

**Training Manual for Specialised Course for Prison Officers
(Asst. Jailer to Superintendent of Prisons)**

on

**Accountability and Transparency in Prison Administration
(One Week)**

2022



**Bureau of Police Research and Development
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Message

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

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

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

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

(Balaji Srivastava)

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TABLE OF CONTENT

PART-A

CONTENTS	PAGE
1. INTRODUCTION	
Emergence of the Course	10.....
Introduction to the Course	10.....
2. Course Guide	12.....
3. Trainer Guide	21.....

PART – B

COURSE GRID	29.....
LEARNING EVENT	31.....

DAY-1

LU-1	Accountability and Transparency in Public Governance
LU-2	Right to Information Act 2005

DAY-2

LU-3	Improving Transparency in Prison administration
LU-4	Technology- Enabled Transparency
LU-5	Prevention of Corruption Act, 1988
LU-6	Whistle Blowers Protection Act 2014
LU-7	Central Civil Services (Conduct) Rules, 1964

DAY-3

- LU-8 Grievance redressal mechanisms for Prisoners
- LU-9 Institutional Checks on Prison Administration
- LU-10 Ethics & Values in Governance

DAY-4

- LU-11 Practice of Ethics in Public Life
- LU-12 e Prisons

DAY-5

- LU-13 Prisoners' Rights and Entitlements
- LU-14 Personal Wealth management
- LU-15 Work Life balance

PART – C

1. RESOURCE MATERIAL	47.....
2. REFERENCE MATERIAL	65.....
3. APPENDICES	67.....

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

Transparency is as an essential condition for ensuring good governance. Generally, Prisons are closed spaces and information regarding prison administration in public domain is scarce. In this scenario the training prison officers on ‘Accountability and Transparency’ in Prison administration is of vital importance.

The objective of this five-day course on Accountability and Transparency in Prison administration for Officers, which has fifteen learning units, is to train the Prison officers to discharge their duties based on the principles of transparency and accountability. The training emphasizes on the use of institutional mechanisms which are provided to ensure accountability like Board of Visitors and non-official visitors and use of technology like CCTV cameras, e-Prisons etc. need to be optimized.

(FOR TRAINERS & PARTICIPANTS)



COURSE GUIDE

**Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons)**

on

**Accountability and Transparency in Prison Administration
(One Week)**

INTRODUCTION

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

Aim

To develop ethics and values in Prison officers necessary to manage Prisons more transparently and instill a sense of Pride among the officers about working in Prisons department.

DESIGNED FOR Assistant Superintendent or Deputy Jailor rank officers to Superintendent of Prisons.

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

STYLE OF THE COURSE

This course encompasses a series of practical learning activities. The Course is delivered through multiple media, styles and activities with a 'self-directed learning approach' 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 the importance of Accountability and Transparency in Public Governance.

Enabling Objective: 1. Define Accountability and Transparency
2. To explain the importance of Accountability and Transparency in Public Governance.

Unit -2:

Training Objective: Explain objectives, salient features of RTI Act, 2005 and responsibilities of functionaries under the Act.

Enabling Objective: 1. List the objectives of RTI Act, 2005

2. List the Salient features of RTI Act, 2005
- 3.Explain the functions of PIO's and other functionaries.
- 4.Explain the role of SIC/ CIC and their functions.

Unit -3:

Training Objective: Explain ways to improve transparency in Prison administration.

Enabling Objective:

1. List the ways to improve transparency.
2. Explain the ways to improve transparency in Prison Administration.

Unit -4:

Training Objective: To explain how Technology enables Transparency.

Enabling Objective:

- 1.List the ways of using Technology in Prisons.
- 2.Explain how Technology enables Transparency.

Unit -5:

Training Objective: To explain the salient features of Prevention of Corruption Act,1988.

Enabling Objective:

1. List the salient features of Prevention of Corruption Act,1988
2. Explain salient features of Prevention of Corruption Act,1988.

Unit -6:

Training Objective: To explain the important provisions of Whistle Blowers Protection Act, 2014.

