

**Training Manual of Specialised Course for Prison Officers
on Rehabilitation and Correctional Programmes for
Prisoners
(One Week)
2022**



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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 Science (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)

Shri N. Murali Babu, DIG (Prison) HR, Department of Prison and Correctional services, Telangana

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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DAY-1

Learning Unit (LU)

- LU1: Definition of Correctional and Rehabilitations Programmes in Prisons
- LU2: Correctional Programmes implementing in Prisons
- LU3: Educational Programmes in Prisons

DAY-2

- LU4: Vocational and Skill Development Programmes implementing in Prisons
- LU5: Prison Industries in Skill development of Prisoners
- LU6: Psychological Counselling Programmes for Reformation of prisoners
- LU7: Art and Cultural Programmes in Prisons
- LU8: Sports and Recreational Programmes in Prisons

DAY-3

- LU9: Psychiatric Treatment for Prisoners
- LU10: Prisoners' Contact with family
- LU11: Rehabilitation Programmes in Prisons
- LU12: Financial Support to Prisoners for Rehabilitation
- LU13: Job support to released Prisoners for Rehabilitation

DAY-4

- LU14: Role of NGOs in Correctional and Rehabilitation Programmes
- LU15: Best Practices in Indian Prisons in Correctional and Rehabilitation Programmes
- LU16: Best Practices in Prisons across the World in Correctional and Rehabilitation Programmes
- LU17: Field Visit: Central Prison/ Correctional Institution/ Counselling Centre

DAY-5

- LU18: Challenges in implementation of Correctional and Rehabilitation Programmes in Prisons
- LU19: Role of Probation Officer in implementation of Correctional and Rehabilitation Programmes
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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

“Specialized Course on Prison Rehabilitation and correctional programs for Prison officers” is for prison officers from Assistant Superintendent to Superintendent of Jails rank officers. It consists of twenty learning units.

The objective of this five day course is to impart knowledge and skills related to implementation of rehabilitation and correctional programmes for the prisoners. These training modules include progressive and scientific methods in correctional administration along with best practices in rehabilitation and correctional programs in the country and the world, to broaden the abilities and skills of officers.

(FOR TRAINERS & PARTICIPANTS)



COURSE GUIDE

**Specialised Course for Prison Officers
on Rehabilitation and Correctional Programmes for
Prisoners
(One Week)**

COURSE GUIDE
SPECIALISED COURSE FOR PRISON OFFICERS
ON
REHABILITATION AND CORRECTIONAL PROGRAMMES FOR PRISONERS
(ONE WEEK)

INTRODUCTION

Prisons and Correctional services needs to continuously grow, develop and must be prepared to face the ever-emerging challenges. The Prisons Department and the role of prison officers is no exception to this. Training is an instrument to help the Prison administration in meeting the twin challenges of continuous improvement and demands of change.

Aim

To develop Ethics and Values in Prison officers necessary to manage Prisons more transparently and instill a sense of Pride among the officers about working in Prisons department and to impart knowledge and skills in Rehabilitation and Correctional programmes to Prison Officers

DESIGNED FOR Assistant Superintendent rank officers to Superintendent of Jails rank officers.

FACILITATORS are In House faculty or Guest faculty who are subject experts relevant to the Course.

STYLE OF THE COURSE

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

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

LEARNING UNITS

Unit -1:

Training Objective: To define the Correctional and Rehabilitation Programmes in Prisons.

Enabling Objective: 1. Define the Correction and Reformation
2. Define the Rehabilitation and After Care

Unit – 2:

Training Objective: To explain the importance of Correctional Programmes implemented in Prisons

Enabling Objective: 1. List the Correctional Programmes implemented in Prisons
2. Explain the importance of Correctional Programmes in Prisons

Unit -3:

Training Objective: To explain the Educational Programmes in Prisons

Enabling Objective: 1. List the Educational Programmes in Prisons
2. Explain the Importance of Educational Programmes in Prisons

Unit -4:

Training Objective: To explain the Vocational and Skill Development Programmes in Prisons

Enabling Objective: 1. List the Vocational and Skill Development Programmes in prisons
2. Explain the organizations involving in Skill Development Courses in Prisons
3. Explain the importance of Vocational and Skill Development Programmes

Unit -5:

Training Objective: To explain the importance of prison industries in skill development of prisoners

Enabling Objective: 1. List the Prison Industries
2. Explain the importance of Prison Industries

Unit – 6:

Training Objective: To explain the importance of Psychological Counselling Programmes in Prisons

Enabling Objective: 1. List the Psychological Counselling programmes for Prisoners
2. Explain the Psychological Counselling programmes in Prisons
3. Explain the importance of Psychological Counselling programmes for prisoners

Unit -7:

Training Objective: To explain the importance of Psychiatric Treatment to Prisoners

Enabling Objective: 1. List the salient features of the Mental Health Act
2. Explain the Psychotherapy
3. Explain the importance of Psychiatric Treatment to prisoners

Unit -8:

Training Objective: To explain the importance of Art and Cultural Programmes in prisons

Enabling Objective: 1. List the Art and Cultural programmes for Prisoners
2. Explain the importance of Art and Cultural programmes for Prisoners

Unit -9:

Training Objective: To explain the importance of Sports and Recreational Programmes in

Prisons

- Enabling Objective:
- 1 List the Sports and Recreational programmes for prisoners
 2. Explain the importance of Sports and Recreational programmes for Prisoners

Unit -10:

Training Objective: To explain the importance of Prisoners' contact with family

- Enabling Objective:
1. List the ways of prisoners contact with family and outside world
 2. Explain the importance of Prisoners' contact with family members and outside World

Unit -11:

Training Objective: To explain the importance of Rehabilitation Programmes in Prisons

- Enabling Objective:
1. List the Rehabilitation Programmes implementing in Prisons
 2. Explain the sources for Rehabilitation of Prisoners
 3. Explain the importance of Rehabilitation Programmes in Prisons

Unit -12:

Training Objective: To explain the importance of Financial Support for Prisoners for rehabilitation

- Enabling Objective:
- 1 List the sources of financial support available to prisoners
 2. Explain the importance of financial support for Prisoners for Rehabilitation

Unit -13:

Training Objective: To explain the importance of job support for released prisoners

Enabling Objective: 1. List the job support available for released prisoners
2. Explain the importance of job support for released prisoners for Rehabilitation

Unit -14:

Training Objective: To explain the importance of Non-Governmental Organizations (NGOs)
in implementation of Correctional and Rehabilitation Programmes for prisoners

Enabling Objective: 1. List the Correctional and Rehabilitation programmes implemented by Non-Governmental Organizations
2. Explain the importance of Non-Governmental Organizations (NGO) in implementation of Correctional and Rehabilitation programmes for prisoners

Unit -15:

Training Objective: To explain the Best Practices in Correctional and Rehabilitation Programmes in Indian Prisons.

Enabling Objective: 1. List the Best Practices in Correctional and Rehabilitation Programmes in Indian Prisons.
2. Explain the Best Practices in Correctional and Rehabilitation Programmes in Indian Prisons.

Unit -16:

Training Objective: To explain the Best Practices in Correctional and Rehabilitation Programmes in Prisons across the World

Enabling Objective: 1. List the Best Practices in Correctional and Rehabilitation Programmes in Prisons across the World.

