

Training Manual of In-Service Course for Welfare Officers (One-Month) 2022



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
MINISTRY OF HOME AFFAIRS
NH-48, MAHIPALPUR
NEW DELHI- 110037.**

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बालाजी श्रीवास्तव, भा.पु.से.
महानिदेशक

Balaji Srivastava, IPS
Director General

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



Message

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

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

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

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

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

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

(Balaji Srivastava)

Patron

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

Guidance

Shri Neeraj Sinha, IPS, ADG, BPR&D

Members of the Committee for preparing the Training Manual

Chairperson

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

Members

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

Consultant (Content)

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

Consultant (Format)

Shri Inder Jeet Mittal, Master Trainer, DoPT

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

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

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PART – B

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WEEK-1

DAY-1

LEARNING UNIT (LUs)

LU1	Models of Prison Management
LU2	National and International Framework of Prison Management
LU3	Legal Framework and Special Laws Relating to Prison Administration
LU4	Prison Based Rehabilitation Framework

DAY-2

LU5	Prison Security and Discipline
LU6	Classification and categorization of Prisoners-Role of Welfare Officers
LU7	Diet and Clothing of Prison Inmates
LU8	Health and Hygiene of the Prison Inmates
LU9	Human Rights Principles in Prison Management

DAY-3

- LU10 Duties of Welfare Officer
- LU11 Prison and Penal Philosophy
- LU12 Constitutional Provisions Relating to Human Rights in Prison Administration
- LU13 Remission system and its purpose
- LU14 Entitlement, Remission procedure and the role of Welfare Officer

DAY-4

- LU15 Field Visit to Central Prison
- LU16 ‘Parole’ and ‘Furlough’
- LU17 Grievance Redressal Mechanisms in Prisons

DAY-5

- LU18 Presentation on the Role of Welfare Officer
- LU19 Public Relations and Prisons
- LU20 High Security Inmates
- LU21 Disaster Management
- LU22 Service and Leave rules of Welfare Officers

WEEK-2

DAY-1

- LU23 Gender specific needs and treatment of women in prisons
- LU24 Transgender inmates in Prisons
- LU25 Handling Young Offenders in Prisons
- LU26 Ground reality in Women institution and Borstal Institution

DAY-2

- LU27 Geriatric Care in Prisons-Analysis of Needs and Provisions
- LU28 Presentation on the field visit to a women prison and a Borstal Institution
- LU29 Field visit to an Old Age Home

DAY-3

- LU30 Presentations on the field Visit to an Old Age Home
- LU31 Identification of Suicidal Tendencies in prison inmates
- LU32 Dealing with Alcoholics and Drug Addicts
- LU33 Mental Health Problems of Prisoners

DAY-4

- LU34 Managing Mental Disorders in Prisons
- LU35 Personality Disorders due to incarceration
- LU36 Depression among inmates
- LU37 First-Aid and CPR Training

DAY-5

- LU38 Stress Management in prisons
- LU39 Basic Therapies for Prison inmates
- LU40 Functioning of the Mental Health Centre/Department of Psychiatry, District Hospital

WEEK-3

DAY-1

- LU41 Presentation on the visit to Mental Health Centre
- LU42 Under trial Review Committee (UTRC) and prisons
- LU43 Board of Visitors (BoV) in prisons
- LU44 Legal Services Authority in prisons
- LU45 Crime and Recidivism

DAY-2

- LU46 Role of Social workers in prisons
- LU47 Casework with prison inmates
- LU48 Group work with prison inmates
- LU49 Social Welfare Programmes for prisoners
- LU50 Resource Mobilization

DAY-3

- LU51 Victim Compensation Fund
- LU52 Discharged Prisoners' Aid Society
- LU53 Role of Voluntary Organisation in Prisons
- LU54 Counselling Skills-I

DAY-4

- LU55 Counselling Skills-II
- LU56 Counselling Skills-III
- LU57 Counselling Skills Practice Session-I
- LU58 Counselling Skills Practice Session-II
- LU59 Counselling Skills Practice Session-II

DAY-5

- LU60 The Science behind Therapies
- LU61 Recreational activities and Cultural Evening as part of community organisation in prison

WEEK-4

DAY-1

- LU62 Vocational and Academic Programmes in prisons
- LU63 Prison Industries

LU64 Motivation Analysis for work programme

LU65 Public Private Partnership

LU66 Corporate Social Responsibility (CSR)

DAY-2

LU67 Skill Development for Prison inmates

LU68 Skills as a catalyst for change of attitude

LU69 Writing and maintaining Daily Journals, Records and Registers

LU70 Landmark Judgments of Supreme Court relating to Human Rights in prisons

LU71 Prisoners' Contact with Family

DAY-3

LU72 Sentence Planning in Prisons

LU73 Radicalization in Prisons

LU74 Restorative Justice Practices

LU75 MHA Advisories on prison reforms

DAY-4

LU76 Current Social Issues in the Society

LU77 After-Care and Follow-up

LU78 Technology in Prison management

DAY-5

LU79 Best Practices in Prisons in India and other countries

PART – C

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Emergence of the Course

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

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

Introduction

An orderly Prison system needs the involvement of correctional officers for effective corrections management. The role of the Welfare Officers is significant in transforming prison into correctional institution.

The objective of the one – month In - service training course is to provide insights into the advanced concepts of governance of prisons. The manual has chapters which throw light into major prison concepts, concerns like the legal aspects, psychological aspects, connecting the inmate with outside world, reformation of the prison inmates and the aftercare of the released inmate. The participants would be challenged to reflect on the most effective ways to bring about the necessary transformation.

In-Service Course for Welfare Officers (One-Month)

COURSE GUIDE



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
Ministry of Home Affairs
NH-48, Mahipalpur
New Delhi (India).**

INTRODUCTION

The course is titled In-service course for welfare officers (one-month). The course will be enlightening the Welfare Officers working in Prisons and Correctional institutions about Prisons, Prisoners and the effect of incarceration on the person, the dependants and the society at large. The purpose of this training is to sensitise the roles and responsibilities of Welfare Officers who work in close proximity with the Prisoners in the prison and correctional departments.

AIM OF THE COURSE

To impart knowledge and skills on the role and responsibilities of Welfare Officers.

DESIGNED FOR

The Welfare Officers working in the Prison and correctional department or permitted by the prison department to work in Prisons from a voluntary organisation.

FACILITATORS

In-house Faculty / Guest Faculty which includes Chief Welfare Officers and Senior Welfare officers, Serving and former Prison and correctional officers, Professors, Social workers working in Prisons, Prison Psychologists, Police officers, NGO Heads, Field workers, Volunteers, Magistrates, Judges, Senior Advocates, DLSA, NLSA, NHRC, SHRC representatives, De-addiction Counsellors and Clinical Psychologists.

STYLE OF THE COURSE

This course incorporates practical learning activities. The course is delivered through multiple media, styles and activities with a 'self-directed learning approach' simulated by the use of self-learning techniques and materials and sharing of best

practices in prison and correctional 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.

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

Unit – 1

Training Objective

Explain the Models of Prison Management.

Enabling Objectives

1. State the Objectives of Prison Administration
2. State the Models of Prison Management
3. Explain the Models of Prison Management

Unit – 2

Training Objective

Explain the National and International standards and norms of Prison Management.

Enabling Objectives

1. State the National and International norms of Prison Management.
2. Explain the National and International standards and norms of Prison Management.

Unit – 3

Training Objective

Explain the major provisions of laws that govern Prison Administration in India.

Enabling Objectives

1. State the laws that govern Prison Administration in India.
2. Explain the major provisions of laws that govern Prison Administration in India.

Unit-4

Training Objective:

Explain types of prison based rehabilitation programmes

Enabling Objective:

1. Explain rehabilitation programmes currently in use and effective development of new programmes
2. State the importance of educational and vocational training and work programmes in prisons
3. Explain the educational and vocational training and work programs

Unit-5

Training Objective

Explain the importance of Security and Discipline in Prisons

Enabling Objective

1. Explain rehabilitation programmes currently in use and effective development of new programmes
2. State the importance of educational and vocational training and work programmes in prisons
3. Explain the educational and vocational training and work programs

Unit-6

Training Objective

Explain the role of Welfare Officers in the classification and categorization of prisoners

Enabling Objective

1. Describe classification and categorization of Prisoners
2. Explain the role of welfare officer in the classification and categorization of prison inmates

Unit -7

Training Objective

Explain the diet and clothing provided to the prison inmates

Enabling Objective

1. Describe the standards to be maintained in distributing the diet to the prison inmates
2. Explain the standards to be maintained in the clothing provided to prison inmates

Unit -8

Training Objective

Explain as how to maintain the health and hygiene of the prison inmates

Enabling Objective

1. Describe the procedures to maintain health of the prison inmates in prison
2. Explain as how to maintain the hygiene in the prison

Unit -9

Training Objective

Explain the Human Rights Principles of Prison Management

Enabling Objective

1. State the importance of human rights in prisons
2. Explain the Human Rights Principles of Prison Management

Unit -10

Training Objective

Explain the duties of Welfare Officer in prisons

Enabling Objective

1. State the duties of welfare officer in Prisons
2. Describe the roles of welfare officers
3. Explain the functions of Welfare Officer in Prisons

Unit -11

Training Objective

Explain the Theories of Punishment leading to reformation

Enabling Objective

1. State the Theories of Punishment
2. Explain the philosophy of reformation

Unit - 12

Training Objective

Explain the Constitutional provisions relating to Human Rights in Prison
Administration

Enabling Objective

1. Describe the Constitutional provisions relating to Prison Administration
2. State the human rights that have the possibility of being violated in prisons
3. Explain Constitutional Provisions relating to Human Rights in Prison Administration

Unit -13

Training Objective

Explain the purpose of remission in prisons

Enabling Objective

1. Define Remission

2. List the provisions that deal with remission
3. Explain the types of remission
4. Explain the purpose of awarding remission in prisons

Unit -14

Training Objective

Explain the procedure for awarding remission

Enabling Objective

1. Explain the procedure of awarding remission
2. Explain the eligibility criteria for remission.

Unit -15

Training Objective

Explain the duties of a welfare officer in Prisons

Enabling Objective

1. Describe the role of welfare officers in prisons
2. Explain the issues and challenges of prison inmates

Unit -16

Training Objective

Explain the process of ‘Parole’ and ‘Furlough’ applications

Enabling Objective

1. Differentiate Parole and Furlough
2. Explain the Procedures for sanctioning furlough and Parole
3. Explain the benefits of Parole and Furlough towards reformation

Unit -17

Training Objective

Explain the process of Grievance Redressal Mechanism

Enabling Objective

1. List grievance redressal mechanism
2. Explain the Procedures for expressing and handling grievance
3. Explain the benefits of grievance redressal mechanism

Unit -18

Training Objective

Explain the role of Welfare Officers in Prisons

Enabling Objective

1. Present ground reality report on the role of welfare officer
2. Present case study and family tree
3. Present the issues and challenges faced by prison inmates

Unit -19

Training Objective

Explain the modalities of coordination with other Departments

Enabling Objective

1. Describe public relation
2. List the tools and techniques in public relations
3. Explain the advantages of public relations

Unit -20

Training Objective

Explain handling of High security Inmates.

Enabling Objective

1. Describe the characteristics of high security inmates
2. State the reformatory programmes for high security inmates
3. Explain best practices in reformation of high security inmates

Unit -21

Training Objective

Explain the methods of handling disasters in the Prisons

Enabling Objective

1. List the types of disaster
2. Explain the methods of Disaster Management

Unit -22

Training Objective

Describe the Service and Leave rules of Welfare Officers

Enabling Objective

1. Describe the service rules of Welfare Officers
2. Describe the leave rules of Welfare Officers

Unit -23

Training Objective

Explain the gender specific needs and treatment of women in prisons

Enabling Objective

1. Explain the Bangkok Rules and the gender specific needs of women prisoners.
2. Explain the challenges faced by released women prisoners

Unit -24

Training Objective

Explain the issues and challenges faced by transgender person in prisons

Enabling Objective

1. Explain the problems of transgender inmates
2. Explain the salient features of the Transgender Persons (Protection of Rights) Act, 2019

Unit -25

Training Objective

Explain the issues and challenges faced in handling young offenders in prisons

Enabling Objective

1. Describe the status of young offenders
2. Describe the handling of young offenders

Unit -26

Training Objective

Explain the issues and challenges faced in handling women offenders and young offenders in prisons

Enabling Objective

1. Describe the Issues and challenges faced by young offenders from the visit experience
2. Describe the reasons for which the offender committed crime from the visit experience

Unit -27

Training Objective

Explain the issues and challenges faced by old age persons in prisons

Enabling Objective

1. Describe the physical and psychological problems of old aged prison inmates
2. Explain the role of welfare officers in geriatric care

Unit-28

Training Objective

Explain the issues and challenges faced by young offenders and women in prisons

Enabling Objective

1. Describe the issues and challenges faced by young offenders from the visit experience
2. Describe the reasons for which the offender committed crime from the visit experience

Unit -29

Training Objective

Explain the issues and challenges faced by old age person in prisons

Enabling Objective

1. Describe the physical and psychological problems of old age prison inmates
2. Explain the role of welfare officers in geriatric care

Unit -30

Training Objective

Explain the issues and challenges faced by old aged persons

Enabling Objective

1. Present the Issues and challenges faced by old age people
2. Present the reasons for which the old age person is in the home
3. Present the schemes available in the government for the care and protection of old persons

Unit -31

Training Objective

Identify suicidal tendencies in prison inmates

Enabling Objective

1. Describe suicide and suicidal ideation
2. Identify signs and symptoms of suicide

3. Refer the inmate to a psychologist or a psychiatrist

Unit -32

Training Objective

State the procedures to handle alcoholics and drug addicts in prisons

Enabling Objective

1. Describe alcoholism and drug addiction
2. Identify signs and symptoms of alcoholism and drug addiction
3. Refer the prison inmate in need to a psychiatrist
4. State the procedures to handle alcoholics and drug addicts in prisons

Unit -33

Training Objective

Explain common mental health problems in prisons

Enabling Objective

1. Describe signs and symptoms of mental health problems
2. Explain common mental health problems in prisons according to WHO

Unit -34

Training Objective

Explain how to manage mentally ill persons in prisons

Enabling Objective

1. Explain mental disorders and its types
2. List who is at risk of mental disorders
3. Explain WHO Comprehensive Mental Health Action Plan 2013-2030.

Unit -35

Training Objective

Explain as how to identify personality disorder in prison inmates

Enabling Objective

1. Explain personality disorder
2. List causes and symptoms of personality disorders

3. Explain Antisocial Personality and Crime.

Unit -36

Training Objective

Identify symptoms of depression in prison inmates

Enabling Objective

1. List symptoms of depression
2. List the causes of Depression
3. Identify depression in prison inmates

Unit -37

Training Objective

Administer first aid and Cardiopulmonary Resuscitation (CPR).

Enabling Objective

1. Identify first aid techniques to handle emergencies in prisons
2. Handle prisoners in need of First Aid and CPR

Unit -38

Training Objective

Identify symptoms of stress among prison inmates

Enabling Objective

1. List the symptoms of stress
2. Identify signs of stress among the prison inmates
3. Explain stress management techniques

Unit -39

Training Objective

Handle basic therapies for prison inmates

Enabling Objective

1. Identify therapies to handle among the prison inmates
2. Explain the role of therapies and scales in reformation.

Unit -40

Training Objective

Explain the role of mental health centres in the community especially in prisons

Enabling Objective

1. Describe the role of mental Health centres in the community
2. Explain the procedures to be followed with mentally ill prison inmates

Unit -41

Training Objective

Present the role of mental health centres

Enabling Objective

1. Present the role of mental Health centres in the community
2. Describe the role of mental Health centres in the community
3. Explain the procedures to be followed with mentally ill prison inmates

Unit -42

Training Objective

Explain the role of Undertrial Committee in prisons

Enabling Objective

1. Describe Undertrial Review Committee
2. Identify the role and responsibilities of Undertrial review committee

Unit -43

Training Objective

Explain the role of Board of Visitors in Prisons

Enabling Objective

1. List the role and responsibilities of Board of Visitors in Prisons
2. Identify the tasks of Board of Visitors in Prisons

3. Describe the values that need to be maintained by the Board of Visitors in Prisons

Unit -44

Training Objective

Explain the role of legal services authority in Prisons

Enabling Objective

1. Describe Legal Services Authority in Prisons and the Legal Services Act, 1987
2. Identify the role and responsibilities of Legal Services Authority in Prisons.
3. Explain the services available for prisoners with National legal services authority

Unit -45

Training Objective

Explain crime and recidivism

Enabling Objective

1. Describe the concept of crime and criminality
2. Describe criminology
3. Explain Crime and Recidivism

Unit -46

Training Objective

Describe the role of social workers in prisons

Enabling Objective

1. Identify the need of social workers in Prisons

2. Describe the significance of social workers in Prisons
3. Describe the role of social workers in prisons

Unit -47

Training Objective

Explain casework with inmates

Enabling Objective

1. Identify the role of casework in prisons
2. Describe the process and techniques of casework
3. Explain the relationship between casework and inmates' attitudinal change

Unit -48

Training Objective

Explain Group work with inmates

Enabling Objective

1. Identify the role of Group work in prisons
2. Describe the process and techniques of Group work
3. Explain the relationship between Group work and inmates' attitudinal change

Unit -49

Training Objective

Identify social welfare programmes available for prison inmates

Enabling Objective

1. Identify Social welfare programmes available for prison inmates
2. Describe the process involved in applying for welfare programmes

Unit -50

Training Objective

Identify resources in the community for prisoners' reformation

Enabling Objective

1. Identify resources in the community for prison inmates
2. Describe the importance of resource mobilisation

Unit -51

Training Objective

Explain the advantages of Victim Compensation Fund

Enabling Objective

1. State the features of victim compensation fund
2. Explain the advantages of victim compensation fund

Unit -52

Training Objective

Explain the functions of the Discharged Prisoners' Aid Society

Enabling Objective

1. State the features of Discharged Prisoners Aid Society
2. Explain the functions of the Discharged Prisoners' Aid Society

Unit -53

Training Objective

Explain the role of Voluntary Organisations in prisons

Enabling Objective

1. List the National and International NGOs working in prisons
2. Describe the role of Voluntary Organisations in prisons.

3. Explain the participants' role in coordinating with Voluntary Organisations

Unit -54

Training Objective

Explain the basics of counselling

Enabling Objective

1. Describe the purpose of counselling
2. Explain the communication skills

Unit -55

Training Objective

Identify the core counselling skills

Enabling Objective

1. Identify basic skills of Counselling
2. Describe the principles and the core counselling Skills

Unit -56

Training Objective

Explain the process of core counselling skills

Enabling Objective

1. Identify the difference between Counselling and Psychotherapy
2. Describe the Process of Counselling

Unit -57

Training Objective

Demonstrate the core counselling skills

Enabling Objective

1. Identify the difference between Counselling and Psychotherapy
2. Describe the Process of Counselling

Unit -58

Training Objective

Demonstrate the core counselling skills

Enabling Objective

1. Describe helping skills
2. Demonstrate helping skills, reflection and questioning

Unit -59

Training Objective

Demonstrate the core counselling skills

Enabling Objective

1. Describe core counselling skills
2. Demonstrate core skills of counselling

Unit -60

Training Objective

Demonstrate the use of therapies with prison inmates

Enabling Objective

1. Demonstrate the benefits of Art therapy
2. Demonstrate the benefits of Music Therapy
3. Demonstrate the benefits of Writing Therapy
4. Demonstrate the benefits of talking therapy
5. Demonstrate the benefits of Dance/Movement Therapy (DMT)

Unit -61

Training Objective

Demonstrate therapies

Enabling Objective

1. Demonstrate therapies
2. Demonstrate Skills

Unit -62

Training Objective

Explain the importance of vocational and academic programmes in prisons

Enabling Objective

1. List the vocational programmes in prisons
2. List the Academic programmes in prisons

Unit -63

Training Objective

Explain the importance of prison industries

Enabling Objective

1. List the prison industries in India and other countries
2. Explain the advantages of prison industries
3. Motivation Analysis for work programme

Unit -64

Training Objective

Identify the skills of the prisoners for a specific vocation and academic programme in prisons.

Enabling Objective

1. Identify the motivation of the prisoner to work
2. Identify the motivation of the prisoner for educational programmes

Unit -65

Training Objective

Explain Public Private Partnership in prisons

Enabling Objective

1. List the programmes available through Public Private Partnership
2. Explain the role of Public Private Partnership in prisons

Unit -66

Training Objective

Explain Corporate Social Responsibility in prisons

Enabling Objective

1. List the programmes available through Corporate Social Responsibility in various sectors
2. Explain the role of Corporate Social Responsibility in prisons

Unit -67

Training Objective

Implement skill development programmes for prison inmates

Enabling Objective

1. Identify skill development programmes for prison inmates
2. Implement suitable skill development programme for prison inmates

Unit -68

Training Objective

Explain how skills act as a catalyst for change in the attitude of prisoners

Enabling Objective

1. Describe how skills can change the attitude of the inmates
2. Explain as how skills help the prisoners reformation and re-socialization

Unit -69

Training Objective

Describe the content of writing journals and records and Registers

Enabling Objective

1. Describe the content of daily journals
2. Explain the records and registers to be maintained

Unit -70

Training Objective

Explain the landmark Supreme Court directions relating to Human Rights in Prisons

Enabling Objective

1. Describe the Role of Judiciary in protecting Human Rights in Prisons
2. Identify the important judicial decisions on prisons relating to Human Rights
3. Explain the landmark Supreme Court directions relating to Human Rights in Prisons.

