

**Training Manual for In-Service Course
for
Assistant Jailer to Deputy Superintendent
(One-Month)
2022**



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

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

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

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

(Balaji Srivastava)

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LU- 3	Model Prison Manual, 2016 - Prison Security & Search Procedures
DAY 2	
LU- 4	Institutional checks on prison administration- BOV, UTRC etc.
LU- 5	Model Prison Manual, 2016 - Prison Emergencies
DAY 3	
LU- 6	Prison Building Designs and classification of Prisons
LU- 7	Model Prison Manual, 2016 - Welfare Programs for Prisoners
LU- 8	Prison Industries and Marketing strategies

DAY 4	Field Visit to Central Prison/ District Prisons Security: Physical Security
DAY 5	
LU- 9	Model Prison Manual, 2016 - Admission and classification of prisoners
LU- - 10	Parole, Furlough and premature release of Prisoners
LU- 11	Prison discipline- Offences and Punishments
LU- 12	Stakeholder Coordination
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LU- 14	Best Practices in Indian Prisons- Part 1
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LU- 28	Basics in Psychology i. Understanding prisoners
LU- 29	Best Practices in USA prisons
LU- 30	Role of Welfare Officers and Probation Officers
DAY 11	Field Visit to Central Prison/ District Prisons Prisoners welfare programs and Industries
DAY 12	
LU- 31	Basics in Sociology and Social Work
LU- 32	Best practices in European and Scandinavian Prisons
LU- 33	Mental Healthcare Act, 2017
DAY 13	
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LU- 45	Health & Fitness Management i. Lifestyle Management
LU- 46	Health & Fitness Management ii. Fitness Fundamentals
DAY 17	
LU- 47	After-care Programmes and the Role of NGOs in Reformation and Rehabilitation of prisoners.
LU- 48	Gender sensitization for Prison officers
LU- 49	Technology in Prisons
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Emergence of the Course

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

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

Introduction

In-service training has for many years been the driving force behind much changes that have occurred in the area of Prison reforms. As in any other profession, it is of vital importance that officers possess updated knowledge on Best practices and research in their area of work. This training course aims at the standards of training and also the skills of the officers by incorporating the relevant international standards prescribed in various UN charters and Covenants, in addition to national standards and relevant points from judicial pronouncements.

The objective of this one-month In-service course for officers which has fifty eight Learning Units is to provide a comprehensive road map for the training of in-service officers, thereby equipping the participants with new knowledge and skills to face new challenges.

(For Trainers and Participants)



COURSE GUIDE

**Training Manual for In-Service Course
for
Assistant Jailer to Deputy Superintendent
(One-Month)**

2022

INTRODUCTION

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

AIM OF THE COURSE

To impart knowledge and skills about Prison Administration

DESIGNED FOR

Prison officers- Assistant Jailor to Deputy Superintendent

FACILITATORS

In-House faculty or Senior Officers from Department and Guest faculty who are subject experts relevant to the Course.

STYLE OF THE COURSE

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

OBJECTIVES

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

Unit -1	
Training Objective	Explain important provisions of Prisons Act 1894, Prisoners Act 1900 and other relevant Acts
Enabling Objectives	1. List important provisions of Prisons Act 1894, Prisoners Act 1900 and other Acts

	2. Explain important provisions of Prisons Act 1894, Prisoners Act 1900 and other relevant Acts
Unit -2	
Training Objective	Explain Prison Officers' Duties and responsibilities
Enabling Objectives	1. List Prison Officers' Duties and responsibilities cadre wise
	2. Explain Prison Officers' Duties and responsibilities
Unit -3	
Training Objective	Explain Prison Security and Search Procedures
Enabling Objectives	1. List Prison Security Procedures
	2. List the Steps in Search Procedures
	3. Explain Prison Security and Search Procedures
Unit -4	
Training Objective	Explain Institutional checks on prison administration like BoV, UTRC etc
Enabling Objectives	1. List Institutional checks on prison administration
	2. Explain Institutional checks on prison administration
Unit -5	
Training Objective	Explain Prison Emergencies and action plans to resolve.
Enabling Objectives	1. List the Prison Emergencies
	2. Describe the Prison Emergencies
	3. Explain Prison Emergencies and action plans to resolve
Unit -6	
Training Objective	Explain the trends in Prison Building Designs and classification of Prisons
Enabling Objectives	1. Describe Prison Building Designs
	2. List types of Prisons
	3. Explain the trends in Prison Building Designs and classification of Prisons
Unit -7	
Training Objective	Explain Welfare Programs for Prisoners

Enabling Objectives	1. List the Welfare Programs for prisoners
	2. Explain the welfare programs for Prisoners
Unit -8	
Training Objective	Explain the importance of Prison Industries and Marketing strategies
Enabling Objectives	1. List Prison industries
	2. List marketing strategies
	3. Explain the importance of Prison Industries and Marketing strategies
Unit -9	
Training Objective	Explain Admission procedures and classification of prisoners
Enabling Objectives	1. List the types of Prisoners
	2. Describe Admission of Prisoners
	3. Explain Admission procedures and classification of prisoners
Unit -10	
Training Objective	Explain Parole, Furlough and premature release of Prisoners
Enabling Objectives	1. Describe Parole, Furlough and premature release of Prisoners
	2. Explain Parole, Furlough and premature release of Prisoners
Unit -11	
Training Objective	Explain Prison discipline- Offences and Punishments
Enabling Objectives	1. List Prison Offences and Punishments
	2. Explain Prison Offences and Punishments
Unit -12	
Training Objective	Explain the importance of Stakeholder Coordination
Enabling Objectives	1. List importance of Stakeholders in Prison administration
	2. Explain the importance of Stakeholder Coordination
Unit -13	
Training Objective	Explain important provisions of State Subordinate Service Rules

Enabling Objectives	1. List important provisions of State Subordinate Service Rules
	2. Explain important provisions of State Subordinate Service Rules
Unit -14	
Training Objective	Explain the Best Practices in Indian Prisons
Enabling Objectives	1. List the Best practices in Indian Prisons
	2. Explain the Best Practices in Indian Prisons
Unit -15	
Training Objective	Explain Fundamental Rules for Government servants
Enabling Objectives	1. List Fundamental Rules for Government servants
	2. Explain Fundamental Rules for Government servants
Unit -16	
Training Objective	Explain the provisions of Leave Rules
Enabling Objectives	1. List the types of Leave
	2. Explain the Provisions of Leave Rules
Unit -17	
Training Objective	Explain important provisions of Central Civil Services (Conduct) Rules, 1964
Enabling Objectives	1. List important provisions of Central Civil Services (Conduct) Rules, 1964
	2. Explain important provisions of Central Civil Services (Conduct) Rules, 1964
Unit -18	
Training Objective	Explain the Educational programmes and skill development programmes for Prisoners
Enabling Objectives	1. List the Educational programmes and skill development programmes for Prisoners
	2. Explain the Educational programmes and skill development programmes for Prisoners
Unit -19	

Training Objective	Explain the important recommendations of Justice Mulla Committee, Justice Krishna Iyer Committee and other Committees on Prison reforms
Enabling Objectives	1. List the important recommendations of Justice Mulla Committee, Justice Krishna Iyer Committee and other committees on Prison reforms
	2. Explain the important recommendations of Justice Mulla Committee, Justice Krishna Iyer Committee and other Committees on Prison reforms
Unit -20	
Training Objective	Explain important provisions of International covenants on Prison administration- UNSMR, Bangkok rules etc.
Enabling Objectives	1. List important provisions of International Covenants on Prison administration- UNSMR, Bangkok rules etc.
	2. Explain important provisions of International covenants on Prison administration- UNSMR, Bangkok rules etc.
Unit -21	
Training Objective	Explain the important aspects of Maintenance of Prisoners
Enabling Objectives	1. List important aspects of Maintenance of Prisoners
	2. Explain important aspects of Maintenance of Prisoners
Unit -22	
Training Objective	Explain Human Rights of Prisoners enshrined in the through Constitution of India and SC judgments.
Enabling Objectives	1. List the Human Rights of Prisoners available through constitution and SC judgements.
	2. Explain the Human Rights of Prisoners available through the Constitution of India and SC Judgments.
Unit -23	
Training Objective	Explain Risk Assessment and Needs Assessment of prisoners
Enabling Objectives	1. Describe Risk Assessment and Needs Assessment of prisoners

	2. Explain Risk Assessment and Needs Assessment of prisoners.
Unit -24	
Training Objective	Explain the ways to manage High Risk Prisoners
Enabling Objectives	1. List the High Risk Prisoners
	2. Explain the ways to manage High Risk Prisoners
Unit -25	
Training Objective	Explain the ways of managing of Self- Harming/ Suicidal tendency prisoners
Enabling Objectives	1. Describe the Suicidal and Self-Harming Behaviour
	2. Explain the early identification of suicidal behaviour
	3. Explain the Self-Harming Behaviour
	4. Explain the ways of managing the Self- Harming/ Suicidal tendency prisoners
Unit -26	
Training Objective	Explain landmark Supreme court Judgments on Prison administration
Enabling Objectives	1. List Land mark Supreme Court Judgements on Prison administration
	2. Explain Land mark Supreme Court Judgements on Prison administration
Unit -27	
Training Objective	Explain the Basics in Psychology- “Emotions”
Enabling Objectives	1. Define ‘Emotions’
	2. List types of ‘Emotions’
	3. Explain the ways of managing ‘Emotions’
Unit -28	
Training Objective	Explain Basics in Psychology- “Personality”
Enabling Objectives	1. Define ‘Personality’
	2. List types of ‘personality’
	3. Explain the Types of ‘Personality’
Unit -29	

Training Objective	Explain the Best Practices in USA Prisons
Enabling Objectives	1. List the Best Practices in USA Prisons
	2. Explain the Best Practices in USA Prisons
Unit -30	
Training Objective	Explain the role of Welfare Officers and Probation Officers
Enabling Objectives	1. Describe the role of Welfare Officers and Probation Officers
	2. Explain the role of Welfare Officers and Probation Officers
Unit -31	
Training Objective	Explain Basics in Sociology and Social Work
Enabling Objectives	1. Describe the importance of Sociology and Social Work in a Prison setting.
	2. Explain Basics in Sociology and Social Work
Unit -32	
Training Objective	Explain the Best practices in European and Scandinavian Prisons
Enabling Objectives	1. List the Best practices in European and Scandinavian Prisons
	2. Explain the Best practices in European and Scandinavian Prisons
Unit -33	
Training Objective	Explain important provisions of Mental Health-care Act, 2017 related to prisoners.
Enabling Objectives	1. List important provisions of Mental Healthcare Act, 2017 related to prisoners.
	2. Explain important provisions of Mental Healthcare Act, 2017 related to prisoners.
Unit -34	
Training Objective	Explain Basics in Psychology- “Counselling”
Enabling Objectives	1. List types of ‘Counselling’
	2. Explain types of ‘counselling
Unit -35	
Training Objective	Explain the Best Practices in Indian Prisons

Enabling Objectives	1. List the Best Practices in Indian Prisons
	2. Explain the Best Practices in Indian Prisons
Unit -36	
Training Objective	Explain Basics in Criminology and Victimology
Enabling Objectives	1. Describe the importance of Criminology and Victimology in understanding Prisoners behaviour.
	2. Explain Basics in Criminology and Victimology
Unit -37	
Training Objective	Explain effective management of health of prisoners.
Enabling Objectives	1. List health issues of prisoners.
	2. Explain effective management of health of prisoners.
Unit -38	
Training Objective	Explain important provisions of Prevention of Corruption Act, 1988 & Whistleblowers Protection Act, 2014
Enabling Objectives	1. List the important provisions of Prevention of Corruption Act, 1988 & Whistleblowers Protection Act, 2014
	2. Explain the important provisions of Prevention of Corruption Act, 1988 & Whistleblowers Protection Act, 2014
Unit -39	
Training Objective	Explain the Best Practices in SE Asian and Australian Prisons
Enabling Objectives	1. List the Best Practices in SE Asian and Australian Prisons
	2. Explain the Best Practices in SE Asian and Australian Prisons
Unit -40	
Training Objective	Explain the importance of Change Management & Time Management.
Enabling Objectives	1. Describe 'Change Management' and 'Time Management'
	2. Explain the importance of Change Management and Time Management
Unit -41	

Training Objective	Explain ‘Work- Life-Balance’ techniques
Enabling Objectives	1. List Work life balance techniques
	2. Explain Work-Life-Balance techniques
Unit -42	
Training Objective	Explain prudent ways of managing personal finances.
Enabling Objectives	1. List the ways of managing personal finances.
	2. Explain prudent ways of managing personal finances
Unit -43	
Training Objective	To demonstrate ‘First-Aid’ techniques
Enabling Objectives	1. List First Aid techniques.
	2. Explain First Aid techniques.
	3. Demonstrate ‘First-Aid’ techniques
Unit -44	
Training Objective	Explain Grievance redressal mechanisms available for Prisoners
Enabling Objectives	1. List the Grievance redressal mechanisms available for Prisoners
	2. Explain the Grievance redressal mechanisms available for Prisoners
Unit -45	
Training Objective	Explain the importance of ‘Lifestyle Management’
Enabling Objectives	1. Describe ‘Lifestyle Management’
	2. Explain the importance of Lifestyle Management
Unit -46	
Training Objective	Explain importance of Fitness and Exercises
Enabling Objectives	1. Describe the importance of Fitness and Exercises
	2. Explain importance of Fitness and Exercises
Unit -47	
Training Objective	Explain After care Programmes and Role of NGO’s in Reformation and rehabilitation of prisoners.
Enabling Objectives	1. List After care Programmes.