2. Explain the Best Practices in Correctional and Rehabilitation Programmes in Prisons across the World

Unit -17:

Training Objective: To explain the challenges in implementation of Correctional and Rehabilitation Programmes in Prisons

Enabling Objective: 1. List the challenges in implementation of Correctional and Rehabilitation Programmes in Prisons

2. Explain the ways to overcome the challenges in implementation of Correctional programmes

3. Explain the ways to overcome challenges in implementation of Correctional and Rehabilitation Programmes in Prisons

Unit -18:

Training Objective: To explain the role of Welfare Officer in implementation of Correctional and Rehabilitation Programmes in Prisons

Enabling Objective: 1. Define the role of welfare officer

2. Explain the duties of Welfare Officer

3. Explain the Role of Welfare Officer in implementation of Correctional and Rehabilitation Programmes in Prisons

Unit -19:

Training Objective: To explain the role of Probation Officer in implementation of Rehabilitation Programmes for Prisoners

Enabling Objective:

1. Define the role of Probation officer
2. Explain the duties of Probation Officer
3. Explain the role of Probation Officer in implementation of Rehabilitation Programmes for Prisoners

DAY WISE TASKS: 5-DAY COURSE

Day – 1

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

Day – 2

- Recap of Day-1
- Training

Post Lunch

- Training (In session on Correctional and Rehabilitation Programmes in Prisons - Check the State Prison Department websites)

Day – 3

- Recap of Day-2
- Training

Post Lunch

- Group Work on Action Plan

Day – 4

- Recap of Day-3
- Training

Post Lunch

- Field Visit to Prison

Day – 5

- Recap of Day-4
- Learning points of all sessions
- Training
- Panel Discussion on Challenges in implementation of Correctional and Rehabilitation Programmes in Prisons
- Feedback session

Post Lunch

- Valediction
- Certificate
- Group Photo with Chief Guest

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

End of Course

DAY-WISE TIME TABLE

Time	Content	Objectives
Day 1		
	Registration	
Session I	Inauguration of the Course	
Session II	1. Ice breaking 2. Course Overview: Aims and Objects of the Course	
Session III	Definition of Correctional and Rehabilitations Programmes in Prisons	1.1 1.2
Session IV	Correctional Programmes in Prisons	2.1 2.2
Session V	Educational Programmes in Prisons	3.1 3.2
Day 2		
9-00 to 9-15 AM	Learning Points / Recap	
Session I	Vocational and Skill Development Programmes implementing in Prisons	4.1 4.2 4.3
Session II	Prison Industries in Skill development of Prisoners	5.1 5.2
Session III	Psychological Counselling Programmes for Reformation of prisoners	6.1 6.2 6.3
Session IV	Art and Cultural Programmes for reformation of prisoners	7.1 7.2
Session V	Sports and Recreational Programmes implementing in Prisons	8.1 8.2
Day 3		
9-00 to 9-15 AM	Learning Points / Recap	
Session I	Psychiatric Treatment to Prisoners	9.1 9.2 9.3

Session II	Prisoners' contact with Family	10.1 10.2
Session III	Rehabilitation Programmes in Prisons	11.1 11.2 11.3
Session IV	Financial Support for Prisoners for their Rehabilitation	12.1 12.2
Session V	Job support for released prisoners for their Rehabilitation	13.1 13.2
Day 4		
9-00 to 9-15 AM	Learning Points / Recap	
Session I	Role of NGO in implementation of Correctional and Rehabilitation Programmes to prisoners	14.1 14.2
Session II	Best Practices in Correctional and Rehabilitation Programmes in Indian Prisons.	15.1 15.2
Session III	Best Practices in Correctional and Rehabilitation Programmes in Prisons across the World.	16.1 16.2
Session IV & V	Field Visit Central Prison/ Correctional Institution/ Counselling Centre To Study: • Correctional programmes • Vocational and Skill Development programmes • Rehabilitation programmes	To Study the Best Practices
Day 5		
9-00 to 9-15 AM	Learning Points / Recap	

Session I	Challenges in implementation of Correctional and Rehabilitation Programmes in Prisons	17.1 17.2 17.3
Session II	Role of Welfare Officer in implementation of Correctional and Rehabilitation Programmes in Prisons	18.1 18.2 18.3
Session III	Role of Probation Officer in implementation of Rehabilitation Programmes for Prisoners	19.1 19.2 19.3
Session IV	Assessment & Feedback	
Session V	Valediction	

Note:

Session I	0915-1030
Session II	1045-1200
Session III	1215-1330
Session IV	1430-1530
Session V	1545- 1645
Yoga	0630-0730
Tea Break	1030-1045 1200-1215 (Break) 1530-1545
Break Fast	0800-0845
Lunch	1330-1430
Dinner	1930-2100

(For Trainers Only)



TRAINER GUIDE

**Specialised Course for Prison Officers
on Rehabilitation and Correctional Programmes for Prisoners
(One Week)**

Introduction

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

The Trainer Guide also

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

For Trainer

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

For Participants

- a. Course Guide
- b. Resource-kit Tools, Checklists. Recommended Notes, Exercises, Case Studies, Soft skills Material
- c. Project
- d. Self-Assessment Questionnaire

Schedule for
SPECIALISED COURSE FOR PRISON OFFICERS
ON REHABILITATION AND CORRECTIONAL PROGRAMMES FOR PRISONERS
(ONE WEEK)

Time	CONTENT	REMARKS
Day 1		
9-15 to 9-45 AM	Registration	
Session I	Inauguration of the Course	
	Detailed Introduction • Name • Designation • Years of Service • Training experience • Distribute training Material Folders to Participants	
Session II	• Ice breaking • Course Overview: Aims and Objects of the Course	
Session III	Definition of Correctional and Rehabilitations Programmes in Prisons	
Session IV	Correctional Programmes in Prisons	
Session V	Educational Programmes in Prisons	
Day 2		
9-00 to 9-15 AM	Learning Points / Recap	

Session I	Vocational and Skill Development Programmes in Prisons	
Session II	Prison Industries in Skill development of Prisoners	
Session III	Psychological Counselling Programmes for Reformation of prisoners	
Session IV	Art and Cultural Programmes for reformation of prisoners	
Session V	Sports and Recreational Programmes in Prisons	
Day 3		
9-00 to 9-15 AM	Learning Points / Recap	
Session I	Psychiatric Treatment for Prisoners	
Session II	Prisoners' contact with family	
Session III	Rehabilitation Programmes in Prisons	
Session IV	Financial Support to Prisoners for their Rehabilitation	
Session V	Job support for released prisoners for their Rehabilitation	
Day 4		

9-00 to 9-15 AM	Learning Points / Recap	
Session I	Role of NGO in implementation of Correctional and Rehabilitation Programmes for prisoners	
Session II	Best Practices in Correctional and Rehabilitation Programmes in Indian Prisons.	
Session III	Best Practices in Correctional and Rehabilitation Programmes in Prisons across the world.	
Session IV & V	Field Visit Central Prison/ Correctional Institution/ Counselling Centre To Study: • Correctional programmes • Vocational Programmes • Skill Development programmes • Rehabilitation programmes	
Day 5		
9-00 to 9-15 AM	Learning Points / Recap	
Session I	Challenges in implementation of Correctional and Rehabilitation Programmes in Prisons	
Session II	Role of Welfare Officer in implementation of Correctional and Rehabilitation Programmes in Prisons	
Session III	Role of Probation Officer in implementation of Rehabilitation Programmes in Prisons	
Session IV	Assessment & Feedback	
Session V	Valediction	