Unit -71

Training Objective

Explain the importance of Prisoners' contact with the family

Enabling Objective

1. State the types of contact with family that is allowed in prisons
2. Describe the benefits of contact with the family
3. Explain the importance of Prisoners' contact with the family

Unit -72

Training Objective

Explain Sentence Planning in Prisons.

Enabling Objective

1. Describe the concept of Sentence Planning
2. Identify the implementation of Sentence Planning
3. Explain Sentence Planning.

Unit -73

Training Objective

Identify Radicalization in Prisons

Enabling Objective

1. Explain radicalization in prisons
2. Describe the process of radicalization in prisons
3. Identify the sign and symptoms of radicalized prisoners

Unit -74

Training Objective

Explain Restorative Justice Practices.

Enabling Objective

1. Describe the concept of Restorative Justice Practices
2. Explain the features and types of restorative justice practices

Unit -75

Training Objective

Describe contents of Ministry of Home Affairs Advisories on Prison Reforms

Enabling Objective

1. List the advisories on prison reforms
2. Apply advisories in welfare work

Unit -76

Training Objective

Present current social issues in the society.

Enabling Objective

1. Present current social problems
2. Explain the relevance of social problems with prisons

Unit -77

Training Objective

Explain the key role of after care services for released prisoners

Enabling Objective

1. List the agencies working to provide assistance for released prisoners.
2. Explain the importance of after care services

Unit -78

Training Objective

Describe the Best Practices in the use of technology in Prison Management

Enabling Objective

State the different technologies used in prison

Describe the Best Practices in the use of technology in Prison Management

Unit -79

Training Objective

Explain the Best Practices in India and other countries.

Enabling Objective

1. Identify the mechanisms that implement best practices in prisons in India
2. Identify best practices in prison reforms
3. Explain the role of welfare Officers in Prisons

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.

TIME TABLE
IN-SERVICE COURSE FOR
WELFARE OFFICERS
(ONE-MONTH)

Time (Hrs)	Topics	Remarks
WEEK-1 DAY 1		
0915 –1030	Registration, Inauguration of the Course, Ice breaker, Ground rules, Basic instructions, Introduction about the Course. Expectations of the welfare Officers	
1045–1200	Models of Prison Management	1.1. 1.2. 1.3.
1215-1330	National and International Framework of Prison Management	2.1. 2.2. 2.3.
1430–1530	Legal Framework and Special Laws relating to Prison Administration	3.1. 3.2. 3.3.
1545-1645	Prison Based Rehabilitation Framework	4.1. 4.2. 4.3.
DAY 2		
0915 –1030	Prison Security and Discipline	5.1. 5.2.
1045-1200	Classification and categorization of Prisoners-Role of Welfare Officers	6.1. 6.2. 6.3.
1215-1330	Diet and Clothing of Prison Inmates– Standards to be maintained.	7.1 7.2. 7.3.
1430-1530	Health and Hygiene of the Prison Inmates	8.1. 8.2. 8.3.
1545 - 1645	Human Rights Principles to Prison	9.1. 9.2.

	Management	
WEEK-1 DAY 3		
0915 –1030	Duties of Welfare Officer	10.1. 10.2.
1045–1200	Prison and Penal Philosophy	11.1. 11.2.
1215-1330	Constitutional Provisions Relating to Human Rights in Prison Administration	12.1 12.2
1430-1530	Remission system and its purpose	13.1.
1545-1645	Entitlement, Remission procedure and the Role of Welfare Officer	14.1.
WEEK-1 Day 4		
0915 –1330	Field Visit to a Central Prison	1.1. to 15.1.
1430-1530	Prisoner’s Parole and Furlough	16.1 16.2.
1545-1645	Grievance Redressal Mechanism in Prisons	17.1 17.2
WEEK-1 Day 5		
0915-1030	Presentation on the Field visit	18.2. 18.2
1045-1200	Public Relations and Prisons	19.1 19.2.
1215-1330	High security Inmates	20.1. 20.1.
1430-1530	Disaster Management in Prisons	21.1. 21.2.
1545-1700	Service and Leave rules of welfare officers	22.1.
WEEK-2 Day 1		

0915 –1030	Gender Specific Needs and Treatment of Women in Prisons	23.1 22.2
1045–1200	Transgender Inmates in prisons	24.1. 24.2.
1215-1330	Handling Young Offenders in prisons	25.1. 25.2.
1430-1700	Ground reality in a Women Prison and Borstal Institution	22.1 to 24.2. 26.1 26.2
WEEK-2 Day 2		
0915 –1030	Geriatric care in Prisons-Analysis of needs and provisions	27.1 27.2.
1045 – 1330	Presentation on the Women Prison and Borstal Institution	28.1 28.2
1430 - 1700	Field visit to an Old Age Home	27.1 27.2. 29.1. 29.2.
WEEK-2 Day 3		
0915 –1030	Presentation on the Old Age Home Visit	27.1 27.2. 29.1. 29.2.. 30.1. 30.2
1045 – 1200	Identification of Suicidal Tendencies	31.1 31.2
1215 - 1330	Dealing with Alcoholics and Drug Addicts	32.1 32.2
1430 - 1700	Mental Health Problems of Prisoners	33.1 33.2
WEEK-2 Day 4		
0915 –1030		34.1.

	Managing Mental disorders in Prisons	34.2. 34.3.
1045–1200	Personality disorders due to Incarceration	35.1. 35.2.
1215-1330	Depression among Prison Inmates	36.1 36.2.
1430 - 1700	First Aid and CPR Training	37.1. 37.2.
WEEK-2 Day 5		
0915 –1030	Stress Management	38.1. 38.2.
1045 – 1330	Basic therapies for Prisoners	39.1. 39.2.
1430 - 1700	Functioning of the Mental Health Centre/ Department of Psychiatry, District Hospital	33.1 33.2 34.1. 34.2. 34.3. 40.1. 40.2.
WEEK-3 Day 1		
0915-1030	Presentation on the Visit to Mental Health Centre	41.1. 41.2. 40.1. 40.2.
1045-1200	Undertrial Review Committee	42.1. 42.2. 42.3.
1215-1330	Board of Visitors	43.1. 43.2.
1430-1530	Legal Services Authority	44.1. 44.2.
1545-1645	Crime and Recidivism	45.1 45.2
WEEK-3 Day 2		
0915 –1030	Role of Social workers in Prisons	46.1.

		46.2.
1045 – 1200	Case work with Prison Inmates	47.1. 47.2.
1215 - 1330	Group Work with Prison Inmates	48.1.
1430-1530	Social Welfare Programmes for prisoners	49.1. 49.2.
1545-1645	Resource Mobilisation	50.1. 50.2.
WEEK-3 Day 3		
0915 –1030	Victim Compensation Fund	51.1. 51.2.
1045 – 1200	Discharged Prisoners’ Aid society	52.1. 52.2.
1215 - 1330	Role of Voluntary Organisations in Prisons	53.1 53.2
1430 - 1700	Basics of Counselling and Counselling Skills -I	54.1 54.2.
WEEK-3 Day 4		
0915 –1030	Counselling Skills -II	55.1. 55.2.
1045 – 1200	Counselling Skills -III	56.1 56.2
1215 - 1330	Counselling Skills Practice Session -I	57.1 57.2.
1430 - 1700	Counselling Skills Practice Session –II and III	58.1 58.2. 59.1. 59.2.
WEEK-3 Day 5		
0915–1330	The science behind various therapies	60.1 60.2
1430 -1700	Recreational activities and Cultural Evening	61.1 61.2
Week-4 Day 1		
0915 –1030	Vocational and Academic programmes in Prison	62.1 62.2

1045 – 1200	Prison Industries	63.1 63.2
1215 - 1330	Motivation Analysis for work programme	64.1 64.2
1430 – 1530	Public Private Partnership	65.1 65.2
1545-1645	Corporate Social Responsibility	66.1. 66.2.
WEEK-4 Day 2		
0915 –1030	Skill Development Programmes in Prisons	67.1 67.2.
1045 – 1200	Skills as a catalyst for change of attitude	68.1 68.2.
1215 - 1330	Writing Daily Journals, Records and Registers to be maintained	69.1. 69.2.
1430 - 1530	Landmark judgements of Supreme Court relating to Human Rights in Prisons	70.1. 70.2.
1545-1645	Prisoners' contact with Family	71.1. 71.2.
WEEK-4 Day 3		
0915 –1030	Sentence planning in Prisons	72.1 72.2
1045-1200	Radicalisation in Prisons	73.1 73.2
1215-1330	Restorative Justice Practices	74.1 74.2
1430-1700	MHA Advisories on Prison reforms	75.1 75.2
WEEK-4 Day 4		
0915 –1200	Current Social Issues in the society	76.1. 76.2.
1215 - 1330	After-care and follow-up of prison inmates	77.1. 77.2.
1430-1700	Technology in Prisons	78.1 78.2
WEEK-4 Day 5		

0915 –1030	Best practices in Prison Reforms	79.1. 79.2 79.3
1215 - 1330	MCQ	
1430 - 1700	Feedback and Valediction	

Note:-

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

(For Trainers Only)

In-Service Course for Welfare Officers (One-Month)

TRAINER GUIDE



**BUREAU OF POLICE RESEARCH AND DEVELOPMENT
Ministry of Home Affairs
NH-48, Mahipalpur
New Delhi (India).**

INTRODUCTION

The ‘Trainer Guide’ on the **One-month In-service Course for Welfare officers** is a comprehensive overview of the content and process of the Course. It is designed in a structured format that presents the assembled information and the planned activities with learning outcomes and enabling objectives. This Trainer Guide on **One-month In-service Course for Welfare officers** 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. Ensure whether the Course Material has been sent to all participants in advance (preferably one month in advance) : this will involve both hard copies and access to blended tools; if not, arrange the Course Material (hard copies) to be kept in Hostel Reception space for handing over the same to the participants upon registration.
3. Resource Kit, Name plates, Name badges of participants,
4. Photocopies of Hand-out, exercises for participants should be kept separately and distributed before the session.
5. Brief introduction about Resource Persons / Guest Speakers

6. Permissions for field visit to prisons and other institutions mentioned in the course content.
7. Ensure the projection system and the audio system is in place before the course.
8. Keep some varieties of chocolates as energisers in the classroom for the use of participants to use when they are tired of sitting for a long time.
9. Form a Whatsapp group of the participants and the faculty for instructions to be passed time to time.
10. Expectations may be drawn in advance through Google forms from the participants and the schedule may be enriched accordingly.
11. Assign the participants to read about the duties of Welfare Officer and Welfare Programmes in prison in Model Prison Manual, 2016 and make notes and bring it to the workshop.

For Trainer

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

For Participants

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

- Pre-test questionnaire
- Post-Test Questionnaire

Note to the Users of this Manual

Trainer's Guide which provides instructions and tips for trainers to be used while conducting training courses for prison and correctional officers in the above mentioned subject.

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

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

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

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

Lesson plan need to be developed before each session and to be submitted before each session by the Faculty handling the session.

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

Field visit needs to be organized well in advance to avoid uncertainties in the last hour. Orientation on the focus of the field visit need to be given to the participants

Presentation on the current problems and issues in the society should be allotted soon after their orientation class so that the participants prepare a detailed presentation on the final week before closing of the course.

TIME TABLE

IN-SERVICE COURSE FOR WELFARE OFFICERS (ONE-MONTH)

Time (Hrs)	Topics	Remarks
WEEK-1 DAY 1		
0915 –1030	Registration, Inauguration of the Course, Ice breaker, Ground rules, Basic instructions, Introduction about the Course. Expectations of the welfare Officers	Distribute 1.Registration Form 2.Pre-test Form 3.Read the expectation filled in Google form Choose an ice breaker form the list and run the ice breaker for 7-10mins
1045–1200	Models of Prison Management	Distribute HO-1 check if they read earlier.
1215-1330	International Framework of Prison Management	Distribute HO-2 check if they read earlier. Divide the class into small group and ask them to discuss about Nelson Mandela Rules and Bangkok Rules
1430–1530	Legal Framework and Special Laws relating to Prison Administration	Distribute HO-3 Check if they read earlier.
1545-1645	Prison Based Rehabilitation Framework	Distribute HO-4 Use the HO-4 as PPT for class. Inform the class to read the chapter on Prison Security and Discipline in Model Prison Manual, 2016 for the next class. Place the reading material in the whatsapp group.
DAY 2		
0915 –1030	Prison Security and Discipline	After review of previous day have a discussion on the topic to check if they had read the chapter.
1045-1200	Classification and categorization of Prisoners- Role of Welfare Officers	Refer HO-5 Divide into groups and ask the participants to reflect on the material
1215-1330	Diet and Clothing of Prison Inmates– Standards to be	Inform the class to read the chapter on Diet and Clothing of Prisoners in

	maintained.	Model Prison Manual, 2016.
1430-1530	Health and Hygiene of the Prison Inmates	The participants be asked to read the handout about Prisons and Health by WHO explaining the international standards and discuss in the class about its applicability in Indian Prisons. Checklist for Health and Hygiene improvement.
1545 - 1645	Human Rights Principles to Prison Management	Refer the Handout on Human Rights principles to Prison Management .The participants may be instructed to read before the class for 10 mins, make notes and note down their doubts to discuss in the class.
WEEK-1 DAY 3		
0915 –1030	Duties of Welfare Officer	Duties of welfare officer of the respective states and states like west Bengal, Odisha and Delhi may be issued to have a comparative study to learn more about the role. Hand out based on Model Prison Manual, 2016 may be provided for reference.
1045–1200	Prison and Penal Philosophy	Conduct the activity roots and fruits before the session to enlighten them on the results of negative emotions
1215-1330	Constitutional Provisions Relating to Human Rights in Prison Administration	Hand out may be used in the class for discussion
1430-1530	Remission system and its purpose	Guest Faculty who is expert in Remission should be invited. The guest Faculty may be requested to bring remission calculation sheets.
1545-1645	Entitlement, Remission procedure and the Role of Welfare Officer	

WEEK-1 Day 4		
0915 –1330	Field Visit to a Central Prison	1. Letter may be addressed seeking permission well in advance. 2. Clear instructions should be given that the visit is only to learn about the ground reality regarding the work of Welfare officers and about the reformatory programmes in prisons. 3. Instructions about the power point presentation by the team leader has to be given clearly.
1430-1530	‘Parole’ and ‘Furlough’	Refer Hand out on ‘Parole’ and ‘Furlough’
1545-1645	Grievance Redressal Mechanism in Prisons	Inform the participants to refer Model Prison Manual, 2016 chapter on grievance redressal and UNSMR (NMR) Grievance Redressal Mechanism.
WEEK-1 Day 5		
0915-1030	Presentation on the Field visit	1. Inform the group leader to present 2. Set a time limit for presentation 3. Set aside time for question and answers for each group.
1045-1200	Public Relations and Prisons	The PRO of Collectors’ officers may be invited to address for 10-20 mins
1215-1330	High security Inmates	Use newspaper clippings about the high security inmates before starting the class
1430-1530	Disaster Management in Prisons	Events like Tsunami, floods may be discussed before the class. How Prisons escaped major mishaps during Natural calamities may be discussed

		in class.
1545-1700	Service and Leave rules of welfare officers	Refer Handbook for Welfare Officers before handling the class. Inform the participants too to refer.
WEEK-2 Day 1		
0915 –1030	Gender Specific Needs and Treatment of Women in Prisons	Bangkok Rules to be placed in whats app group for discussion before the class
1045–1200	Transgender Inmates in prisons	Transgender Act 2019 may be placed in whatsapp group before class for discussion in whatsapp.
1215-1330	Handling Young Offenders in prisons	
1430-1700	Ground reality in a Women Prison and Borstal Institution	1. Letter may be addressed seeking permission well in advance. 2. Clear instructions should be given that the visit is only to learn about the ground reality regarding the Women and Young Offenders and about the reformatory programmes in prisons. 3. Instructions about the power point presentation by the team leader has to be given clearly.
WEEK-2 Day 2		
0915 –1030	Geriatric care in Prisons- Analysis of needs and provisions	
1045 – 1330	Presentation on the Women Prison and Borstal Institution	1. Inform the group leader to present 2. Set a time limit for presentation 3. Set aside time for question and answers for each group.
1430 - 1700	Field visit to an Old Age Home	1. Letter may be addressed seeking permission well in advance. 2. Clear instructions should be given that the visit is only to learn about the ground reality regarding the aged

		persons and about the programmes in the old age Home . 3. Instructions about the power point presentation by the team leader has to be given clearly.
WEEK-2 Day 3		
0915 –1030	Presentation on the Old Age Home Visit	1. Inform the group leader to present 2. Set a time limit for presentation 3. Set aside time for question and answers for each group.
1045 – 1200	Identification of Suicidal Tendencies	Free Scales on Suicidal ideation Identification may be suggested. Refer 1. Suicidal Ideation Questionnaire 2. Columbia-suicide severity Rating scale
1215 - 1330	Dealing with Alcoholics and Drug Addicts	
1430 - 1700	Mental Health Problems of Prisoners	Refer 1. Insomnia Severity Index (ISI) 2. Brief Jail Mental Health screening (BJMS).
WEEK-2 Day 4		
0915 –1030	Managing Mental disorders in Prisons	
1045–1200	Personality disorders due to Incarceration	
1215-1330	Depression among Prison Inmates	
1430 - 1700	First Aid and CPR Training	Please refer hand out on First Aid and CPR
WEEK-2 Day 5		
0915 –1030	Stress Management	
1045 – 1330	Basic therapies for Prisoners	
1430 - 1700		Permission may be sought well in

	Functioning of the Mental Health Centre/ Department of Psychiatry, District Hospital	advance
WEEK-3 Day 1		
0915-1030	Presentation on the Visit to Mental Health Centre	1. Inform the group leader to present 2. Set a time limit for presentation 3. Set aside time for question and answers for each group.
1045-1200	Undertrial Review Committee	Hand out on UTRC may be distributed and used in class
1215-1330	Board of Visitors	Hand out on BoV may be distributed and used in class
1430-1530	Legal services Authority	Hand out on LSA may be distributed and used in class
1545-1645	Crime and Recidivism	The participants may be asked to refer NCRB statistics on Recidivism in India before class.
WEEK-3 Day 2		
0915 –1030	Role of Social workers in Prisons	Case work Handout may be referred
1045 – 1200	Case work with Prison Inmates	
1215 - 1330	Group Work with Prison Inmates	Group work Handout may be referred
1430-1530	Social Welfare Programmes for prisoners	TISS Manual on Welfare Programmes for prisoners may be used.
1545-1645	Resource Mobilisation	NGOs resource mobilization unit officers may be invited or Social work Faculty specialized in Resource mobilization may be invited.
WEEK-3 Day 3		
0915 –1030	Victim Compensation Fund	
1045 – 1200	Discharged Prisoners' Aid society	Members of the DPA society may be invited to speak about the topic.
1215 - 1330	Role of Voluntary Organisations in Prisons	
1430 - 1700	Basics of Counselling and	

	Counselling Skills -I	Specialized training renowned trainers be invited
WEEK-3 Day 4		
0915 –1030	Counselling Skills -II	
1045 – 1200	Counselling Skills -III	
1215 - 1330	Counselling Skills Practice Session -I	
1430 - 1700	Counselling Skills Practice Session –II and III	
WEEK-3 Day 5		
0915–1330	The science behind various therapies	Have some to do activities like make them paint a picture, listen to music, write something and dance to have a feel of the therapies.
1430 -1700	Recreational activities and Cultural Evening	1. Inform the participants to prepare a cultural programme and run it either in a school with the theme of alcoholism or De-addiction or adolescent crime., 2. Inform the participants to have a cultural evening for themselves to exhibit their talents.
Week-4 Day 1		
0915 –1030	Vocational and Academic programmes in Prison	Refer Handouts Model Prison Manual ,2016
1045 – 1200	Prison Industries	
1215 - 1330	Motivation Analysis for work programme	
1430 – 1530	Public private partnership	
1545-1645	Corporate Social Responsibility	
WEEK-4 Day 2		

0915 –1030	Skill Development Programmes in Prisons	
1045 – 1200	Skills as a catalyst for change of attitude	
1215 - 1330	Writing Daily Journals, Records and Registers to be maintained	
1430 - 1530	Landmark judgements of Supreme Court relating to Human Rights in Prisons	
1545-1645	Prisoners' contact with Family	
WEEK-4 Day 3		
0915 –1030	Sentence Planning in Prisons	
1045-1200	Radicalisation in Prisons	
1215-1330	Restorative Justice Practices	
1430-1700	MHA Advisories on Prison reforms	
WEEK-4 Day 4		
0915 –1200	Current Social Issues in the society	
1215 - 1330	After-care and follow-up of prison inmates	
1430-1700	Technology in Prisons	
WEEK-4 Day 5		
0915 –1030	Best practices in Prison Reforms	