	2. Describe Role of NGO's in Reformation and rehabilitation of prisoners.
	3. Explain the After care Programmes and Role of NGO's in Reformation and rehabilitation of prisoners.
Unit -48	
Training Objective	Explain the importance of 'Gender sensitization' in Prison Officers
Enabling Objectives	1. Define 'Gender sensitization'
	2. Explain the importance of 'Gender sensitization' in Prison Officers
Unit -49	
Training Objective	Explain use of Technology in Prisons and new Gadgets
Enabling Objectives	1. List various technologies used in Prisons
	2. List technical Gadgets used in Prisons
	3. Explain use of Technology in Prisons and new Gadgets.
Unit -50	
Training Objective	To demonstrate the use of 'e-Prisons'
Enabling Objectives	1. List the 'e-Prison' modules
	2. Explain the 'e-Prison' modules
	3. Demonstrate the use of 'e-Prisons'
Unit -51	
Training Objective	Explain importance of 'Records management' and 'Stores management'
Enabling Objectives	1. Describe 'Records management' and 'Stores management'
	2. Explain importance of 'Records management' and 'Stores management'
Unit -52	
Training Objective	Explain the importance of Effective Communication skills
Enabling Objectives	1. List types of communication
	2. Explain the importance of Effective Communication skills

Unit -53	
Training Objective	Explain important provisions of Right to Information Act, 2005
Enabling Objectives	1. List the important provisions of Right to Information Act, 2005
	2. Explain the important provisions of Right to Information Act, 2005
Unit -54	
Training Objective	Explain ways of improving transparency and accountability in Prison Administration.
Enabling Objectives	1. List the ways to improve transparency and accountability
	2. Explain the ways to improve transparency in Prison Administration
Unit -55	
Training Objective	Explain the Concept of Open Jails and types.
Enabling Objectives	1. List types of Open Jails
	2. Explain the Concept of Open Jails and types
Unit -56	
Training Objective	Explain Deradicalization programs in Prisons across the world.
Enabling Objectives	1. List the Deradicalization programs in Prisons across the world.
	2. Explain Deradicalization programs in Prisons across the world.
Unit -57	
Training Objective	Explain Alternatives to Imprisonment- Best Practices in the world
Enabling Objectives	1. List Alternatives to Imprisonment
	2. Explain Alternatives to Imprisonment- Best Practices in the world
Unit -58	

Training Objective	Explain Best practices in staff training and staff welfare
Enabling Objectives	1. List best staff training facilities and programs.
	2. List the Best practices in staff welfare programs.
	3. Explain the Best practices in staff training and staff welfare

ASSESSMENT:

The priority during the Course is to assist participants to develop their skills. Assessment is, therefore, concerned with informal feedback and advice to individual participants.

WEEK/DAY - WISE TIME TABLE

Time	Topics	Objectives
Day 1		
	Registration	
Session I	Inauguration of the Course and Ice breaking	
Session II	Prisons Act 1894, Prisoners Act 1900 and other Acts	1.1 1.2
Session III	Model Prison Manual -2016 i. Prison Officers' Duties and responsibilities.	2.1 2.2
Session IV	Model Prison Manual -2016 ii. Prison Security & Search Procedures	3.1 3.2 3.3
Day 2		
0900- 0915	Learning Points- Recap of Day 1	
Session I	Institutional checks on prison administration- BoV, UTRC etc.	4.1
Session II		4.2
Session III	Model Prison Manual, 2016 iii. Prison Emergencies	5.1
Session IV		5.2
Day 3		

0900- 0915	Learning Points- Recap of Day 2	
Session I	Prison Building Designs and classification of Prisons	6.1 6.2 6.3
Session II	Model Prison Manual, 2016 iv. Welfare Programs for Prisoners	7.1 7.2
Session III	Prison Industries and Marketing strategies	8.1
Session IV		8.2 8.3
Day 4		
0900- 0915	Learning Points- Recap of Day 3	
Session I	Field Visit to Central Prison/ District Prisons Security aspects	
Session II		
Session III		
Session IV		
Day 5		
0900- 0915	Learning Points- Recap of Day 4	
Session I	Model Prison Manual, 2016 v. Admission and classification of prisoners	9.1 9.2 9.3
Session II	Parole, Furlough and premature release of Prisoners	10.1 10.2
Session III	Prison discipline- Offences and Punishments	11.1 11.2
Session IV	Stakeholder Coordination	12.1 12.2
Day 6		
0900- 0915	Learning Points- Recap of Day 5	
Session I	Service Rules i. State Subordinate Service Rules	13.1 13.2

Session II	Best Practices in Indian Prisons- Part 1	14.1 14.2
Session III	Service Rules ii. Fundamental Rules	15.1 15.2
Session IV	Service Rules iii. Leave Rules	16.1 16.2
Day 7		
0900- 0915	Learning Points- Recap of Day 6	
Session I	Central Civil Services (Conduct) Rules, 1964	17.1 17.2
Session II	Education programmes and skill development programmes for Prisoners	18.1
Session III		18.2
Session IV	Justice Mulla Committee, Justice Krishna Iyer committee and other committees on Prison reforms	19.1 19.2
Day 8		
0900- 0915	Learning Points- Recap of Day – 7	
Session I	International covenants on Prison administration- UNSMR, Bangkok rules etc.	20.1 20.2
Session II	Maintenance of Prisoners	21.1 21.2
Session III	Human Rights of Prisoners	22.1
Session IV		22.2
Day 9		
0900- 0915	Learning Points- Recap of Day 8	
Session I	Psychological interventions for prisoners- Risk Assessment & Needs Assessment	23.1 23.2
Session II	Professional Responsibility i. Management of High Risk Prisoners	24.1 24.2
Session III	Professional Responsibility ii. Management of Suicidal and Self-Harming Behaviour	25.1 25.2

	Prisoners	25.3 25.4
Session IV	Land mark Supreme Court Judgements on Prison administration	26.1 26.2
Day 10		
0900- 0915	Learning Points- Recap of Day 9	
Session I	Basics in Psychology	27.1 27.2 27.3
Session II		28.1 28.2 28.3
Session III		29.1 29.2
Session IV	Best Practices in USA Prisons	29.1 29.2
Session IV	Role of Welfare Officers and Probation Officers	30.1 30.2
Day 11		
0900- 0915	Field Visit to Central Prison/ District Prisons Prisoners welfare programs and Industries	
Session I		
Session II		
Session III		
Session IV		
Day 12		
0900- 0915	Learning Points- Recap of Day 11	
Session I	Basics in Sociology and Social Work	31.1 31.2
Session II		31.1 31.2
Session III	Best practices in European and Scandinavian Prisons	32.1 32.2
Session IV		33.1 33.2
Session IV	Mental Healthcare Act, 2017	33.1 33.2

Day 13		
0900- 0915	Learning Points- Recap of Day 12	
Session I	Basics in Psychology i. Counselling	34.1 34.2
Session II	Best Practices in Indian Prisons- Part 2	35.1 35.2
Session III	Basics in Criminology and Victimology	36.1
Session IV		36.2
Day 14		
0900- 0915	Learning Points- Recap of Day 13	
Session I	Health management of prisoners	37.1 37.2
Session II	Prevention of Corruption Act, 1988, Whistleblowers Protection Act, 2014	38.1 38.2
Session III	Best Practices in SE Asian and Australian Prisons	39.1 39.2
Session IV	Personality Development i. Change Management, Time Management	40.1 40.2
Day 15		
0900- 0915	Learning Points- Recap of Day 14	
Session I	Personality Development ii. Work Life Balance	41.1 41.2
Session II	Personal Wealth Management	42.1 42.2
Session III	Life Saving Skills i. First –Aid	43.1
Session IV		43.2
Day 16		
0900- 0915	Learning Points- Recap of Day – 15	
Session I	Grievance redressal mechanisms for Prisoners	44.1 44.2

Session II	Health & Fitness Management i. Lifestyle Management	45.1 45.2
Session III	Health & Fitness Management ii. Fitness Fundamentals	46.1
Session IV		46.2
Day 17		
0900- 0915	Learning Points- Recap of Day -16	
Session I	After care Programmes and Role of NGOs in Reformation and Rehabilitation of prisoners.	47.1 47.2 47.3
Session II	Gender sensitization for Prison officers	48.1 48.2
Session III	Technology in Prisons	49.1
Session IV		49.2
Day 18		
0900- 0915	Field Visit	
Session I	to	
Session II	Orphanage/ Old Age home	
Session III		
Session IV		
Day 19		
0900- 0915	Learning Points- Recap of Day 18	
Session I	e-Prisons	50.1
Session II		50.2
Session III	Stores management and Record Maintenance	51.1
Session IV		51.2
Day 20	Learning Points- Recap of Day	
0900- 0915		
Session I	Communication skills	52.1
Session II		52.2

Session III	Right to Information Act, 2005	53.1
Session IV		53.2
Day 21		
0900- 0915	Learning Points- Recap of Day – 22	
Session I	Accountability & Transparency in Prison Administration	54.1
		54.2
Session II	Open Jails	55.1
		55.2
Session III	Deradicalization in Prisons	56.1
Session IV		56.2
Day 22		
0900- 0915	Learning Points- Recap of Day	
Session I	Alternatives to Imprisonment- Best Practices in the world	57.1
		57.2
Session II	Best practices in staff training and staff welfare	58.1
		58.2
		58.3
Session III	Feedback	
Session IV	Valedictory	

TIME TABLE FOR INDOOR AND OUTDOOR SESSIONS

SESSIONS	TIME
Outdoor Sessions	
Physical Training	06:00 – 06:45
Parade / Weapon Training	07:00 – 07:45
Yoga/ Meditation/Sports	04:45 – 06:00
Indoor Sessions	
Session I	09:15 – 10:30

Session II	1045 - 1200
Session III	1215 – 13:30
Session IV	14:30 – 15:30
Library/ Computers Lab	0915 - 0945
Tea Break	1030 - 1045 1200 - 1215 (Break) 15:30 – 15:45
Break Fast	08:00 - 0845
Lunch	1130 - 0230
Dinner	19:30 – 21:00

Outdoor Sessions:

- Physical Training : 16 30 hrs (21 sessions)
- Parade / Weapon Training : 16 30 hrs (21 sessions)
- Yoga/ Meditation/Sports : 27 50 hrs (21 sessions)

Indoor Sessions: : 95 75 hrs (22 days 4 sessions per day)

(Including Field Visits)

(For Trainers Only)



TRAINER GUIDE

**Training Manual for In-Service Course
for
Assistant Jailer to Deputy Superintendent
(One-Month)**

2022

INTRODUCTION

The ‘Trainer Guide’ is a comprehensive overview of the content and process of the course. It is designed in a structured format that presents the assembled information and the planned activities with learning outcomes. Trainer Guide serves as a “Map” for sequential implementation of following content segments.