Enabling Objective:

- 1.Define 'Public Interest Disclosure'.
2. List the important provisions of Whistle Blowers Protection Act, 2014
- 3.Explain the important provisions of Whistle Blowers Protection Act,2014

Unit -7:

Training Objective: To explain the salient features of Central Civil Services (Conduct) Rules, 1964

Enabling Objective: 1. List the salient features of Central Civil Services (Conduct) Rules, 1964
2. Explain the salient features of Central Civil Services (Conduct) Rules, 1964.

Unit -8:

Training Objective: To explain the Grievance Redressal mechanism available for Prisoners

Enabling Objective: 1. List the Grievance Redressal mechanism available for Prisoners
2. Explain the Grievance Redressal mechanism available for Prisoners

Unit -9:

Training Objective: To explain institutional checks on Prison administration.

Enabling Objective: 1. List the Institutional checks on Prison Administration.
2. Explain the functioning of DLSA/SLSA/NLSA.
3. Explain the functioning of Board of Visitors.

Unit -10:

Training Objective: To explain the importance of Ethical values in Public service and role of public servants.

Enabling Objective: 1. Define the concept of Ethics in Governance.
2. Explain the components of Governance supported by Ethics
3. Explain the importance of Ethical values in Public service and role of public servants.

Unit -11

Training Objective: To explain ethics in each role given to the individual in Prison administration.

Enabling Objective: 1. List the Tools for practising Ethics.
2. Explain role of individuals in practising Ethics in Public Life.
3. Explain ethics in role given to the individual in Prison administration.

Unit -12:

Training Objective: To demonstrate the functioning of modules in e-Prisons.

Enabling Objective: 1. List the modules in e-Prisons.
2. Demonstrate the functioning of modules in e-Prisons.

Unit -13:

Training Objective: To explain Prisoners' rights and entitlements.

Enabling Objective: 1. List Prisoners' rights and entitlements.
2. Explain Prisoners' rights and entitlements.

Unit -14:

Training Objective: To explain prudent ways of managing personal finances.

Enabling Objective: 1. List the ways of managing personal finances.
2. Explain prudent ways of managing personal finances.

Unit -15:

Training Objective: To explain Work life balance techniques.

Enabling Objective: 1. List Work life balance techniques.
2. Explain work life balance techniques.

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.

Day Wise Schedule
SPECIALISED COURSE FOR PRISON OFFICERS (ASST. JAILOR TO SUPERINTENDENT OF PRISONS)
ON ACCOUNTABILITY AND TRANSPARENCY IN PRISON ADMINISTRATION
(ONE WEEK)

Day/Time	Content	Objectives
Day 1		
	Registration	
Session I	Inauguration of the Course	
Session II	Ice breaking Session and Ground rules	
Session III	Accountability and Transparency in Public Governance	1.1 1.2
Session IV	Right to Information Act, 2005	2.1 2.2
Session V	Right to Information Act, 2005	2.3 2.4
Day 2		
0900- 0915	Learning Points- Recap of Day 1	
Session I	Improving Transparency in Prison administration	3.1 3.2
Session II	Technology- Enabled Transparency	4.1 4.2
Session III	Prevention of Corruption Act, 1988	5.1 5.2
Session IV	Whistle Blowers Protection Act 2014	6.1 6.2 6.3
Session V	Central Civil Services (Conduct) Rules, 1964	7.1 7.2
Day 3		
0900- 0915	Learning Points- Recap of Day 2	
Session I	Grievance Redressal mechanisms for Prisoners	8.1 8.2
Session II	Institutional Checks on Prison Administration	9.1 9.2
Session III	Institutional Checks on Prison Administration	9.3

Session IV	Ethics & Values in Governance	10.1 10.2
Session V	Ethics & Values in Governance	10.3
Day 4		
0900- 0915	Learning Points- Recap of Day 3	
Session I	Practice of Ethics in Public Life	11.1 11.2 11.3
Session II	e-Prisons	12.1 12.2
Session III	e-Prisons	12.2
1430 to 1730 PM	Field Visit to an Orphanage/ Old Age Home/ State institution Tea Break	
Day 5		
0900- 0915	Learning Points- Recap of Day 4	
Session I	Prisoners' Rights and Entitlements	13.1 13.2
Session II	Personal Wealth management	14.1 14.2
Session III	Work Life balance	15.1 15.2
Session IV	Feed Back and Assessment	
Session V	Valediction Program	