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

End of Course

PART-B

COURSE GRID

LEARNING EVENTS

COURSE GRID

COURSE GRID

1	2	3	4
Models of Prison Management	National and International Framework of Prison Management	Legal Framework and Special Laws Relating to Prison Administration	Prison Based Rehabilitation Framework
5	6	7	8
Prison Security and Discipline	Classification and categorization of Prisoners- Role of Welfare Officers	Diet and Clothing of Prison Inmates	Health and Hygiene of the Prison Inmates
9	10	11	12
Human Rights Principles of Prison Management	Duties of Welfare Officer	Prison and Penal Philosophy	Constitutional Provisions relating to Human Rights in Prison Administration
13	14	15	16
Remission system and its purpose	Entitlement, Remission procedure and the role of Welfare Officer	Field Visit to Central Prison	‘Parole’ and ‘Furlough’
17	18	19	20
Grievance Redressal Mechanisms in Prisons	Presentation on the Role of Welfare Officer	Public Relations and Prisons	High Security Inmates
21	22	23	24
Disaster Management	Service and Leave rules of Welfare Officers	Gender specific needs and treatment of women in prisons	Transgender inmates in prisons
25	26	27	28
Handling Young Offenders in	Ground reality in Womens	Geriatric Care in Prisons-Analysis	Presentation on the field to a

Prisons	institution and Borstal Institution	of Needs and Provisions	women prison and a Borstal institution
29 Field visit to an Old Age Home	30 Presentations on the field Visit to the Old Age Home	31 Identification of Suicidal Tendencies in prison inmates	32 Dealing with Alcoholics and Drug Addicts
33 Mental Health Problems of Prisoners	34 Managing Mental Disorders in Prisons	35 Personality Disorders due to incarceration	36 Depression among inmates
37 First Aid and CPR Training	38 Stress Management in prisons	39 Basic Therapies for Prison inmates	40 Functioning of the Mental Health Centre/Department of psychiatry, district hospital
41 Presentation on the visit to Mental Health Centre	42 Undertrial Review Committee and prisons (UTRC)	43 Board of Visitors (BoV) in prisons	44 Legal Services Authority in prisons
45 Crime and Recidivism	46 Role of Social workers in prisons	47 Case-work with prison inmates	48 Group-work with prison inmates
49 Social Welfare Programmes for prisoners	50 Resource Mobilization	51 Victim Compensation Fund	52 Discharged Prisoners' Aid Society
53 Role of Voluntary Organisation in Prisons	54 Counselling Skills-I	55 Counselling Skills-II	56 Counselling Skills-III
57 Counselling Skills Practice Session-I	58 Counselling Skills Practice Session-II	59 Counselling Skills Practice Session-III	60 The Science behind therapies

61 Recreational activities and Cultural Evening as part of community organisation in prison	62 Vocational and Academic Programmes in prisons	63 Prison Industries	64 Motivation Analysis for work programme
65 Public Private Partnership	66 Corporate Social Responsibility (CSR)	67 Skill Development for Prison inmates	68 Skills as a catalyst for change of attitude
69 Writing and maintaining Daily Journals, Records and Registers	70 Landmark Judgments of Supreme Court relating to Human Rights in prisons	71 Prisoners' Contact with Family	72 Sentence Planning in Prisons
73 Radicalization in Prisons	74 Restorative Justice Practices	75 MHA Advisories on prison reforms	76 Current Social Issues in the Society
77 After-Care and Follow-up	78 Technology in Prisons management	79 Best practices in prisons in India and other countries	

LEARNING EVENTS

LEARNING EVENT

Unit	1							
Learning Unit	Models of Prison Management							
Training Objective	At the end of training, participants will be able to explain the Models of Prison Management							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State the objectives of Prison Administration	-Objective of Prison Administration -Prison Organization	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House / Guest Faculty Senior Prison Officers		Formative Q/A
2.	State the Models of Prison Management	- The Correctional Management Model Authoritarian Model, Bureaucratic Model;			30			
3.	Explain the Models of Prison Management	- Tihar Model of Participative Prison Management			30			

LEARNING EVENT

Unit	2							
Learning Unit	National and International Framework of Prison Management							
Training Objective	At the end of training, participants will be able to explain the national and international standards and norms of Prison Management							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State the National and international norms of Prison Management.	- ICCPR, 1977; -Basic Principles for Treatment of Prisoners -Model Prison Manual, 2016	Lecture-cum-Discussion	White Board, Marker, Projection System Video Clip on Mandela Rules	30	In-House / Guest Faculty with expertise on International Standards		Q/A
2	Describe the National and international standards and norms of Prison Management	- Standard Minimum Rules for the Treatment of Prisoners Mandela Rules, 2015;			30			
3.	Explain Bangkok Rules,2010	- Bangkok Rules, 2010			15			

LEARNING EVENT

Unit	3							
Learning Unit	Legal Framework and Special Laws relating to Prison Administration							
Training Objective	At the end of training, participants will be able to explain the major provisions of Laws that govern Prison Administration in India							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	State the Laws that govern Prison Administration in India	- IPC / Cr.P.C. and Acts related to Prisons & Prisoners;	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House / Guest Faculty Expert on Prison Laws		Formative Q/A
2.	Explain difference between IPC and Cr.PC.	- Difference between IPC and CrPC.			15			
3.	Explain the major provisions of Laws that govern Prison Administration in India.	- Model Prison Manual, 2016			30			

LEARNING EVENT

Unit	4							
Learning Unit	Prison Based Rehabilitation Framework							
Training Objective	At the end of training, participants will be able to explain the prison based rehabilitation programmes related to educational and vocational training							
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Explain rehabilitation programmes currently undertaken in Prisons	-Types of Prison Based Rehabilitation Programs -Good Lives Model	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Q/A
2.	State the importance of educational and vocational training and work programmes in Prisons	- Types of educational programmes in prisons - Types of vocational Skills programs - Types of Work Programs			30			
3.	Explain the educational and vocational training and work programs	- Best Prison Practices			15			

LEARNING EVENT

Unit		5						
Learning Unit		Prison security and discipline						
Training Objective		At the end of training, participants will be able to explain the importance of Security and Discipline in Prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (mins)	Trainer	Performance Aid	Assessment
1.	List the types of security measures in prisons	- Types of Security - Role and importance of security in prisons	Lecture-cum-Discussion	White Board, Marker, Projection System	45	In-House/ Guest Faculty Experienced Senior Prison Officer		Q/A
2.	Explain the importance of discipline in prison administration	- Importance of discipline among prisoners and prison staff - List the duties and responsibilities of prison staff			30			

LEARNING EVENT

Unit	6							
Learning Unit	Classification and categorization of Prisoners-Role of Welfare Officers							
Training Objective	At the end of training, participants will be able to explain the role of Welfare Officers in the classification and categorization 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 classification and categorisation of Prisoners	-Classification of Prisoners -Classification Committee -Categorisation of Prison Inmates	Lecture-cum-Discussion	White Board, Marker, Projection System	45	In-House / Guest Faculty/ Senior Prison Welfare Officer Served/ Serving in Prisons		Q/A
2.	Explain the role of welfare officer in the classification and categorisation of prison inmates	-Role of welfare officer in classification and categorisation of prison inmates			30			

LEARNING EVENT

Unit		7						
Learning Unit		Diet and clothing of prison inmates						
Training Objective		At the end of training, participants will be able to explain the diet and clothing provided to the prison inmates						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the standards to be maintained in distributing the diet to the prison inmates	-Diet provided to prisoners according to State Prison Manual -Diet Rules in Model Prison Manual 2016 -Different types of Diet in Prison -Standards to be maintained	Lecture-cum-Discussion	White Board, Marker, Projection System	45	In-House / Guest Faculty/ Senior Welfare officer served in Prisons		Q/A
2	Explain the standards to be maintained in the clothing provided to prison inmates	-Clothing provided to prison inmates according to State Prison Manual -Standards to be maintained			30			

LEARNING EVENT

Unit	8							
Learning Unit	Health and hygiene of the prison inmates							
Training Objective	At the end of training, participants will be able to explain the procedures to maintain the health and hygiene of the prison inmates							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the procedures to maintain health of the prison inmates	-Health Maintenance in Prisons -Medical officers visit to Prisons -Medical team in prisons -Health screening during and after Admission -Maintaining the standards of Hygiene in the prison	Lecture-cum-Discussion	White Board, Marker, Projection System	45	In-House / Guest Faculty/ Senior Prison Medical Officer		Q/A
2	Explain the procedures to maintain hygiene in the prison				30			

LEARNING EVENT

Unit	9							
Learning Unit	Human Rights Principles of Prison Management							
Training Objective	At the end of training, participants will be able to explain the Human Rights Principles of Prison Management							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State the importance of Human Rights in prisons	- Importance of Human Rights in prisons; (Model Prison Manual, 2016, Chapter Introduction Page.No.9-11)	Lecture-cum-Discussion Exercise	White Board, Marker Projection System	25	In-House / Guest Faculty Expert on Human rights from SHRC, District Legal Services Authority		Q/A
2.	Explain the Human Rights Principles of Prison Management	- Human Rights Principles in Prisons (Sunil Batra case) - Right to human dignity; - Making prisons safe places; -Health rights of prisoners; -Making best use of prisons			50			

LEARNING EVENT

Unit	10							
Learning Unit	Duties of Welfare Officer							
Training Objective	At the end of training, participants will be able to explain the duties of Welfare Officer in Prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	State the duties of Welfare Officer in prisons	-Co-ordination work - Adjustment problems of inmates - Connecting correctional needs of prisoners. Participation in the classification of prisoners - Bridging the gap between prison administration and prisoners	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House / Guest Faculty/ Senior Welfare officer served in Prisons		Q/A
2.	Describe the roles of Welfare Officers	-Assisting prison authorities -Pre-release programme -Resource Mobilisation -Work with the NGOs			15			
3.	Explain the functions of Welfare Officer in prisons	- Identify the needs of the prisoners -Mobilise assistance from voluntary organisation - Implement best practices in the country and other countries			30			

LEARNING EVENT

Unit	11							
Learning Unit	Prison and Penal Philosophy							
Training Objective	At the end of training, participants will be able to explain the Theories of Punishment leading to reformation							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	State the Theories of Punishment	- Theories of Punishment - Deterrence - Incapacitation	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty Criminologist		Q/A
2.	Explain the philosophy of reformation	- Reformation - Rehabilitation - Restorative			45			

LEARNING EVENT

Unit	12							
Learning Unit	Constitutional Provisions relating to Human Rights in Prison Administration							
Training Objective	At the end of training, participants will be able to explain the Constitutional provisions relating to Human Rights 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.	Describe the Constitutional provisions relating to Prison Administration	- Preamble -Fundamental Rights under the Constitution; -Fundamental Duties	Lecture-cum-Discussion	White Board, Marker, Flip Chart	25	In-House / Guest Faculty-Experts in Law / Human Rights.	Checklist	Quiz Q/A
2.	State the human rights that can be violated in prisons	-Violations of Human Rights in Prisons			20			
3.	Explain Constitutional Provisions relating to Human Rights in Prison Administration	-Constitutional Provisions relating to Human Rights in Prison Administration			30			

LEARNING EVENT

Unit		13						
Learning Unit		Remission system and its purpose						
Training Objective		At the end of training, participants will be able to explain about the purpose of remission in prisons						
Enabling Objectives- At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Define Remission	-Remission system in Prisons	Lecture-cum-Discussion	White Board, Marker, Projection system	15	In-House / Guest Faculty – Senior Prison officers of the rank of DIG, Prisons Retired Jailors – who worked in Remission section		Q/A
2.	List the provisions that deal with remission	-Provisions under which remissions are awarded			15			
3.	Explain the types of remission	-Types of remission			20			
4.	Explain the purpose of awarding remission in prisons	-Promotes good conduct, behaviour and work culture -Reduces violence and encourages discipline			25			

LEARNING EVENT

Unit		14						
Learning Unit		Entitlement, Remission Procedure and the Role of Welfare Officer						
Training Objective		At the end of training, participants will be familiarized with the procedure for awarding remission						
Enabling Objectives		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Explain the procedure of awarding remission	-Committee for ordinary remission, special remission and state remission	Lecture-cum-Discussion	White Board, Marker, Projection system	30	In-House/ Guest Faculty Senior Prison officers of the rank of DIG, Prisons to Superintendent, Retired Jailors – who worked in Remission section		Q/A
2.	Explain the eligibility criteria for remission.	-Criteria based on the offences committed by the prisoner, duration of sentence -Criteria based on the good conduct and behaviour of the prisoner, work performed by the prisoner, education received in jail and other provisions			30			

LEARNING EVENT

Unit	15							
Learning Unit	Field Visit to Central Prison							
Training Objective	At the end of training, participants will be able to explain the duties of Welfare Officer in prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Min)	Trainer	Performance Aid	Assessment
1	Describe the role of Welfare Officers in prisons	-Role of Welfare Officer in prisons -Meeting with the Welfare Officer in prison	Lecture-cum-Discussion Field visit	White Board, Marker, Projection System	60	In-House / Guest Faculty/ Senior Welfare officer served in Prisons		Q/A
2	Explain the issues and challenges of prison inmates	- Case study with prison inmates -Family tree						

LEARNING EVENT

Unit		16						
Learning Unit		'Parole' and 'Furlough'						
Training Objective		At the end of training, participants will be able to explain the process of Parole and Furlough applications						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Differentiate between Parole and Furlough	-Parole and Furlough Sanctioning authority for parole and furlough	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty		Q/A
2.	Explain the procedures for sanctioning Parole and Furlough	-Procedures for sanctioning Parole and Furlough			45			
3.	Explain the benefits of Parole and Furlough towards reformation	-Benefits of Parole and Furlough as tools for the reformation and rehabilitation of the prisoners			15			

LEARNING EVENT

Unit		17						
Learning Unit		Grievance Redressal Mechanism in prisons						
Training Objective		At the end of training, participants will be able to explain the process of Grievance Redressal Mechanism						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the Grievance Redressal Mechanism	-Grievance Redressal Mechanism -Methods of grievance -Legal Aid Counsel -Welfare Officer -Superintendent -Complaint Box -Prison Panchayat -Non-Official Visitor	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty Prison officers		Q/A
2.	Explain the procedures for expressing and handling grievance	-Procedures for expressing grievance -Procedures for handling grievance			45			
3.	Explain the benefits of Grievance Redressal Mechanism	-Benefits of Grievance Redressal Mechanism			15			

LEARNING EVENT

Unit		18						
Learning Unit		Presentation on the role of Welfare Officer						
Training Objective		At the end of training, participants will be able to explain the role of Welfare Officer						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Present ground reality report on the role of welfare officer	-Ground reality about the profile of the Welfare Officers in Prisons	Lecture-cum-Discussion Presentation on Field visit	White Board, Marker, Projection System	15	In-House/ Guest Faculty		Q/A
2.	Present case study and family tree	-Case study worked out during prison visit -Family tree of prisoners			45			
3.	Present the issues and challenges faced by prison inmates	-Issues and challenges faced by prison inmates			15			

LEARNING EVENT

Unit		19						
Learning Unit		Public Relations and Prisons						
Training Objective		At the end of training, participants will be able to explain the tools and techniques of Public Relation						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe 'Public Relation'	-Public relations -Types of public relations - Relations with other department	Lecture-cum-Discussion	White Board, Marker, Projection System	15	In-House/ Guest Faculty Corporate trainers		Q/A
2.	List the tools and techniques in public relations	-Tools and techniques of public relations -Do's and Don'ts			45			
3.	Explain the advantages of public relations	-Advantages of public relations -Social media and public relations - Gainfully channelizing public relations for prisons			15			

LEARNING EVENT

Unit		20						
Learning Unit		High security inmates						
Training Objective		At the end of training, participants will be able to explain the process of handling of high-security inmates						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the characteristics of high security inmates	-High Security Inmates -High security prisons -Ideology and philosophies behind	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty Prison officers who have experience in handling high security inmates NGOs working among such inmates aftercare		Q/A
2.	State the reformatory programmes for high security inmates	-Reformatory programmes for high security inmates -Family used as tool for reformation			30			
3.	Explain best practices in reformation of high security inmates	-Best practices in high security inmates rehabilitation			15			

LEARNING EVENT

Unit		21						
Learning Unit		Disaster Management in prison						
Training Objective		At the end of training, participants will be able to explain the methods of handling disasters in the prisons						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (mins)	Trainer	Performance Aid	Assessment
1.	List the types of disasters	-Types of disaster -Natural disasters -Manmade disasters	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House /Guest Faculty Disaster Management Team		Observation
2.	Explain the methods of Disaster Management	-Disaster management -Before 1. Prevention 2. Mitigation 3. Preparedness -After 1. Response 2. Recovery			55			

LEARNING EVENT

Unit		22						
Learning Unit		Service and Leave Rules of Welfare Officers						
Training Objective		At the end of training, participants will be able to describe the Service and Leave rules of welfare officers						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (mins)	Trainer	Performance Aid	Assessment
1.	Describe the Service Rules of Welfare Officers	-Service Rules of Welfare Officers - Salary and other benefits	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House /Guest Faculty		Observation
2.	Describe the Leave Rules of Welfare Officers	-Leave Rules of Welfare Officers -Leave sanctioning authority			30			

LEARNING EVENT

Unit		23						
Learning Unit		Gender Specific Needs and Treatment of Women in prisons						
Training Objective		At the end of training, participants will be able to explain the gender specific needs and treatment of women in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Explain the Bangkok Rules and the gender specific needs of women prisoners.	- Gender specific needs of women prisoners related to reintegration. - Bangkok Rules and Women	Lecture-cum-Discussion	White Board, Marker, Projection System	75	Guest Faculty/ In-House		Q/A
2	Explain the challenges faced by released women prisoners							

LEARNING EVENT

Unit	24							
Learning Unit	Transgender inmates in prisons							
Training Objective	At the end of training, participants will be able to explain the issues and challenges faced by transgender person in prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Explain the problems of transgender inmates	- Transgender persons -Problems faced by transgender inmates	Lecture-cum-Discussion	White Board, Marker, Projection System	30	Guest Faculty/ In-House		Q/A
2	Explain the salient features of the Act.	-Transgenders Act, 2019			30			

LEARNING EVENT

Unit		25						
Learning Unit		Handling young offenders in prisons						
Training Objective		At the end of training, participants will be able to explain the issues and challenges faced by handling young offenders in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe the status of young offenders	-Psychology of adolescent offenders - Young offenders in prisons in India -Borstal Act	Lecture-cum-Discussion	White Board, Marker, Projection System	30	Guest Faculty/ In-House		Q/A
2	Describe the handling of young offenders	-Handling young offender - Age specific techniques to be followed in prisons			30			

LEARNING EVENT

Unit	26							
Learning Unit	Ground reality in Women institution and Borstal institution							
Training Objective	At the end of training, participants will be able to explain the ground reality in women prisons and Borstal institutions							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the issues and challenges faced by women and young offenders	-Issues and challenges faced by women -Issues and challenges faced by young offenders	Lecture-cum-Discussion Field visit	White Board, Marker, Projection System	90	In-House Faculty/ Course Coordinator		Q/A
2	Describe the reasons for which the offender committed crime	-Case study with young offenders			90			

LEARNING EVENT

Unit	27							
Learning Unit	Geriatric care in Prisons –Analysis of needs and provisions							
Training Objective	At the end of training, participants will be able to explain the need for geriatric care in prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the physical and psychological problems of old age prison inmates	-Statistics of old age prisoners in prisons -Needs of old age prisoners -Age specific health needs -Old age care mentioned in Model Prison Manual	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty/ Psychologist/ Geriatric specialists		Q/A
2.	Explain the role of Welfare Officers in geriatric care	-Geriatric care and the role of Welfare Officer						

LEARNING EVENT

Unit		28						
Learning Unit		Presentation on the Field Visit to a Women Prison and a young offender institution.						
Training Objective		At the end of training, participants will be able to present their experiences during the field visit on the issues and challenges faced by women and young offenders						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Present the issues and challenges faced by young offenders	-Issues and challenges faced by young offenders	Lecture-cum-Discussion	White Board, Marker, Projection System	90	In-House Faculty/ Course Coordinator		Q/A
2	Present the reasons for which the offender committed crime	-Case study with young offenders			90			

LEARNING EVENT

Unit		29						
Learning Unit		The functions of Field Visit to an Old Age Home						
Training Objective		At the end of training, participants will be able to explain the issues and challenges faced by old age person in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the Issues and challenges faced by old age people	-Issues and challenges faced by old age people -Needs of old age persons	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House Faculty/ Course Coordinator Social Work Faculty		Q/A
2	Describe the reasons for which the old age person is in the home	-Case study with old age persons			90			
3.	Explain the schemes available in the government for the care and protection of old persons	-Schemes available for old age persons in the Government			30			

LEARNING EVENT

Unit	30							
Learning Unit	Presentation on the Field Visit to an Old Age Home							
Training Objective	At the end of training, participants will be able to explain the issues and challenges faced by old aged persons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Present the issues and challenges faced by old aged people	-Issues and challenges faced by old age people -needs of old aged persons	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House Faculty/ Course Coordinator Social work Faculty		Q/A
2	Present the reasons for which the aged person is in the home	-Case study with old aged persons			20			
3.	Present the schemes available in the Government for the care and protection of old persons	-Schemes available for old aged persons in the Government			20			