The Trainer Guide also

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

Pre-Course Preparation

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

For Trainer

1. Trainer guide
2. Glossary of terms
3. Resources
4. References

For Participants

1. Course Guide
2. Handout, Checklist, Exercise, Feedback

Day Wise Schedule

Time	Topics	Remarks
Day 1		
	Registration	Registration form-1 and Distribute Course Guide to participants
Session I	Inauguration of the Course and Ice breaking	Distribute Hand Out 1
Session II	Prisons act 1894, Prisoners act 1900 and other acts	
Session III	Model Prison Manual -2016 i. Prison Officers' Duties and responsibilities.	
Session IV	Model Prison Manual -2016 ii. Prison Security & Search Procedures	
Day 2		
0900- 0915	Learning Points- Recap of Day 1	
Session I	Institutional checks on prison administration- BOV, UTRC etc.	Quiz 2
Session II		
Session III	Model Prison Manual -2016	
Session IV	iii. Prison Emergencies	
Day 3		
0900- 0915	Learning Points- Recap of Day 2	
Session I	Prison Building Designs and classification of Prisons	
Session II	Model Prison Manual 2016 iv. Welfare Programs for Prisoners	
Session III	Prison Industries and Marketing strategies	
Session IV		
Day 4		
0900- 0915	Learning Points- Recap of Day 3	
Session I	Field Visit to Central Prison/ District Prisons Security aspects	Form for Field Visit
Session II		
Session III		
Session IV		
Day 5		
0900- 0915	Learning Points- Recap of Day 4	
Session I	Model Prison Manual 2016 v. Admission and classification of prisoners	
Session II	Parole, Furlough and premature release of Prisoners	
Session III	Prison discipline- Offences and Punishments	
Session IV	Stakeholder Coordination	
Day 6		

0900- 0915	Learning Points- Recap of Day 5	
Session I	Service Rules i. State Subordinate Service Rules	
Session II	Best Practices in Indian Prisons- Part 1	
Session III	Service Rules ii. Fundamental Rules	
Session IV	Service Rules iii. Leave Rules	
Day 7		
0900- 0915	Learning Points- Recap of Day 6	
Session I	Central civil services (conduct) rules, 1964	MCQ 2
Session II	Education programmes and skill development	
Session III	programmes for Prisoners	
Session IV	Justice Mulla Committee, Justice Krishna Iyer Committee and other Committees on Prison reforms	
Day 8		
0900- 0915	Learning Points- Recap of Day – 7	
Session I	International covenants on Prison administration- UNSMR, Bangkok rules etc.	Distribute Hand Out 3
Session II	Maintenance of Prisoners	
Session III	Human Rights of Prisoners	Distribute Hand Out 10
Session IV		
Day 9		
0900- 0915	Learning Points- Recap of Day 8	
Session I	Psychological interventions for prisoners- Risk Assessment & Needs Assessment	
Session II	Professional Responsibility i. Management of High Risk Prisoners	
Session III	Professional Responsibility ii. Management of Suicidal and Self-Harming Behaviour Prisoners	Distribute Hand Out 4
Session IV	Landmark Supreme Court Judgements on Prison administration	
Day 10		
0900- 0915	Learning Points- Recap of Day 9	
Session I	Basics in Psychology	Distribute Hand Out 5
Session II		
Session III	Best Practices in USA Prisons	
Session IV	Role of Welfare Officers and Probation Officers	
Day 11		
0900- 0915	Field Visit to Central Prison/ District Prisons Prisoners welfare programs and Industries	Form for Field Visit
Session I		
Session II		
Session III		
Session IV		

Day 12		
0900- 0915	Learning Points- Recap of Day 11	
Session I	Basics in Sociology and Social Work	
Session II		
Session III	Best practices in European and Scandinavian Prisons	
Session IV	Mental Healthcare Act, 2017	
Day 13		
0900- 0915	Learning Points- Recap of Day 12	
Session I	Basics in Psychology ii. Counselling	
Session II	Best Practices in Indian Prisons- Part 2	
Session III	Basics in Criminology and Victimology	
Session IV		
Day 14		
0900- 0915	Learning Points- Recap of Day 13	
Session I	Health management of prisoners	Distribute Hand Out 2
Session II	Prevention of Corruption Act, 1988, Whistleblowers Protection Act, 2014	Distribute Hand Out 9 MCQ 2
Session III	Best Practices in South-East Asian and Australian Prisons	Distribute Hand Out 11
Session IV	Personality Development Change Management, Time Management	
Day 15		
0900- 0915	Learning Points- Recap of Day 14	
Session I	Personality Development ii. Work Life Balance	Distribute Hand Out 6 and 12
Session II	Personal Wealth Management	
Session III	Life Saving Skills	
Session IV	-First –Aid	
Day 16		
0900- 0915	Learning Points- Recap of Day – 15	
Session I	Grievance redressal mechanisms for Prisoners	
Session II	Health & Fitness Management i. Lifestyle Management	
Session III	Health & Fitness Management	
Session IV	ii. Fitness Fundamentals	
Day 17		
0900- 0915	Learning Points- Recap of Day -16	
Session I	After care Programmes and Role of NGOs in Reformation and Rehabilitation of prisoners.	
Session II	Gender sensitization for Prison officers	
Session III	Technology in Prisons	

Session IV		
Day 18		
0900- 0915	Field Visit to Orphanage/ Old Age home	Form for Field Visit
Session I		
Session II		
Session III		
Session IV		
Day 19		
0900- 0915	Learning Points- Recap of Day 18	
Session I	e-Prisons	Distribute Hand Out 8
Session II		
Session III	Stores management and Record Maintenance	
Session IV		
Day 20	Learning Points- Recap of Day	
0900- 0915		
Session I	Communication skills	
Session II		
Session III	Right to Information Act, 2005	Distribute Hand Out 7
Session IV		Quiz 1
Day 21		
0900- 0915	Learning Points- Recap of Day – 22	
Session I	Accountability & Transparency in Prison Administration	
Session II	Open Jails	
Session III	Deradicalization in Prisons	
Session IV		
Day 22		
0900- 0915	Learning Points- Recap of Day	
Session I	Alternatives to Imprisonment- Best Practices in the world	
Session II	Best practices in staff training and staff welfare	
Session III	Feedback	
Session IV	Valedictory	

Note:

TIME TABLE FOR INDOOR AND OUTDOOR SESSIONS

SESSIONS	TIME
Outdoor Sessions	
Physical Training	0600 - 0645
Parade / Weapon Training	0700 – 0745
Yoga/ Meditation/Sports	1645 - 1800
Indoor Sessions	
Session I	1000 - 1115
Session II	1130 - 1245
Session III	1400 - 1500
Session IV	1515 - 1615
Tea Break	1115 - 1130 1500 - 1515
Lunch	1245 - 1400

Outdoor Sessions:

- Physical Training : 16:30 hrs (21 sessions)
- Parade / Weapon Training : 16:30 hrs (21 sessions)
- Yoga/ Meditation/Sports : 27 :0 hrs (21 sessions)

Indoor Sessions: : 95:75 hrs (22 days 4 sessions per day)

(Including Field Visits)

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

End of the Course

PART – B

COURSE GRID

LEARNING UNITS(LUs)

COURSE GRID

Course Grid

<u>1</u> Prisons Act 1894, Prisoners Act 1900 and other relevant acts.	<u>2</u> Model Prison Manual -2016 - Prison Officers' duties and responsibilities.	<u>3</u> Model Prison Manual -2016 - Prison Security & Search Procedures
<u>4</u> Institutional checks on prison administration- BOV UTRC etc.	<u>5</u> Model Prison Manual -2016 - Prison emergencies	<u>6</u> Prison building designs and classification of prisons
<u>7</u> Model Prison Manual 2016 - Welfare programs for prisoners	<u>8</u> Prison Industries and Marketing strategies	<u>9</u> Model Prison Manual 2016 - Admission and classification of prisoners
<u>10</u> Parole, Furlough and premature release of Prisoners	<u>11</u> Prison discipline- offences and punishments	<u>12</u> Stakeholder Coordination
<u>13</u> Service Rules i. State Subordinate Service Rules	<u>14</u> Best practices in Indian prisons- Part 1	<u>15</u> Service Rules ii. Fundamental Rules

<u>16</u> Service Rules iii. Leave Rules	<u>17</u> Service Rules iv. Central Civil Services (Conduct) Rules, 1964	<u>18</u> Education programmes and skill development programmes for prisoners
<u>19</u> Justice Mulla Committee, Justice Krishna Iyer committee and other committees on Prison reforms	<u>20</u> International covenants on Prison administration	<u>21</u> Maintenance of prisoners
<u>22</u> Human Rights of prisoners	<u>23</u> Psychological interventions for prisoners- Risk assessment and Needs assessment	<u>24</u> Professional Responsibility i. Management of High Risk Prisoners
<u>25</u> Professional Responsibility ii. Management of Suicidal and Self-Harming Behaviour Prisoners	<u>26</u> Land mark Supreme court judgements on Prison administration	<u>27</u> Basics in Psychology- i. Emotions, ii. Personality and iii. Concept of Self
<u>28</u> Basics in Psychology i. Understanding Prisoners	<u>29</u> Best practices in USA prisons	<u>30</u> Role of Welfare Officers and Probation Officers

<u>31</u> Basics in Sociology and Social Work	<u>32</u> Best practices in European and Scandinavian prisons	<u>33</u> Mental Healthcare Act, 2017
<u>34</u> Basics in Psychology ii. Counselling	<u>35</u> Best practices in Indian prisons- Part 2	<u>36</u> Basics in Criminology and Victimology
<u>37</u> Health management of prisoners	<u>38</u> Prevention of Corruption Act, 1988, and Whistle Blowers Protection Act, 2014	<u>39</u> Best Practices in South-East Asian and Australian prisons
<u>40</u> Personality Development i. Change management and Time management	<u>41</u> Personality Development ii. Work-Life Balance	<u>42</u> Personal wealth management
<u>43</u> Life Saving Skills I. First –Aid	<u>44</u> Grievance redressal mechanisms for prisoners	<u>45</u> Health & Fitness management i. Lifestyle management

<u>46</u> Health & Fitness management ii. Fitness fundamentals	<u>47</u> After-care Programmes and the Role of NGO's in Reformation and Rehabilitation of prisoners.	<u>48</u> Gender sensitization for Prison officers
<u>49</u> Technology in prisons	<u>50</u> e-Prisons	<u>51</u> Stores management and Records maintenance
<u>52</u> Communication skills	<u>53</u> Right to Information Act, 2005	<u>54</u> Accountability & Transparency in prison administration
<u>55</u> Open Jails	<u>56</u> Deradicalization in prisons	<u>57</u> Alternatives to imprisonment- Best practices in the world
<u>58</u> Best practices in staff training and staff welfare		

LEARNING UNITS (LUs)

**Training Manual for In-Service Course
for
Assistant Jailor to Deputy Superintendent
(One-Month)**

2022

LEARNING EVENT

Unit		1						
Learning Unit		Prisons Act 1894, Prisoners Act 1900 and other relevant Acts						
Training Objective		At the end of training, participants will be to explain important provisions of Prisons act 1894, Prisoners act 1900 and other relevant acts						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List important provisions of Prisons Act 1894, Prisoners Act 1900 and related Acts	Prisons Act, 1894- Inspector-General, Officers of prisons Superintendent Prison offences and punishments Prisoners Act, 1900- Important provisions. Identification of prisoners Act, 1920- Important provisions. The Transfer of prisoners Act, 1950 - Removal of Prisoners from one State to another. -The Prisoner (Attendance in Courts) Act, 1955 -Probation of Offenders Act, 1958.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In- House/ Guest Faculty		Formative Q/A
2.	Explain important provisions of Prisons Act 1894, Prisoners Act 1900 and relevant Acts				60			

LEARNING EVENT

Unit		2						
Learning Unit		Model Prison Manual – 2016 - Prison Officers’ duties and responsibilities						
Training Objective		At the end of training, participants will be able to explain Prison Officers’ duties and responsibilities						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List Prison Officers’ duties and responsibilities cadre-wise	- Supervising barracks - Rounds in the Jail - Gate administration - Searches - Inspections - Report books - Aid in reformation and rehabilitation programs	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House /Guest Faculty		Formative Q/A
2.	Explain Prison Officers’ duties and responsibilities	- Counselling - Enforcing prisoners discipline - Staff discipline - Record management - Stores management			60			

LEARNING EVENT

Unit		3						
Learning Unit		Model Prison Manual, 2016 - ii. Prison Security & Search Procedures						
Training Objective		At the end of training, participants will be able to explain the Prison Security and Search Procedures.						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List Prison Security Procedures	-Aspects of Physical, Procedural and Dynamic Security-	Lecture-cum Discussion	White Board, Marker, Projection System	15	In-House /Guest Faculty		Formative Q/A Observation
2	List the Steps in Search Procedures	-Individual risk Assessment			15			
3.	Explain Prison Security and Search Procedures	-Categorization of Prisoners (High Security Prisoners, Medium Security Prisoners, Minimum Security Prisoners) – S1, S2,S3 & S4 categorization - Conducting Security Audits in Prisons – De-radicalization in Prisons. Searching: - Reasons for Searching - Procedures of Conducting a Search - Principles of searches Types of Searches: - Pat/Rub-down Search - Strip Search - Special Search - Routine search			30			

		- Security Search/ - Check. - Searching of Inmates/ Visitors/ Staff - Smuggling of Contraband and its Prevention. - Bar Testing						
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LEARNING EVENT

Unit		4						
Learning Unit		Institutional checks on Prison Administration – BoV, UTRC etc.						
Training Objective		At the end of training, participants will be able to explain the institutional checks on Prison Administration like BoV, UTRC, etc.						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List Institutional checks on Prison Administration	-UTRC and its functions -Security audits -Jail/Lok adalats -District Legal Service Authority,	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty/ Senior Officer from Prisons		Formative Q/A
2.	Explain institutional checks on Prison Administration	-State Legal Service Authority -National Legal Service Authority -Procedure for Legal Aid -Board of Visitors - official & non official visitors -Roles and responsibilities Visiting of jails			120			