Note:

Session I	0915-1030
Session II	10:45-12:00
Session III	12:15-13:30
Session IV	14:30-15:30
Session V	15:45- 16:45
Yoga	06:30-07:30
Library	17:00 -17:30
Sports	17:30-18:30

Tea Break	10:30-10:45 12:00-12:15 (Break) 15:30-15:45
Break Fast	8:00-08:45
Lunch	13:30-14:30
Dinner	19:30-21:00 PM

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

Course Ends

LIST OF RESOURCE MATERIALS

Day - 1

1. Registration form
2. Self-Assessment Questionnaire
3. Course Guide
4. Training material
5. Hand Book For Trainee Officers

Day – 2

1. Training Material

Day – 3

1. Training Material

Day – 4

1. Training Material

Day – 5

1. Training Material
2. Self – Assessment Questionnaire
3. Feedback Form
4. Certificate
5. Group Photo

PART – B

COURSE GRID

LEARNING EVENT

COURSE GRID

Rehabilitation and Correctional Programs for Prison Officers

01 Definition of Correctional and Rehabilitations Programmes in Prisons	02 Correctional Programmes in Prisons	03 Educational Programmes in Prisons
04 Vocational and Skill Development Programmes in Prisons	05 Prison Industries in Skill development of Prisoners	06 Psychological Counselling Programmes for Reformation of prisoners
07 Art and Cultural Programmes in Prisons	08 Sports and Recreational Programmes in Prisons	09 Psychiatric Treatment for Prisoners
10 Prisoners' contact with family	11 Rehabilitation Programmes in Prisons	12 Financial Support to Prisoners for Rehabilitation
13 Job support to released prisoners for Rehabilitation	14 Role of NGO in Correctional and Rehabilitation Programmes	15 Best Practices in Indian Prisons in Correctional and Rehabilitation Programmes in Prisons
16 Best Practices in Prisons across the World in Correctional and Rehabilitation Programmes in Prisons	17 Challenges in implementation of Correctional and Rehabilitation Programmes in Prisons	18 Role of Welfare Officer in implementation of Rehabilitation Programmes
19 Role of Probation Officer in implementation of Rehabilitation Programmes		

LEARNING EVENT
SPECIALISED COURSE FOR PRISON OFFICERS ON REHABILITATION AND CORRECTIONAL PROGRAMMES
FOR PRISONERS (ONE WEEK)
LEARNING EVENT - 1

UNIT		1						
Unit		Definition of Correctional and Rehabilitations Programmes in Prisons						
Training objective		At the end of the training, participants will be able to define the Correctional and Rehabilitation Programmes in Prisons						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Performan ce Aid (If any)	Assess- ment
At the end of the training, participants will be able to -								
1	Define the Correction and Reformation	- Definition of Correction - Definition of Reformation - Theories of Punishment - Reformation Theory - Need of Corrections in Prisons - Recommendations of various Committees on Corrections and Reformation of Prisoners	Lecture Cum Discussion	White Board Marker Pen	45 mts	Guest Faculty/ In-House		Q & A
2	Define Rehabilitation and After Care	- Definitions of Rehabilitation and Re-integration - Definition of After Care - Need of Rehabilitation - Need of After Care			30 mts			

LEARNING EVENT – 2

UNIT		2						
Learning Unit		Correctional Programmes in Prisons						
Training objective		At the end of the training, participants will be able to explain the importance of Correctional Programmes in Prisons						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid(If any)	Assess -ment
At the end of the training, participants will be able to -								
1	List the Correctional Programmes in Prisons	- Educational Programmes - Psychological Counselling - Psychiatric treatment/Psychotherapy - Assessment of aptitude for skilling - Vocational Training Programmes - Skill Development Programmes - Working in Prison Industries - Art/Cultural Programmes - Sports and Recreational Programmes	Lecture Cum Discussion	White Board Marker Pen PPT	30 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the importance of Correctional Programmes in Prisons	- To improve educational standards - To reduce aggressive behaviour - To develop ethics and moral values - To develop positive attitude - To reduce recidivism			30 mts			

LEARNING EVENT – 3

UNIT		3						
Learning Unit		Educational Programmes in Prisons						
Training objective		At the end of the training, participants will be able to explain the Educational Programmes in Prisons						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Performa nce Aid(If any)	Assess -ment
At the end of the training, participants will be able to -								
1	List the educational programmes in prisons	- Adult Education – Primary education, - Degree & PG Courses - Dr. B.R. Ambedkar Open University & I.G.N.O.U. Study Centre, NIOS - Computer Education - Health Education & Hygiene - Social and Spiritual Education - Legal Awareness	Lecture cum Discussion	White Board Marker Pen	30 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the importance of educational programmes in prisons	- Reduce illiteracy - Improve educational standards - Improve morale and self esteem - Improve self confidence			30 mts			

LEARNING EVENT - 4

UNIT		4						
Learning Unit		Vocational and Skill Development Programmes in Prisons						
Training objective		At the end of the training, participants will be able to explain the Vocational and Skill Development Programmes in Prisons						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Performa nce Aid(If any)	Assess -ment
At the end of the training, participants will be able to –								
1	List the Vocational and Skill Development programmes in prisons	- Carpentry, Mason, Electrician, Plumbing, Painting, Welding, - A.C. & Refrigerator Mechanic, Car/Scooter Mechanic, Computer Training, DTP, - Bakery & Food Products - Beautician, Barber, Tailoring, Embroidery, - Horticulture, Nursery, - Leather products - Shoe/Chappal making, etc	Lecture Cum Discussion	White Board Marker Pen PPT	30 mts	Guest Faculty/ In-House	-	Q & A
2	List the organizations doing skill development courses in Prisons	- NAC- National Academy of Constructions - MEMPA - Mission for Elimination of Poverty in Municipal Areas - DSEU-Delhi Skill and Entrepreneurship University - Other NGOs			15 mts			
3	Explain the importance of Vocational and Skill Development programmes	- To develop technical skills - To improve self confidence - To improve self-sustainability - To get employment after release - Reduce Recidivism			30 mts			

LEARNING EVENT - 5

UNIT		5						
Learning Unit		Prison Industries in Skill Development of Prisoners						
Training objective		At the end of the training, participants will be able to explain about the importance of prison industries in skill development of prisoners						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Performa nce Aid	Assess- ment
At the end of the training, participants will be able to -								
1	List the Prison Industries	- Steel furniture and Carpentry unit - Dying, warping and Weaving - Tailoring, Embroidery, - Durry/Carpet Making - Printing Press & Book binding - Phenyl, Soap, Detergent, Sanitizer - Leather products, - Bakery, Food Court, - Beautician, Sanitary Napkins - Agriculture, Horticulture, Nursery - Diary, Poultry, Aquaculture, Sheep forming - Petrol outlets, Water servicing,	Lecture Cum Discussion, PPT Videos	White Board, Marker Pen	45 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the importance of Prison Industries	- To provide work to prisoners - To earn while learning by the prisoners - To develop technical and marketing skills to prisoners - To get profits to the department and to spend on welfare activities of prisoners - To provide employment to released prisoners			30 mts			