LEARNING EVENT

Unit	31							
Learning Unit	Identification of suicidal tendencies in prison inmates							
Training Objective	At the end of training, participants will be able to explain the symptoms of suicidal tendencies in prison inmates							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe 'suicide' and 'suicidal ideation'	- 'Suicide', meaning and definition - Signs and symptoms of suicidal ideation - Reasons for committing suicide	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House Faculty/ Course Coordinator Social work Faculty Psychiatrist Psychologists		Q/A
2.	Identify signs and symptoms of suicide	- Identifying signs and symptoms of suicide			20			
3.	Refer the inmate to a psychologist or a psychiatrist	- Referring the person to a psychiatrist or a psychologist for intervention			20			

LEARNING EVENT

Unit	32							
Learning Unit	Dealing with Alcoholics and Drug Addicts in prison.							
Training Objective	At the end of training, participants will be able to explain the procedures of handling alcoholics and drug addicts in prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe alcoholism and drug addiction	-Alcoholism -Drugs -Substance abuse -Stages of alcoholism	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House Faculty/ Course Coordinator Social work Faculty Narcotics Control Bureau De-Addiction Centres/ Team		Q/A
2.	Identify signs and symptoms of alcoholism and drug addiction	-Sign and Symptoms of alcoholism and drug addiction			15			
3.	Explain the procedure of the referral of the prison inmate in need of a psychiatrist	-Counselling the inmates -Referral service			25			
4.	State the procedures to handle alcoholics and drug addicts in prisons	Prison Manual procedures in Handling Alcoholics and drug addicts						

LEARNING EVENT

Unit	33							
Learning Unit	Mental Health Problems of Prisoners							
Training Objective	At the end of training, participants will be able to explain common mental health problems in prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe signs and symptoms of mental health problems	-Mental Health Problems -Signs and symptoms	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House Faculty/ Course Coordinator Mental Health professional Psychiatrist Psychologist Social work Faculty		Q/A
2.	Explain common mental health problems in prisons according to WHO	-Common Mental health problems in prisons by WHO			20			

LEARNING EVENT

Unit	34							
Learning Unit	Managing Mental disorders in Prisons							
Training Objective	At the end of training, participants will be able to explain how to manage mentally ill persons in prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain mental disorders and its types	-Key facts about mental disorders by WHO -Definition -Types of mental disorders	Lecture-cum-Discussion	White Board, Marker, Projection System	45	In-House Faculty/ Course Coordinator Mental Health professional Psychiatrist Psychologist Social work Faculty		Q/A
2.	List who is at risk of mental disorders	-Who is at risk from developing a mental disorder?			15			
3.	Explain WHO Comprehensive Mental Health Action Plan 2013-2030.	-WHO's Comprehensive Mental Health Action Plan 2013-2030			15			

LEARNING EVENT

Unit	35							
Learning Unit	Personality disorders and incarceration							
Training Objective	At the end of training, participants will be able to explain symptoms and causes of personality disorder in prison inmates							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain personality disorder	-Intellectual deficiency and crime -Personality Disorders -Cluster A, B and C personality disorders	Lecture-cum-Discussion	White Board, Marker, Projection System	40	In-House Faculty/ Course Coordinator Mental Health professional Psychiatrist Psychologist Social work Faculty		Q/A
2.	List causes and symptoms of personality disorders	-Causes of personality disorders -Symptoms of personality disorders			20			
3.	Explain Antisocial Personality and Crime	-Identifying personality disorders in a person -Antisocial personality and crime			15			

LEARNING EVENT

Unit	36							
Learning Unit	Depression among inmates							
Training Objective	At the end of training, participants will be able to explain the ways to identify symptoms of depression in prison inmates							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the symptoms of depression	-Depression -Signs and symptoms of depression	Lecture-cum-Discussion	White Board, Marker, Projection System	40	In-House Faculty/ Course Coordinator Mental Health professional Psychiatrist Psychologist Social work Faculty		Q/A
2.	List the causes of depression	-Causes of depression			20			
3.	Explain the ways to identify depression in prison inmates	-Identifying depression in a prison inmate -Counselling -Referral services			15			

LEARNING EVENT

Unit	37							
Learning Unit	First-Aid and CPR Training							
Training Objective	At the end of training, participants will be able to administer first-aid and Cardiopulmonary Resuscitation (CPR).							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify first aid techniques to handle emergencies in prisons	-What is First Aid? -Items needed in a medical kit -Wounds -Cardiac related Fractures handling -Poisoning -Drowning -CPR Training	Lecture-cum-Discussion	White Board, Marker, Projection System	180	Medical officer Emergency Medicine team		Q/A
2.	Administer techniques First Aid and CPR		Demonstration					

LEARNING EVENT

Unit	38							
Learning Unit	Stress Management in prisons							
Training Objective	At the end of training, participants will be able to explain the process of identifying symptoms of stress among prison inmates.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the symptoms of 'stress'	-Definition of stress -Causes of stress -Symptoms of stress -Signs of stress	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-house faculty Psychologists Social work Faculty		Q/A
2.	Identify signs of stress among the prison inmates							
3.	Explain stress management techniques				45			

LEARNING EVENT

Unit	39							
Learning Unit	Basic Therapies for prison inmates							
Training Objective	At the end of training, participants will be able to identify the basic therapies for prison inmates.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify therapies to handle the prison inmates	-Supportive Psychotherapy -Psycho Education -Mini Mental Status Exam -Correctional Mental Health Screen for Men -Correctional Mental Health Screen for Men	Lecture-cum-Discussion	White Board, Marker, Projection System	120	In-house faculty Psychologists Social work Faculty		Q/A
2.	Explain the role of ‘therapies’ and ‘scales’ in reformation.	-Role of therapies in reformation -Role of scales in reformation						

LEARNING EVENT

Unit	40							
Learning Unit	Functioning of the Mental Health Centre/Department of Psychiatry, District Hospital							
Training Objective	At the end of training, participants will be able to explain the role of mental health centres in the community especially in prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the role of mental Health centres in the community	-Interaction with the Psychiatrist -Interaction with the Psychologist and Psychiatric Social Worker -Visit inpatient ward for observation / study - Procedures to be followed with mentally ill persons	Lecture-cum-Discussion	White Board, Marker, Projection System	180	In-house faculty Psychologists Social work Faculty		Q/A
2.	Explain the procedures to be followed with mentally ill prison inmates							

LEARNING EVENT

Unit	41							
Learning Unit	Presentation on the Visit to Mental Health Centre							
Training Objective	At the end of training, participants will be able to present the role of mental health centres.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the role of Mental Health Centres in the community.	-Interaction with the Psychiatrist	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-house faculty Psychologists Social work Faculty		Q/A
2.	Present report on the Mental Health centres in the community	-Interaction with the Psychologist and Psychiatric Social Worker	Visit inpatient ward for observation/ study					
3.	Explain the procedures to be followed with mentally ill prison inmates	-Visit inpatient for observation study -Procedures to be followed with mentally ill persons						

LEARNING EVENT

Unit		42						
Learning Unit		Undertrial Review Committee and Prisons (UTRC)						
Training Objective		At the end of training, participants will be able to explain the role and responsibilities of Undertrial Review Committee (UTRC) in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the function of Undertrial Review Committee	-Undertrial Review Committee - Formation of Under-trial Review Committee(Model Prison 2016) -Article 21 of the Constitution of India -Plea bargaining -Section 436A of the Code of Criminal Procedure (Cr.P.C). -Pre-Mature release in prisons (Model Prison Manual-2016).	Lecture-cum-Discussion	White Board, Marker, Projection System	45	In-House/ Guest Faculty		Q/A
2.	Identify the role and responsibilities of Undertrial Review Committee	- Role and responsibilities of Undertrial Review Committee -Particulars to be collected from the UTRC prison inmate. -Supreme Court observations on Armesh Kumar vs State of Bihar (2014) case.			30			

LEARNING EVENT

Unit		43						
Learning Unit		Board of Visitors (BoV) in prisons						
Training Objective		At the end of training, participants will be able to explain the role of Board of Visitors (BoV) in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the role and responsibilities of Board of Visitors in prisons	-Board of Visitors -Official members -Non-official members -Period of office -Quorum of meeting Board of Visitors in Prisons -Constitution of the Board of Visitors in Prisons (official and Non-Official members)	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty Member of the Board of Visitor		Q/A
2.	Identify the tasks of Board of Visitors in prisons	-The task of the Board of Visitors -Minutes of the Board of visitors			30			
3.	Describe the values that need to be maintained by the Board of Visitors in prisons	-Duties of Board of visitors in Prisons -Allowances for Non-official visitors -Maintaining Confidentiality			15			

LEARNING EVENT

Unit		44						
Learning Unit		Legal Services Authority in prisons						
Training Objective		At the end of training, participants will be able to explain the role of Legal Services Authority in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe Legal Services Authority in Prisons and the Legal Services Act, 1987	-Legal Services Authority -Legal Services Act, 1987	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Identify the role and responsibilities of Legal Services Authority in Prisons.	-Functioning of NALSA -Snapshots of functioning of NALSA with Prisoners(2020)			15			
3.	Explain the services available for prisoners with National legal Services Authority	-Free Legal Services -Persons eligible for getting free legal services -Lok Adalats -Legal Aid clinics -Legal Awareness Programs -Paralegal Volunteers -Mediation -Victim compensation			45			

LEARNING EVENT

Unit		45						
Learning Unit		Crime and Recidivism						
Training Objective		At the end of training, participants will be able to explain ‘crime and recidivism’						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the concept of ‘crime and criminality’	-Concept of crime -Classification of crimes -Major theories of crime	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty Criminology Faculty		Q/A
2.	Describe ‘criminology’	-Characteristics of offenders -Criminology -Branches of criminology			15			
3.	Explain Crime and Recidivism	-Recidivism -Crimes that have highest recidivism rate -Reformation and recidivism -Crime and recidivism			45			

LEARNING EVENT

Unit		46						
Learning Unit		Role of Social Workers in prisons						
Training Objective		At the end of training, participants will be able to describe the role of social workers in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the need of Social Workers in Prisons	-Mulla Committee and Model Prison Manual, 2016 recommendation on appointment of social workers in prisons	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House / Guest Faculty Social Work Faculty		Q/A
2.	Describe the significance of Social Workers in prisons	-Need and importance of the role of Social Workers in prisons -Psychologist, Social Workers / case-workers in prisons in India. -Duties of Social Workers in prisons (Model Prison Manual 2016). -Welfare of Prisoners (Model Prison Manual 2016). -Role of Social Workers in Aftercare and Rehabilitation of prisoners (Model Prison Manual 2016).			30			
3.	Describe the role of Social Workers in prisons	-Role of social workers in Prisons -Experiment of TISS in Pune Prisons. -Role of professional social workers in Prisons the Tamilnadu Model.			15			

LEARNING EVENT

Unit		47						
Learning Unit		Case-work with prison inmates						
Training Objective		At the end of training, participants will be able to explain casework with inmates						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the role of case-work in prisons	-Case-work definition and meaning -Case-work principles -Case-work tools	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House / Guest Faculty		Q/A
2.	Describe the process and techniques of case-work	-Process involved in Case-work -Techniques used in Case-work			30	Social Work Faculty		
3.	Explain the relationship between case-work and inmates' attitudinal change	-Case-work with prison inmates and its effectiveness			15			

LEARNING EVENT

Unit		48						
Learning Unit		Group-Work with prison inmates						
Training Objective		At the end of training, participants will be able to explain Group-Work with inmates						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the role of Group-work in prisons	-Group-work definition and meaning - Group-work principles - Group-work tools	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House / Guest Faculty		Q/A
2.	Describe the process and techniques of Group-work	-Process involved in Group-work -Techniques used in Group-work -Group therapies			30	Social Work Faculty		
3.	Explain the relationship between Group-work and inmates' attitudinal change	- Group-work with prison inmates and its effectiveness			15			

LEARNING EVENT

Unit		49						
Learning Unit		Social Welfare Programmes for prisoners						
Training Objective		At the end of training, participants will be able to identify social welfare programmes available for prison inmates						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify social welfare programmes available for prison inmates	-Social welfare programmes available for prison inmates with Government -During incarceration -Post Release	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House / Guest Faculty Social Work Faculty		Q/A
2.	Describe the process involved in applying for welfare programmes	-Process involved in applying for social welfare programmes			30			

LEARNING EVENT

Unit		50						
Learning Unit		Resource Mobilization						
Training Objective		At the end of training, participants will be able to explain the process of resource mobilisation from the community for prisoners reformation						
Enabling Objectives		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to-								
1.	Identify resources in the community for prison inmates	-Resource mobilisation -Importance of Resource mobilisation -Edwards and McCarthy identified five types of resources -Need and Significance of Resource mobilisation -Features of Resource mobilisation	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House / Guest Faculty Social Work Faculty		Q/A
2.	Explain the importance of resource mobilisation	-Importance of Resource Mobilization -Grant –in-Aid from State			30			

LEARNING EVENT

Unit		51						
Learning Unit		Victim Compensation Fund						
Training Objective		At the end of training, participants will be able to explain the advantages of ‘Victim Compensation Fund’						
Enabling Objectives		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to-								
1.	State the features of ‘Victim Compensation Fund’	-Victims -Sec.357A. Victim compensation scheme.(IPC) -357B. Compensation to be in addition to fine under section 326A or section 357C. Treatment of victims -376D of Indian Penal Code. -Section 359.Order to pay costs in non-cognizable cases. -Central Victim Compensation Fund scheme(CVCF) -Order dated 5.9.2018 of Hon'ble Supreme Court of India- -Victim Compensation Fund	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House / Guest Faculty		Q/A
2.	Explain the advantages of victim compensation fund							

LEARNING EVENT

Unit		52						
Learning Unit		Discharged Prisoners' Aid Society						
Training Objective		At the end of training, participants will be able to explain the functions of the Discharged Prisoners' Aid Society						
Enabling Objectives		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to-								
1.	State the features of Discharged Prisoners' Aid Society	- Discharged Prisoners' Aid Society -Members of Discharged Prisoners' Aid Society -Functions of Discharged Prisoners' Aid Society -Supporting Ex-Prisoners -After Care programs for Prison Inmates	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Q/A
2.	Explain the functions of the Discharged Prisoners' Aid Society							

LEARNING EVENT

Unit	53						
Learning Unit	Role of voluntary organizations in prisons						
Training Objective	At the end of training, participants will be able to explain the role of voluntary organisations in prisons						
Enabling Objectives At the end of training, participants will be able to-	Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1. List the National and International NGOs working in prisons	-NGOs working in prisons -Reformation and Human Rights NGOs. -NGOs working on the aftercare of prisoners -Discharged Prisoners Aid society	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2. Describe the role of voluntary organisations in prisons.	-Role of NGOs in Vocational training and Developmental skills (Model prisons Manual 2016)			20			
3. Explain the participants' role in coordinating with voluntary organizations	Mulla committee recommendations on voluntary organisations - Para 14.11.7 - Para 21.17.9 - Para 21.17.5 - Paras 21.17.7 & 21.17.8 - Background of volunteers and NGOs - Para 14.11.6 - Para 21.17.4, Para 21.19 and Para 22.13.16			35			

LEARNING EVENT

Unit		54						
Learning Unit		Counselling Skills -I						
Training Objective		At the end of training, participants will be able to explain the basics of counselling						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the purpose of counselling	-Counselling skills -Aim of counselling -Purpose of Counselling -Principles of Counselling	Lecture-cum-Discussion	White Board, Marker, Projection System	120	In-House/ Guest Faculty		Q/A
2.	Explain the communication skills	-Communication skills						

LEARNING EVENT

Unit		55						
Learning Unit		Counselling Skills -II						
Training Objective		At the end of training, participants will be able to identify the Core Counselling Skills						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify basic skills of Counselling	-Core Counselling Skills -Principles of Counselling	Lecture-cum-Discussion	White Board, Marker, Projection System	10	In-House/ Guest Faculty		Q/A
2.	Describe the principles of Core Counselling Skills	-Listening -Responding -Reflecting			50			

LEARNING EVENT

Unit		56						
Learning Unit		Counselling Skills -III						
Training Objective		At the end of training, participants will be able to explain the process of Core Counselling Skills						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the difference between Counselling and Psychotherapy	-Difference between Counselling and Psychotherapy	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Describe the process of Counselling	-Process of Counselling -Transference -Counter Transference			40			

LEARNING EVENT

Unit		57						
Learning Unit		Counselling Skills Practice-I						
Training Objective		At the end of training, participants will be able to demonstrate the Core Counselling Skills						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe helping skills	-Helping Skills -Reflecting feelings -Questioning Skills	Lecture-cum- Discussion Demonstration	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A
2.	Demonstrate helping skills, reflection and questioning							

LEARNING EVENT

Unit		58						
Learning Unit		Counselling Skills Practice-II						
Training Objective		At the end of training, participants will be able to demonstrate the Core counselling skills						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Demonstrate counselling skills	-Building rapport in Counseling relationship -Active Listening skills -Summarizing skills	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A

LEARNING EVENT

Unit		59						
Learning Unit		Counselling Skills Practice-III						
Training Objective		At the end of training, participants will be able to demonstrate counselling skills						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe core counselling skills	-Non -verbal communication -Empathy -Identifying therapeutic change	Lecture- cum- Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A
2.	Demonstrate core skills of counselling	-Role of silence in therapeutic sessions						

LEARNING EVENT

Unit		60						
Learning Unit		The Science Behind ‘Therapies’						
Training Objective		At the end of training, participants will be able to demonstrate the use of therapies with prison inmates						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Demonstrate the benefits of Art therapy	-Art Therapy -Benefits of Art therapy -Types of Art Therapy -Specific group of people who benefit from Art Therapy	Lecture-cum-Discussion Demonstration	White Board, Marker, Projection System	40	In-House/ Guest Faculty		Q/A
2.	Demonstrate the benefits of Music Therapy	-Music Therapy -Benefits of Music Therapy -Types of Music Therapy -Music Therapy vs. Sound Therapy -Specific group of people who benefit from Music Therapy	Demonstration		40			
3.	Demonstrate the benefits of Writing Therapy	-Writing and journaling Therapy -How Does Writing Therapy Work? -Conditions Treated by Writing Therapy -Group of people who benefit from	Demonstration		40			

		Music Therapy						
4.	Demonstrate the benefits of Talking therapy	-Talking therapy -Counsellor and talk therapy session -How does talk therapy work? -Conditions that benefit of talk therapy			30			
5.	Demonstrate the benefits of Dance/Movement Therapy (DMT)	-Dance/Movement Therapy (DMT) -Techniques of Dance Therapy -Benefits of Dance/Movement Therapy	Demonstration		30			

LEARNING EVENT

Unit		61						
Learning Unit		Recreational activities and cultural evening as part of community organisation in prison.						
Training Objective		At the end of training, participants will be able to demonstrate therapies						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Demonstrate therapies	-Talking therapy	Lecture-cum-	White	60	In-House/		Q/A
2.	Demonstrate skills	-Dance therapy	Discussion	Board,		Guest		
3.	Self-awareness about the skills	-Music therapy	Demonstration	Marker,		Faculty		
		-Writing therapy		Projection				
		-Art therapy		System				
		-Drama Therapy						
		-Select a village or a school or a prison to display the skills and explain the benefits of such therapies						

LEARNING EVENT

Unit		62						
Learning Unit		Vocational and academic programmes in prisons						
Training Objective		At the end of training, participants will be able to explain the importance of vocational and academic programmes in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the vocational programmes in prisons	-Vocational programmes in Prisons -Statistics about the vocational programs in prisons -Value of goods produced by inmates -Vocational Training Availability in States / UTs during 2020	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty		Q/A
2.	List the Academic programmes in prisons	- Academic programmes in Prisons -Statistics about the Academic programmes in prisons -Academic programmes Availability in States / UTs during 2020			30			

LEARNING EVENT

Unit		63						
Learning Unit		Prison Industries						
Training Objective		At the end of training, participants will be able to explain the importance of Prison Industries						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the Prison Industries in India and other countries	-Prison Industries in India -Prison Industries in other countries	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty	Motivation Analysis Format	Q/A
2.	Explain the advantages of prison industries	-Importance of prison industries -Advantages of prison industries -Prisoners who are eligible to work in prison industries -Cost benefit analysis -Marketing strategies in prisons			30			

LEARNING EVENT

Unit		64						
Learning Unit		Motivational Analysis for work-programme						
Training Objective		At the end of training, participants will be able to identify the skills of the prisoners for a specific vocation and academic programme in prisons.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the motivation of the prisoner to work	-Motivational Analysis for work programme	Lecture-cum-Discussion	White Board, Marker, Projection System	30	In-House/ Guest Faculty	Motivation Analysis form	Q/A
2.	Identify the motivation of the prisoner for educational programmes	- Motivational Analysis for educational programme			30			

LEARNING EVENT

Unit		65						
Learning Unit		Public Private Partnership						
Training Objective		At the end of training, participants will be able to explain ‘Public Private Partnership’ in prisons						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the programmes available through Public Private Partnership	-Concept of Public Private Partnership -Public private partnership areas in prisons -Suitability of PPP in Prisons	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A
2.	Explain the role of Public Private Partnership in prisons	-Best practices in Public private partnership						