Note:

Session I	0915-1030
Session II	1045-1200
Session III	1215-1330
Session IV	1430-1530

Session V	1545-1645
Yoga	0630-0730
Library	1700-1730
Sports	1730-1830
Tea Break	1030-1045 1200-1215 (Break) 1530-1545
Break Fast	0800-0845
Lunch	1330-1430
Dinner	1930-2100

(FOR TRAINERS ONLY)



TRAINER GUIDE

**Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons)**

on

**Accountability and Transparency in Prison Administration
(One Week)**

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 various content segments.

The Trainer Guide also:-

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

Pre-Course Preparation

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

For Trainer

- a. Trainer Guide
- b. References

For Participants

- Course Guide
- Resource kit Tools, Hand Outs
- MCQs& Quiz

Day Wise Schedule
SPECIALISED COURSE FOR PRISON OFFICERS (ASST. JAILOR TO SUPERINTENDENT OF PRISONS)
ON ACCOUNTABILITY AND TRANSPARENCY IN PRISON ADMINISTRATION
(ONE WEEK)

Time	Content	Remarks
Day 1		
0915 – 0930	Registration	Registration form-1 and Distribute Course Guide to participants
0930 – 1000	Inauguration	
1000-1030	Session –I : Ice–Breaking Session and Course Objectives Detailed Introduction Name, Designation, Years of Service, Place of Posting	Ice-Breaking Activity Name Tags and Name Plates of Participants. They should get to know each other.
Session III	Accountability and Transparency in Public Governance	
Session IV	Right to Information Act, 2005	Distribute Hand Out 1
Session V	Right to Information Act, 2005	Quiz 1 Appendix 5
Day 2		
9:00- 9:15 AM	Learning Points- Recap of Day 1	Ask Participants to Recap and Note on Flip Chart the learning

		points
Session I	Improving Transparency in Prison administration	
Session II	Technology- Enabled Transparency	
Session III	Prevention of Corruption Act, 1988	MCQ 1 Appendix 5
Session IV	Whistle Blowers Protection Act, 2014	Distribute Hand Out 2
Session V	Central Civil Services (Conduct) Rules, 1964	MCQ 2 Appendix 5
Day 3		
9:00- 9:15 AM	Learning Points- Recap of Day 2	Ask Participants to Recap and Note on Flip Chart the learning points
Session I	Grievance Redressal mechanisms for Prisoners	Distribute Hand out 3
Session II	Institutional Checks on Prison Administration	Distribute NALSA SOPs
Session III	Institutional Checks on Prison Administration	Quiz 2 Appendix 5
Session IV	Ethics & Values in Governance	Distribute Hand Out 4
Session V	Ethics & Values in Governance	
Day 4		
9:00- 9:15 AM	Learning Points- Recap of Day 3	Ask Participants to Recap and Note on Flip Chart the learning points
Session I	Practice of Ethics in Public Life	

Session II	e-Prisons	Distribute Hand Out 5
Session III	e-Prisons	Quiz 3 Appendix 5
2:30 to 5:30 PM	Field Visit to an Orphanage/ Old Age Home/ State institution	Form for Field Visit
Day 5		
9:00- 9:15 AM	Learning Points- Recap of Day 4	Ask Participants to Recap and Note on Flip Chart the learning points
Session I	Prisoners' Rights and Entitlements	Distribute Hand Out 6
Session II	Personal Wealth management	
Session III	Work Life balance	Distribute Hand Out 7
Session IV	Feed Back and Assessment	IRQ
Session V	Valediction Program	

Note:

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

Yoga	0630-0730
Library	1700-1730
Sports	1730-1830
Tea Break	1030-1045 1200-1215 (Break) 1530-1545
Break Fast	0800-0845
Lunch	1330-1430
Dinner	1930-2100