LEARNING EVENT - 6

UNIT		6						
Learning Unit		Psychological Counselling Programmes for Reformation of Prisoners						
Training objective		At the end of the training, participants will be able to explain the importance of Psychological Counselling Programmes in Prisons for Reformation of Prisoners						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Performa nce Aid(If any)	Assess -ment
At the end of the training, participants will be able to –								
1	List the Psychological Counselling programmes in Prisons	- Moral Classes – by Psychologists - One to one Counselling - Group Counselling - UNNATI – A Cognitive Behavioural Modification Programme – Telangana Prisons - PATTAM – Tamil Nadu	Lecture Cum Discussion PPT Videos	White Board Marker Pen	15 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the implementation of Psychological Counselling programmes in prisons				30 mts			
3	Explain the importance of Psychological Counselling of Prisoners in Reformation of Prisoners				- Reduce aggressive behaviour - Identify suicidal tendencies in prisoners - Improve ethics and moral values - Improve family ties - Reduce recidivism			

EARNING EVENT - 7

UNIT		7						
Learning Unit		Art and Cultural Programmes in Prisons						
Training objective		At the end of the training, participants will be able to explain the importance of Art and Cultural Programmes in Prisons						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Performance Aid (If any)	Assessment
At the end of the training, participants will be able to -								
1	List the Art and Cultural programmes in Prisons	- Painting - Singing - Music & Instrument playing - Folk, Classical and Western Dance - Prison Band - Drama/Skit - Telangana – - Tamil Nadu – - Tihar Jail – - West Bengal – - Bhopal Jail –	Lecture Cum Discussion PPT	White Board Marker Pen	30 mts	Guest Faculty/ In-House	-	Q & A
3	Explain the importance of Art and Cultural programmes to Prisoners	- To bring out inherent talents of prisoners - To engage in purposeful work - To develop social adjustment - To improve self esteem - To provide psychological relaxation			30 mts			

LEARNING EVENT - 8

UNIT		8						
Learning Unit		Sports and Recreational Programmes in Prisons						
Training objective		At the end of the training, participants will be able to explain the importance of Sports and Recreational Programmes in Prisons						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid (If any)	Assess- ment
At the end of the training, participants will be able to –								
1	List the Sports and Recreational programmes in Prisons	- Indoor Outdoor games - Sports and Games Competitions - Cultural programmes - Annual Sports and Cultural Competitions - Jail Radio - Televisions, News Papers, Magazines	Lecture Cum Discussion PPT	White Board Marker Pen	30 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the importance of Sports and Recreational programmes in Prisons	- Improve Physical and Mental Wellbeing - Develop sportsmanships spirit - Improve social adjustment - Provide relaxation			30 mts			

LEARNING EVENT - 9

UNIT		9						
Learning Unit		Psychiatric Treatment for Prisoners						
Training objective		At the end of the training, participants will be able to explain the importance of Psychiatric Treatment for Prisoners						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid(If any)	Assess -ment
At the end of the training, participants will be able to -								
1	List the Salient features of the Mental Health Act	- Salient features of Mental Health Act	Lecture Cum Discussion PPT Videos	White Board Marker Pen	15 mts	Guest Faculty/ Psychiatrist	-	Q & A
2	Explain the Psychotherapy	- Concepts of Psychotherapy			30 mts			
3	Explain the importance of Psychiatric Treatment for prisoners	- To prevent self-harm - To prevent harm to others in prisons - To reduce aggressive/abnormal behavior - To protect the family and society after release			30 mts			

LEARNING EVENT - 10

UNIT		10						
Learning Unit		Prisoners’ contact with family						
Training objective		At the end of the training, participants will be able to explain the importance of Prisoners’ contact with family						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid (If any)	Assess- ment
At the end of the training, participants will be able to -								
1	List the ways of prisoners’ contact with family and outside world	- Physical interviews, E- Mulakat - Telephone calls and video calls - Legal Interviews - Parole, Furlough, Emergency Parole - Premature release – Telangana, A.P., Kerala, - Permanent Parole – Rajasthan - Release under Probation	Lecture Cum Discussion PPT	White Board, Marker Pen, LCD	30 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the importance of Prisoners’ contact with family members and outside world	- To improve family ties - To develop a sense of responsibility - To attend rituals of kith and kin and funerals of blood relatives - To facilitate Re-integration into Society - To reduce social stigma			45 mts			

LEARNING EVENT - 11

UNIT		11						
Learning Unit		Rehabilitation Programmes in Prisons						
Training objective		At the end of the training, participants will be able to explain the importance of Rehabilitation Programmes in Prisons						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid (If any)	Assess- ment
At the end of the training, participants will be able to -								
1	List the Rehabilitation Programmes in Prisons	- Financial Support - Skill Development - Job Support: Employment Drive (Job Mela) - After Care / Re-Integration	Lecture Cum Discussion PPT	White Board, Marker Pen, LCD	15 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the sources for Rehabilitation of Prisoners	- Loans from Banks and other Departments - Loans by Prisons Department - Employment in outside companies - Employment in prison Department Outlets - Support from NGO			30 Mts			
3	Explain the importance of Rehabilitation Programmes in Prisons	- To improve family ties - To facilitate Re-integration into society - To reduce social stigma - To provide financial assistance to setup small scale industries - To reduce recidivism			30 mts			

LEARNING EVENT – 12

UNIT		12						
Learning Unit		Financial Support to Prisoners for Rehabilitation						
Training objective		At the end of the training, participants will be able to explain importance of financial support to prisoners for their rehabilitation						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid (If any)	Assess- ment
At the end of the training, participants will be able to -								
1	List the sources of financial support available to prisoners	- Prison Department Wages and Loans - Bank Loans – Mugdha Loans - District Collector Funds - Loans by District Social Welfare and Tribal Welfare departments - CSR Funds - NGO support	Lecture Cum Discussion PPT	White Board, Marker Pen, LCD	30 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the importance of financial support to prisoners for rehabilitation	- Useful for Children Education/Marriage - Helpful for family of a prisoner to setup small scale industries - Useful for earning livelihood after release until they get a job - Useful for self-employment - To develop self confidence - To reduce recidivism			30 mts			

LEARNINGEVENT – 13

UNIT		13						
Learning Unit		Job support to released Prisoners for Rehabilitation						
Training objective		At the end of the training, participants will be able to explain the importance of job support for released prisoners for their Rehabilitation						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Performa nce Aid (If any)	Assess- ment
At the end of the training, participants will be able to -								
1	List the job support available to released prisoners	- Employment in prison outlets - Employment Drive – Employment in Private Companies - Self – Employment	Lecture Cum Discussion PPT	White Board, Marker Pen, LCD	30 mts	Guest Faculty / In- House	-	Q & A
2	Explain the importance of job support to released prisoners for rehabilitation	- Useful for lead respectable life in the society - Support for lead his family - Improves Self-confidence and Self esteem - Reduce Crime in the society - Reduce Recidivism			30 mts			