LEARNING EVENT

Unit		66						
Learning Unit		Corporate Social Responsibility (CSR)						
Training Objective		At the end of training, participants will be able to explain Corporate Social Responsibility in prison						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the programmes available through Corporate Social Responsibility in various sectors	-Concept of Corporate Social Responsibility (CSR) -Corporate Social Responsibility areas in prisons -Suitability of Corporate Social Responsibility in Prisons	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A
2.	Explain the role of Corporate Social Responsibility (CSR) in prisons	-Best practices in Corporate Social Responsibility						

LEARNING EVENT

Unit		67						
Learning Unit		Skill Development for Prison Inmates						
Training Objective		At the end of training, participants will be able to implement skill development programmes for prison inmates						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify skill development programmes for prison inmates	-Concept of skill development for prison inmates -Ministry of skill development and entrepreneurship -National Skill Development Corporation (NSDC) -Schemes initiatives under skill development programs of the Government of India -Employable Skills -Academic Skills -Soft Skills	Lecture-cum-Discussion	White Board, Marker, Projection System	60	In-House/ Guest Faculty		Q/A
2.	Implement suitable skill development programme for prison inmates							

LEARNING EVENT

Unit		68						
Learning Unit		Skills as catalyst for change of attitude						
Training Objective		At the end of training, participants will be able to explain the process of skills acting as a catalyst for change in the attitude of prisoners						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (mins)	Trainer	Performance Aid	Assessment
1.	Explain the process of skills changing the attitude of the inmates	- Engaging in productive work - Rational thinking - Overcome mental health issues - Reduce violent behaviour - Enable positive thinking and outlook towards life - Improve self-confidence for better life upon release	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House/ Guest Faculty		Observation Q/A Formative
2.	Explain skills to help the prisoners reformation and re-socialization							

LEARNING EVENT

Unit		69						
Learning Unit		Writing and Maintaining Daily Journal, records and registers.						
Training Objective		At the end of training, participants will be able to describe the ways of writing content of journals, records and registers						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (mins)	Trainer	Performance Aid	Assessment
1.	Describe the content of daily journals	-Writing daily journals of the work with prison inmates -Records to be maintained by the Welfare Officer -Registers to be maintained by Welfare Officers -Discussion with HODs regarding prisoners problems and challenges	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House/ Guest Faculty		Q/A
2.	Explain the records and registers to be maintained							

LEARNING EVENT

Unit	70							
Learning unit	Landmark Judgments of Supreme Court relating to Human Rights in prisons							
Training Objective	At the end of training, participants will be able to explain the landmark Supreme Court directions relating to Human Rights in Prisons							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	Describe the role of Judiciary in protecting Human Rights in prisons	-Role of Judiciary in protecting Human Rights in Custody;	Lecture-cum-Discussion	White Board, Marker, Projection System	20	Expert law Faculty / Lawyer Specialising in Human Rights		Q/A
2.	Identify the important judicial decisions on prisons relating to Human Rights	-Landmark judgments for implementation of Human Rights provisions in Prisons;			25			
3.	Explain the landmark Supreme Court directions relating to Human Rights in prisons.	- S.C. Judgments on Right to Speedy justice for Undertrials.			30			

LEARNING EVENT

Unit	71							
Learning Unit	Prisoners' contact with family							
Training Objective	At the end of training, participants will be able to explain the importance of Prisoners' contact with the family							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State the types of contact with family that is allowed in prisons	- Types of Contact with family that are allowed	Lecture cum Discussion	White Board, Marker Projection System	20	In – House / Prison Officer		Q/A
2.	Describe the benefits of contact with the family	- Frequency allowed -Benefits of contact			20			
3.	Explain the importance of prisoners' contact with the family	- System of 'mulakat' being followed -Problem areas and solutions – e.g. during Covid pandemic ,etc.,			20			

LEARNING EVENT

Unit		72						
Learning Unit		Sentence Planning in prisons						
Training Objective		At the end of training, the participants will be able to explain Sentence Planning in Prisons.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the concept of Sentence Planning	-Sentence Planning in Prisons -The concept of Sentence Planning	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Identify the implementation of Sentence Planning	-Sentence Planning process -Actors involved in Sentence Planning			20			
3.	Explain Sentence Planning.	-Format of Sentence Planning			35			

LEARNING EVENT

Unit		73						
Learning Unit		Radicalization in Prisons						
Training Objective		At the end of training, the participants will be able to explain 'radicalization in prisons'						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain radicalization in prisons	-Radicalisation in prisons - The issue of radicalisation in prisons	Lecture-cum-Discussion	White Board, Marker, Projection System.	20	Guest Faculty/ In-House		Q/A
2.	Describe the process of radicalization in prisons	- Causes of radicalisation - Process of radicalisation			20			
3.	Identify the sign and symptoms of radicalized prisoners	- Preventing radicalisation - Rehabilitation and reformation of violent offenders			35			

LEARNING EVENT

Unit		74						
Learning Unit		‘Restorative Justice Practices’						
Training Objective		At the end of training, the participants will be able to explain ‘Restorative Justice Practices’.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the concept of ‘Restorative Justice Practices’	-‘Restorative Justice Practices’ -Basic principles on the use of ‘Restorative Justice Practices’ in criminal matters - Participants in the ‘Restorative Justice Practices’	Lecture-cum-Discussion	White Board, Marker, Projection System	40	In-House/ Guest Faculty		Q/A
2.	Explain the features and types of ‘Restorative Justice Practices’	-Features of restorative justice Programmes -Types of processes in restorative justice programmes -Victim Offender Mediation			35			

LEARNING EVENT

Unit		75						
Learning Unit		Ministry of Home Affairs Advisories on Prison reforms						
Training Objective		At the end of training, the participants will be able to describe the Advisories of the Ministry of Home Affairs 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.	Describe the Advisories on prison reforms	-Grant of Special Remission to Prisoners (10.6.2022) -Advisory on Transgender Persons in Prisons (10.1.2022) -Advisory on Dealing with Mental Health issues of Prisoners dated (24.6.2021) -Contagion of Covid 19 virus in prisons, Order issued by the Hon'ble Supreme Court of India on (7.5.2021) -Grant of Parole/Furlough -from prison-review of Guidelines (3.9.2020) -Management of Covid 19 in Prisons (2.5.2020) -Aadhaar Seeding of Prisoners (7.3.2017) -Identification of visitors-use of Aadhaar (17.2.2017) -Consular access to foreign nationals in prisons, custody or detention (02.8.2019).	Lecture-cum-Discussion	White Board, Marker, Projection System	180	In-House/ Guest Faculty		Q/A
2.	Apply Advisories in welfare work							

LEARNING EVENT

Unit		76						
Learning Unit		Current social issues in the society						
Training Objective		At the end of training, the participants will be able to present current social issues in the society.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Present 'current social problems' in society	-Current social problems -Demonetisation -Global Warming -Unemployment -Crime and Reasons -Problems faced by transgender persons -Cyber Crime -Deaddiction programmes -Terrorism -Domestic violence -Border issues -Radicalisation	Lecture-cum-Discussion	White Board, Marker, Projection System	120	In-House/ Guest Faculty		Q/A
2.	Explain the relevance of social problems with prisons							

LEARNING EVENT

Unit	77							
Learning Unit	After-care and follow-up							
Training Objective	At the end of training, participants will be able to explain the key role of ‘after-care’ services for released 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 agencies working to provide assistance for released prisoners.	- Process of After-care - Objectives of After Care - Need and importance of ‘after-care services’ for released prisoners - Identify various services/agencies and schemes of assistance for released prisoners.	Lecture-cum-Discussion	White Board, Marker, Projection System	60	Guest Faculty/ In-House		Q/A
2.	Explain the importance of after care services							

LEARNING EVENT

Unit		78						
Learning Unit		Technology in Prison Management						
Training Objective		At the end of training, participants will be able to describe the best practices in the use of technology in Prison Management.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1	State the different technologies used in prisons	- Use of Technology in prisons – PRISMS, VMS (e- Visitor) CCTV, Video Conference and under trials; - Social Media and website of prisons; - Best Practices in States in technology usage.	Lecture-cum-Discussion	White Board, Marker, Projection System	120	In-House / Guest Faculty with Expertise in I.T use in prisons.		Q/A
2.	Describe the best practices in the use of technology in Prison Management							

LEARNING EVENT

Unit		79						
Learning Unit		Best practices in prisons in India and other countries						
Training Objective		At the end of training, explain the Best Practices in Oversight Mechanisms in India and other countries.						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the mechanisms that oversee prisons in India	-Oversight Mechanisms in India and other countries -PATTAM project -UNNATI Project	Lecture-cum-Discussion	White Board, Marker, Projection System	20	In-House/ Guest Faculty		Q/A
2.	Identify best practices in oversight mechanisms	-Aftercare services by the Prisons -NACRO,UK and USA -Singapore Yellow ribbon project			20			
3.	Explain the role of ‘Oversight Mechanisms’ in prisons	-Probation system -In community treatment -Conjugal visits			20			

PART - C

Resource Material

PRISON MANAGEMENT MODELS

Three correctional management models - authoritarian, bureaucratic, and participative-influence are the choices one has in leading or managing.

- a) **The Authoritarian model** suggests that a leader maintains firm control and that any deviation from prescribed, centralized authority be met with a high level of disdain and punishment. All decisions are essentially made by the power holder.
- b) **The Bureaucratic model** proposes a chain of command approach, with an emphasis on rules and regulations. In short, it advocates "going by the book," which makes it difficult to be flexible and adaptive when it comes to innovation. This protocol does, however, allow staff to move in, out of, and around the organization, using rules and regulations as guideposts. This model advocates a managerial, rather than a leadership approach.
- c) **The Participative model** promotes staff involvement in how the organization should do business. As a result, employees may feel a sense of ownership, moving from a business as usual approach to a business beyond usual approach. This model requires a greater investment in time compared to the authoritarian and bureaucratic models. The latter two are more common today.

In Tihar, Dr. Kiran Bedi started the process of change in Prison Management to a more participative one. The community entered the prison in the form of NGOs and also community within the prison was created in the form of Panchayat system and prisoners role in self-governance. The entry of the community was the basis of prisoners' reintegration into the community. The underlying spirit behind the Panchayat system was to usher in self-governance for the inmates. This model has been primarily successful in changing the prison management system.

PARTICIPATIVE MODEL OF PRISON MANAGEMENT

Tihar Model of Participative Prison Management

Community has been created inside the prison and the outside community has been involved in some aspects of Prison Management: A synopsis

Community Eager to Perform carry out social responsibility	• Groups for moral education and counselling • Women groups for women and children needs • Health groups for prisoners' health care • Providing the wherewithal for all faith festivities • Educationists and teachers at all levels • Groups on environmental protection • Legal aid for those in need
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The Community Within: A Synopsis

Panchayat System & Prisoners in Self-Governance	• Education Panchayat • Medical Panchayat • Ward Panchayat • Mess Panchayat • Sports Panchayat • Cultural Panchayat • Nai Panchayat • (Barber Team) • Yoga Panchayat • Legal Aid Panchayat • PWD Panchayat • Vipassana Panchayat	• Vast reservoir of human resources mobilized • Self-help led to self-esteem • Evolution of a mechanism to focus on problem-solving • Enhanced inter-ward and inter-prison coordination • Moved towards collective responsibility
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Source: Bedi, K. (2006): It's Always Possible. Himalayan Institute Press, New Delhi.

CHANGES IN INTERNAL MANAGEMENT IN TIHAR PRISONS

This is how it changed internal management

Mission Statement	Periodical review of Panchayat
Practise what preached	Informal interaction
No compromise on principle	Reporting Daily
Transparent functioning	Protection of bonafides
Participation in decision-making	Facilitation of informal interaction
Effective and prompt decisions	Field training
Walk and learn	Spot rewards
Spot decisions	Public Panchayat
Re-evaluating decisions	Constant feedback
More field, less paperwork	Action on feedback
Spot-appreciation	Suggestions
Personal participation	Constant interaction

INTERNATIONAL INSTRUMENTS ON PRISONS

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

- The UN Guidelines for the Prevention of Crime, the Standard Minimum Rules for Non-Custodial Measures (the Tokyo Rules);

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

- The Basic Principles on the Use of Restorative Justice Programmes in Criminal Matters, as well as
- The UN Principles and Guidelines on Access to Legal Aid in Criminal Justice Systems.
- The Standard Minimum Rules for the Treatment of Prisoners (UN, 1957). Later on revised and now known as Mandela Rules, 2015.
- The Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment (UN, 1988).
- The Basic Principles for the Treatment of Prisoners (UN, 1990)
- The Standard Minimum Rules for the Administration of Juvenile Justice (UN, 1985).

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

The principal International Human Rights documents clearly protect the human rights of prisoners. The International Covenant on Civil and Political rights (ICCPR) and the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or

Punishment, both prohibit torture and cruel, inhuman or degrading treatment or punishment, without exception or derogation. Article 10 of the ICCPR, in addition, mandates, and ‘All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person’. It also requires that ‘the reform and social re-adaptation of prisoners’ be an ‘essential aim’ of imprisonment.

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

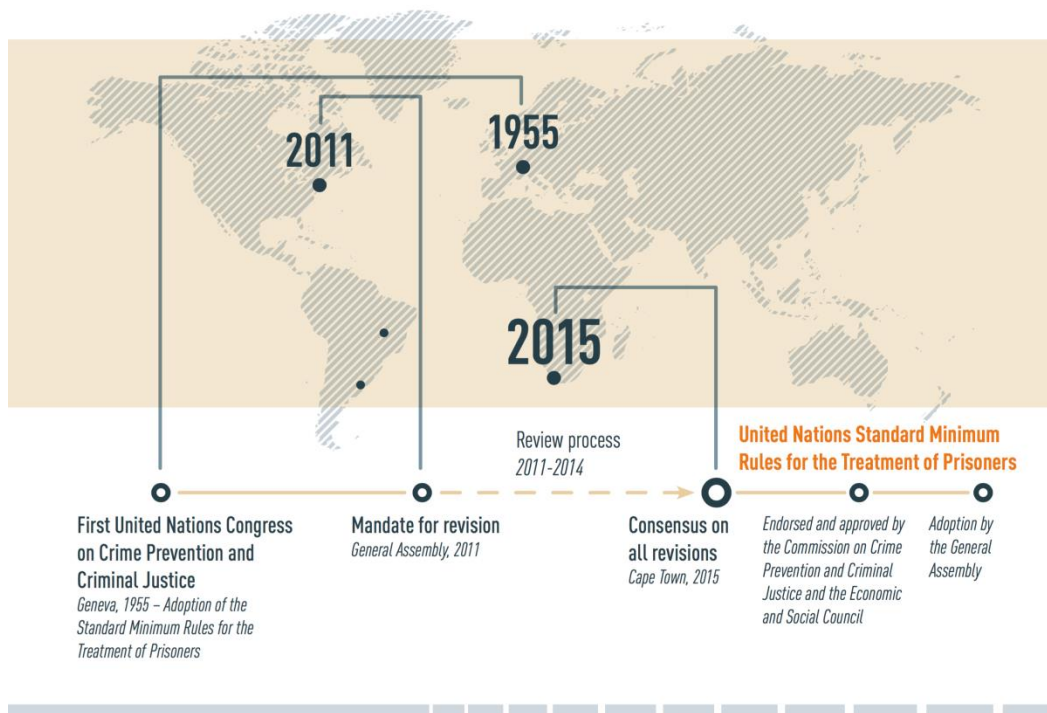
Nelson Mandela Rules

*It is said that no one truly knows a nation until one has been inside its jails.
A nation should not be judged by how it treats its highest citizens, but its
lowest ones. - Nelson Mandela*



The Nelson Mandela Rules

The United Nations Standard Minimum Rules for the Treatment of Prisoners



The Nelson Mandela Rules

The 122 Rules cover all aspects of prison management and outline the agreed minimum standards for the treatment of prisoners – whether pre-trial or convicted. The revised Rules were adopted unanimously by the UN General Assembly (UN-Doc A/Res/70/175) on 17 December 2015.

The Rules give guidance on all aspects of prison management, from admission and classification to the prohibition of torture and limits on solitary confinement. There is guidance on healthcare, recruitment and training of prison staff, as well as disciplinary sanctions.

The UN Standard Minimum Rules for the Treatment of Prisoners (SMRs) were initially adopted by UN Congress on the Prevention of Crime and the Treatment of Offenders in 1955 and approved by the UN Economic and Social Council in 1957.

On 17 December, 2015, a revised version of the Standard Minimum Rules was adopted unanimously by the 70th session of the U.N. General Assembly. This followed a four year revision process after a 2010 UN General Assembly resolution which requested revision of the SMRs ‘so that they reflect recent advances in correctional science and best practices’.

The revised Rules are known as the ‘*Nelson Mandela Rules*’ to honour the legacy of the late President of South Africa, Mr. Nelson Rolihlahla Mandela, who spent 27 years of his life in prison. Applying the Nelson Mandela Rules from admission to release The 122 Rules cover all aspects of prison management and outline the agreed minimum standards for the treatment of prisoners – whether pre-trial or convicted.

Basic principles Rules 1-5 provide the following basic principles

- Prisoners must be treated with respect for their inherent dignity and value as human beings.
- Torture or other ill-treatment is prohibited.
- Prisoners should be treated according to their needs, without discrimination.
- The purpose of prison is to protect society and reduce reoffending.
- The safety of prisoners, staff, service providers and visitors at all times is paramount

Admission to prison Allocation* [Rule 59]

The Rules require prisoners to be housed close to their home to facilitate social rehabilitation.

Registration* [Rules 7, 8]

Information that should be collected and entered into the prisoner file now includes, for example, names and location of family, and any visible injuries or complaints about prior ill-treatment.

Information* [Rules 54, 55]

When prisoners arrive, they must be given information about the prison regime, including prison rules and how to access legal advice – in a language and manner they understand.

Prisoners' property [Rules 7, 67]

The prison must place any property belonging to the prisoners (that they are not allowed to keep with them) in safe custody, alongside a signed inventory. Any property should be returned to them in good condition on their release.

Medical screening* [Rules 30, 34]

A healthcare professional must examine every prisoner as soon as possible after arrival. The Rules provide that this initial examination should not only assess healthcare needs and give treatment but also identify any psychological or other stress and any signs of ill-treatment, which should be documented and reported to the competent authority.

Classification and accommodating special needs Categorisation [Rule 11]

Certain groups of prisoners must be housed separately as a means of protection and to facilitate adequate individual treatment. This applies to men and women, pre-trial and convicted prisoners, children and adults.

Classification [Rules 89, 93, 94]

An individual assessment is important to identify any risks prisoners may pose to themselves, to staff or to other prisoners, but also any risks they might be exposed to, specific needs they have and rehabilitation measures that should be taken. Classification systems should be flexible in order to support individualisation of treatment.

Special needs* [Rules 2, 5]

Prisons must make adjustments to accommodate prisoners with physical, mental or other disabilities in order to ensure access to services and programmes on an equitable basis. Measures to address specific needs must not be considered discriminatory.

Accommodating prisoners Hygiene [Rules 15, 16, 18-21]

Every prison must have clean bathroom facilities in the interests of dignity and hygiene. Access to water, toilet items (including sanitary towels for women), adequate clothing and bedding must also be provided.

Food and water* [Rules 22, 35, 42, 43]

Prisoners must be provided with nutritious food of wholesome quality and also drinking water whenever they need it. Food and water cannot be restricted as a disciplinary sanction and must be provided without exception.

Sleeping [Rules 12-14, 42, 113]

If accommodation is cell based, only one prisoner should be housed in each cell, and where there are dormitories, careful selection procedures must be used to decide on who is housed together. Pre-trial detainees should be housed in single cells. Proper heating and ventilation, air, light and minimum floor space must be provided, without exception.

Children* [Rules 28, 29]

The decision on whether children are accommodated in prison with their parent should be based on the best interests of the child. Provision needs to be made for pre- and post-natal care, childcare facilities and healthcare services for children. Children housed in prison must never be treated as prisoners.

Physical and mental health Access to healthcare* [Rules 24-29, 31]

As the state bears responsibility for those it deprives of their liberty, healthcare must be provided in prison and offered at the same level of care as in the community. In line with good practice, prison healthcare should be organised in close cooperation with community health services, including ensuring continuity of care. The Rules elaborate on what prison healthcare services should consist of, including for any children housed in prison with their parent.

Role of healthcare staff* [Rules 25, 30-34]

The role of healthcare professionals in prison must be clearly separate from that of the prison administration. The same ethical and professional standards apply to prison healthcare staff as those outside prison. Their role in prison is to evaluate, promote and treat the physical and mental health of their patients - prisoners. This includes treatment and care for infectious diseases, substance dependencies, mental health and dental care. Healthcare staff must not be involved in prison management issues, such as disciplinary measures, and their clinical decisions must not to be overruled or ignored by non-medical prison staff. Prison healthcare staffs have a duty to report any signs of torture or other inhuman treatment.

Prisoners as patients* [Rules 26, 32]

When prisoners see a doctor they are patients just like they would be in the community. Patients must give their informed consent to any medical interventions and examinations, and their medical records are confidential. The protection of staff and other prisoners from infectious

diseases, for example, can be achieved by only disclosing the information necessary so the required measures can be taken whilst still upholding medical confidentiality.

Advice on health* [Rule 35]

The competent public health body should regularly inspect and advise the prison director on a variety of issues impacting on the health and well-being of prisoners - as well as prison staff. This includes food, hygiene of the institution and of prisoners, sanitation, temperature, lighting and ventilation, and other conditions.