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

Course Ends

PART – B

- 1. COURSE GRID**
- 2. LEARNING EVENT**

COURSE GRID

COURSE GRID

<u>1</u> Accountability and Transparency in Public Governance	<u>2</u> Right to Information Act 2005	<u>3</u> Improving Transparency in Prison administration
<u>4</u> Technology- Enabled Transparency	<u>5</u> Prevention Of Corruption Act, 1988	<u>6</u> Whistle Blowers Protection Act, 2014
<u>7</u> Central Civil Services (Conduct) Rules, 1964	<u>8</u> Grievance redressal mechanisms for Prisoners	<u>9</u> Institutional Checks on Prison Administration
<u>10</u> Ethics & Values in Governance	<u>11</u> Practice of Ethics in Public Life	<u>12</u> e-Prisons
<u>13</u> Prisoners' Rights and Entitlements	<u>14</u> Personal Wealth management	<u>15</u> Work Life balance

LEARNING EVENT

**SPECIALISED COURSE FOR PRISON OFFICERS (ASST. JAILOR TO SUPERINTENDENT OF PRISONS)
ON ACCOUNTABILITY AND TRANSPARENCY IN PRISON ADMINISTRATION
(ONE WEEK)**

**Assistant Superintendent to Superintendent of Prisons
Learning Event**

Unit		I						
Learning Unit		Accountability and Transparency in Public Governance.						
Training Objective		At the end of training, participants will be able to explain the importance of Accountability and Transparency in Public Governance.						
Enabling Objectives- At the end of training, participants will be able		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define Accountability and Transparency.	Accountability and Transparency- Meaning and Importance.	Lecture-cum-discussion	White Board, Marker,	30 Mins	Guest Faculty/ In-House		Formative Q&A
2.	Explain the importance of Accountability and Transparency in Public Governance.	Tools to promote Transparency in Public Governance- Brief overview		LCD Projector	45 Mins			

Learning Event

Unit		2						
Learning Unit		Right to Information Act, 2005						
Training Objective		At the end of training, participants will be able to explain objectives, salient features of RTI Act, 2005 and responsibilities of functionaries under the Act.						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the objectives of RTI Act, 2005	Responsibilities of Public Authority Responsibilities of Public Information Officer	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty/ In-House	Hand out 1	Quiz
2.	List the salient features of RTI Act, 2005	Request for obtaining information Time limit for the supply of information Non-disclosure of information			15 mins			
3.	Explain the	Role of Central/State			45 mins			

4.	functions of PIOs and other functionaries. Explain the role of SIC/ CIC and their functions.	Information Commission Appeals			45 mins			
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Learning Event

Unit		3						
Learning Unit		Improving Transparency in Prison administration						
Training Objective		At the end of training, participants will be able to explain ways to improve transparency in Prison administration.						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the ways to improve transparency	Publish basic prison management information	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty/ In-House		Formative Q&A
2.	Explain the ways to improve transparency in Prison Administration.	Disclose information on prison practices. Disclose information on actual living conditions Disclose demographic information about prisoners Disclose inmates' case information Disclose information			60 mins			

		about prisoner outcomes Standardize disclosures of prison information						
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Learning Event

Unit		4						
Learning Unit		TECHNOLOGY- ENABLED TRANSPARENCY						
Training Objective		At the end of training, participants will be able to explain how Technology enables Transparency.						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the ways of using Technology in Prisons	Scanners in Prisons Radio Frequency Identification (RFID) Technology,	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty/ In-House		Formative Q&A
2.	Explain how Technology enables Transparency.	Closed-Circuit Television (CCTV) Video Surveillance Body Worn Cameras e-Prisons/ICJS – Kiosks – Command Control centers.			60 mins			

		Biometric devices e-mulaqat/ Telephone/ Video calling facility Court Productions (Video Conference)						
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Learning Event

Unit		5						
Learning Unit		Prevention Of Corruption Act, 1988						
Training Objective		At the end of training, participants will be able to explain the salient features of Prevention of Corruption Act,1988.						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the salient features of Prevention of Corruption Act,1988	Definitions. Chapter III: Offences and penalties: Public servant taking gratification other than legal remuneration in respect of an official act.	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty/ In-House		MCQ
2.	Explain salient features of Prevention of Corruption Act,1988.	Taking gratification, in order, by corrupt or illegal means, to influence public servant. Taking gratification, for			60 mins			

		exercise of personal influence with public servant. Punishment for abetment by public servant of offences defined in section 8 or 9. Public servant obtaining valuable thing, without consideration from person concerned in proceeding or business transacted by such public servant. Criminal misconduct by a public servant. Indian Penal Code (Chapter-IX) offences by or relating to public servant.						
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Learning Event