LEARNING EVENT – 14

UNIT		14						
Learning Unit		Role of NGOs in Correctional and Rehabilitation Programmes						
Training objective		At the end of the training, participants will be able to explain the Role of NGOs in implementation of Correctional and Rehabilitation Programmes for prisoners						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid (If any)	Assess- ment
At the end of the training, participants will be able to -								
1	List the Correctional and Rehabilitation activities for prisoners by Non-Governmental Organizations	1. Yoga, Meditation, Spiritual Sessions 2. Ethics and Moral values 3. Health Camps 4. Vocational Trainings	Lecture Cum Discussion PPT	White Board, Marker Pen, LCD	30 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the importance of Non-Governmental Organizations in implementation of Correctional and Rehabilitation programmes for prisoners	5. Skill Development Trainings 6. Welfare of Inmate Children 7. Welfare of inmate family 8. Aftercare Centres			45 mts			

LEARNING EVENT – 15

<u>UNIT</u>		15						
Learning Unit		Best Practices in Indian Prisons in Correctional and Rehabilitation Programmes						
Training objective		At the end of the training, participants will be able to explain the Best Practices in Correctional and Rehabilitation Programmes in Indian Prisons.						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Performa nce Aid (If any)	Assess -ment
At the end of the training, participants will be able to -								
1	List the Best Practices in Correctional and Rehabilitation Programmes in Indian Prisons.	• Telangana Prisons- Unnati, Vidyadanam Job melas, jobs in fuel outlets, loan facilities to serving inmates. • Tihar Prisons-	Lecture Cum Discussion PPT	White Board, Marker Pen, LCD	30 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the Best Practices in Correctional and Rehabilitation Programmes in Indian Prisons.	• Tamil Nadu • Kerala • West Bengal • Uttar Pradesh • Madhya Pradesh • Rajasthan • Haryana • Maharashtra • Himachal Pradesh, Etc.,			45 mts			

LEARNING EVENT – 16

UNIT		16						
Learning Unit		Best Practices in Correctional and Rehabilitation Programmes in Prisons across the world.						
Training objective		At the end of the training, participants will be able to explain Best Practices in Correctional and Rehabilitation Programmes in Prisons across the World.						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid (If any)	Assess- ment
At the end of the training, participants will be able to -								
1	List the Best Practices in Correctional and Rehabilitation Programmes in Prisons across the world.	• USA • Europe • Scandinavian countries • South Africa • Australia • SE Asia • South America	Lecture Cum Discussion PPT	White Board, Marker Pen, LCD	30 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the Best Practices in Correctional and Rehabilitation Programmes in Prisons across the world.				45 mts			

LEARNING EVENT – 17

UNIT		17						
Learning Unit		Challenges in implementation of Correctional and Rehabilitation Programmes in Prisons						
Training objective		At the end of the training, participants will be able to explain the challenges in implementation of Correctional and Rehabilitation Programmes in Prisons						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid (If any)	Assess -ment
At the end of the training, participants will be able to –								
1	List the Challenges in implementation of Correctional and Rehabilitation Programmes in Prisons	- Insufficient infrastructure - Overcrowding & Security problems - Lack of proper segregation facilities - Inadequate resource persons - Insufficient budget - Lack of interest in Prisoners - Inadequate cooperation from other agencies - Development of internal financial resources. - Motivation to prison personnel - Motivation to Prisoners	Lecture Cum Group Discussion PPT	White Board, Marker Pen, LCD	15 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the ways to overcome the challenges in implementation of Correctional programmes				30 mts			
3	Explain the ways to overcome the Challenges in implementation of Rehabilitation Programmes in Prisons				30 mts			

LEARNING EVENT – 18

UNIT		18						
Learning Unit		Role of Welfare Officer in implementation of Correctional and Rehabilitation Programmes in Prisons						
Training objective		At the end of the training, participants will be able to explain the Role of Welfare Officer in implementation of Correctional and Rehabilitation Programmes in Prisons						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid (If any)	Assess- ment
At the end of the training, participants will be able to -								
1	Define role of welfare officer	- Definition of Welfare officer - Duties of Welfare officer - Responsibilities of Welfare officer - Coordination with other agencies - Welfare activities of Prisoners - Correctional Programmes of Prisoners - Rehabilitation Programmes of Prisoners	Lecture Cum Discussion PPT	White Board, Marker Pen, LCD	15 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the duties of Welfare Officer				15 mts			
3	Explain the Role of Welfare Officer in implementation of Correctional and Rehabilitation Programmes in Prisons				30 mts			

LEARNING EVENT – 19

UNIT		19						
Learning Unit		Role of Probation Officer in implementation of Rehabilitation Programmes						
Training objective		At the end of the training, participants will be able to explain the Role of Probation Officer in implementation of Rehabilitation Programmes						
Enabling Objectives		Content	Method	Media/ Equipment	Time	Trainer	Perform ance Aid (If any)	Assess -ment
At the end of the training, participants will be able to -								
1	Define role of Probation officer	- Definition of Probation officer - Duties and Responsibilities of Probation officer - Coordination with other agencies - Recommendation of prisoners for Parole Release - Recommendation of prisoners for Premature Release - Release of Prisoners under Probation - Observation of prisoners under Probation, Premature release - Rehabilitation of Prisoners	Lecture Cum Discussion PPT	White Board, Marker Pen, LCD	15 mts	Guest Faculty/ In-House	-	Q & A
2	Explain the duties of Probation Officer				15 mts			
3	Explain the role of Probation Officer in implementation of Rehabilitation Programmes				30 mts			

Part – C

RESOURCE MATERIAL

LIST OF RESOURCE MATERIAL

Section-1 Handouts

HO - 1	International Framework of Prison Management
HO - 2	Nelson Mandela Rules
HO – 3	Correctional Programmes in Prisons
HO - 4	Psychotherapy
HO – 5	The Mental Health Care Act 2017
HO – 6	Health Education
HO – 7	Legal Framework of Prison Administration in India
HO - 8	Constitutional Provisions on Human Rights
HO - 9	Human Rights
HO - 10	Human Rights in Prisons
HO – 11	Vulnerable Categories of Prisoners
HO – 12	Bangkok Rules for Women Prisoners
HO – 13	Effective Communication Skills
HO – 14	Technology Used in Prisons
HO – 15	Building Positive Attitude
HO - 16	Types of Stress and Stress Management Tips

Section – 2 Checklist

CL-1	Landmark Supreme Court Judgments on Prisons
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Section – 3 Exercises

EX-1	Communication Skill Test
EX-2	Action Plan Worksheet

Section - 4 Videos & Films

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

INTERNATIONAL FRAMEWORK OF PRISON MANAGEMENT

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

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

- The Standard Minimum Rules for the Treatment of Prisoners (UN, 1957). Later on, revised and now known as Mandela Rules, 2015.
- The Body of Principles for the Protection of all Persons under any form of Detention or Imprisonment (UN, 1988)
- The Basic Principles for the Treatment of Prisoners (UN, 1990)
- The Standard Minimum Rules for the Administration of Juvenile Justice (UN, 1985)
- The Bangkok Rules, 21 December 2010 - Resolution A/RES/65/229 UN General Assembly adopted the UN Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders ('Bangkok Rules').