LEARNING EVENT

Unit		5						
Learning Unit		Model Prison Manual 2016 - Prison Emergencies						
Training Objective		At the end of training, participants will be able to explain prison emergencies and action plans to resolve						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the prison emergencies	Emergencies in prisons- -Escapes -Attempt to escape -Outbreaks -Pandemic -Strikes -Hunger strikes -Riots -Accidents -Fire accidents -Food poisoning -Earthquakes -Floods -Terrorist attack -Assaults, etc.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Senior Officers from Prisons		Formative Q/A
2.	Describe the prison emergencies				30			
3.	Explain prison emergencies and action plans to resolve				75			

LEARNING EVENT

Unit		6						
Learning Unit		Prison building designs and classification of prisons						
Training Objective		At the end of training, participants will be able to explain the trends in prison building designs and classification of prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe prison building designs	-Panoptican, Radial, Telephone pole, T Shaped, Triangular, Court yard type and Campus type models.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Senior Officers from Prisons		Formative Q/A
2.	List types of prisons	-Buildings – Accommodation – Hospital – Towers – Kitchen – Work sheds – Perimeter walls			15			
3.	Explain the trends in prison building designs and classification of prisons	Central Jails, District Jails, Sub Jails and Open Jails.			45			

LEARNING EVENT

Unit		7						
Learning Unit		Model Prison Manual – 2016- iv. Welfare Programs for Prisons						
Training Objective		At the end of training, participants will be able to explain Welfare Programs for Prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the welfare programs for prisoners	- Basic elements of Welfare Programs - Education - Counselling & Guidance - Recreation, Sports, cultural Activities, - Library - Role of NGOs - Prisoners panchayats - Celebration of Festivals - Spiritual Development - Implementation of Welfare Activities - Free Legal-Aid - Parole, Furlough - Medical facilities	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Senior Officers from Prisons		Formative Q/A
2.	Explain the welfare programs for Prisoners				60			

LEARNING EVENT

Unit		8						
Learning Unit		Prison Industries and marketing strategies						
Training Objective		At the end of training, participants will be able to explain the importance of Prison Industries and marketing strategies						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List Prison Industries	-Traditional Industries in Prison	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty		
2.	List marketing strategies	-New Market oriented Industries -Stores management -Selection of Prisoners for suitable Industry			15			
3.	Explain the importance of Prison Industries and marketing strategies	-Marketing of prison products- Best Practices -Branding -Digital marketing -GeM portal -Wages of Prisoners. -Quality control -Optimum utilization of resources -Public Private Partnerships- scope and Best practices.			60			

LEARNING EVENT

Unit		9						
Learning Unit		Model Prison Manual – 2016 - Admission and classification of prisoners						
Training Objective		At the end of training, participants will be able to explain Admission procedures and classification of prisoners.						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the types of Prisoners	-Classification of Prisoners- -Under Trial Prisoners, -Convict Prisoners, -Women Prisoners, -Foreign Prisoners, -Old age Prisoners, -Adolescent Prisoners, -Condemned Prisoners. -Admission process	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Senior Officers from Prisons		Observation
2.	Describe Admission of Prisoners				15			
3.	Explain Admission procedures and classification of prisoners				45			

LEARNING EVENT

Unit		10						
Learning Unit		'Parole', 'Furlough' and premature release of prisoners						
Training Objective		At the end of training, participants will be able to explain Parole, Furlough and premature release of Prisoners						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe 'Parole', 'Furlough' and premature release of prisoners	- 'Parole' - process and sanctioning authority. - 'Furlough' - process and sanctioning authority. - Emergency Parole - Temporary Parole - Permanent Parole - Premature Release by states and Centre - Sentence Planning- concept and implementation.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty		Observation
2.	Explain Parole, Furlough and premature release of prisoners				60			

LEARNING EVENT

Unit		11						
Learning Unit		'Prison discipline'-Offences and Punishments						
Training Objective		At the end of training, participants will be able to explain 'Prison discipline'- Offences and Punishments						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List Prison Offences and Punishments	- Prison discipline - Scope - Prison offences - Punishments - Major and minor - Procedure for awarding punishment - Duties of prisoners - Grievance redressal system	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty		Formative Q/A
2.	Explain Prison Offences and Punishments				45			

LEARNING EVENT

Unit		12						
Learning Unit		Stakeholder Coordination						
Training Objective		At the end of training, participants will be able to explain the importance of Stakeholder Coordination						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List important of Stakeholders in Prison Administration	-Judiciary, Police, Probation department, Education department, Medical and Health Department, Public Works Department.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Senior Officers from Prisons		Formative Q/A
2.	Explain the importance of Stakeholder Coordination	-UTRC meetings -Security audits -Jail/Lok adalats -District Legal Service Authority, -State Legal Service Authority -National Legal Service Authority -Procedure for Legal Aid -Board of Visitors - Official & Non Official Visitors -Roles and responsibilities visiting of jails			45			

LEARNING EVENT

Unit		13						
Learning Unit		Service Rules- i. State Subordinate Service Rules						
Training Objective		At the end of training, participants will be able to explain the State Subordinate Service Rules						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List important provisions of State Subordinate Service Rules	- Applicability - Important Definitions - Methods of recruitment - Promotions - Minimum service for promotion	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Expert in Service Rules		Formative Q/A
2.	Explain important provisions of State Subordinate Service Rules	- Temporary appointments - Joining time - Qualification and disqualifications - Passing and Exemption of language test - Probation - Rule of Reservation - Service Remedies - Resignation - Relaxation - Seniority.			60			

LEARNING EVENT

Unit		14						
Learning Unit		Best Practices in Indian Prisons – Part 1						
Training Objective		At the end of training, participants will be able to explain the Best Practices in Indian Prisons						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the Best practices in Indian Prisons	-North Indian prisons	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty		Formative Q/A
2.	Explain the Best Practices in Indian Prisons	-Mobility -Technology -Prison Training -Academies -Health management of Prisoners -Prison Industries and marketing -Prisoners' welfare -Staff welfare -Premature release -Contact with Outside world -Role of NGO's -Security arrangements -After-care Programs -Psychological counselling -Recreation			60			

LEARNING EVENT

Unit		15						
Learning Unit		Service Rules- ii. Fundamental Rules						
Training Objective		At the end of training, participants will be able to explain the Provisions of the Fundamental Rules						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List Fundamental Rules for Government servants	- Important Definitions - Lien - Unauthorized absence	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Expert in Service Rules		Formative Q/A
2.	Explain Fundamental Rules for Government servants	- Pay fixation - Increment - Allowances - Subsistence allowances - Regulation of suspension period - Joining time - Foreign service - Deputations			45			

LEARNING EVENT

Unit		16						
Learning Unit		Service Rules – iii. Leave Rules						
Training Objective		At the end of training, participants will be able to explain the provisions of Leave Rules						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the types of Leave	- General conditions of leave - Casual Leave - Optional Holidays - Earned Leave - Surrender Leave - Encashment-Leave on half pay - Commuted Leave - Leave Not due - Extra ordinary leave - HPL on full pay for certain ailments - Study leave - Maternity leave - Paternity leave - Foreign employment leave - Special Casual Leave - Child Care Leave.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty/ Expert in Service Rules		Formative Q/A
2.	Explain the provisions of Leave Rules				45			

LEARNING EVENT

Unit		17						
Learning Unit		Service Rules - Central Civil Services (Conduct) Rules, 1964						
Training Objective		At the end of training, participants will be able to explain important provisions of Central Civil Services (Conduct) Rules, 1964						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List important provisions of Central Civil Services (Conduct) Rules, 1964	Definitions – General (Do’s and Don’ts) - - Promptness and Courtesy - Observance of Government’s policies - Taking part in politics and elections - Joining of association by Government servants - Demonstration and Strikes - Connection with Press or other media - Criticism of Government - Private trade or employment.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	Expert on Central Civil Services (Conduct) Rules, 1964		Q/A Formative
2.	Explain important provisions of Central Civil Services (Conduct) Rules, 1964				60			

LEARNING EVENT

Unit		18						
Learning Unit		Education Programmes and skill development programmes for prisoners						
Training Objective		At the end of training, participants will be able to explain the Educational Programmes and Skill Development Programmes for Prisoners						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the Educational Programmes and Skill Development programmes for prisoners	-Educational programmes for Prisoners - Importance. -Distance Education through IGNOU and other State Universities National Institute of Open schooling -Adult education -Computer Training Skill Development of prisoners -Vocational training -Training in emerging skills -Assistance from State - Government and Central Government agencies Wages - Gainful employment -Certification for employment post release -Role of NGOs in Skill Development Programs.	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Formative Q/A
2.	Explain the Educational Programmes and Skill Development Programmes for prisoners				105			

LEARNING EVENT

Unit		19						
Learning Unit		Justice Mulla Committee, Justice Krishna Iyer Committee and other Committees on Prison Reforms						
Training Objective		At the end of training, participants will be able to explain the important recommendations of Justice Mulla Committee, Justice Krishna Iyer committee and other Committees on Prison Reforms						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the important recommendations of Justice Mulla Committee, Justice Krishna Iyer Committee and other Committees on Prison Reforms	-All India Committee on Jail reform (1980-83)- (Mulla Committee)- Complete recommendations -The National Expert Committee on Women Prisoners - Justice Krishna Iyer committee -complete recommendations	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house /Guest Faculty		Formative Q/A
2.	Explain the important recommendations of Justice Mulla Committee, Justice Krishna Iyer Committee and other committees on Prison reforms	-National Policy on Prison Reforms and Correctional Administration- 2007			45			

LEARNING EVENT

Unit		20						
Learning Unit		International Covenants on Prison Administration						
Training Objective		At the end of training, participants will be able to explain important provisions of International Covenants on Prison Administration						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List important provisions of International Covenants on Prison Administration	-UN standard minimum rules (Mandela rules) -Salient features -Important rules -Bangkok rules - International covenants on Civil and Political Rights	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house /Guest Faculty /Expert on Human Rights		Formative Q&A
2.	Explain important provisions of International Covenants on Prison Administration	-Beijing Rules			60			

LEARNING EVENT

Unit		21						
Learning Unit		Maintenance of prisoners						
Training Objective		At the end of training, participants will be able to explain the important aspects of maintenance of prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Perform ance Aid	Assessment
At the end of training, participants will be able to -								
1.	List important aspects of maintenance of prisoners	-Bodily maintenance - Diet and Nutrition - Clothing and bedding - Per capita expenditure on prisoners	Lecture-cum-Discussion /	White Board, Marker, Projection System	15	In-house /Guest Faculty		Formative Q&A Participative
2.	Explain important aspects of maintenance of prisoners	- Best practices in Indian prisons.			60			

LEARNING EVENT

Unit		22						
Learning Unit		Human Rights of prisoners						
Training Objective		At the end of training, participants will be able to explain Human Rights of prisoners available through Constitution and SC judgments						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the Human Rights of prisoners available through Constitution and SC judgments	- Evolution of the concept - International endeavours - Development Human Right concepts in India - National Human Rights Commission	Lecture-cum-Discussion	White Board, Marker, Projection System Projector	15	In-house /Guest Faculty /Expert on Human Rights		Formative Q/A
2.	Explain the Human Rights of prisoners available through Constitution and SC judgments	- State Human Rights Commission - Functions and Powers - Right to life, - An Adequate standard of living, - Health Rights of prisoners. - Making Prisons safe places. - Prisoners duties - Prisoners' Rights - Right to Legal-Aid.			105			

LEARNING EVENT

Unit		23						
Learning Unit		Psychological interventions for prisoners – Risk Assessment and Needs Assessments						
Training Objective		At the end of training, participants will be able to explain ‘Risk Assessment’ and ‘Needs Assessment’ of prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe ‘Risk Assessment’ and ‘Needs Assessment’ of prisoners	-Definitions - Risk assessment tools - Welfare programs ad correctional interventions based on risk assessment	Lecture-cum-Discussion	White Board, Marker, Projection System	15 60	In-house/ Guest Faculty – Expert in Correctional Psychology		Quiz
2.	Explain ‘Risk Assessment’ and ‘Needs Assessment’ of prisoners	-Needs assessment tools - Challenges faced						

LEARNING EVENT

Unit		24						
Learning Unit		Professional Responsibility- i. Management of High Risk Prisoners						
Training Objective		At the end of training, participants will be able to explain the ways to manage High Risk Prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the High Risk Prisoners	- Humane treatment and dignity of persons	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty		Formative Q/A
2.	Explain the ways to manage High Risk Prisoners	- Individualized assessments - Risk management. - Restrictive measures - Maximum security conditions - Security balance - Staff co-ordination			60			

LEARNING EVENT

Unit		25						
Learning Unit		Professional Responsibility- ii. Management of suicidal and self-harming behaviour of prisoners						
Training Objective		At the end of training, participants will be able to explain the ways of managing of self- harming/ suicidal tendency prisoners						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the suicidal and self-harming behaviour	- Identification of early signs/behaviour. - Risk factors (observing after mulaqat/phone calls/out court - Judgment). - Impact of prisoner's self-harm on staff - Staff perceptions of institutional prevention and responses to self-harm. - Do's & Don'ts	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty		Formative Q/A
2.	Explain the early identification of suicidal behaviour				15			
3.	Explain the self-harming behaviour				30			
4.	Explain the ways of Managing the self- harming/ suicidal tendency prisoners							

