-play, group discussions, mind mapping, case study methods, assignment methods..,

PPT; Power Point Presentation.

Q & A; Question and Answer.

ROLE-PLAY

Role play is training a technique in which people are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles.

GROUP DISCUSSION

It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

B.RADICALISATION & RELATED TERMS

RADICALISATION

Radicalisation is a process through which an individual adopts an increasingly extremist set of beliefs and aspirations. This may include the willingness to condone, support, facilitate or use violence to further political, ideological or religious goals⁵.

COUNTER-RADICALISATION

Counter Radicalisation usually refers to activity aimed at a group of people intended to dissuade them from engaging in terrorism-related activity⁶.

DE-RADICALISATION

De-Radicalisation usually refers to activity aimed at a person who supports terrorism and in some cases has engaged in terrorist related activity, which is intended to effect cognitive and/or behavioural change leading to a new outlook on terrorism and/or disengagement from it⁷.

DISENGAGEMENT

Dis-engagement is the process whereby an individual ceases to be involved in terrorism⁸.

FAR RIGHT

Far-right politics or extreme-right politics are right-wing politics to the right of the mainstream centre right on the traditional left-right spectrum. They often involve a focus on tradition as opposed to policies and customs that are regarded as reflective of modernism⁹.

IDEOLOGY

Ideology is a set of beliefs. An ideologue is a proponent as well as an adherent of an ideology.

^{5,2,3}, https://m.luton.gov.uk/Page/Show/Community_and_living/crime-and-community-safety/letstalkaboutit/Pages/Understanding-terminology.aspx

^{8,5,6,7,8,9}, https://m.luton.gov.uk/Page/Show/Community_and_living/crime-and-community-safety/letstalkaboutit/Pages/Understanding-terminology.aspx

INSURGENT

Insurgent is an individual who fights against a government or an occupying force with the aim of overthrowing it¹⁰.

INTERVENTIONS

Interventions are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing)¹¹.

PREVENTION¹²

Prevention means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevention involves the identification and referral of those susceptible to violent extremism into appropriate interventions. These interventions aim to divert the susceptible from embarking down the path to radicalisation.

RADICALISATION¹³

Refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

RADICALISER¹⁴

A radicaliser is an individual who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism.

RADICALISING MATERIALS¹⁵

Radicalisation Materials include literature or videos that are used by radicalisers to encourage or reinforce individuals to adopt a violent ideology. Some of this material may explicitly

^{12,15,14,15,16} https://m.luton.gov.uk/Page/Show/Community_and_living/crime-and-community-safety/letstalkaboutit/Pages/Understanding-terminology.aspx

¹⁵ [Glossary - United Nations Office on Drugs and Crime https://www.unodc.org/documents/Secondary](https://www.unodc.org/documents/Secondary)

encourage violence. Other materials may take no avowed position on violence but make claims to which violence is subsequently presented as the only solution.

RESILIENCE¹⁶

Resilience means the capability of people, groups and communities to rebut and reject proponents of terrorism and the ideology they promote.

SAFEGUARDING¹⁷

Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.

VULNERABILITY¹⁸

Vulnerability describes the condition of being capable of being injured, difficult to defend, open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

EXTREMISM¹⁹

Extremism is the supporting of the ideas that are very far from the norm or very far from what most people consider reasonable or acceptable.

PROPAGANDA²⁰

Propaganda is a form of communication aimed at influencing the attitude of a community towards a cause or a position

PULL FACTORS²¹

Pull factors are those that pull individuals into violent extremism. For example, violent extremist groups can pull in members by providing services, revenue and employment in exchange for

^{18,21,20} [Glossary - United Nations Office on Drugs and Crime https://www.unodc.org/documents/Secondary](https://www.unodc.org/documents/Secondary)

membership. Groups can also attract new members by providing an outlet for grievances and the promise of adventure, freedom and friends.

PUSH FACTORS²²

Push factors that push individuals to violent extremism include marginalisation, inequality, discrimination, persecution and limited access to quality education; the denial of rights and civil liberties; and other environmental, historical and socio-economic grievances.

C.PRISON RELATED TERMS

PRISON

Prison in this manual includes the Central Prisons, District prisons, sub jails, open prisons, women prisoners, Borstal institutions and the special sub jails.

PRISONERS

Prisoners are those under judicial custody both on remand and the convicted who are lodged in Central Prisons, District prisons, sub jails, open prisons, women prisoners, Borstal institutions and the special sub jails.

CORRECTIONAL OFFICERS

Correctional officers are those officers working in Prisons as Psychologists, Social workers, Welfare officers, Counsellors, Psychiatrists and the Probation officers working with Prisons.

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¹Russo, Joe, Dulani Woods, John S. Shaffer, and Brian A. Jackson, Countering Threats to Correctional Institution Security: Identifying Innovation Needs to Address Current and Emerging Concerns, Santa Monica, Calif.: RAND Corporation, RR-2933-NIJ, 2019. As of July 23, 2022: https://www.rand.org/pubs/research_reports/RR2933.html

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
1.	Are you aware of.....			
2.	Do you have an understanding of.....			
.....				

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

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

(Name of the Training Institute)

(Title of the Course)

(Dates of the Course)

FEEDBACK FORM

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

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

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

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

Yes

No

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

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

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

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

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

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

6. Practical Orientation of the course.

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

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

Substantially 4	Considerably 3	Fairly 2	Not at all 1

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

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

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

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

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

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

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

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

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

13. Your overall impression of the course:

Excellent	Very Good	Good	Fair
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4	3	2	1

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

Date:

Name:

Designation:

Place:

Organisation:

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

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

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

FIELD VISIT REPORT FORMAT

Format of Field Visit Report

Name of the trainee officer :

Batch No. :

Officer incharge 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.

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>