Contact with the outside world

Family and friends [Rules 43, 58-60, 68, 70]

Prisoners are allowed to receive visits and to contact their family and friends through other means such as by phone or letters. Visiting restrictions must not be used as a disciplinary measure, particularly for women prisoners and their children. Prisoners have the right to inform friends or family about their imprisonment, transfer and of serious illness or injury. If a near relative or spouse/partner falls seriously ill or dies, the prisoner should be authorised to visit or attend the funeral. Conjugal visiting rights should apply without discrimination. [See also UN Bangkok Rules].



Legal representatives* [Rules 41, 53, 61, 119, 120]

Prisoners must be given adequate opportunity, time and confidential facilities to meet with their lawyer. They should have access to effective legal aid, in accordance with international standards. Prisoners are allowed to have access to and keep their legal documents, so they are able to effectively participate in legal proceedings. [See also UN Principles and Guidelines on Legal Aid in Criminal Justice Systems].

Embassies [Rule 62]

Foreign nationals must have the opportunity to get in touch with their consular representatives. This Rule recognises their specific situation which can include an inability to communicate in the common language of the prison, lack of information and knowledge of the legal system, and difficulties in contacting family members.



Inspections and investigations

Inspections* [Rules 83-85]

In recognition that inspections are an integral part of any professional and transparent prison system, the Rules require a two-fold internal monitoring by the as well as external, The purpose of such that prisons are with the laws and protection of the rights list the authority inspectors reporting and follow-up



system to be put in place that includes central prison administration independent monitoring. monitoring is to ensure managed in accordance regulations, and for the of prisoners. The Rules should have and clarify the procedures.

Investigations* [Rules 57, 71]

Prisons must report any death in custody, disappearance, serious injury and if they have reasonable grounds to believe that torture or inhuman treatment may have occurred, irrespective of a formal complaint. Reporting should be to an independent authority that is mandated to conduct an investigation. Prison management and staff must fully cooperate with such investigations and ensure that all evidence is preserved. Implicated persons must not have any involvement in the investigation.

Transfer and transport [Rules 26(2), 73]

Prisoners should be transported in adequate conditions, and should be exposed to public view as little as possible. If a prisoner is moved to another prison, their medical files should also be transferred. These Rules provides useful internationally accepted guidelines for implementation of prison administration in countries. They are supplemented by the UN Bangkok Rules on women prisoners.

BANGKOK RULES FOR WOMEN PRISONERS



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

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

Content of these Rules:-

- Institutional personnel & training
- Admission, registration & individualization
- Healthcare provisions
- Discipline, punishment & searches
- Information, complaints & contact to the outside world
- Special groups (pregnant/ breastfeeding/ with children, girls, foreign nationals, minorities)
- Reintegration
- Non-custodial measures
- Research, planning and evaluation

Non-discrimination (Rule 1):

Providing for special needs of female prisoners does not constitute discrimination.

Some important rules for women prisoners include -

Women should be sent to prisons closer to their homes as far as it is possible, to help their social rehabilitation.

The accommodation of women prisoners shall have facilities and materials required to meet women's specific hygiene needs. Their health screening should be comprehensive and include primary health care, mental health care needs, and identification of sexual abuse prior to admission.

Rule 6: to determine/ risk assessment

- Primary health-care needs
- Sexually transmitted or blood-borne diseases;
- Testing for HIV may also be offered (! consent!)
- Mental health-care needs
- Reproductive health history
- Signs of torture or ill-treatment
- Existence of drug dependency
- Sexual abuse and other forms of violence suffered prior to admission

Training of staff (Rules 29 - 35):

- Gender-specific needs & human rights of women prisoners (R 29, 33)
- Main issues relating to women's & children's health (R 33)
- Capacity - building on HIV/AIDS (prevention, treatment, care, support - R 34)
- On gender sensitivity and prohibition of discrimination and sexual harassment (R 32)
- Detection of mental health-care needs, risk of self-harm and suicide (R 35)

Contacts with family and the community

Prisons isolate offenders from their families, partners and friends. Further, prisoners are often transferred to prisons according to their security risk, and this may involve moving them far from their homes and family. Female prisoners, because they are fewer in number than male prisoners, are more likely to be placed in facilities that are even further from their homes.

LEGAL FRAMEWORK OF PRISON ADMINISTRATION IN INDIA

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

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

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

SPECIAL LAWS RELATING TO PRISON ADMINISTRATION

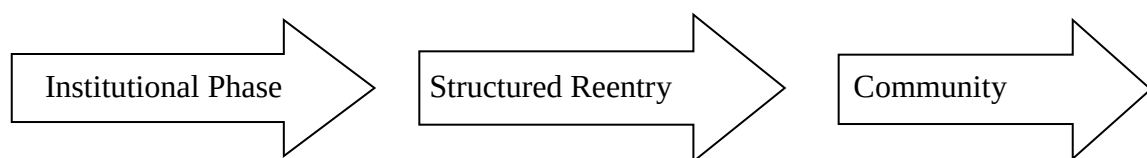
The following special legislations relating to prison administration are relevant in the context of day to day functioning.

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

PRISON BASED REHABILITATION FRAMEWORK

Risk-Needs Responsivity (RNR) is a framework to identify the risk factors associated with recidivism. These risk factors are not necessarily causal but relate to issues (or “criminogenic needs”) that must be addressed by treatment in order to prevent recidivism, including various cognitive-behavioural intervention techniques.

Re-entry and reintegration of prisoners



Phases of Reintegration

- Institutional Phase— Preparing for release through-Education and Vocational training
- Structured Reentry- Strength based, and Skill building Participative Management
- Community Phase-Open Prisons, Work Programmes outside prison
- All are interlinked.

Classification of Prison inmates

According to Model Prison Manual, Rule no.15.02. The starting point of all welfare programmes shall be the initial classification of the prisoner and the study of individual inmates. The welfare programme should include periodical review of progress and re-classification of prisoners, review of sentence and pre-mature release, planning for release, pre-release preparation and after-care.

Positive influence of institutional personnel plays an important role in this process. Community participation is an important feature of welfare programmes.

Classification of under-trial prisoners

22.01. The classification of undertrial prisoners should be done only on the basis of security, discipline and institutional programme. No classification on the basis of social status should be attempted. The entitlement of diet, clothing, bedding and interview will be the same as applicable to other categories of prison.

Undertrial prisoners should be classified as under:

Category ‘I’: Prisoners involved in terrorist and extremists activities (special security prisoners (limited and with the permission and higher authority)

Category ‘II’: Dangerous prisoners involved in murders, dacoity, robbery, rape cases, habitual offenders, previous escapes and drug peddlers.

Note:

(i) Mentally sick prisoners, young offenders and women under protective custody will not be lodged with undertrial prisoners although classified as under trial.

(ii) Courts will send intimation to prison authorities about under trial prisoners who have turned approvers or have made confessions.

(iii) An accused person detained under section 122 (2) of the Criminal Procedure Code, must be treated as an undertrial prisoner until his case has been decided by the Sessions Court or High Court.

Facilities

22.10. The following facilities should be extended to all undertrial prisoners:-

(a) Legal defence,

(b) Interviews with lawyers or family members (for legal purposes) ,

- (c) Signing Vakalatnama,
- (d) Delegation of power of attorney,
- (e) Execution of will,
- (f) Essential religious necessities as per rules,
- (g) Applications to courts for legal aid at Government cost as per provisions of law.
- (h) Other applications to courts,
- (i) Application to Legal Aid Societies for free legal aid,

22.11. Such facilities as are sanctioned by the State Government should be extended to undertrial prisoners.

Food Facilities for Undertrial Prisoners:-

22.12. Food from outside may be allowed subject following conditions:-

(a) A written undertaking shall be given by the undertrial prisoner and the supplier of food that they are entirely responsible for the wholesomeness of such food and that prison administration will not be responsible for any mishap that may happen.

- ❖ Food for only one day's requirement of the undertrial prisoner shall be allowed at one time.
- ❖ Food articles will be tasted by the person who delivers the food.
- ❖ The food will be delivered at hours prescribed by the prison authorities.
- ❖ Food shall be eaten in the prescribed area and during prescribed hours only. During emergencies or epidemics or for reasons of health of the undertrial prisoner, outside food may be disallowed.
- ❖ The Superintendent has the authority to disallow or discontinue this concession at any time.

(b) Prisoners allowed to receive outside food, shall not be given prison food.

(c) Undertrial prisoners should not be allowed to cook their food separately in the institution;

CONSTITUTIONAL PROVISIONS ON HUMAN RIGHTS

Constitutional provisions

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

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

Human Rights Provisions in the Constitution of India

* Preamble* Fundamental Rights * Directive Principles of State Policy * Fundamental Duties

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

	law.
Article 22(4) to 7	Provision of special safeguards to detenues.
Article 32	Right to seek remedies through writs on fundamental rights being affected.

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

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

THE ESSENTIALS ABOUT PRISONS AND HEALTH

(An abstract from **Prisons and Health** by WHO)

Key points

The state has a special duty of care for those in places of detention which should cover safety, basic needs and recognition of human rights, including the right to health.

A primary health care service in prisons must be provided with staff, resources and facilities of at least the same standard as those available in the community. This principle of equivalence is an important measure of the adequacy of health care provision in places of detention.

All health staff should have complete professional independence and should preferably be employed by a health authority. Their right to practise their profession within their professional codes of conduct and ethical rules should be clearly understood and accepted.

It is important that all staff working in prisons accept that to the health team, prisoners are patients and must be treated as such. The duty of care placed on professional staff is the same whether the patient is at liberty or in prison.

The prisoner as patient has the right to confidentiality and to treatment and care that is subject to informed consent.

The importance of initial health screening and evaluation must be recognized and the best possible service should be provided. All staff involved should be aware of the benefits of diversion to other institutions for those prisoners who need to be in special facilities.

Continuity of care is a crucial element of a sustainable prison health service. Prison health staff should make arrangements for continuous access to care on transfer or on release, which should be facilitated by prison management.

Prison services have a responsibility to ensure that prisoners are not exposed to hazards likely to injure their health.

Health in prisons is too important to be left solely to the health team. All staff working in prisons should have further training in health issues so that they have a better understanding of what the health team is doing and can support those efforts through their duties concerning the prison environment and regimes.

Health resilience is an important aim of prison health care and an important contribution towards successful resettlement after discharge and to the reduction of health inequalities.

A prison health service should be seen as helping to build a healthier society. An element of this is to support, where possible, the work of the prison staff in encouraging changes in attitude and behaviour with the objective of a crime-free society.

Prison health services should not be isolated but should be integrated into regional and national health systems.

Essential components of a prison health service

Each of these aspects features strongly throughout this guide, as they underpin the objectives of a prison health service and support the motivation of the staff. This overview aims to give a brief outline of prison health services and their main features.

The prison service is the least known and understood of all the public services despite its importance for society. Where health is concerned, a lack of prison health care can threaten public health and add to the health burden on communities. By helping to build healthy communities, a prison health service can help to avoid an increase in the general burden of disease. Good prison health care will also contribute to a reduction in reoffending after release.

The essential points can be summarized under four headings:

- 1) Medical care
- 2) Health protection
- 3) Health promotion
- 4) Health resilience.

Standards in Prison Health Care:

People who are in prison have the same right to health care as everyone else.

- Prison administrations have a responsibility to ensure that prisoners receive proper health care and that prison conditions promote the well-being of both prisoners and prison staff.
- Health care staff must deal with prisoners primarily as patients and not prisoners.
- Health care staff must have the same professional independence as their professional colleagues working in the community.
- Health policy in prisons should be integrated into national health policy, and the administration of public health should be closely linked to the health services administered in prisons.
- This applies to all health matters but is particularly important for communicable diseases.
- The European Prison Rules of the Council of Europe provide important standards for prison health care.

Alcoholism and Drug Abuse

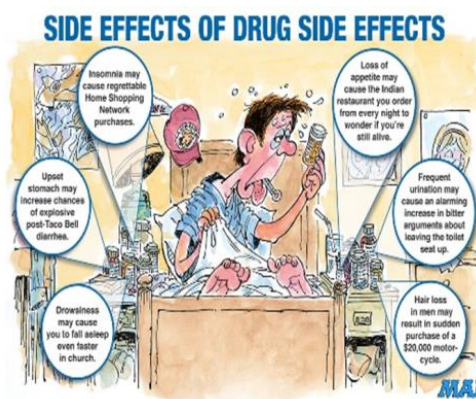


Drug abuse or substance abuse refers to the use of certain chemicals for the purpose of creating pleasurable effects on the brain. There are over 190 million drug users around the world and the problem has been increasing at alarming rates, especially among young adults under the age of 30. Apart from the long term damage to the body drug abuse causes, drug addicts who use needles are also at risk of contracting HIV and hepatitis B and C infections. Drugs of abuse are usually psychoactive drugs that are used by people for various different reasons which may include:

- Curiosity and peer pressure, especially among school children and young adults
- The use of prescription drugs that were originally intended to target pain relief may have turned into recreational use and become addictive
- Chemicals may be used as part of religious practices or rituals
- Recreational purposes
- As a means of obtaining creative inspiration

Drugs of abuse fall into three groups and these include:

1. **Depressants:** These cause depression of the brain's faculties and examples include sleeping pills (barbiturates) and heroin.
2. **Stimulants:** These cause stimulation of the brain, giving rise to alertness and increased bursts of activity. A rapid heart rate, dilated pupils, raised blood pressure, nausea or vomiting and behavioural changes such as agitation, and impaired judgement may also result. In severe cases, there may be delusional psychosis which can occur with the use of cocaine and amphetamines.
3. **Hallucinogens:** These cause hallucinations and an "out of this world" feeling of dissociation from oneself. Hallucinogens may cause distorted sensory perception, delusion, paranoia and even depression. An example includes ecstasy, mescaline and LSD.



Examples of drugs are:

- Alcohol
- Tobacco
- Cocaine from coca
- Opium and opioids from poppy plants
- Hashish or marijuana from cannabis
- Synthetic drugs such as heroin, ecstasy and LSD

Alcohol addiction can make it hard to hold down a job, keep up with daily life and household tasks, and interfere with personal relationships and family life. Excessive alcohol abuse and addiction can also be hazardous on a person's physical health, potentially contributing to the following diseases and conditions:

1. Liver damage and/or disease, including cirrhosis
2. Heart problems and heart attack or disease
3. Several types of cancer
4. Blood pressure irregularities that can lead to stroke
5. Stomach and gastrointestinal problems, including ulcers
6. Onset of pancreatitis
7. Nerve damage
8. Possible respiratory infections
9. Appetite problems and obesity
10. Malnutrition, including thiamine (vitamin B1) depletion
11. Brain damage and possible onset of Wernicke-Korsakoff syndrome
12. Mental health concerns like depression, anxiety disorders, and suicidal behaviours
13. Raised risk for diabetes
14. Lowered immune system function and increased vulnerability for infections

Signs and Symptoms

1. Neglecting personal/family responsibilities.
2. Declining academic or professional performance.
3. Depression.
4. Conflicts with loved ones.
5. Preoccupation with drinking and cravings.
6. Inability to control drinking.
7. Failing in attempts to stop drinking.
8. Needing increasing amounts of alcohol to feel its effects.
9. Getting drunk when it could be hazardous, such as before driving.
10. Going through withdrawal when not drinking.

FIRST AID and CPR

From cuts and burns to fractures and nosebleeds, many accidents take place every day. **Understanding First-Aid procedures** will not only better equip you in the case of an unexpected emergency but could perhaps mean the difference between life and death. In this course, we will examine basic First-Aid procedures. At the end of the course, you'll be tested on your knowledge and have the peace of mind of knowing you may be able to help someone in need.

Good Samaritan Law

The Good Samaritan Law protects all who assist those who are injured, ill, or in peril. As long as someone is voluntarily taking action without expectation of reimbursement or compensation while performing such aid, on-site, they will have legal protection.

Fear of providing care

There are a number of factors to weigh up when considering providing care. COVID-19 is an important concern, but the risk of contracting diseases can be reduced by wearing personal protective devices like masks, gloves, and gowns that limit exposure.

If you feel fear of providing care due to possible legal issues, know that rescuers who provide care without a legal duty and act in good faith are protected by Good Samaritan laws.

If the situation is actively unsafe, do not attempt care. If you or the victims are at risk, it is best to call 108 and wait for support to arrive.

In some cases, you may be unable to save a victim. Rescuers should still attempt to provide the best care they are able to. A victim's chances of survival can be improved by even basic efforts at life support. In accidents, victims who are clinically dead may still be helped and given care. Rescue efforts will not worsen their condition.

Following a traumatic situation in which you provided care, you may experience overwhelming emotions. If you continue to feel symptoms like depression, be sure to seek help from a professional source.

Items you'll need in a medical kit:

1. Gauze pads (at least 4 x 4 inches).
2. Two large gauze pads (at least 8 x 10 inches).
3. Box of adhesive bandages (Band-Aids).

4. One package of gauze roller bandage at least 2 inches wide.
5. Two triangular bandages.
6. Wound cleaning agent (such as sealed moistened towelettes).
7. Scissors.
8. At least one blanket.
9. Tweezers.
10. Adhesive tape.
11. Latex gloves.
12. Resuscitation equipment (such as resuscitation bag, airway, or pocket mask).
13. Two elastic wraps.
14. Splints.
15. Directions for requesting emergency assistance.

Remember the Goal: Recognize when help is needed and how to get it. Call 108 for Emergency care. The faster you seek advanced care for the patient, the higher the survival rates. If you are alone and in harm's way, provide basic care before leaving (if possible).

Open Chest Wounds

Open chest wounds may be left open. Dress the wound (with a sterile pad, wrap, etc.) and apply direct pressure to stop the bleeding. Extreme care is required so the dressing doesn't become saturated with blood. Dress the wound appropriately and modify the procedure as needed.

The patient should be observed for signs of pneumothorax (air in the chest cavity). It's a potentially life-threatening condition that sometimes develops with open chest wounds. If possible, check for signs of another open wound that may also be allowing air into the chest cavity if the injury involved an object that may have entered and exited the victim's body.

Dressing Open Chest Wounds

Activate the Emergency Response System first. Check to see if there is more than one open wound that will need to be properly dressed. The dressing should only be applied if there is rapid blood loss. Remove clothing covering the chest, but leave stuck clothing. Cut the dressing and make sure it's larger than the wound. Seal the wound to prevent the loss of blood and apply pressure if needed. Never remove objects from the wound.

Punctured Wounds

Wounds involving puncture of the skin can be severe. Care should be taken to prevent the puncture wound from becoming infected. If the wound has excessive bleeding, call 108 for specific assistance with how to proceed. Should the patient fall unconscious or be non-responsive without a pulse, call 109 and perform CPR.

Treatment:

1. Stop the bleeding.
2. Apply thorough pressure (seek EMS attention if bleeding is excessive).
3. Clean the wound thoroughly with water and soap (stay clear of the injury itself).
4. Apply an ointment (such as Neosporin).
5. Provide a pain reliever (e.g., Advil, Tylenol).
6. Wrap the wound to prevent infection.
7. Seek medical attention at the nearest hospital or urgent care facility if the injury worsens.
8. Have the patient get tetanus or tetanus booster shot.

Amputations

Amputations involve the accidental loss of one or more limbs. Due to the risk of severe blood loss, amputations should be treated promptly. Remain calm and describe the nature of the amputation to the emergency response operator when calling for assistance.

Treatment:

1. Always practise universal precautions.
2. Call 108 immediately.
3. If the patient is not breathing, perform CPR.
4. Apply direct pressure. Raise the injured area. Use a tourniquet or tight bandage, if needed.
5. If possible, clean the amputated part and make sure to keep it with the patient.
6. Wrap the amputated part in a cloth and put it in a plastic sealed bag inside of a container of ice water.
7. If the amputated part is below the heart, raise the legs 12 inches above the heart.
8. Watch for any signs of shock.

Cuts and Scrapes

Cuts and scrapes can be minor or severe, depending on the specific trauma to the skin. Typically, the biggest concern with wounds of this nature is the bleeding.

Treatment:

1. Stop the bleeding.
2. Apply thorough pressure (seek EMS attention if bleeding is excessive or the cut is deeper than 1/4 inch).
3. Thoroughly clean the cut/scrape with water and soap (stay clear of the injury itself).
4. Apply an ointment such as Neosporin.
5. Provide a pain reliever.
6. Wrap the injury to prevent infection.
7. Seek medical attention at the nearest hospital or urgent care center if the injury worsens.
8. Have the patient get tetanus or tetanus booster shot.

Cardiopulmonary Arrest

Cardiopulmonary Arrest (cardiac arrest, heart attack) occurs when there are ineffective contractions of the heart that cause a cessation (stoppage) of blood circulation throughout the body. The end of circulated blood will eventually lead to a patient falling unconscious due to a lack of oxygen to the brain if no action is taken. Brain damage is also possible if circulation is not resumed. An immediate response is crucial in saving the life of a cardiac arrest patient. It's critical to perform CPR immediately.

Heart Attack

Specifically, a Heart Attack is when the heart is not receiving oxygenated blood. When a patient is not receiving oxygenated blood, vital organs throughout the body can no longer function. The patient may experience pain in the center of the chest, sweating, nausea, dizziness, and faintness. Pain may be felt throughout the body in areas such as neck, shoulders, jaw, teeth, and arms.