LEARNING EVENT

Unit		26						
Learning Unit		Land-mark Supreme court judgements on Prison administration						
Training Objective		At the end of training, participants will be able to explain landmark Supreme court judgements on Prison administration						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List landmark Supreme court judgments on Prison administration	-Jagmohan Singh v State of UP, 1973 -D.B.M Patnaik v state of AP, 1974 -MH Hoskot v State of Maharashtra, 1978	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Legal expert		Formative Q/A
2.	Explain landmark Supreme court judgments on Prison administration	-Charles Shobraj V Supdt, Tihar, 1978 -Sunil Batra v Delhi Admin, 1978 -Hussainara Khatoon v State of Bihar, 1979 -CDK Basu V State of WB, 1997 -RD Upadhyay v State of AP, 2006 -Re Inhuman Conditions in 1382 Prisons, 2016.			45			

LEARNING EVENT

Unit		27						
Learning Unit		Basics in Psychology- i. Emotions, ii. Personality and iii. Concept of Self						
Training Objective		At the end of training, participants will be able to explain the basics in Psychology- Emotions, Personality and concept of 'Self'						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Define 'Emotions', 'Personality' and concept of 'Self'	- Meaning, - Definition, - Nature - Types and importance of Emotions - Understanding and Management of Emotions in Prison Settings - Meaning of personality - Formation of personality - Assessment of personality - Defence Mechanism - Aspects of 'Self' - Self-esteem - Self-efficacy and - Self-Regulation - Culture and 'Self'	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	List types of Emotions and Personality				15			
3.	Explain the ways of managing emotions, Personality and concept of 'Self'.				30			

LEARNING EVENT

Unit		28						
Learning Unit		Basics in Psychology – i. Understanding prisoners						
Training Objective		At the end of training, participants will be able to Explain Basics in Psychology- Understanding prisoners						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the ways of understanding prisoners	- Reasons behind offences - Peer influences - Background information - Lack of employment skills – - Absence of parental observation	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2	Explain the ways of understanding prisoners				60			

LEARNING EVENT

Unit		29						
Learning Unit		Best Practices in USA prisons						
Training Objective		At the end of training, participants will be able to explain the Best Practices in USA prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Best Practices in USA prisons	-Technology in Prisons -Managing overcrowding -Alternate sentencing methods.	Lecture-cum-Discussion	White Board, Marker, Projection System	15 45	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	Explain the Best Practices in USA prisons	-Recent and On-going Reforms to Reduce Recidivism. -Halfway houses.						

LEARNING EVENT

Unit		30						
Learning Unit		Role of Welfare Officers and Probation Officers						
Training Objective		At the end of training, participants will be able to explain the role of Welfare Officers and Probation Officers						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the role of Welfare Officers and Probation Officers	- Welfare officer - Duties - Responsibilities - Coordination with NGOs - Probation officer	Lecture-cum-discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty		Formative Q/A
2.	Explain the role of Welfare Officers and Probation Officers	- Duties - Responsibilities - Coordination with courts - After care services			45			

LEARNING EVENT

Unit		31						
Learning Unit		Basics in Sociology and Social Work						
Training Objective		At the end of training, participants will be able to explain Basics in Sociology and Social Work						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the importance of Sociology and Social Work in a Prison setting	- Definitions - Branches of Sociology - Theories - Relevance - Social issues - Social work	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-house/ Guest Faculty / Expert on Sociology		Observation Q/A
2.	Explain Basics in Sociology and Social Work	- Relevance in prisons - Role of Social Worker			120			

LEARNING EVENT

Unit		32						
Learning Unit		Best Practices in European and Scandinavian Prisons						
Training Objective		At the end of training, participants will be able to explain the Best Practices in European and Scandinavian Prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Best Practices in European and Scandinavian Prisons	-Prison Architecture-Halden Prisons, Norway -Storstrom Prison, Denmark -Educational Programs for Prisoners	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty		Formative Q/A
2.	Explain the Best Practices in European and Scandinavian Prisons	-Psychological interventions for prisoners -Smart Prisons in Finland -Classification of Prisons and Prisoners- United Kingdom (UK)			45			

LEARNING EVENT

Unit		33						
Learning Unit		Mental Healthcare Act, 2017						
Training Objective		At the end of training, participants will be able to explain the important provisions of Mental Healthcare Act, 2017 related to prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List important provisions of Mental Healthcare Act, 2017 related to prisoners	- Mental illness, - Brief overview of symptoms of common mental health problems	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	Explain important provisions of Mental Healthcare Act, 2017 related to prisoners	- Neurotic disorders - Anxiety disorders - Phobias - Psychotic disorders: - Depression - Bipolar - Schizophrenia - Obsessive Compulsive Disorder(OCD)			45			

LEARNING EVENT

Unit		34						
Learning Unit		Basics in Psychology – i. Counselling						
Training Objective		At the end of training, participants will be able to explain Basics in Psychology- ‘Counselling’						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List types of ‘Counselling’	- Importance of ‘Counselling’	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	Explain types of ‘Counselling’	- Types of counselling - Counselling Skills - Role of Warders <u>Do’s and Don’ts</u> - One-on- one counselling practice			60			

LEARNING EVENT

Unit		35						
Learning Unit		Best Practices in Indian Prisons – Part-2						
Training Objective		At the end of training, participants will be able to explain the Best Practices in Indian Prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Best Practices in Indian Prisons	- Best practices in South Indian Jails. - Prison architecture - Campus management - Prison Industries - Welfare programs - Psychological interventions - After care programmes - Staff welfare	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty		Formative Q/A
2.	Explain the Best Practices in Indian Prisons				60			

LEARNING EVENT

Unit		36						
Learning Unit		Basics in Criminology and Victimology						
Training Objective		At the end of training, participants will be able to explain basics in Criminology and Victimology						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the importance of Criminology and Victimology in understanding prisoners' behaviour	-Definitions -Theories of criminology -Crime and punishment -Branches of Criminology -Dynamics of Crime -Delinquency -Penology -Victimology	Lecture-cum-Discussion	White Board, Marker, Projection System	30 90	In-house/ Guest Faculty / Expert on Criminology		Formative Q/A
2.	Explain basics in Criminology and Victimology	- Consequences of crime -Victim relief funds.						

LEARNING EVENT

Unit		37						
Learning Unit		Health management of prisoners						
Training Objective		At the end of training, participants will be able to explain effective management of the health of prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List health issues of prisoners	- Old Age prisoners - Sick prisoners - Communicable diseases and non-communicable diseases - Life style diseases - Prison Hospital - Facilities in hospital. - Medical and para medical professionals - Diagnostic centres inside prison - Referrals to Higher centre - Best Practices in Indian prisons.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert Medical officer		Formative Q/A
2.	Explain effective management of health of prisoners				60			

LEARNING EVENT

Unit		38						
Learning Unit		Prevention of Corruption Act, 1988, and Whistle Blowers Protection Act, 2014						
Training Objective		At the end of training, participants will be able to explain important provisions of Prevention of Corruption Act, 1988 and Whistle Blowers Protection Act, 2014						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the important provisions of Prevention of Corruption Act, 1988 and Whistle Blowers Protection Act, 2014	-Definitions -Chapter III: Offences and penalties: -Taking gratification, for exercise of personal influence with public servant.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Expert on Psychology		Formative Q/A
2.	Explain the important provisions of Prevention of Corruption Act, 1988 and	-Punishments -Indian Penal Code (Chapter-IX) offences by or relating to public servant.			60			

	Whistleblowers Protection Act, 2014	-Whistle Blowers Protection Act: -Definitions -Requirement of public interest disclosure. -Powers of competent authority. -Protection of witnesses and other persons. -Protection of identity of complainant. -Penalty for furnishing incomplete or misleading comments or explanation or report. -Penalty for revealing identity or complainant. -Punishment for false or frivolous disclosure.						
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LEARNING EVENT

Unit		40						
Learning Unit		Personality Development – i. Change Management and Time Management						
Training Objective		At the end of training, participants will be able to explain the importance of ‘Change Management ‘and ‘Time Management’						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe ‘Change Management’ and ‘Time Management’	- Time and Change Management - Brief Introduction - Benefits - Skills - Techniques	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Personality Development Trainer		Formative Q/A
2.	Explain the importance of Change Management and Time Management	- Tips for improvement - Effective Management Skills.			45			

LEARNING EVENT

Unit		41						
Learning Unit		Personality Development – ii. Work -Life Balance						
Training Objective		At the end of training, participants will be able to explain ‘Work- Life-Balance’ techniques						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List Work-life balance techniques	Work-Life Balance -The benefits of achieving work-life balance -how to avoid burnout - stress and other signs of an unbalanced life -employer resources for employees’ balanced lifestyle -other ways to work -effective goal setting and time management.	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty / Personality Development Trainer		Formative Q/A
2.	Explain Work-Life Balance techniques				60			

LEARNING EVENT

Unit		42						
Learning Unit		Personal Wealth Management						
Training Objective		At the end of training, participants will be able to explain prudent ways of managing personal finances						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the ways of managing personal finances	Savings – Bank / credit Card/ online account usage and prevent frauds – Housing Loans – Personal/vehicle Loans	Lecture- cum- Discussion	White Board, Marker, Projection System	15	In-House/ Experienced Chartered Accountant/ Banker		Formative Q/A
2.	Explain prudent ways of managing personal finances	– Education Loans - Term policy - Health Insurances – Pension fund- IT filings and returns.			60			

LEARNING EVENT

Unit		43						
Learning Unit		Life Saving Skills – i. First –Aid						
Training Objective		At the end of training, participants will be able to demonstrate ‘First-Aid’ techniques						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List First-Aid techniques	- Principles of First Aid	Lecture-cum-Discussion	White Board, Marker, Projection System	15	Expert First Aid Trainer / Medical Officer		Observation Q&A
2.	Explain First Aid techniques	- Wounds/Bleeding - Burns / Scalds, - Shocks,			30			
3.	Demonstrate ‘First-Aid’ techniques	- Respiration/Asphyxia - Resuscitation, - Poisons, - Fractures - CPR Procedure, - Do’s & Don’ts	Demonstration		75			

LEARNING EVENT

Unit		44						
Learning Unit		Grievance redressal mechanisms for prisoners						
Training Objective		At the end of training, participants will be able to explain Grievance redressal mechanisms available for Prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the Grievance Redressal Mechanisms available for prisoners	-Standards for grievance redressal suggested by the Mulla Committee. Complaint Boxes to Superintendent - DIG of Prisons – DG of Prisons	Lecture-cum-Discussion	White Board, Marker,	15 60	In-house/ Guest Faculty /		Observation & Q&A
2.	Explain the Grievance Redressal Mechanisms available for prisoners	– DLSA – Human Rights: Letters addressed by prisoners to the Government, Judiciary, Director General of Prisons or other high functionaries						

LEARNING EVENT

Unit		45						
Learning Unit		Health and Fitness Management i. Lifestyle Management						
Training Objective		At the end of training, participants will be able to explain the importance of ‘Lifestyle Management’						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe ‘Lifestyle Management’	- Importance of Sleep - Developing health habits - Substance abuse - Smoking / alcohol	Lecture-cum-Discussion	White Board, Marker, Projection System	15	Guest Faculty – Expert on Health Management		Formative Q/A
2.	Explain the importance of ‘Lifestyle Management’				60			

LEARNING EVENT

Unit		46						
Learning Unit		Health and Fitness Management – ii. Fitness Fundamentals						
Training Objective		At the end of training, participants will be able to explain importance of Fitness and Exercises						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe the importance of Fitness and Exercises	- Types of Exercise - Importance of Exercise - Choosing the Right Exercises	Lecture-cum-Discussion	White Board, Marker, Projection System	30 90	Guest Faculty – Expert on Health Management / Fitness Trainer		Formative Q/A
2.	Explain importance of Fitness and Exercises	- Misconceptions about Fitness						

LEARNING EVENT

Unit		47						
Learning Unit		After-Care Programmes and the role of NGOs in Reformation and Rehabilitation of prisoners						
Training Objective		At the end of training, participants will be able to explain After care Programmes and Role of NGOs in Reformation and Rehabilitation of prisoners						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List After-care Programmes	-After Care programs – Present scenario	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house /Guest Faculty		Formative Q/A
2.	Describe Role of NGOs in Reformation and Rehabilitation of prisoners	-After-care programs in other countries like Half-Way Homes. -NGOs Involved in Educational programs of prisoners, helping children of prisoners, skill development, employment-post release, psychological counselling, etc.			15			
3.	Explain the After-care Programmes and role of NGOs in Reformation and Rehabilitation of prisoners				45			