Unit		6						
Learning Unit		Whistle Blowers Protection Act, 2014						
Training Objective		At the end of training, participants will be able to explain the important provisions of Whistle Blowers Protection Act, 2014.						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define 'Public Interest Disclosure'	Definitions Requirement of public interest disclosure. Powers of Competent Authority.	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty/ In-House	Hand out 2	Formative Q&A
2.	List the important provisions of Whistle Blowers Protection Act, 2014	Protection of witnesses and other persons. Protection of identity of complainant. Penalty for furnishing incomplete or misleading comments			15 mins			

3.	Explain the important provisions of Whistle Blowers Protection Act, 2014	or explanation or report. Penalty for revealing identity or complainant. Punishment for false or frivolous disclosure. Appeal to High Court.			30 mins			
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Learning Event

Unit		7						
Learning Unit		Central Civil Services (Conduct) Rules, 1964						
Training Objective		At the end of training, participants will be able to explain the salient features of Central Civil Services (Conduct) Rules, 1964						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the salient features 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, LCD Projector	15 mins	Expert on Central Civil Services (Conduct) Rules, 1964		MCQ
2.	Explain the salient features of Central Civil Services (Conduct) Rules, 1964				45 mins			

Learning Event

Unit		8						
Learning Unit		Grievance Redressal mechanisms for Prisoners						
Training Objective		At the end of training, participants will be able to explain the Grievance Redressal mechanism available for Prisoners						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the Grievance Redressal mechanism available for Prisoners	Standards for grievance redressal suggested by the Mulla Committee. Complaint boxes to Superintendent - DIG of Prisons – DG of Prisons – DLSA – Human Rights:	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty/ In-House	Hand Out 3	Formative Q&A
2.	Explain the Grievance Redressal mechanism available for Prisoners	Letters addressed by prisoners to the Government, Judiciary, Director General of Prisons or other high functionaries			60 mins			

Learning Event

Unit		9						
Learning Unit		Institutional Checks on Prison Administration						
Training Objective		At the end of training, participants will be able to explain institutional checks on Prison administration.						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the Institutional checks on Prison Administration	Institutional Checks: District Legal Service Authority, State Legal Service Authority National Legal Service Authority Functions: Provides Free Legal Aid and Services To Areas Of Legal	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty-expert from Judicial Academy	NALSA SOPSs	Quiz
2.	Explain the functioning of DLSA/SLSA/ NALSA.				75 mins			

3.	Explain the functioning of Board of Visitors	Aid/Matters where Legal Services may be made available Procedure for Legal Aid UTRC- Functions BOARD OF VISITORS - OFFICIAL & NON OFFICIAL VISITORS Roles and Responsibilities Visiting of Jails Visiting Rules/ Norms Noting observations in Prison			60 mins	Expert on Prison manual.		
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Learning Event

Unit		10						
Learning Unit		Ethics & Values in Governance						
Training Objective		At the end of training, participants will be able to explain the importance of Ethical values in Public service and role of public servants.						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	Define the concept of Ethics in Governance.	Define Ethics & What is Governance? Why Ethics in Governance? Ethics and its link to Public Service Ethical practices in Public Service Accountability & Responsibility Decentralization & Devolution Recommendations of ARC	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty-expert on Public Administration	Hand out 4	Formative Q&A
2.	Explain the components of Governance supported by Ethics				45 mins			
3.	Explain the importance of Ethical values in Public service and role of public servants.				60 mins			

Learning Event

Unit		11						
Learning Unit		Practice of Ethics in Public Life						
Training Objective		At the end of training, participants will be able to explain ethics in each role given to the individual in Prison administration.						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the Tools for practising Ethics.	Tools for maintaining Ethics in Public Life: Social Audit, Use of IT. Role of Individuals in practice of Ethics in Public Life Role of Media Examples in Prison administration- Corruption free Jails.	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty-expert on Public Administration		Formative Q&A
2.	Explain role of individuals in practising Ethics in Public Life.				30 mins			
3.	Explain ethics in whatever role given to the individual in Prison administration.				30 mins			