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

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

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

Nelson Mandela Rules

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

Basic principles

Rule 1

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

Rule 2

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

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

Rule 3

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

Rule 4

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

2. To this end, prison administrations and other competent authorities should offer education, vocational training and work, as well as other forms of assistance that are appropriate and available, including those of a remedial, moral, spiritual, social and health- and sports-based

nature. All such programmes, activities and services should be delivered in line with the individual treatment needs of prisoners.

Rule 5

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

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

Education and recreation

Rule 104

1. Provision shall be made for the further education of all prisoners capable of profiting thereby, including religious instruction in the countries where this is possible. The education of illiterate prisoners and of young prisoners shall be compulsory and special attention shall be paid to it by the prison administration.

2. So far as practicable, the education of prisoners shall be integrated with the educational system of the country so that after their release they may continue their education without difficulty.

Rule 105

Recreational and cultural activities shall be provided in all prisons for the benefit of the mental and physical health of prisoners. Social relations and aftercare

Rule 106

Special attention shall be paid to the maintenance and improvement of such relations between a prisoner and his or her family as are desirable in the best interests of both.

Rule 107

From the beginning of a prisoner's sentence, consideration shall be given to his or her future after release and he or she shall be encouraged and provided assistance to maintain or establish such relations with persons or agencies outside the prison as may promote the prisoner's rehabilitation and the best interests of his or her family.

Rule 108

1. Services and agencies, governmental or otherwise, which assist released prisoners in re-establishing themselves in society shall ensure, so far as is possible and necessary, that released prisoners are provided with appropriate documents and identification papers, have suitable homes and work to go to, are suitably and adequately clothed having regard to the climate and season and have sufficient means to reach their destination and maintain themselves in the period immediately following their release.

2. The approved representatives of such agencies shall have all necessary access to the prison and to prisoners and shall be taken into consultation as to the future of a prisoner from the beginning of his or her sentence.

3. It is desirable that the activities of such agencies shall be centralized or coordinated as far as possible in order to secure the best use of their efforts.

Correctional Programmes in Prisons

1. Educational Programmes:
 - a. Basic / Primary Education
 - b. Adult Education
 - c. Higher education
 - d. Distance Education
 - e. Health and Hygiene
 - f. Ethics and Moral values
 - g. Spiritual Education
 - h. Physical education
 - i. Legal Awareness
 - j. Social Education
2. Vocational and Skill Development Training Programmes:
 - a. Carpentry, Welding. Steel furniture making, Electrician, Plumbing, Masonry
 - b. Tailoring, Embroidery - Beautician - Fashion Designing
 - c. Painting, Shoe making
 - d. A.C./ Refrigerator Mechanic
 - e. Automobile servicing
 - f. Weaving, Carpet, Durray making
 - g. Book binding - Printing press
 - h. Nursery, Vermi compost
 - i. Agriculture – Horticulture, Poultry – Dairy – Fishery
 - j. Bakery, Pickles
 - k. Phenyl making - Soap, Detergent Powder, Dish wash Powder - Hand Wash, Floor Cleaner, Glass Cleaner, Sanitizer, Perfume,
 - l. Computer Training, DTP and Offset Printing
3. Psychological Counselling Programmes:
 - a. Moral/Spiritual Classes
 - b. Individual Counselling
 - c. Group Counselling

Psychotherapy

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

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

Types of Psychotherapy

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

Techniques

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

Behavioral Therapy

When behaviorism became a more prominent school of thought during the early part of the twentieth century, conditioning techniques began to play an important role in psychotherapy. Behavioral therapy often uses classical conditioning, operant conditioning, and social learning to help clients alter problematic behaviors.

Cognitive Behavioral Therapy

The approach known as cognitive behavioral therapy (CBT) is a psychotherapeutic treatment that helps patients understand the thoughts and feelings that influence behaviors. CBT is used to treat a range of conditions including phobias, addiction, depression, and anxiety.

CBT involves cognitive and behavioral techniques to change negative thoughts and maladaptive behaviors. The approach helps people to change underlying thoughts that contribute to distress and modify problematic behaviors that result from these thoughts.

Cognitive Therapy

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

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

Humanistic Therapy

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

Psychoanalytic Therapy

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

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

Use of Psychotherapy

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

- Addiction
- Anxiety disorders
- Bipolar disorder
- Depression
- Eating disorders
- Obsessive-compulsive disorder
- Phobias
- Post-traumatic stress disorder
- Substance use disorder
- Chronic pain or serious illnesses
- Divorce and break-ups
- Grief or loss
- Insomnia
- Low self-esteem
- Relationship problems
- Stress

Benefits of Psychotherapy:

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

The Mental Health Care Act 2017

The Mental Health Care Act 2017 is split into 16 chapters as mentioned below.

Chapter I

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

Chapter II

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

Chapter III

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

Chapter IV

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

Chapter V

It consists of Various Rights that are conferred to a mentally ill person.

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

Chapter VI

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

Chapter VII

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

Chapter VIII

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

Chapter IX

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

Chapter X

- This includes Mental Health Care establishments.

Chapter XI

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

Chapter XII

- Admission, treatment and discharge of mentally ill.

Chapter XIII

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

Chapter XIV

- It restricts unauthorized duty and medication.

Chapter XV

- It deals with penalty and punishment.

Chapter XVI

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

Health Education

How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB



Duration of the entire procedure: 40-60 seconds

0



Wet hands with water;

1



Apply enough soap to cover all hand surfaces;

2



Rub hands palm to palm;

3



Right palm over left dorsum with interlaced fingers and vice versa;

4



Palm to palm with fingers interlaced;

5



Backs of fingers to opposing palms with fingers interlocked;

6



Rotational rubbing of left thumb clasped in right palm and vice versa;

7



Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;

8



Rinse hands with water;

9



Dry hands thoroughly with a single use towel;

10



Use towel to turn off faucet;

11



Your hands are now safe.



World Health Organization

Patient Safety

A World Alliance for Safer Health Care

SAVE LIVES

Clean Your Hands

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May 2009

LEGAL FRAMEWORK OF PRISON ADMINISTRATION IN INDIA

“Prisons” is a State subject, as per Entry-4 of List-II (State List) of the Constitution of India. Prisons are governed by the Central Prisons Act, 1894 and the prison manuals of the respective State Governments.

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

SPECIAL LAWS RELATING TO PRISON ADMINISTRATION

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

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

CONSTITUTIONAL PROVISIONS ON HUMAN RIGHTS

Constitutional provisions

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

Human Rights Provisions in the Constitution of India

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

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

FUNDAMENTAL DUTIES:

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

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

HUMAN RIGHTS

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

Major Human Rights

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

HUMAN RIGHTS IN PRISONS

Right to Human Dignity

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

Other Rights of Human Dignity

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

Right to Communication

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

Right to Access to Law

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

VULNERABLE CATEGORIES OF PRISONERS

Who constitute a vulnerable group in prisons?

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

Women Prisoners

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

Special needs of Female Prisoners

Women constitute a vulnerable group in prisons.

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

BANGKOK RULES FOR WOMEN PRISONERS

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

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

1. Basic principle

Rule 1: Principle of non-discrimination, gender equality

2. Admission

Rule 2: Adequate attention shall be paid to the admission procedures for women and children,

1. Prior to or on admission, women with caretaking responsibilities for children shall be permitted to make arrangements for those children

3. Register

Rule 3: The number and personal details of the children of a woman being admitted to prison shall be recorded at the time of admission.