LEARNING EVENT

Unit		48						
Learning Unit		Gender sensitization for Prison Officers						
Training Objective		At the end of training, participants will be able to explain the importance of ‘gender sensitivity’ in Prisons						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Define ‘gender sensitization’	-Gender sensitization -Importance of Gender sensitivity -Impact of gender sensitization -Challenges of women safety -Transgender - Bangkok Rules -Nelson Mandela Rules -NALSA guidelines etc., -Transgender Act,2019	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House Faculty/ Guest Faculty		Observation & Formative Q/A
2.	Explain rules/treaties regarding gender sensitization in Prison Administration				60			

LEARNING EVENT

Unit		49						
Learning Unit		Technology in Prisons						
Training Objective		At the end of training, participants will be able to explain the use of technology in prisons and emerging gadgets						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List technologies used in Prisons	Technology in Prisons: -Video Conferencing – Command and Control Room–CCTVs – Mobile Jammers – DFMD–HHMD – GPS Walkie-Talkies – Telephone facility – Video Calling facility – e-Mulaquat –Body Worn Cameras- Body scanners- Jammer solutions.	Lecture cum Discussion	White Board, Marker, Projection System	15	In-house /Guest Faculty		Observation Formative Q/A
2.	List technical gadgets used in prisons				15			
3.	Explain the use of technology in prisons and emerging gadgets				90			

LEARNING EVENT

Unit		50						
Learning Unit		e-Prisons						
Training Objective		At the end of training, participants will be able to demonstrate the use of 'e-Prisons'						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the 'e-Prison' modules	-Prisoner Information Management System (PIMS)	Lecture cum Discussion	White Board, Marker, Projection System	15	Guest Faculty-expert from NIC (National Informatics Centre)		Observation Formative Q/A
2.	Explain the 'e-Prison' modules	-Visitor Management System (eVisitor)			45			
3.	Demonstrate the use of 'e-Prisons'	-Hospital Management System (eHospital) -Legal Aid Management System -Inventory Management System -Prison Management System (PMS) -Police Intelligence System; Court Monitoring -Kiosk Information	Demonstration		90			

LEARNING EVENT

Unit		51						
Learning Unit		Stores Management and Records Maintenance						
Training Objective		At the end of training, participants will be able to explain importance of 'Records management' and 'Stores management'						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Describe 'Records Management' and 'Stores Management'	- Importance of Record-keeping - Type of Records - Maintain or Protect records	Lecture cum Discussion	White Board, Marker, Projection System	30	In-house / Guest Faculty		Formative Q/A
2.	Explain the importance of 'Records Management' and 'Stores Management'	- Dispose or Weed out records - Preservation of Records - Managing the Records Database - Stores management - Ration articles - Factory stores - Canteen - GST rules			90			

LEARNING EVENT

Unit		52						
Learning Unit		Communication Skills						
Training Objective		At the end of training, participants will be able to explain the importance of effective 'Communication Skills'						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List types of communication	- Communication Characteristics of effective communication - Communication in the Workplace a. Communication with superiors & colleagues b. Communication with visitors c. Communication with inmates - Do's and Don'ts	Lecture cum Discussion	White Board, Marker, Projection System	15	In-house /Guest Faculty		Formative Q/A
2.	Explain the importance of effective 'Communication Skills'				135			

LEARNING EVENT

Unit		53						
Learning Unit		Right to Information Act, 2005						
Training Objective		At the end of training, participants will be able to explain the important provisions of Right to Information Act, 2005						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the important provisions of Right to Information Act, 2005	-Responsibilities of Public Authority - Responsibilities of Public Information Officer	Lecture cum Discussion	White Board, Marker, Projection System	15	In-house /Guest Faculty		Quiz
2.	Explain the important provisions of Right to Information Act, 2005	-Request for obtaining information -Time limit for the supply of information -Non-disclosure of information -Role of Central/State Information Commission -Appeals			105			

LEARNING EVENT

Unit		54						
Learning Unit		Accountability and Transparency in Prison Administration						
Training Objective		At the end of training, participants will be able to explain ways of improving transparency and accountability in Prison Administration						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	List the ways to improve transparency and accountability	-Accountability and Transparency - Meaning and Importance. -Tools to promote Transparency in Public Governance - Brief overview	Lecture cum Discussion	White Board, Marker, Projection System	15	In- House/ Guest Faculty		Formative Q/A
2.	Explain the ways to improve transparency in Prison Administration	-Publish basic prison management information -Disclose information on prison practices. -Disclose information on actual living conditions -Disclose demographic information about prisoners -Disclose inmates' case information -Disclose information about prisoner outcomes -Standardize disclosures of prison information			60			

LEARNING EVENT

Unit		55						
Learning Unit		Open Jails						
Training Objective		At the end of training, participants will be able to explain the concept and types of 'Open Jails' and types						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List types of Open Jails	- Definitions	Lecture cum Discussion	White Board, Marker, Projection System	15	In-house /Guest Faculty		Formative Q/A
2.	Explain the concept and types of 'Open Jails' and types	- Types			60			
		- General provisions						
		- Selection criteria for prisoners						
		- Committee for selection						
		- Activities in Open Jails						
		- Prisoners transfer						
		- Staff in Open Jails						

LEARNING EVENT

Unit		56						
Learning Unit		Deradicalization in prisons						
Training Objective		At the end of training, participants will be able to explain the deradicalization programs in prisons across the world						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the deradicalization programs in Prisons across the world	- Definitions - Causes for radicalization inside and outside prisons - Radicalization process inside prisons	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-house/ Guest Faculty		Formative Q&A
2.	Explain deradicalization programs in prisons across the world	- Risk assessment - Disengagement - Segregation - Deradicalization programmes - Challenges - Best practices			105			

LEARNING EVENT

Unit		57						
Learning Unit		Alternatives to imprisonment – Best Practices in the world						
Training Objective		At the end of training, participants will be able to explain the best practices in the world relating to ‘Alternatives to Imprisonment’						
Enabling Objectives		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List Alternatives to Imprisonment	- Definitions - Pre Trial stage - Bail	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty		Formative Q/A
2.	Explain the best practices in the world relating to ‘Alternatives to Imprisonment’	- Plea bargaining - Free legal aid - Compounding of offences - Administrative fines (non-penal) - Probation - Community service - Suspended sentence			60			

LEARNING EVENT

Unit		58						
Learning Unit		Best practices in staff training and staff welfare						
Training Objective		At the end of training, participants will be able to explain Best practices in staff training and staff welfare.						
Enabling Objectives At the end of training, participants will be able to-		CONTENT	METHOD	MEDIA	TIME (Mins)	TRAINER	PERFORMANCE AID	ASSESSMENT
1.	List best staff training facilities and programs.	-Staff Training Academies, APCA, Vellore -Jail Training institute, Lucknow -RICA, Kolkata -ICA, Chandigarh -SICA, Hyderabad -JOTS, Pune -CDTIs, BPR&D -Staff welfare Housing, Financial Assistance, -Staff Welfare societies, Pay scales	Lecture-cum-discussion	White Board, Marker, Projection system	15	In-House/ Guest Faculty		Formative Q&A
2.	List the best practices in staff welfare programs.				15			
3.	Explain the best practices in staff training and staff welfare				45			

PART – C

RESOURCE MATERIAL

Section – 1 Handouts

Section – 2 Exercises

Section – 3 Videos clips

HANDOUTS

HO –1	Ice Breaking
HO- 2	Health issues of Women prisoners
HO-3	Bangkok Rules for Women Prisoners
HO-4	Preventing suicide in jails and prisons
HO-5	Emotional intelligence
HO-6	Stress management
HO-7	RTI Act, 2005
HO-8	e-Prisons Work Life Balance
HO-9	Whistle Blower Protection Act, 2014
HO-10	Rights of Prisoners
HO-11	Yellow Ribbon project- Singapore
HO-12	Work-Life Balance

ICE-BREAKING

As facilitator you need to get to know participants and have them know you better

Examples

There are many types of ice breakers, each suited to different types of objectives

The Little Known Fact: ask participants to share their name, department or role in the organization, length of service, and one little known fact about themselves

This little known fact becomes a humanizing element that can break down differences such as grade/status in future interaction.

True or false: ask your participants to introduce themselves and make three or four statements about themselves, one of which is false. Now get the rest of the group to vote on which fact is false

As well as getting to know each other as individuals, this exercise helps to start interaction within the group

Interviews: ask participants to get into twos. Each person then interviews his or her partner for a set time while paired up. When the group reconvenes, each person introduces their interviewee to the rest of the group

Health issues of Women Prisoners

Women in prison constitute a special group within the prison population, first and foremost because of their sex and gender inequalities. They constitute a small proportion of prison populations worldwide, usually between 2% and 9% of the prison population. Although women should be entitled to the same rights as men, prison systems were primarily designed for men, and many prisons do not have adequate facilities to protect women's rights or to promote their health. Women in prison often come from deprived backgrounds, and many of them have experienced physical or sexual abuse and inadequate health care before imprisonment. Many women in prisons are mothers and usually the primary or sole caregivers for their children. Female prisoners have complex health needs, particularly with regard to their physical and mental health. High rates of post-traumatic stress disorders are reported. The prison service should pay careful attention to women's special needs, including specific health care needs, and guarantee a gender-sensitive system of care while recognizing the opportunity for empowerment and supporting healthy choices.

The health issues facing women in prisons

- Physical health issues
- Mental health issues
- Infectious diseases
- Reproductive health (Pregnancy, postnatal care and breastfeeding)
- Dental health
- Menstruation problems

Bangkok Rules for Women Prisoners

Bangkok Rules

The Bangkok Rules, or formally, “The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders”, is a set of 70 rules focused on the treatment of female offenders and prisoners adopted by the United Nations General Assembly on 22 December, 2010.

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

Healthcare services:

- Medical screening on entry
- Gender specific care
- Mental health and healthcare
- HIV and AIDS prevention, treatment, care and support
- Substance abuse treatment programmes
- Suicide and self-harm
- Preventive healthcare services
- Responses to allegations of rape
- Other violence and torture

PREVENTING SUICIDE IN JAILS AND PRISONS

(Ref: by Dealing with Mental Health Issues in Prisoners during COVID-19: A HANDBOOK by the National Institute of Mental Health & Neuro Sciences, Bengaluru)

Monitoring

The level of monitoring should match the level of risk. A suicidal prisoner should be constantly monitored. CCTVs can be installed to monitor. A "one-to-one" monitoring is recommended for those prisoners awaiting transfer to psychiatric facilities for treatment of depression or other emotional disorders having suicidal risk.

Communication

Suicide prevention should start from the point of arrest. There should be communication between the arresting officer, the staff in the prison setting, and between the staff and the prisoner. A watch sheet, which is a written record of suicidal prisoner's behaviour by prison medical offices updated on regular basis, will help to alert other staffs that a prisoner is in need of additional supervision. Prior suicidal behaviour should be asked about from family and friends to enable comprehensive assessment.

Social intervention and peer support

When necessary, prisoners are placed in isolation cells. It is well known that isolation is a risk factor for suicide. Therefore when isolation is the only option, constant observation should be provided. And if suicidal, prisoners should be in a dormitory or shared cell setting. Buddy system: Social support through trained prisoners, called "buddies" or "listeners" has been found to have a good impact on the well-being of suicidal prisoners. Periodic telephone conversations with friends and family will also foster support.

Physical environment and architecture(Suicide prevention resource guide 2)

- Suicidal patients should be identified, assessed, and kept in observation rooms.
- Careful selection of furniture and air vents and plumbing to prevent any opportunity for a prisoner to affix a ligature. Any material that can be easily used as a ligature should be removed.
- The observation room should have adequate visibility of the suicidal prisoner allowing staff to view the interior of a cell in its entirety.
- Observation cells should have natural light and exterior views, as there is evidence that greater exposure to daylight can reduce stress and depression, and the absence of windows has been linked to higher rates of anxiety.

Identification and referral

Gatekeeper Model: Selected prisoners should be trained to identify prisoners at risk of suicide, who will refer them to treatment or supportive services.

Mental health treatment

Prisoners with mental disorders having suicidal risk to be on regular and supervised medication, and need to be regularly assessed for severity of the suicidal risk. If access to mental health staff is limited, links should be made to facilities outside. To address the prisoner's mental health needs, the correctional facility should have links to community-based programs like District Mental Health Programme (DMHP) if they do not have adequate staffing or resources.

EMOTIONAL INTELLIGENCE

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. The ability to perceive, manage and express one's emotions and to recognize and react appropriately to the emotions of others – is a valuable social skill successful physicians or nurses should possess to effectively deliver quality patient care. Emotional intelligence can help healthcare professionals to deliver better service while achieving superior outcomes.