Learning Event

Unit		12						
Learning Unit		e-Prisons						
Training Objective		At the end of training, participants will be able to demonstrate the functioning of modules in e-Prisons.						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the modules in e-Prisons.	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	PPT/ Demonstrati on-cum-discussion	White Board, Marker, LCD Projector Internet connecti on.	15 mins	Guest Faculty-expert from NIC (National Informatics Centre)	Hand Out 5	Observation
2.	Demonstrate the functioning of modules in e-Prisons.				135 mins			

Learning Event

Unit		13						
Learning Unit		Prisoners' Rights and Entitlements.						
Training Objective		At the end of training, participants will be able to explain Prisoners' rights and entitlements.						
Enabling Objectives- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List Prisoners' rights and entitlements	Purpose of Imprisonment Sources, Systems and Standards for Human Rights in the Administration.	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty-Expert on Human Rights	Hand Out 6	Formative Q&A
2.	Explain Prisoners' rights and entitlements	Right To life, An Adequate Standard Of Living, Health Rights Of Prisoners. Making Prisons Safe Places. Prisoners' Duties Prisoners' Rights			60 mins			

Learning Event

Unit		14						
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- At the end of training, participants will be able to		CONTENT	METHOD	MEDIA	TIME	TRAINER	PERFORMANCE AID (IF ANY)	ASSESSMENT
1.	List the ways of managing personal finances.	Savings – Bank / credit Card/ online account usage and prevent frauds – Housing Loans – Personal/vehicle Loans – Education Loans - Term policy- Health Insurances – Pension fund- IT filings and returns.	Lecture-cum-discussion	White Board, Marker, LCD Projector	15 mins	Guest Faculty- Experienced Chartered Accountant/ Banker.		Formative Q&A
2.	Explain prudent ways of managing personal finances				60 mins			

Learning Event

UNIT		15						
Learning Unit		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	TRAINER	PERFORMANCE AID (IF ANY)	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, LCD Projector	75 Mins	Expert in Personality Development	Hand Out 7	Formative Q&A
2.	Explain work life balance techniques							

DAY WISE TASKS

5-DAY COURSE

Day – 1

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

Day – 2

- Recap of Day-1
- Training

Post Lunch

- Training

Day – 3

- Recap of Day-2
- Training

Post Lunch

- Training

Day – 4

- Recap of Day-3
- Training

Post Lunch

- Field Visit

Day – 5

- Recap of Day-4
- Learning points of all sessions
- Training

Post Lunch

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

End of Course

RESOURCE MATERIAL

HANDOUTS

HO - 1	Right to Information Act, 2005
HO - 2	Whistle Blower Protection Act, 2014
HO - 3	Grievance Redressal Mechanisms for Prisoners
HO- 4	What is ethics?
HO-5	e-Prisons
HO-6	Prisoners' Rights
HO – 7	Types of stress and stress management tips

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), cabinet discussions are exempted from RTI.

Objectives of the RTI Act

1. To empower citizens to question the government.
2. To promote transparency and accountability in the working of the government.
3. To help 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 8 (2) provides for disclosure of information exempted under the Official Secrets Act, 1923 if the larger public interest is served.
- 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.

Whistleblowers 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 whistleblowers be enacted in order to combat corruption.
- 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 NHAI 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 Whistleblower 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 Whistleblower 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 Whistleblower 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 willful 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 with mala fide intention 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 fide 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, despite the high fines, because whistleblower cases generally contain a complex combination of facts and job history.

GRIEVANCE REDRESSAL MECHANISMS FOR PRISONERS

Objective:

Grievance is an elementary human instinct. If it is suppressed, it can lead to an aberrant frame of mind which will be detrimental to natural and healthy growth of body and mind. Hence, the institutions must be administered in a manner which is fair and just. The grievances and complaints are being promptly looked into by the Prison Officers at every level. Prisoners are given full liberty to ventilate their grievances to the Institutional Officers, Inspecting Officers and visiting Judicial Officers.