1. All information relating to the children's identity shall be kept confidential,

4. Allocation

Rule 4: Women prisoners shall be allocated, to the extent possible, to prisons close to their home or place of social rehabilitation

5. Personal hygiene

Rule 5: The accommodation of women prisoners shall have facilities and materials required to meet women's specific hygiene needs, including sanitary towels provided free of charge and a regular supply of water

6. Health-care services

(a) Medical screening on entry

Rule 6: The health screening of women prisoners

Rule 7: Sexual abuse or other forms of violence before or during detention is diagnosed, the woman prisoner shall be informed of her right to seek recourse from judicial authorities.

Rule 8: The right of women prisoners to medical confidentiality,

Rule 9: If the woman prisoner is accompanied by a child, that child shall also undergo health screening,

(b) Gender-specific health care

Rule 10: Gender-specific health-care services

Rule 11: Only medical staff shall be present during medical examinations

(c) Mental health and care

Rule 12: Individualized, gender-sensitive, trauma-informed and comprehensive mental health care and rehabilitation programmes shall be made available for women prisoners with mental health-care needs in prison

Rule 13: Prison staff shall be made aware of times when women may feel particular distress,

(d) HIV prevention, treatment, care and support

Rule 14: In developing responses to HIV/AIDS in penal institutions, programmes and services shall be responsive to the specific needs of women, including prevention of mother-to-child transmission.

(e) Substance abuse treatment programmes

Rule 15: Prison health services shall provide or facilitate specialized treatment programmes designed for women substance abusers, t

(f) Suicide and self-harm prevention

Rule 16: Developing and implementing strategies, in consultation with mental health-care and social welfare services, to prevent suicide and self-harm among women prisoners

(g) Preventive health-care services

Rule 17: Women prisoners shall receive education and information about preventive health-care measures, including on HIV, sexually transmitted diseases and other blood-borne diseases, as well as gender-specific health conditions.

Rule 18: Preventive health-care measures of particular relevance to women, such as Papanicolaou tests and screening for breast and gynecological cancer, shall be offered to women prisoners on an equal basis with women of the same age in the community.

7. Safety and security

(a) Searches

Rule 19: Effective measures shall be taken to ensure that women prisoners' dignity and respect are protected during personal searches,

Rule 20: Alternative screening methods, such as scans, shall be developed to replace strip searches and invasive body searches,

Rule 21: Prison staff shall demonstrate competence, professionalism and sensitivity and shall preserve respect and dignity when searching both children in prison with their mother and children visiting prisoners.

(b) Discipline and punishment

Rule 22: Punishment by close confinement or disciplinary segregation shall not be applied to pregnant women, women with infants and breastfeeding mothers in prison.

Rule 23: Disciplinary sanctions for women prisoners shall not include a prohibition of family contact, especially with children.

(c) Instruments of restraint

Rule 24: Instruments of restraint shall never be used on women during labour, during birth and immediately after birth.

(d) Information to and complaints by prisoners; inspections

Rule 25: Women prisoners who report abuse shall be provided immediate protection, support and counselling,

8. Contact with the outside world

Rule 26: Women prisoners' contact with their families, including their children, and their children's guardians and legal representatives shall be encouraged and facilitated by all reasonable means.

Rule 27: Where conjugal visits are allowed, women prisoners shall be able to exercise this right on an equal basis with men.

Rule 28: Visits involving children shall take place in an environment that is conducive to a positive visiting experience,

9.Social relations and aftercare

Rule 43: Prison authorities shall encourage and, where possible, also facilitate visits to women prisoners as an important prerequisite to ensuring their mental well-being and social reintegration.

Rule 44: In view of women prisoners' disproportionate experience of domestic violence, they shall be properly consulted as to who, including which family members, is allowed to visit them.

Rule 45: Prison authorities shall utilize options such as home leave, open prisons, halfway houses and community-based programmes and services to the maximum possible extent for women prisoners, to ease their transition from prison to liberty, to reduce stigma and to re-establish their contact with their families at the earliest possible stage.

Rule 46: Prison authorities, in cooperation with probation and/or social welfare services, local community groups and non-governmental organizations, shall design and implement comprehensive pre- and post-release reintegration programmes

Rule 47: Additional support following release shall be provided to released women prisoners who need psychological, medical, legal and practical help to ensure their successful social reintegration, in cooperation with services in the community.

10. Pregnant women, breastfeeding mothers and mothers with children in prison

Rule 48: Pregnant or breastfeeding women prisoners shall receive advice on their health and diet under a programme to be drawn up and monitored by a qualified health practitioner.

Rule 49: Decisions to allow children to stay with their mothers in prison shall be based on the best interests of the children. Children in prison with their mothers shall never be treated as prisoners.

Rule 50: Women prisoners whose children are in prison with them shall be provided with the maximum possible opportunities to spend time with their children.

Rule 51: Children living with their mothers in prison shall be provided with ongoing health-care services and their development shall be monitored by specialists

The environment provided for such children's upbringing shall be as close as possible to that of a child outside prison.

Rule 52: Decisions as to when a child is to be separated from its mother shall be based on individual assessments and the best interests of the child within the scope of relevant national laws.

1. The removal of the child from prison shall be undertaken with sensitivity, only when alternative care arrangements for the child have been identified
2. After children are separated from their mothers and placed with family or relatives or in other alternative care, women prisoners shall be given the maximum possible opportunity and facilities to meet with their children

III. Non-custodial measures

Rule 57: The provisions of the Tokyo Rules shall guide the development and implementation of appropriate responses to women offenders. Gender-specific options for diversionary measures and pretrial and sentencing alternatives shall be developed within Member States' legal systems, taking account of the history of victimization of many women offenders and their caretaking responsibilities.

Rule 58: Taking into account the provisions of rule 2.3 of the Tokyo Rules, women offenders shall not be separated from their families and communities without due consideration being given to their backgrounds and family ties.

Rule 59: Generally, non-custodial means of protection, for example in shelters managed by independent bodies, non-governmental organizations or other community services, shall be used to protect women who need such protection.

Rule 60: Appropriate resources shall be made available to devise suitable alternatives for women offenders in order to combine non-custodial measures with interventions to address the most common problems leading to women's contact with the criminal justice system. These may include therapeutic courses and counselling for victims of domestic violence and sexual abuse; suitable treatment for those with mental disability; and educational and training programmes to improve employment prospects.

Rule 61: When sentencing women offenders, courts shall have the power to consider mitigating factors such as lack of criminal history and relative non-severity and nature of the criminal conduct, in the light of women's caretaking responsibilities and typical backgrounds.

Rule 62: The provision of gender-sensitive, trauma-informed, women-only substance abuse treatment programmes in the community and women's access to such treatment shall be improved, for crime prevention as well as for diversion and alternative sentencing purposes.

1. Post-sentencing dispositions

Rule 63: Decisions regarding early conditional release (parole) shall favourably take into account women prisoners' caretaking responsibilities, as well as their specific social reintegration needs.