Key attributes:

American psychologist Daniel Goleman developed an EI framework that includes five components:

1. **Self-awareness** - The ability to understand issues or conditions that elevate or permeate emotions.
2. **Self-regulation** – The ability to stay calm when emotions are running high.
3. **Social awareness** – You have empathy. You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
4. **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Emotional Intelligence at

Personal life helps us to:

- Have uncomfortable conversations without hurting feelings
- Manage our emotions when stressed or feeling overwhelmed
- Improve relationships with the people we care about

Professional life helps us to:

- Resolve conflicts
- Coach and motivate others
- Create a culture of collaboration
- Build psychological safety within teams

TYPES OF STRESS AND STRESS MANAGEMENT TIPS

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

Types of Stress:

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

Stress management can happen by:

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

Useful Stress Management Tips

1. **Proper Nutrition-** Consuming a healthy, balanced diet can help to combat stress. Some people try to reduce stress by drinking alcohol or eating too much. 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.
10. **Study and practice relaxation techniques.** Taking the time to relax every day helps to manage stress and to protect the body from the effects of stress. You can choose from a variety of techniques, such as deep breathing, imagery, progressive muscle relaxation, and mindfulness meditation.

The Right to Information Act, 2005

Historical Background

The right to information is a fundamental right under Article 19 (1) of the Indian Constitution. In 1976, in the *Raj Narain vs the State of Uttar Pradesh* case, the Supreme Court ruled that Right to information will be treated as a fundamental right under article 19. The Supreme Court held that in Indian democracy, people are the masters and they have the right to know about the working of the government.

Thus the government enacted the Right to Information act in 2005 which provides machinery for exercising this fundamental right.

What type of information can be requested through RTI?

The citizens can seek any information from the government authorities that the government can disclose to the parliament.

Some information that can affect the sovereignty and the integrity of India is exempted from the purview of RTI.

Information relating to internal security, relations with foreign countries, intellectual property rights (IPR) and cabinet discussions are exempted from RTI.

Objectives of the RTI Act

1. Empower citizens to question the government.
2. The Act promotes transparency and accountability in the working of the government.
3. The Act also helps in containing corruption in the government and work for the people in a better way.
4. The Act envisages building better-informed citizens who would keep necessary vigil about the functioning of the government machinery.

Important provisions under the Right to Information Act, 2005

- Section 2(h): Public authorities mean all authorities and bodies under the union government, state government or local bodies. The civil societies that are substantially funded, directly or indirectly, by the public funds also fall within the ambit of RTI.
- Section 4 1(b): Government has to maintain and proactively disclose information.
- Section 6: Prescribes a simple procedure for securing information.
- Section 7: Prescribes a time frame for providing information(s) by PIOs.
- Section 8: Only minimum information exempted from disclosure.
- Section 8 (1) mentions exemptions against furnishing information under the RTI Act.
- Section 19: Two-tier mechanism for appeal.

- Section 20: Provides penalties in case of failure to provide information on time, incorrect, incomplete or misleading or distorted information.

What is Public Authority?

"Public authority" means any authority or body or institution of self-government established or constituted—

- by or under the Constitution;
- by any other law made by Parliament/State Legislature.
- by notification issued or order made by the appropriate Government, and includes any-body owned, controlled or substantially financed;
- Non-Government Organization substantially financed, directly or indirectly by funds provided by the appropriate Government.

Criticism of RTI Act

- One of the major set-back to the Act is that poor record-keeping within the bureaucracy results in missing files.
- There is a lack of staffing to run the information commissions.
- The supplementary laws like the Whistle Blower's Act are diluted, this reduces the effect of RTI law.
- Since the government does not proactively publish information in the public domain as envisaged in the act and this leads to an increase in the number of RTI applications.
- There have been reports of frivolous RTI applications and also the information obtained have been used to blackmail the government authorities.

e-Prisons Work Life Balance

E-prison is a repository of vital information about inmates lodged in prisons. Such information can be accessed in real-time and relayed to courts and prison officers involved in the criminal justice system.

Everything about E Prison Project

At the forefront of the objectives of the E prison project is the computerization of the functioning of prisons all over the country. This has been made operational in every State and Union Territory so far. Bihar is the first state to computerize its prisons under the e prison project in the country. The project also provides for the formation of an e prison application suite that will integrate all the activities associated with the prison and are needed for the management of prisoners therein.

The application suite has been developed by National Informatics Centre (NIC) in association with the Ministry of Electronics and IT. Through this application suite, all the important information pertaining to inmates currently lodged in prisons can be obtained. At the same time, this information can be relayed in real-time to various courts, prison officials, and any other entity involved in the functioning of the criminal justice system.

One of the central functions of the application suite is associated with facilitating online visit requests and addressing grievances.

Purpose Of E-Prison Project

Here are the most important highlights of the e-prison project, which elucidate the purpose for starting the project:

1. Under the Inter Operable Criminal Justice system, all the data collected on the E-prison platform has been integrated with the Police and Court system for easy reconciliation.
2. Data is being maintained by different States and Union Territories on the National Prisons Information Portal for the E prison interface based on notified protocols for E-prisons.
3. At present, this information portal can be accessed by a secure NIC network which the designated officials exclusively authorize under the various Law enforcement agencies and prisons all over the country through a special Inter Operable Criminal Justice System.
4. As per the main objectives laid down under the E prison project, all prisons and prison management activities are expected to be computerized and integrated with the activities taking place in the jail.
5. Through the E prison portal, all the important information regarding details of the inmates will be available in real-time to concerned prison officials.

Modules: Prison Management Information System used at the prisons for their day to day regular activities; the major modules of ePrisons MIS are:

- Prisoner Information Management System (PIMS);
- Visitor Management System (eVisitor);
- Hospital Management System (eHospital);
- Legal Aid Management System;
- Inventory Management System;
- Prison Management System (PMS);
- Police Intelligence System;
- Court Monitoring; and
- Kiosk Information.

2. NPIP: National Prisons Information Portal is a citizen centric portal showing statistical data of various prisons in the country

- Visitors can book their visit request to meet their ward inside the prison through this portal;
- Grievances with respect to their wards inside the prisons can also be submitted through the portal; and
- This portal also provides with inmate tracking facilities in a secured way to various investigating agencies.

3. Kara Bazaar: Portal for showcasing and selling the products manufactured in various prisons of the country by inmates.

Necessary platform required for on boarding for all the state prison departments are in place.

Key Features:

- Available as SaaS from the NIC Cloud, which provides high availability, scalable and robust system to the users;
- The solution is ready to adopt by any prison / stakeholder for free.
- Parameterized and configurable gap aspects;
- SMS and email alerts;
- Equipped with necessary services required for integrating with other Criminal Justice System stakeholders; and
- Authorization checks & validation to improve the data quality.

Services - To the Public:

- Registration of visit request and Status query of that request;
- SMS/email Alerts to the visitors;

- Statistical information / drilled down Reports on national basis;
- Submission of grievance; and
- KaraBazaar

Services - To the Prisons:

- Controlled registration of prisoners (checking duplicity of prisoner's entry to the jail);
- Recording and tracking their movement activities and their management throughout their term inside the prison;
- Well-structured information about Availability of various reports (daily/Monthly) for administrative purpose;
- Graphical and statistical reports for monitoring and informational purpose;
- Enables the prison management to utilize the resources optimally;
- Various alerts like Hearing, 436/436 A, parole jump, inventory, medicine etc for monitoring purpose.

Services - To the Courts:

- Availability of CrPC 436 / 436 'A'/441 reports to court.
- Availability of Nominal roll online to the court;
- Alerts for jumping Parole/Interim Bail return due dates;
- Availability of other information of the prisoner online to the court on demand.

Services - To the Police, Other investigating agencies:

- Nationwide search for inmates and their complete profile;
- Marking of Alert (eMail/SMS) at various events;
- Reports of list and statistical format for a period which can be drilled down to individual jails

The procedure for applying the visit request is as follows:

- Prospective visitors are requested to submit the visit details in the prescribed format as shown in the Registration page. The visit details as entered (registration number, date of visit and approval status) are communicated to the visitor through SMS / email;
- The visit requested will be authenticated / verified by the officer to be visited through this eVisitor operational at the Ministry;
- The current approval status of the visit can also be enquired by the visitor on this website by entering Reg.No.
- The status of visit approval / change in visiting time will be communicated to the visitor through SMS / email;

- Visitor pass will be issued to the approved visitors after capturing a photograph at the reception counter.
- If visitor is earlier registered at least once with this eVisitor, he / she can refer his / her old registration number, mobile number or personal details for quick registration of his / her current visit at the Reception Counter.

The procedure for Submitting the grievance is as follows:

- Prospective visitors are requested to submit the grievance details in the prescribed format as shown in the Grievance page. The Complaint details as entered (Name, Mobile number and Relation with Inmate) and Grievance details (State, Jail ,Prisoner name, age, gender, Grievance category and message) is submitted by the visitors.
- The Grievance will be authenticated / verified by the officer through this -----
- The current approval status of the grievance can also be enquired by the visitor on this website by entering Request Number
- The status of Grievance will be communicated to the visitor through SMS / email;
- Visitor pass will be issued to the approved visitors after capturing a photograph at the reception counter.
- If visitor is earlier registered at least once with this portal, he / she can refer his / her old request number, mobile number or personal details for quick submission of his / her grievance..

The procedure for Tracking Inmates the grievance is as follows:

- Citizen can search their relatives in correctional homes. Only authorized person can search the data base.
- There is login id and password given to the authorized user.
- After login, authorized person can search on the following parameters Personal Details, Crime Details, Movement Details and Fingerprint based search.

Whistle Blower Protection Act, 2014

Background:

- A whistleblower is someone who informs on someone or something that is doing something illegal.
- In 2001, the Indian Legislation Commission proposed that a law protecting whistle blowers be enacted in order to combat corruption. It had also written a bill to address the problem.
- In 2004, the Supreme Court of India urged the Central government to put in place "administrative machinery for acting on allegations from whistleblowers till a legislation is enacted" in response to a petition filed following the infamous murder of an NHA official.
- The Government, in response, notified a resolution in 2004 named, 'Public Interest Disclosure and Protection of Informers Resolution (PIDPIR)'.
- The Central Vigilance Commission (CVC) was given the authority to act on allegations from whistleblowers as a result of this resolution.
- The Second Administrative Reforms Commission's report from 2007 also urged that a separate statute be enacted to protect whistleblowers.
- The United Nations Convention against Wrongdoing, to which India has been a signatory (though not ratified) since 2005, encourages States to make it easier for public officials to disclose corruption and to safeguard witnesses and experts from reprisal.
- The Convention also protects the individual filing the complaint from being victimized.
- To comply with these laws, the Whistleblowers Protection Bill was presented in 2011 and passed into law in 2014.

Who is a Whistle-blower?

- A whistle-blower (whistle-blower or whistleblower) is a person who reveals any information or action within a private or public institution that is judged unlawful, unethical, or incorrect.
- Whistleblowing, according to the Companies Act of 2013, is an action intended at calling stakeholders' attention to instances of unethical activities in an organization.

What are the provisions of Whistleblowers Protection Act, 2014?

- It protects people who bring charges of corruption, purposeful misuse of power, or the commission of a criminal offence against a public servant to the attention of the authorities.
- The Whistleblowers Protection Act contains procedures for hiding a whistleblower's identity.
- The legislation protects the complainant and anybody who assists in the investigation from being victimized.

- The law, on the other hand, empowers the necessary authorities to provide them with protection, including police protection and retribution against those who victimize them.
- The Act establishes a mechanism to receive complaints related to disclosure of allegations of corruption or wilful misuse of power or discretion, against any public servant, and to inquire or cause an inquiry into such disclosure.
- The Act also provides adequate safeguards against victimization of the person making such complaints.
- The law does not allow anonymous complaints to be made and clearly states that no action will be taken by a competent authority if the complainant does not establish his/her identity.
- The maximum time period for making a complaint is seven years.
- The Act is not applicable to the Special Protection Group (SPG) personnel and officers, constituted under the Special Protection Group Act, 1988.
- Any person aggrieved by any order of the Competent Authority can make an appeal to the concerned High Court within a period of sixty days from the date of the order.
- Any person who negligently or mala-fidely reveals the identity of a complainant will be punishable with imprisonment for a term extending up to 3 years and a fine which may extend up to Rs 50,000.
- If the disclosure is done mala-fidely and knowingly that it was incorrect or false or misleading, the person will be punishable with imprisonment for a term extending up to 2 years and a fine extending up to Rs. 30,000.

What are the problems faced by Whistleblowers?

- Whistleblowers are disliked by the Government, Corporations, and even society to some level, with some countries, even referring to them as "traitors." The story of Wikileaks' Julian Assange and Edward Snowden exemplifies this idea.
- Whistleblowers face legal action, criminal accusations, social disgrace, and the possibility of being fired from any position, office, or job.
- Character assassination, official reprimand, and difficult legal processes are all examples of vindictive strategies used to make an individual's work more difficult and/or insignificant.
- Whistleblowers are nonetheless in a precarious position in a, despite the high fines, because whistleblower cases generally contain a complex combination of facts and job history.