MECHANISM FOR REDRESSAL OF GRIEVANCES:

Any conflict that arises should be dealt with in a timely and fair manner and in a way which protects personal privacy and support whenever possible and appropriate some informal resolution of the conflict in a mutually satisfactory way for all parties involved. Procedures and process for handling grievances should be formalized and communicated to all staff. In a prison, fair and transparent procedures are also required in order to deal with grievances involving both staff and inmates.

Establishing good decision-making procedures is equally important, accompanied by effective processes for hearing appeals, complaints, allegations and grievances against the decisions made by the prison administration.

PROCEDURE FOR LODGING COMPLAINT:

- (i) There shall be one or more complaint boxes in every prison installed in centrally located and convenient places, within easy reach of the inmates. Such complaint box shall also be installed in an easily accessible place in the female ward also.
- (ii) The inmates may drop their complaints in the form of written petitions addressed to the Superintendent, or to the higher authorities, into such boxes.
- (iii) The box shall remain under lock and key and the key shall remain in the custody of the Deputy Superintendent, who shall unlock the complaint box at least twice a week on the days fixed and approved by the Superintendent.
- (iv) The complaint box shall be opened at appointed time before the evening locking up of the prison.
- (v) The Superintendent shall form a permanent Committee of G.R.S., comprising himself, the Deputy Superintendent (the senior most Deputy Superintendent in the

- event of more than one Deputy Superintendent being posted there), the Medical Officer, and the Welfare Officer. If the prison happens to have a female enclosure then one lady officer, not below the rank of Deputy Superintendent, shall be included in the committee.
- (vi) The Committee shall meet as and when necessary, but at least twice a week to look into all the complaints of the inmates.
 - (vii) The Superintendent shall preside over the Committee which shall enquire into all the complaints at the earliest.
 - (viii) The decision of the Committee shall be executed forthwith.
 - (ix) Complaints addressed to the higher authorities shall be forwarded to the addressee with comments of the Superintendent without delay.
 - (x) Letters addressed by prisoners to the Government, Judiciary, Inspector General of Prisons or other high functionaries should be forwarded to them immediately without being censored and a dated receipt of it should be given to the prisoner. The receiving authority should acknowledge letters immediately and look promptly into them.
 - (xi) The District Judge should visit each prison in his jurisdiction once a month and give an opportunity to all the prisoners to present their grievances or requests, if they so desire, in the absence of prison offices. This should be a statutory function of the District Judge.
 - (xii) The system of taking weekly rounds of inspection of prisons by the Superintendents should be made statutory by including it in Prisons Act. If a prisoner is not satisfied by the action taken by the Superintendent on his complaint, he should be allowed to approach higher authorities for redressal of his grievances.
 - (xiii) The Board of Visitors should be activated. The visitors should receive and enquire into prisoners' complaints and grievances and send their suggestions to appropriate authorities.

WHAT IS ETHICS?

At its simplest, ethics is a system of moral principles. It affects how people make decisions and lead their lives.

Ethics is concerned with what is good for individuals and society and is also described as moral philosophy.

The term is derived from the Greek word *ethos* which can mean custom, habit, character or disposition.

Ethics covers the following dilemmas:

- how to live a good life
- our rights and responsibilities
- the language of right and wrong
- moral decisions - what is good and bad?

Our concepts of ethics have been derived from religions, philosophies and cultures. They infuse debates on topics like abortion, human rights and professional conduct.

How are ethics used ?

If ethical theories are to be useful in practice, they need to affect the way human beings behave.

Some philosophers think that ethics does this. They argue that if a person realizes that it would be morally good to do something then it would be irrational for that person not to do it.

But human beings often behave irrationally - they follow their 'gut instinct' even when their head suggests a different course of action.

However, ethics does provide good tools for thinking about moral issues.

Where does ethics come from?

Philosophers have several answers to this question:

- God and religion
- Human conscience and intuition
- A rational moral cost-benefit analysis of actions and their effects
- Example of good human beings

- Desire for the best for people in each unique situation
- Political power

God-based ethics - supernaturalism

Supernaturalism makes ethics inseparable from religion. It teaches that the only source of moral rules is God.

So, something is good because God says it is, and the way to lead a good life is to do what God wants.