2. Pregnant women and women with dependent children

Rule 64: Non-custodial sentences for pregnant women and women with dependent children shall be preferred where possible and appropriate, with custodial sentences being considered when the offence is serious or violent or the woman represents a continuing danger, and after taking into account the best interests of the child or children

3. Juvenile female offenders

Rule 65: Institutionalization of children in conflict with the law shall be avoided to the maximum extent possible. The gender-based vulnerability of juvenile female offenders shall be taken into account in decision-making.

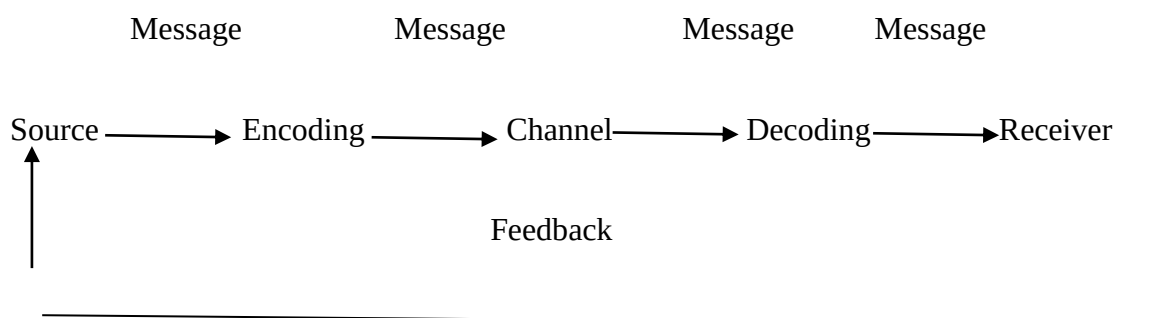
4. Foreign nationals

Rule 66: Maximum effort shall be made to ratify the United Nations Convention against Transnational Organized Crime and the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime to fully implement their provisions so as to provide maximum protection to victims of trafficking in order to avoid secondary victimization of many foreign national women.

EFFECTIVE COMMUNICATION SKILLS

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

The Communication Process Model



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

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

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

Encoding – Converting a communication message to symbolic form.

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

Channel – The medium through which a communication message travels.

Decoding – Re-translating a sender’s communication message

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

(1) Distortion and noises are there to disrupt the message.

Some of the results of bad communication are :-

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

Barriers to effective communication

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

TECHNOLOGY USED IN PRISONS

- **Security System-** CCTV Cameras / Scanners / Jammers /Metal Detector system / Body Worn Cameras / Alarm System / Walkie Talkies
- **Communication system-** Video Conferencing, E-Mulaqaat, Biometric telephone System, E-Courts, Faster System
- Prison Management and Information System (**PMIS**)
- Integrated Criminal Justice System (**ICJS**)
- **E- Prisons**
- **PRISMS** is a comprehensive Prison Management e-Governance initiative the first of its kind in the country. Fingerprints are also stored in this system using bio-metric finger identification system to identify the correct prisoner for court production and release.
- Auto Calculation of Sentence Period and PDR (Probable Date of Release) based on concurrent or consecutive sentences.

BUILDING POSITIVE ATTITUDE

Factors that determine our Attitude

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

- Environment
- Experience
- Education

These are called the triple Es of attitude.

Steps to building a positive attitude:

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

TYPES OF STRESS AND STRESS MANAGEMENT TIPS

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

Types of Stress :

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

Stress management can happen by:

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

Useful Stress Management Tips

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

CHECKLIST

Check List-1

Hon’ble Supreme Court Judgements Regarding Prison and Undertrials

Sl. No	Name of the Case	Citation	Subject	Legal Issue Laid down
1	Maneka Gandhi Vs. Union of India	AIR 1978 SC 695	Constitution Article-21	Article 21 given a wide interpretation. Procedure established by law should be Just, Fair and Reasonable.
2	Sunil Batra (I) vs. Delhi Administration	AIR 1978 SC 1675	Articles 14, 19, 21 of the Constitution 1950.	Solitary confinement / bar fetters not allowed by Courts. A convict is entitled to the precious right guaranteed by <u>Art. 21</u> that he shall not be deprived of his life or personal liberty except according to the procedure established by law.
3	Charles Sobhraj vs Superintendent Central Jail	AIR 1978 SC 1514	Constitution Articles 21 & 19. <u>Article - 136.</u>	Powers of the Supreme Court to interfere to right the wrong and restore the Prisoners’ rights.
4	M.H. Hoskot vs. State of Maharashtra	AIR 1978 (3) SCC 544	Constitution Article 21	Right to speedy trial. when the accused is sentenced to imprisonment, a copy of the judgment shall be given to him free of cost" and a certified copy of the judgment or translation in his own language if practicable or in the language of the Court, shall be given to him without delay.
5	Hussainara Khatton vs. State of Bihar	AIR 1979 SC 1369 1980 1 SCC 81 1980 1 SCC 98	Constitution Article-21	The Supreme Court held that where under trial prisoners have been in jails for periods longer than the maximum term for which they would have been sentenced, their detention in jail is totally unjustified and in violation of the Fundamental Rights.
6	Prem Shankar Shukla vs. Delhi Administration	AIR 1980 SC 1535	Constitution Article -21	Handcuffing is prima facie inhuman, unreasonable, over harsh and arbitrary.
7	Sunil Batra Vs. Delhi Administration	AIR 1980 1579, 1980 SCR (2) 557	Constitution Article-32 Prisons Act 1894, Ss 27, 29 and 61 & Punjab Prison Manual, Paras 41, 47, 49 and 53	Torture inflicted on prisoner in jail-court-power and responsibility of court to intervene and protect prisoners. Solitary confinement, denial of privileges, amenities to prisoners-to be imposed with judicial appraisal.

EXERCISES

EX – 1

COMMUNICATION SKILLS TEST

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

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

Scoring :

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

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

The total scores will range from 10-50.

Action Plan Worksheet

- a. The Indian Prison principles as per Model Prison Manual, 2016 are –
- b. The **Standards** we want to achieve is.... (e.g. in accommodation, education, work, etc.)
- c. Write on **Action Plan using these headings** :

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

5. (b) Check whether the Action plan is measurable:

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

REFERENCE

LIST OF REFERENCE BOOKS/JOURNALS/REPORTS

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

www.ohchr.org/

www.ispac.cnpds.org/

www.humanrightsinitiative.org

www.nacro.org.uk

www.icpa.ca/

<https://www.prisoninspectorscotland.gov.uk/>

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)

(Date)

REGISTRATION FORM

PARTICIPANT DETAILS

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

ORGANIZATION DETAILS

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

RESIDENTIAL DETAILS

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

Signature
Name
Date

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

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

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

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

APPENDIX- 4

(Name of the Training Institute)

(Title of the Course)

(Dates of the Course)

FEEDBACK FORM

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

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

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

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

Yes

No

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

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

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

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

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

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

6. Practical Orientation of the course.

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

--	--	--	--

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

Substantially 4	Considerably 3	Fairly 2	Not at all 1

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

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

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

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

- a) Reception & Transport
- b) Residential

Accommodation

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

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

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

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

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

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

15. If yes, kindly spell them out briefly?

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

Date:

Name:

Designation:

Place:

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 incharge of the visit

Structure of the Report

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

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>