Treatment: Call 108 immediately or rush the patient to the nearest hospital if symptoms of a heart attack are appearing. Have the patient chew aspirin (unless allergic or told otherwise by the 108 operator). If the patient is unconscious or unresponsive, perform CPR.

Chest Pain

May, or may not be a life-threatening heart problem. Chest pain may feel like a sharp, stabbing pain or a dull ache.

Treatment: For patients with chest pain, the provider may encourage the patient to chew one adult or 2 low-dosage aspirins (if signs suggest the patient is having a myocardial infarction, or heart attack, and if the patient doesn't have allergies to aspirin). If the provider is unsure or uncomfortable with giving the victim aspirin, wait for guidance from 108 personnel.

Respiratory Arrest

Respiratory arrest is the cessation (stoppage) of oxygen throughout the body. Failure of the lungs to deliver oxygen can result in death if no action is taken. A lack of oxygen to the brain will cause a loss of consciousness and death. Immediate treatment is essential for the chances of survival.

Treatment: Artificial ventilation treatment is the standard emergency action required for saving respiratory arrest patients. Call 108 immediately and perform CPR.

A **Fracture** can be very severe. It's important to understand Fractures and understand what to do according to the severity of the injury. If there are any signs of a concussion, broken bones in the neck, head or back, deformed joints, no pulse, heavy bleeding, any abnormalities of the broken bone such as a piercing of the skin, irregularly fixed, call 108 immediately and perform CPR, if required.

Treatment: Make sure to stop the bleeding by applying pressure to the Fracture and wrapping it if necessary. Apply a splint to the fractured area. If the patient is not moving, do not try and move the patient yourself. If needed, apply a cold cloth or ice to the fracture.

Remember: if the patient appears to be light-headed or on the verge of fainting lift the legs slightly higher than the victim's heart to raise the blood pressure.

Dental Avulsion — For lack of skill and required training to re-implant an avulsed tooth it may be beneficial to store the tooth in solution. Storing the tooth in solution prolongs the viability of dental cells. Such solution, which has shown efficacy: Hank's Balanced Salt Solution. Cell viability: 30-120 minutes.

Bruises are broken blood vessels that leak under the skin—dark spots caused by a blow, fall, etc.

Treatment: Make sure to elevate the injured area which will alleviate the pain. Also, apply an ice pack or cold cloth. If needed, have the patient take a pain reliever such as Tylenol to reduce the pain and swelling. If the Bruise appeared on the head or if the bruise lasts longer than two weeks consider taking the patient to the hospital.

Sprains & Strains differ in where the injury takes place on the body. Sprains occur in any ligaments, such as ankles, wrists, etc. Strains result from a torn muscle or tendon. Strains can arise in the back (hamstring) or thigh, etc.

Treatment: Rest the Sprained/Strained area in a sling, crutch or flint. Make sure to place ice over the area to prevent swelling and limit the application to 20 minutes unless the patient is

irritated - limit 10 minutes. Make sure to apply a bandage to the joint or limb or use a brace, if possible. Make sure to raise the patient's Sprained/Strained part 12 inches above the heart.

BURNS

Burns vary on the degree of which layer the burn reaches. Remember, there are **three standard categories**— 1st-degree, 2nd-degree, and 3rd-degree.

1st-degree Burns have persistent pain, are red, and usually are accompanied by swelling.

Treatment:

1. Keep the burn cool (wrap the burn with a cold cloth or soak the wound in a bath).
2. Apply ointment such as Aloe Vera.
3. Wrap the wound with gauze (keep from infection). Replace, once a day.
4. Administer a pain reliever such as Advil.

2nd-degree Burns refer to the burn breaching the 1st layer of skin and reaching the 2nd. Usually, there will be blisters accompanied by severe pain and swelling.

Treatment: if the burn is larger than 3 inches, seek medical attention at your nearest hospital. If the burn is smaller than 3 inches, treat it as you would a 1st-degree burn.

3rd-degree Burns are the worst of all. These burns will be charred and can be deeper than the 3rd layer of the skin. Medical attention is much needed, and you should call 911 immediately. 3rd-degree burn patients usually won't feel much pain due to the charring of nerve-endings.

Treatment:

1. Call 108 or rush the patient to the nearest hospital.
2. Perform CPR, if needed.
3. Do not remove the patient's clothing.
4. Raise the burn injury above the patient's heart (increase blood pressure).
5. Cover the injuries in a cold, moist cloth (material).

Remember; never add anything frozen to cool of a burn. Placing ice on the injury can cause tissue ischemia. Cool burns with clean cold water for at least 10 minutes. If water is not available than a clean, cool compress can be used as a substitute.

If needed (when evaluated by the provider), activate EMS immediately if:

1. Blistering or broken skin.
2. Difficulty breathing.
3. Face, neck, hands, or genitals.
4. A larger surface area, such as trunk or extremities.
5. Or, other causes of concern.

Electroshock can cause no harm, mild harm or severe harm.

Treatment:

1. Call 108 if the patient underwent any serious injuries.
2. Perform CPR, if needed.
3. Turn off the power source.
4. Make sure the patient is free of all electrical currents before touching the patient.
5. Move patient away from the power supply (use non-conductive materials if possible).
6. If needed, raise the patient's legs above his/her heart to increase blood pressure.

Many **Bites & Stings** have mild reactions; however, some bites and stings can have serious consequences, if untreated. Most stings aren't fatal, but few insects do carry life-threatening viruses and diseases, such as West Nile Virus, Zika Virus or Lyme Disease. If severe reactions (anaphylaxis) are present, these are some symptoms you should look for: lowered blood pressure, abdominal pain, difficulty breathing, swelling, redness, vomiting, and nausea.

Mild reactions: Use universal precautions, remove the stinger, apply a cold pack, give the patient a pain reliever, and use ointment, such as Benadryl, or any antihistamine, if necessary. Mild allergic reactions are diarrhoea, swelling, cramps, nausea, and vomiting.

Severe reactions: Difficulty breathing, swelling (lips, throat, etc.), nausea, vomiting, hives, rapid heartbeat, and faintness and dizziness.

Treatment: Administer an auto-injection into the patient (in the butt or thigh and massage injection for faster response). Perform CPR, if needed. Have the patient lay on his/her side to prevent choking, if necessary.

If a **Poisoning** is suspected, make sure to call the **National Poison Information Center, AIIMS** at 1-800-116-117. Signs of Poisoning: vomiting, difficulty breathing, sleepiness, confusion, burns (redness) around the mouth, chemical odours out from the mouth, and burns on clothing or skin. For poison-ingestion do not administer anything by mouth unless advised to do so by the EMS personnel.

Treatment: Make sure to take the patient outside for fresh air. Have the patient flush out his/her mouth. Make sure to read the label of the chemicals that were induced and read the instructions for poisoning. Flush the patient's eyes and have the skin cleansed. If the patient is not breathing, perform CPR. Make sure to provide EMS personnel with the label if the patient needs medical attention.

A **Drug Overdose** is a dose larger than the recommended assumption. Many reactions can occur, such as sleepiness or unconsciousness, excitement with a rapid heartbeat, hallucinations, impaired judgment, and decision-making skills. Symptoms: death, unconsciousness, convulsions, delusional behaviour, abnormal pupil size, difficulty breathing, nausea, non-reactive pupils, vomiting, sweating, numbness, and violently aggressive behaviour.

Treatment: Check universal precautions. Check if there's a pulse, if not, perform CPR. Keep the patient calm and reassured of his/her safety. Check for any shock symptoms. For seizures and convulsions apply first-aid. Monitor vital signs. Make sure to document any and all drugs

taken and keep the container and label. Naloxone should be used by lay persons in suspected opioid-related respiratory or circulatory arrest who have a definite pulse but no normal breathing or only gasping. Naloxone is a drug that reverses the effects of opiates such as fentanyl, oxycodone, heroin, and codeine.

1. For suspected opioid poisoning

- Check responsiveness
- Shout for nearby help
- Activate the emergency response system
- Get naloxone and an AED if possible

2. Is the patient breathing normally?

If yes, prevent deterioration:

- Tap and shout
- Reposition
- Consider naxolone
- Continue to assess responsiveness and breathing until EMS arrives

If no, start CPR:

- Give naxolone
- Use an AED
- Resume CPR until EMS arrives

Alcohol Intoxication is the rapid consumption of large amounts of alcohol in a short period. It's also known as alcohol poisoning and can affect your gag reflex, body temperature, breathing, and heart rate. It can also occur when a child or adult intentionally or accidentally consumes household products that contain alcohol. Symptoms include vomiting, hypothermia (low body temperature), unconsciousness (passing out), seizures, and blue-tinged or pale skin.

Treatment: If you suspect alcohol intoxication, call 911 immediately. Then, move the person away from alcohol. If they're conscious, encourage them to lie on their side as you await medical attention. If the person is unconscious, gently turn them to their side to prevent them from choking on their vomit.

Carbon Monoxide Poisoning occurs when you breathe in carbon monoxide (CO) at excessive levels, causing it to build up in your bloodstream. CO is a gas produced by burning wood, propane, or gasoline, and it can easily accumulate at dangerous levels in enclosed

spaces. Carbon Monoxide Poisoning often results in severe tissue damage and even death. Symptoms include weakness, confusion, dizziness, loss of consciousness, shortness of breath, dull headache, vomiting or nausea, and blurred vision.

Treatment: If you suspect Carbon Monoxide Poisoning, call 108 or your local emergency services immediately. As you await medical care, get fresh air by leaving the area with CO. If you can, it's wise to turn off the CO source.

Perform CPR if the person loses consciousness or stops breathing.

A **Haemorrhage** is a loss of blood. There are **four classes** of Haemorrhages.

1. Loss of 15% blood volume. No change in vital signs.
2. Loss of 15-30% blood volume. Blood transfusion is not usually necessary, but may need Saline solution (salt water). Rapid heartbeat.
3. Loss of 30-40% blood volume. Blood transfusions are necessary. Drop in blood pressure with rapid heartbeat.
4. Loss of 40% blood volume. Resuscitation is necessary for death prevention.

Treatment: Check for universal precautions. Perform CPR, if necessary. Wrap haemorrhage, if possible. Call 108 or bring the patient to the nearest hospital.

Nosebleeds are very common. Whether it's a hot day or a minor fall nosebleeds are not a serious medical problem.

Treatment: If the nosebleed results from a more serious injury such as a broken nose or a head injury, make sure to call 911. If the patient falls unconscious or is non-responsive without a pulse, perform CPR. If the nosebleed occurs to be a serious injury make sure to apply pressure for roughly ten minutes—make sure to have the patient breathe through his/her mouth. After applying pressure, make sure to clear the patient's nose cavity. If the patient is congested, thoroughly wash the cavity or use a decongestant after the patient has tried blowing his/her nose.

If the patient undergoes many nosebleeds, it can be a more serious injury than it appears so have the patient call his/her doctor to set-up and appointment.

Hypoglycemia is a syndrome which results from low blood sugar.

Symptoms: Anxiety, fatigue, heart palpitations, hunger, irritability, pale skin, shakiness, sweating, and tingling sensation around the mouth (may vary from person-to-person).

As it worsens - symptoms worsen, abnormal behaviour, blurred vision, confusion state of mind, seizures, unable to perform routine tasks and unconsciousness.

Treatment: For symptomatic hypoglycemia provide a rapid clinical relief with oral glucose tablets. If glucose tablets aren't available, provide other foods and liquids containing sugars such as fructose, sucrose, and oligonucleotides. Such foods can effectively reverse mild symptomatic hypoglycemia.

CHOKING

Choking is caused when an object is blocking the throat or windpipe. Adults often choke by large pieces of food, however, children often swallow small toys or other objects.

Remember, the universal sign for choking is mimicking choking yourself. Make sure to ask the patient if he/she is choking because, many times, the person is merely coughing. If the patient is unconscious make sure to call 108.

Infants 12 months or younger: rest the patient on your forearm (face-down), while also resting your forearm, on your thigh. Perform 5 thrusts with the heel of your hand upon the infant's back. If the patient is still choking turn the infant over, face-up, and with 2 fingers upon the breastplate perform 5 chest compressions. Repeat the process until the object is lodged.

Children and Adults: when performing the Heimlich manoeuvre make sure to stand behind the person. Lean the person slightly forward and wrap your arms around his/her waist. Next, press hard with a closed fist into the abdomen then grab your fist with your other hand. Perform 5 quick thrusts. If the object still hasn't cleared the patient's throat/windpipe, repeat the cycle.

Unconscious Person: when performing the Heimlich manoeuvre on an unconscious person lay the patient on his/her back. Make sure to clear the patient's airway, if needed, finger swipe the patient's mouth to pick out any foreign objects. If you can't see or can't take the object out of the patient's mouth, make sure to perform CPR. Chest compressions will most likely clear the patient's airway.

If you're still unable to clear the patient's airway and/or if the patient still is not showing signs of life, make sure to call 108 and continue performing chest compressions.

Frostbite is an injury that occurs when the skin is exposed to freezing temperatures, causing redness, numbness, and paleness. Symptoms include cold skin, white, red, or greyish-yellow skin, clumsiness as a result of muscle and joint stiffness, numbness, hard-looking skin, and blistering after rewarming, usually in severe cases.

Treatment: you can treat mild frostbite by following these steps:

1. Get out of the cold
2. Protect your skin from further damage – If the affected area has thawed, wrap it to prevent refreezing. However, if you suspect they may freeze again, avoid thawing.
3. Gently rewarm the affected areas by soaking them in warm water (105-110 F) for about 20 minutes.
4. Drink warm liquids such as coffee or tea.

Hypothermia is when the body temperature is below 95 F. Hypothermia occurs when the body loses heat faster than the body can produce energy. Hypothermia often occurs when the body is immersed in cold water. If the patient is left untreated the nervous system will not be able to work properly which will result in organ damage and possibly death.

Treatment: Make sure to remove the patient's wet clothing and replace it with something warm and dry. Make sure to perform rescue breaths if the patient is unconscious. If rescue breaths aren't accessible make sure to perform chest compressions. If possible, give the patient a warm beverage and a warm, dry compress (hot water in a bag to hold or cover the patient with). **Do NOT** apply direct heat.

Exertional Dehydration — usually dehydration occurs with vigorous exercise in hot and humid environments. Dehydration occurs when you lose fluids more than you take in. If loss fluids aren't replaced dehydration will occur.

Treatment: Have patient orally re-hydrate with carbohydrate-electrolyte (CE) drinks. Ingestion of fluids: 5-8% will facilitate hydration. Other drinks: coconut water and 2% milk. Alternatively, if drinks aren't available then potable water may be used.

Severe Dehydration Treatment: If the patient is severely dehydrated or is in a life-threatening situation activate the EMS. EMS will be able to provide an Intravenous hydration that consists of essential nutrients.

Heat Exhaustion is a heat-related illness that can occur through exposure to high temperatures, especially when combined with strenuous physical activity and high humidity. However, it's not as severe as a heatstroke or heat cramp. Symptoms include heavy sweating, faintness, muscle cramps, dizziness, nausea, headache, weakness, and rapid pulse.

Treatment: First, move the person out of the heat and into an air-conditioned or shady area, then lay them down. Ensure their legs and feet are elevated slightly. Second, remove any heavy or tight clothing and give the person cool water or any non-alcoholic drink.

Lastly, cool them by fanning or spraying cool water.

Heatstroke is a form of heat injury caused by prolonged exposure to high temperatures or physical exertion. It usually occurs during summer. Symptoms include High body temperature – usually 104 F or higher, nausea and vomiting, headache, confusion, slurred speech, agitation, or irritability, rapid and shallow breathing, flushed skin, and racing heart rate.

Treatment: If you suspect heatstroke, first move the individual out of the heat and remove any heavy or excess clothing. Second, cool them by spraying cold water, placing them in a cool tub of water, or fanning.

Then, give the person a cool drink to rehydrate. Ensure it's not alcoholic or caffeinated and avoid cold drinks to prevent stomach cramps. Lastly, perform CPR if they show no signs of breathing.

Asthma is a long-term disease of the lungs that causes your airways to narrow and swell, making breathing difficult and trigger coughing. Asthma also results in shortness of breath and wheezing (whistling sounds) when you breathe out. Symptoms include chest tightness and pain, trouble sleeping as a result of wheezing, coughing, or shortness of breath, wheezing

when exhaling, and wheezing or coughing that gets worse during a respiratory virus such as the flu.

Treatment: First, help the person sit in a comfortable position and loosen any tight clothing. Then, help them take their asthma medication (inhaler). If they don't have any medication, call 108 immediately.

There are several kinds of **Eye Injuries**, such as a Black Eye, a Foreign Object caught in the eye and a Chemical Splash in the eye.

Black Eye: is caused by broken blood vessels (or, bleeding beneath the skin) around the eye. Hyphema is when there is bleeding inside the eye (blood in the front chamber of the eye or the cornea).

Treatment: make sure to apply a cold pack or ice pack to reduce the swelling of the patient's injured eye. If blood is visible, in the eye, seek medical attention at the nearest hospital. If the patient has any vision problems or any blood leakage from the eye, seek medical attention immediately.

Foreign Objects: in the eye can be very severe, and proper aid is necessary.

Treatment: make sure your hands are clean. Make sure to pull the lower lid down while having the patient look up and vice versa in the opposite direction. Clean the patient's eye with saline solution or water. Make sure to call 108 or take the patient to the nearest hospital if you're unable to remove the object if it's embedded, if there are any abnormalities, or if there's persistent pain.

Chemical Splash: can cause extreme pain, mild pain, and no pain.

Treatment: make sure to have the patient run his/her eyes under lukewarm water for at least 20 minutes. Remove contact lenses, if needed. Call 108 or bring the patient to the nearest hospital if experiencing persistent pain. Make sure to have the patient take the bottle or the label with the name of the chemical to the hospital (for medical determinations).

Concussions are severe. Make sure to call 108 if the patient has:

1. Vomited more than once
2. Unequal pupils
3. Having/had a seizure
4. Unable to balance
5. Slurred speech
6. Neck and/or spinal pain
7. Very drowsy
8. Has Weakness on one side of the body

Evaluate the patient who suffered a head injury by checking for concussion symptoms and change in consciousness. This test should occur as soon as possible.

Treatment: make sure to have the patient stop the activity. Allow the patient to rest. To prevent swelling and worsening of injury apply ice wrapped in a washcloth. Treat pain with over-the-counter acetaminophen (Tylenol), aspirin or ibuprofen (Advil, Motrin). Note: it may make bruising worse. Monitor Symptoms and if any symptom is on the list above make sure to call 108 immediately. Perform CPR if needed.

Head Injuries usually result in minor bruises or bumps; however, some head injuries can be very severe and even fatal.

Call 108 immediately if:

1. The patient has had a seizure
2. Slurs while speaking
3. Patient's pupils are unequal in size
4. Inabilities in the usage of body parts or motor skills
5. Loss of balance (make sure to tell the patient to sit down)
6. Confusion
7. Discoloration in the face
8. A severe headache
9. Severe bleeding from the head, nose, ears or face

Do Not attempt to remove any articles off of the patient and unless necessary, do not move the patient. Cover the wound if blood is immense; however, do not apply any pressure for any head injuries (lightly cover the wound). Call 108 and perform CPR if the patient is without a pulse and unconscious or non-responsive.

Spinal Injuries are very dangerous. If any suspicion, whatsoever, of a spinal injury, do not move the patient. If the patient has had a head injury, back pain, has any numbness or lacks control of limbs, bladder or bowels—suspect a spinal injury.

Treatment: call 108. Make sure to keep the patient from moving. Perform CPR, if needed. If there is not a pulse, make sure to perform chest compressions. Do not remove any items from the patient. If the patient is vomiting or is bleeding from the mouth or nose, turn the patient on his/her side only if there are two responders—making sure to move the patient following each responders movement.

It's not recommended to use a cervical collar. There is no real evidence of a benefit for cervical collars. Have the patient remain as still as possible until EMS arrives.

A **Shock** can occur for many reasons. Some reasons are poisoning, burns, blood loss, heatstroke, trauma, and any other serious medical accident. When a patient is Shocked, it can lead to a loss of oxygenated blood to vital organs which, if untreated, can lead to organ damage or possibly death. Signs of Shock: cold and clammy skin, unconsciousness or poor responsiveness, dilated pupils, and nausea.

Treatment: If the patient is unconscious call 108 immediately then performs CPR—if the patient is a child or infant perform CPR for 2 minutes and then call 108. Make sure to lay the patient down with his/her feet 12 inches above the heart. Check for C-A-B's. You may need to put the patient on his/her side to prevent choking. Make sure to check for other injuries.

When a **Seizure** occurs, these are signs to look for: dizziness or faintness, uncontrolled bowel movement, breathing difficulties, unconsciousness or unresponsiveness, arching of the back, clenching of things—such as teeth. If a patient is ever unconscious or unresponsive, make sure to perform CPR and call 108. Some causes of Seizures are head injuries, fevers, brain damage, poisoning, cessation of oxygen to the brain, and diabetes.

Treatment: check universal precautions, remove any life-threatening objects, loosen clothing, and make sure to call 108 and respond with appropriate orders. Make sure NOT to restrain the patient unless the patient is going to be hurt or is going to hurt someone.