Intuitionism

Intuitionists think that good and bad are real objective properties that cannot be broken down into component parts. Something is good because it is good; its goodness does not need justification or proof.

Intuitionists think that goodness or badness can be detected by adults - they say that human beings have an intuitive moral sense that enables them to detect real moral truths.

They think that basic moral truths of what is good and bad are self-evident to a person who directs their mind towards moral issues.

So good things are the things that a sensible person realises are good if they spend some time pondering over the subject.

Do not get confused. For the intuitionist:

- moral truths are not discovered by rational argument
- moral truths are not discovered by having a hunch
- moral truths are not discovered by having a feeling

It is more a sort of moral 'aha' moment - a realization of the truth.

Consequentialism

This is the ethical theory that most non-religious people think they use every day. It bases morality on the consequences of human actions and not on the actions themselves.

Consequentialism teaches that people should do whatever produces the greatest amount of good consequences.

One famous way of putting this is 'the greatest good for the greatest number of people'.

The most common forms of consequentialism are the various versions of utilitarianism, which favour actions that produce the greatest amount of happiness.

Despite its obvious common-sense appeal, consequentialism turns out to be a complicated theory, and does not provide a complete solution to all ethical problems.

Two problems with consequentialism are:

- it can lead to the conclusion that some quite dreadful acts are good
- predicting and evaluating the consequences of actions is often very difficult

Non-consequentialism or deontological ethics

Non-consequentialism is concerned with the actions themselves and not with the consequences. It is the theory that people use when they refer to "the principle of the thing".

It teaches that some acts are right or wrong in themselves, whatever the consequences, and people should act accordingly.

Virtue ethics

Virtue ethics looks at virtue or moral character, rather than at ethical duties and rules, or the consequences of actions - indeed some philosophers of this school deny that there can be such things as universal ethical rules.

Virtue ethics is particularly concerned with the way individuals live their lives, and less concerned in assessing particular actions.

It develops the idea of good actions by looking at the way virtuous people express their inner goodness in the things that they do.

To put it very simply, virtue ethics teaches that an action is right if and only if it is an action that a virtuous person would do in the same circumstances, and that a virtuous person is someone who has a particularly good character.

Situation ethics

Situation ethics rejects prescriptive rules and argues that individual ethical decisions should be made according to the unique situation.

Rather than following rules the decision maker should follow a desire to seek the best for the people involved. There are no moral rules or rights - each case is unique and deserves a unique solution.

E-PRISONS

E-prisons 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 entities 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

Some of 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 e-Prisons 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
- Kara Bazaar

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.

RIGHTS UNDER UNIVERSAL DECLARATION OF HUMAN RIGHTS

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 principles 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 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 ;

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.

TYPES OF STRESS AND STRESS MANAGEMENT TIPS

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

Types of Stress :

- **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 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.

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Guide to filing RTI Application

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4. Whistle Blowers Protection Act, 2014
5. Model Prison Manual, 2016, BPR&D, New Delhi
6. Overview of Corruption and Anti-Corruption Efforts in India- Transparency International
7. SOP of NALSA on UTRC and Representation of persons in custody.
8. The Staff Handbook, The Code of Conduct and Discipline
9. UNODC Handbook for Prison Leaders

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)**

REGISTRATION FORM

(Name of the Training Institute)

(Name of the Course)

(Dates)

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

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

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

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

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

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

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

Date:

Name

Designation

Place:

Organization

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

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

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

FIELD VISIT REPORT FORMAT

Format of Field Visit Report

Name of the trainee officer :

Batch No. :

Officer in charge of the visit :

Name of the Institute/organization visited :

Time and Date of visit :

Subject for which visit is made :

Signature of the trainee

Signature of the officer in charge of the visit

Structure of the Report

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

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 offence 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 was the Prevention of Corruption Act 1988, enacted?
 - A) 01 April 1988
 - B) 05 March 1988
 - C) 09 September 1988
 - D) 23 April 1988
4. The 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 lok adalat?
6. Who are the official members of Board of Visitors?

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 panelist can be given around 15 minutes time to speak and discuss the role of their agencies and areas where coordination is required. After all panelists 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 panelists.

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>