Rights of Prisoners

Rights are established and acknowledged by the whole world under the Universal Declaration of Human Rights. This document has covered all basic rights for the all human being for the world. It is a natural right. The declaration of document was made on 10th December, 1948. There are some provisions and principle under Universal Declaration of Human Rights given which are as follow;

- The right to freedom of speech;
- The right to equality before law;
- The right to equal respect for all;
- Everyone is entitled to all the rights and freedom set forth in the declaration, without any discrimination as to race, colour, sex, language, religion, political, or other opinion, national or social origin, property, birth or status.
- No person should be subjected to cruel or torture, inhuman or degrading treatment or punishment;
- Everyone has to right to life, liberty and security of person;
- No one shall be subjected to arbitrary arrest, detention or exile;
- International covenant on civil and political rights,1966;

RIGHTS OF PRISONERS UNDER PRISON ACT

The Supreme Court of India has decided to grant some rights and duties of prisoner. In the respect of All India Committee on Jail Reforms during 1980-1983 as given under;

- Right to human dignity.
- Right to basic minimum needs.
- Right to communication.
- Right to legal aid.
- Right against arbitrary prison punishment.
- Right to meaningful and gainful employment.
- Right to release on due date.
- Right to health care.
- Right to education in prison.

Yellow Ribbon Project (Community Involvement) – SINGAPORE

The Yellow Ribbon Project (YRP) is a national public engagement campaign aimed at changing society's mindset in giving ex-offenders a second chance in life.

The initiative was started in 2004 by the Community Action for the Rehabilitation of Ex-Offenders (CARE) Network, and former President of Singapore, the late S.R. Nathan, launched the campaign at the Yellow Ribbon Project Charity Concert.

Objectives

1. Create awareness of the need to give second chance to ex-offenders.
2. Generate acceptance of ex-offenders and their families in the community.
3. Inspire community action to support the rehabilitation and re-integration of ex-offenders.
4. Every year, more than 9,000 ex-offenders complete their sentences and are released from the various prisons and drug rehabilitation centers (DRCs). It is disheartening that ex-offenders have to live with the stigma of having served time behind bars when they are released from prison, one that can often be more punishing than the prison sentence itself. Many ex-offenders, once released, find themselves literally stepping into a second prison. This time it would be a prison with invisible bars, of suspicion, of mistrust and of discrimination.
5. The best rehabilitation regime during incarceration is of no use if ex-offenders find themselves rejected at every turn when they are released into the larger community. Through the Yellow Ribbon Project, we hope to promote a more accepting society, one that is willing to give ex-offenders a second chance at making good. It is important that we help unlock the second prison for our inmates, even as we let them out of the physical one.
6. Rehabilitative and aftercare programmes are the supporting mechanisms to facilitate the reintegration of an individual back to the community and his family. Nevertheless, these efforts alone will not be adequate in the long run. The community plays an important

part in helping to create a stable social environment where amenable ex-offenders and their families can feel a sense of belonging and find the hope to start afresh.

7. Hence, there was a need for a concerted and coordinated approach towards creating awareness, generating acceptance and inspiring action within the community.

Inspiration behind Yellow Ribbon Project: A Song

The Yellow Ribbon Project was inspired by the popular song, ‘Tie a Yellow Ribbon Round the Ole Oak Tree’, which is supposedly based on the real-life tale of an ex-offender’s journey to forgiveness.

The simple yellow ribbon was chosen as the symbol of this campaign, with the hope that it would eventually become a self-sustaining grassroots movement. The act of wearing a yellow ribbon pin as a show of acceptance and an offer of forgiveness and second chances to ex-offenders has since become one of the signature activities of the Yellow Ribbon Project.

Celebrity Engagement and Rehabilitation Ambassadors:

Celebrities and rehabilitation ambassadors formed an important part of the engagement strategy. With their popularity and influence, they were well positioned to spread the YRP message, serve as crowd-pullers, and more importantly act as ambassadors in support of the campaign. Local and regional artistes had been featured over the past few years.

Everyone played their part in helping ex-offenders restart their lives and become responsible and contributing members of society. The inmates, ex-offenders and community were engaged in the following ways:

- a. Inmates and ex-offenders making the first move - By participating actively in rehabilitation programmes and contributing to the community, inmates and ex-offenders were driving their own acceptance.
- b. Family and friends rendering supporting and encouragement - Family acceptance and forgiveness were the first steps towards the creation of a conducive environment for reintegration. A strong social support network for ex-offenders gave them the courage to move on in their lives and increased their chances of starting lives anew.
- c. Community offering a helping hand - Singaporeans working together to strengthen the social fabric of the nation. The acceptance of volunteers, employers and colleagues would help support the reintegration journey of ex-offenders back to society.

WORK-LIFE-BALANCE

Objectives

Ask participants -- to know components of life skills

Ask participants to draw a table as mentioned below and ask to write minimum three factors in each column

Ask the participants to explain how to reduce the factors contributing to imbalance one by one (Ensure all participants must contribute

Application of life skills in day to day (through flow chart)

Work-life balance

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

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

EXERCISES

- 1 Emotional Intelligence Scale
- 2 Work-Life-Balance

Emotional Intelligence questionnaire (EI)

...Daniel Goleman

This self-assessment questionnaire is designed to get you thinking about the various competences of emotional intelligence as they apply to you. Daniel Goleman first brought ‘emotional intelligence’ to a wide audience with his 1995 book of that name. He found that while the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes:

- **Self-awareness:** The ability to recognise what you are feeling, to understand your habitual emotional responses to events and to recognise how your emotions affect your behaviour and performance. When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.
- **Managing emotions:** The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions and can save you from hasty decisions that you later regret.
- **Motivating oneself:** The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.
- **Empathy:** The ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

- **Social Skill:** The ability to manage, influence and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

What to do;

1. Assess and score each of the questionnaire statements.

Score your assessment, using a scale where

- 1 indicates that the statement does NOT apply at all
- 3 indicates that the statement applies about half the time
- 5 indicates that the statement ALWAYS applies to you

2. Total and interpret your results

- Transfer your scores to the calculation table and total your results. Remember, this tool is not a validated psychometric test - the answers you give are likely to vary depending on your mood when you take it.

3. Consider your results and identify one or two actions you can take immediately to strengthen your emotional intelligence.

Assess and score how much each statement applies to you.

S. No	Statement	Score				
		1	2	3	4	5
1.	I realise immediately when I lose my temper					
2.	I can 'reframe' bad situations quickly					
3.	I can always motive myself to do difficult tasks					
4.	I am always able to see things from the other person's viewpoint					
5.	I am an excellent listener					
6.	I know when I am happy					
7.	I do not wear my 'heart on my sleeve'					
8.	I am usually able to prioritise important activities at work and get on with them					
9.	I am excellent at empathising with someone else's problem					
10.	I never interrupt other people's conversations					
11.	I usually recognise when I am stressed					
12.	Others can rarely tell what kind of mood I am in					
13.	I always meet deadlines					
14.	I can tell if someone is not happy with me					
15.	I am good at adapting and mixing with a variety of people					
16.	When I am being 'emotional' I am aware of this					
17.	I rarely 'fly off the handle' at other people					
18.	I never waste time					
19.	I can tell if a team of people are not getting along with each other					
20.	People are the most interesting thing in life for me					
21.	When I feel anxious, I usually can account for the reason(s)					
22.	Difficult people do not annoy me					
23.	I do not prevaricate					

24.	I can usually understand why people are being difficult towards me					
25.	I love to meet new people and get to know what makes them 'tick'					
26.	I always know when I'm being unreasonable					
27.	I can consciously alter my frame of mind or mood					
28.	I believe you should do the difficult things first					
29.	Other individuals are not 'difficult' just 'different'					
30.	I need a variety of work colleagues to make my job interesting					
31.	Awareness of my own emotions is very important to me at all times					
32.	I do not let stressful situations or people affect me once I have left work					
33.	Delayed gratification is a virtue that I hold to					
34.	I can understand if I am being unreasonable					
35.	I like to ask questions to find out what it is important to people					
36.	I can tell if someone has upset or annoyed me					
37.	I rarely worry about work or life in general					
38.	I believe in 'Action this Day'					
39.	I can understand why my actions sometimes offend others					
40.	I see working with difficult people as simply a challenge to win them over					
41.	I can let anger 'go' quickly so that it no longer affects me					
42.	I can suppress my emotions when I need to					
43.	I can always motivate myself even when I feel low					

44.	I can sometimes see things from others' point of view					
45.	I am good at reconciling differences with other people					
46.	I know what makes me happy					
47.	Others often do not know how I am feeling about things					
48.	Motivation has been the key to my success					
49.	Reasons for disagreements are always clear to me					
50.	I generally build solid relationships with those I work with					

Total and interpret your results

- Record your 1, 2, 3, 4, 5 scores for the questionnaire statements in the grid below. The grid organises the statements into emotional competency lists

Self-awareness		Managing emotions		Motivating oneself		Empathy		Social Skill	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	

- Calculate a total for each of the 5 emotional competencies.

Total =		Total		Total		Total		Total =	
(SA)		=		=		=		(SS)	

		(ME)		(MO)		(E)			
--	--	------	--	------	--	-----	--	--	--

2. Interpret your total for each area of competency using the following guide.

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are weakest will pay dividends.
10-17	Make this area a development priority .

4. Record your result for each of the emotional competencies: strength, needs attention or development priority.

Components	Strength	Needs Attention	Development Priority
Self-awareness			
Managing emotions			
Motivating oneself			
Empathy			
Social skill			

Work-Life-Balance

<u>Individual Exercise</u>	
Factors contributing to imbalance in work life 1. 2. 3. 4.	
	How would you like to reduce the imbalance
	a.
	b.
	c.
	d.

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APPENDICES

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

APPENDIX- 1

(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

APPENDIX- 2

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

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

APPENDIX- 3

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:

APPENDIX- 5

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.

APPENDIX 7

QUIZ 1 ON RTI ACT 2005

1. Within how many days after receiving a reply on the First Appeal, a Second Appeal can be filed?
2. The Right to Information Act, 2005 replaced which Act?
3. **What is the fee paid by an Indian National to file a First Appeal?**
4. Who is the Chief Information Commissioner (CIC) of India?
5. What is the age criteria to file an RTI application?

MCQ 1 ON PREVENTION OF CORRUPTION ACT

1. Which section of The Prevention of Corruption Act 1988 deals with the Offense relating to bribing a public servant by a commercial organization?

A. Section 12 of The Prevention of Corruption Act 1988
B. Section 9 of The Prevention of Corruption Act 1988
C. Section 14 of The Prevention of Corruption Act 1988
D. Section 20 of The Prevention of Corruption Act 1988
2. Section 25 of The Prevention of Corruption Act 1988 deals with _____?

A. Punishment for abetment of offenses
B. Military, Naval, and Air Force or other law not to be affected
C. Punishment for attempt
D. Cases triable by special Judges
3. When did The Prevention of Corruption Act 1988, enacted?

- A) 01 April 1988
- B) 05 March 1988
- C) 09 September 1988
- D) 23 April 1988

4. Prevention of Corruption Act, 1988 contains how many chapters?

- A. Six
- B. Ten
- C. Four
- D. Five

MCQ 2 ON CIVIL SERVICE CONDUCT RULES

1. “The Government” under CCS(Conduct) Rules 1964 means?
 - (A) Central Government
 - (B) State Government
 - (C) Both A and B
 - (D) None of the above
2. “Members of family” in relation to a Government servant under CCS(Conduct) Rules 1964 includes?
 - (A) the wife or husband whether residing with the Government servant or not
 - (B) son or daughter or step-son or step-daughter of the Government servant and wholly dependent on him
 - (C) any other person related, whether by blood or marriage to the Government servant or to the Government servant’s wife or husband, and wholly dependent on the Government servant
 - (D) All the above
3. “Government servant” is defined under which section of CCS(Conduct) Rules 1964?
 - (A) Section 1
 - (B) Section 2
 - (C) Section 3
 - (D) Section 4

4. “Sexual harassment” as defined in Section 3-C of CCS(Conduct) Rules, 1964 includes?
(A) physical contact and advances
(B) a demand or request for sexual favours
(C) any other unwelcome physical, verbal, non-verbal conduct of a sexual nature
(D) All the above
5. Which among the following comes under “Strikes” as defined in CCS(Conduct) Rules, 1964?
(A) mass absenteeism from work without permission
(B) refusal to work overtime where such overtime work is necessary in the public interest
(C) stoppage or slowing down of work by a group of employees acting in combination
(D) All the above

QUIZ 2 ON LEGAL SERVICE AUTHORITIES AND BOV

1. Who is entitled to Free Legal Services?
2. Till what age can a child apply for free legal aid?
3. How can anyone apply for free legal aid?
4. Does anyone has to pay any charge/fee for acquiring and submitting an application form for free legal aid?
5. What is lokadalat?
6. Who are the official members of Board of Visitors?

APPENDIX-8

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

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

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

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

Group Discussion :

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

Cull out the important points that emerge from the discussion

Action Plan :Group Work Activity

Prison based Rehabilitation programs

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

APPENDIX - 9

PRISON STATISTICS INDIA – 2021

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

Prisoner Types and Demography

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

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

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

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