A **Stroke** occurs when there is a ruptured/blocked blood vessel in the brain. The brain begins deteriorating when it has a cessation of oxygen. If the patient falls unconscious or is unresponsive, call 108 and perform CPR immediately. It is recommended for first-aid providers to use a stroke assessment system. A System such as Cincinnati Pre-hospital Stroke Scale (CPSS) is a simple tool when assessing a stroke patient.

CPSS Stroke Scale:

Facial droop assessment:

To check: ask patient to smile

Normal: patient's cheeks move equally on both sides

Abnormal: patient's face moves unequally on both sides

Arm drift assessment:

To check: have patient raise arms at shoulder length for 10 seconds

Normal: both arms equally move together (another condition might occur: pronator drift)

Abnormal: arms fail to respond equally

Speech assessment:

To check: ask patient a question

Normal: patient does not slur and answers correctly

Abnormal: patient is mute, using abnormal words and/or slurring

If 1 out of the three examinations occurs there is a 72% probability of a stroke.

Risk factors: high blood pressure, heart disease, diabetes, smoking and having had a prior stroke.

LEGAL SERVICES AUTHORITY (LSA)

FREE LEGAL SERVICES

The Free Legal Services include:-

1. Payment of court fee, process fees and all other charges payable or incurred in connection with any legal proceedings;
2. Providing service of lawyers in legal proceedings;
3. Obtaining and supply of certified copies of orders and other documents in legal proceedings.
4. Preparation of appeal, paper book including printing and translation of documents in legal proceedings.

Persons eligible for getting free legal services includes:-

1. Women and children;
2. Members of SC/ST
3. Industrial workmen
4. Victims of mass disaster, violence, flood, drought, earthquake, industrial disaster.
5. Disabled persons.
6. Persons in custody
7. Persons whose annual income does not exceed Rs. 1 lakh (in the Supreme Court Legal Services Committee the limit is Rs. 5, 00,000/-).
8. Victims of Trafficking in Human beings or beggar

LOK ADALATS

Lok Adalat is one of the Alternative Disputes Resolution Mechanisms. It is a forum where the disputes/cases pending in the court of law or at pre-litigation stage are settled/compromised amicably.

The Lok Adalat has been given statutory status under the Legal Services Authorities Act, 1987. Under this Act, an award made by a Lok Adalat is deemed to be a decree of a civil court and is final and binding on all parties and no appeal lies against thereto before any court.

a. Lok Adalats are being organized by the Legal Services

Authorities/Committees for settlement of cases pending before courts u/s 19 of the Legal Services Authorities Act, 1987 and also for matters at pre-Litigative stage, under the guidance of NALSA.

b. Chapter VI-A has been inserted in the Legal Services Authorities Act, 1987 in the year 2002, with a view to provide compulsory pre-Litigative mechanism for conciliation and settlement of disputes relating to ‘Public Utility Services’.

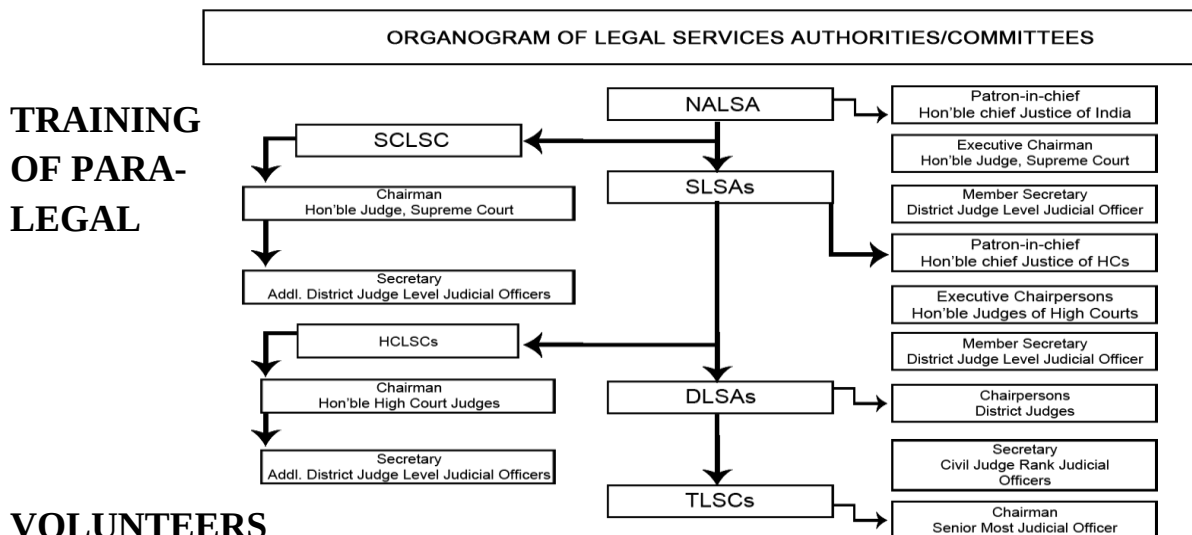
c. Further in view of Covid, E-Lok Adalat has been conceptualized which significantly improved access to justice for people who were otherwise unable to participate in the Lok Adalats.

LEGAL AWARENESS PROGRAMMES

As a part of the preventive and strategic legal aid, NALSA through the State Legal Services Authorities, conduct legal literacy programmes. In some States, Legal Literacy Programmes are conducted every year in schools and colleges and also for empowerment of women in a routine manner, besides the rural legal literacy camps.

NALSA

The National Legal Services Authority (NALSA) has been constituted under the Legal Services Authorities Act, 1987 to provide free Legal Services to the weaker sections of the society and to organize Lok Adalats for amicable settlement of disputes.



The Para-Legal Volunteers are drawn from various sections of the society. The wide range of people working as Para-Legal Volunteers includes people from the medical Profession, law students and teachers, various NGOs etc. It is not surprising that for the benefit of the prisoners, certain other prisoners have come forward to work as Para-Legal Volunteers.

(Source: Material edited from NALSA Website-<https://nalsa.gov.in>)

TEMPORARY RELEASE OF PRISONERS

Types of Temporary Release

- ❖ *Parole*
- ❖ *Emergency Parole*
- ❖ *Furlough*

The objectives of releasing a prisoner on Parole and Furlough are:

- i. To enable the inmate to maintain continuity with his family life and deal with familial and social matters,
- ii. To save him from the evil effects of continuous long prison life,
- iii. To enable him to maintain and develop his self-confidence,
- iv. To enable him to develop constructive hope and active interest in life,
- v. To help him remain in touch with the developments in the outside world,
- vi. To help him remain physiologically and psychologically healthy,
- vii. To enable him to overcome/ recover from the stress and evil effects of incarceration, and
- viii. To motivate him to maintain good prison and disciplined in the prison.

Parole

Parole means temporary release of a prisoner for short period so that he may maintain social relations with his family and the community in order to fulfil his familial and social obligations and responsibilities. It is an opportunity for a prisoner to maintain regular contact with outside world so that he may keep himself updated with the latest developments in the society. It is however clarified that the period spent by a prisoner outside the Jail while on parole in no way is a concession so far as his sentence is concern. The prisoner has to spend extra time in prison for the period spent by him outside the Jail on parole. Parole may be of the following two types, depending upon the purpose behind it –

- i) Emergency parole under police protection: to cater to the familial and social responsibilities of emergent nature like death/ serious illness/ marriage of a family member or other close relative.
- ii) Regular parole: to take care of the familial and social obligations and responsibilities of regular nature as well as for the psychological and other needs

of the prisoner to maintain contact with the outside world like house repair, admission of children to school/ college, delivery of wife, sowing and harvesting of crops, etc.

Furlough

Furlough means release of a prisoner for a short period of time after a gap of certain qualified number of years of incarceration by way of motivation for him maintaining good conduct and remaining disciplined in the prison. This is purely an incentive for good conduct in the prison. Therefore, the period spent by the prisoner outside the prison on furlough shall be counted towards his sentence.

Restriction on parole(as per state Manual, Rules)

- (1) In case of minor punishment awarded by district jail Superintendent- 6 months.*
- (2) In case of Major punishment awarded by district jail Superintendent- 1 years*
- (3) Parole can be denied if release is likely to endanger security of state and maintenance of public order (Sec-6)*

Prison Statistics India–2020

Executive Summary

Prisons – Types & Occupancy

Year	No. of Prisons	Actual Capacity of Prisons	No. of Prisoners at the end of the year	Occupancy Rate at the end of the year
2018	1,341	3,97,138	4,66,802	117.5%
2019	1,351	4,00,934	4,81,387	120.1%
2020	1,306	4,14,033	4,88,511	118.0%

1. During the year 2020, a total of 16, 31,110 inmates were admitted in various jails of the country and the admission of inmates has declined by 14.3% over 2019 (19, 02,209 inmates).

2. A total of (4, 88,511) prisoners were confined as on 31st December, 2020 in various jails across the country. The number of Convicts, Undertrial inmates and Detenues were reported as 1,12,589, 3,71,848 and 3,590 respectively accounting for 23.0%, 76.1% and 0.7% respectively at the end of 2020. Other prisoners accounted for 0.1% (484 prisoners) of total prisoners.

3. CONVICTED PRISONERS

a. The number of convicted prisoners has decreased from 1,44,567 in 2019 to 1,12,589 in 2020 (as on 31st December of each year), having decreased by 22.1% during the period.

b. Out of total 1,12,589 convicts, the highest number of convicted prisoners were lodged in Central Jails (65.9%, 74,197 convicts) followed by District Jails (27.0%, 30,432 convicts) and Open Jails (2.7%, 3,045 convicts) as on 31st December, 2020.

c. Uttar Pradesh has reported the maximum number of convicts (23.7%, 26,734 convicts) in the country followed by Madhya Pradesh (12.1%, 13,652 convicts) and Bihar (6.9%, 7,741 convicts) at the end of 2020.

d. Among the 1,12,589 convicts, 35 were civil convicts.

4. UNDERTRIAL PRISONERS

a. The number of undertrial prisoners has increased from 3,32,916 in 2019 to 3,71,848 in 2020 (as on 31st December of each year), having increased by 11.7% during this period.

b. Among the 3,71,848 undertrial prisoners, the highest number of undertrial prisoners was lodged in District Jails (50.0%, 1,86,089 undertrials) followed by Central Jails (36.1%, 1,34,322 undertrials) and Sub Jails (11.9%, 44,402 undertrials) as on 31st December, 2020.

c. Uttar Pradesh has reported the maximum number of undertrials (21.7%, 80,557 undertrials) in the country followed by Bihar (11.9%, 44,187 undertrials) and Madhya Pradesh (8.5%, 31,712 undertrials) at the end of 2020.

d. Among the 3, 71, 848 undertrial prisoners, only 10 were civil inmates.

5. DETENUES

a. The number of detenues has increased from 3,223 in 2019 to 3,590 in 2020 (as on 31st December of each year), having increased by 11.4% during this period.

b. Among the 3,590 detenues, the highest number of detenues were lodged in Central Jails (81.3%, 2,918 detenues) followed by District Jails (10.6%, 382 detenues) and Special Jails (6.4%, 229 detenues) as on 31st December, 2020.

c. Tamil Nadu has reported the maximum number of detenues (39.8%, 1,430) in the country followed by Gujarat (32.6%, 1,169) and Telangana (7.2%, 258) at the end of 2020.

6. WOMEN PRISONERS WITH CHILDREN

a. There were 1,427 women prisoners with 1,628 children as on 31st December, 2020.

b. Among these women prisoners, 1,184 women prisoners were Undertrial prisoners who were accompanied by 1,345 children and 214 convicted prisoners who were accompanied by 246 children.

7. AGE-GROUP OF THE PRISONERS

a. As on 31st December, 2020 the maximum number of inmates (2,15,418 inmates, 44.1%) were belonging to the age group 18-30 years followed by the age group 30-50 years (2,09,400 inmates, 42.9%).

b. 63,687 inmates (13.0%) were belonging to the age group above 50 years.

c. Only 6 inmates belonged to the age group of 16-18 years.

8. EDUCATION

a. Among the 4,88,511 prisoners, literacy profile of 2,00,496 (41.0%) prisoners was Below Class X, 1,10,460 (22.6%) prisoners were Class X & above but below Graduation, 31,204 (6.4%) prisoners were having a Degree, 8,430 (1.7%) prisoners were Post Graduates and 6,286 (1.3%) prisoners were Technical Degree/Diploma holders.

b. A total of 1,31,635 (26.9%) prisoners were Illiterate.

9. DOMICILE OF ORIGIN OF PRISONERS

a. Among the 4,88,511 prisoners as on 31st December, 2020, around 91.0% (4,44,543 inmates) of prisoners belonged to the State followed by prisoners belonging to the Other States (8.0%, 39,042 inmates) and prisoners belonging to the Other Country (1.0%, 4,926 inmates).

b. Among the 1,12,589 convicts, 92.9% convicts (1,04,646 inmates) belonged to the State while 6.0% (6,803 inmates) and 1.0% (1,140 inmates) belonged to the Other States and Other Country respectively.

c. Madhya Pradesh has reported the most number of other State domicile convicts (12.9%, 877 convicts) followed by Haryana (11.4%, 777 convicts) and Maharashtra (9.0%, 614 convicts) as on 31st December, 2020.

d. Among the 3,71,848 undertrial prisoners, 90.4% (3,36,247 inmates) belonged to the State while 8.6% (32,134 inmates) and 0.9% (3,467 inmates) belonged to the Other States and Other Country respectively.

e. Maharashtra has reported the highest number of undertrial prisoners of other states (16.4%, 5,263 inmates) followed by Uttar Pradesh (12.9%, 4,160 inmates) and Delhi.

PRISONERS – TYPE OF OFFENCES

1. Convicts

a. Among the convicts under IPC crimes (1,01,063) lodged in various jails in the country, around 87.8% of convicts have committed Offences affecting Human Body (88,755 inmates) and around 8.9% of convicts have committed Offences against Property (8,959 inmates) as on 31st December, 2020.

b. Among the convicts of Offences against Human Body, the highest number of inmates were convicted for Murder (67.4%, 59,846 convicts) followed by convicts of Rape (14.2%, 12,631 convicts) and convicts of Attempt to Murder (5.7%, 5,096 convicts) as on 31st December, 2020.

c. Among the convicts of Offences against Women, the highest number of inmates were convicted for Rape (67.9%, 12,631 convicts) followed by convicts of Dowry Deaths (24.5%, 4,569 convicts) as on 31st December, 2020.

d. Among the convicts under SLL crimes (11,491) lodged in various jails in the country, the highest number of inmates were convicted under Liquor & Narcotics Drugs - Related Acts (52.7%, 6,060 convicts) followed by convicts of Arms/Explosive - Related Acts (15.0%, 1,725 convicts) and convicts of Foreigner & Passport - Related Acts (6.5%, 743 convicts) as on 31st December, 2020.

e. Among 82,353 convicts who were admitted during the year 2020, the number of habitual offenders were 3,908 (4.7% of convicts admitted).

2. UNDERTRIALS

a. Among the undertrial prisoners under IPC crimes (2,83,556) lodged in various jails in the country, around 65.6% (1,86,114 inmates) of undertrial prisoners have committed Offences affecting Human Body followed by prisoners of Offences against Property (27.3%, 77,531 inmates) as on 31st December, 2020.

b. Among the undertrial prisoners of Offences against Women, the highest number of inmates were undertrial for Rape (62.8%, 40,545 inmates) followed by undertrials for Dowry Death (22.4%, 14,465 inmates) at the end of 2020.

c. Among the undertrial prisoners under SLL crimes (88,282) lodged in various jails in the country, the highest number of inmates were undertrial under Liquor & Narcotics Drugs - Related Acts (60.5%, 53,369 inmates) followed by undertrial inmates under Arms/Explosive -Related Acts (15.2%, 13,463 inmates) and undertrial inmates under Crime Against SC/ST – Related Acts (5.0%, 4,394 inmates) at the end of 2020.

PRISONERS – SENTENCES & INCARCERATION

1. CONVICTS

a. A total of 413 prisoners, who had been sentenced for Capital Punishment, were lodged in various jails of the country as on 31st December, 2020. Out of these 413 prisoners, 94 prisoners were sentenced for capital punishment during the year 2020.

b. Among the 1,12,589 convicted prisoners, the number of prisoners who were sentenced to Life Imprisonment were 69,656 accounting for 61.9% of total convicts. This is followed by 15.0% of total convicted prisoners (16,911) who were sentenced for 10 - 13+ years of imprisonments and 7.3% of total convicted prisoners (8,206) who were sentenced for 7- 9+ years of imprisonments.

2. UNDERTRIALS

a. Among 3,71,848 undertrial prisoners, around 71.2% of prisoners were confined for periods up to 1 year (2,64,636 prisoners), as on 31st December, 2020. Out of this, most number of

undertrial prisoners (1,30,335 prisoners) were confined for up to 3 months accounting for 49.3%. This is followed by 72,005 undertrial prisoners who were confined for 3-6 months and 62,296 undertrial prisoners who were confined for 6-12 months.

b. However, there were also 54,287 undertrial prisoners (14.6% of total Undertrials) confined for 1 to 2 years followed by 29,194 undertrial prisoners (7.9% of total Undertrials) confined for 2 to 3 years and 16,603 undertrial prisoners (4.5% of total Undertrials) confined for 3 to 5 years as on 31st December, 2020.

c. Also there were 7,128 undertrial prisoners (accounting for 1.9% of total undertrial prisoners) who were confined for more than 5 years.

PRISONERS – RELEASES, TRANSFERS AND MOVEMENTS

The release of convicts has declined by 41.2% (from 1,86,256 in 2019 to 1,09,516 in 2020) and the release of undertrials has declined by 19.6% (from 16,06,731 in 2019 to 12,91,504 in 2020).

1. CONVICTS

a. A total of 1,09,516 convicts were released (including 713 convicts getting transferred to other States/UTs) during the year 2020.

b. Out of 1,09,516 convicts released, 45.1% of convicts (49,386) were released after completion of conviction period during 2020.

c. A total of 6,389 convicts were released subsequent to the acquittal on appeal from Higher Courts.

d. A total of 2,321 convicts were released before completion of sentence awarded.

e. A total of 156 convicts were pardoned for their offence committed.

2. UNDERTRIALS

a. A total of 12, 91, 504 undertrial prisoners were released during 2020, out of which 95.4% of undertrial prisoners (12, 32,469) were released on bail. Percentage share of Undertrials Released on Bail increased by 1.6% in 2020 over 2019 (93.8%).

b. A total of 27,256 Undertrial prisoners were released based on acquittal on first instance and 10,405 Undertrial prisoners were released subsequent to the acquittal on appeal.

c. No Undertrial prisoners were extradited to foreign countries during 2020.

d. A total 442 Undertrial prisoners were released under Section 436A of CrPC during 2020.

3. DETENUES

a. A total of 6,759 detenues were released during 2020 out of which 30.5% detenues (2,061) were released on completion of detention period and 58.1% detenues (3,924) were released before completion of detention period.

4. MOVEMENTS

To Courts:

a. A total of 15,49,711 times, inmates were taken to the Courts on legal proceedings. Among all the States/UTs, Bihar has reported the highest number of movements of inmates to courts (3,28,421) followed by Uttar Pradesh (1,76,564) and West Bengal (1,73,005) during 2020.

To Hospitals:

a. A total of 3,62,923 times, inmates were taken to the Hospitals. Among all the States/UTs, Chhattisgarh has reported the highest number of movements of inmates for medical assistance (51,855) followed by West Bengal (42,446) and Tamil Nadu (36,692) during 2020.

b. There were **7,524 prisoners, who were suffering from mental illness as on 31st December, 2020.**

DEATHS AND ILLNESS IN PRISONS

Year	Total No. of Deaths in Prisons	No. of Natural Deaths	No. of Un-natural Deaths (incl. Suicide)
2018	1,839\$	1,638	144
2019	1,764\$	1,538	160
2020	1,887\$	1,642	189

(As per data provided by States/UTs. \$ Rajasthan has reported that causes of 57 deaths in 2018, 66 deaths in 2019 and 56 deaths in 2020 were not known.)

1. Number of deaths in prisons has increased from 1,764 in 2019 to 1,887 in 2020, having increased by 7.0%.

2. Number of deaths due to natural causes has increased from 1,538 in 2019 to 1,642 in 2020, having increased by 6.8%.
3. Out of 1,642 Natural Deaths furnished by the States 1,542 inmates have died due to illness and 100 inmates have died due to ageing.
4. Out of 1,542 deaths due to illness, 31.1% (480) inmates have died due to heart-diseases and 14.5% (224) inmates have died due to lung diseases.
5. Number of un-natural deaths in prisons has increased by 18.1% from 160 in 2019 to 189 in 2020.
6. Among the 189 un-natural deaths of inmates, 156 inmates have committed suicide, 8 inmates died in accidents, 8 inmates were murdered by inmates, 5 inmates died due to firing, 4 inmates were executed and 3 inmates died due to assault by outside elements during 2020. For a total of 56 inmate deaths, cause of the death is yet to be known.

JAIL BREAKS, ESCAPEES & FIRING IN PRISONS

1. A total of 355 prisoners escaped during 2020 where 120 escapees (33.8%) had escaped from police custody and 235 escaped from judicial custody.
2. A total of 152 escapees were re-arrested during 2020.
3. There were 30 incidences of jail break occurred during 2020.
4. 160 instances of clashes/group clashes occurred during 2020.

REHABILITATION AND WELFARE OF PRISONS

1. A total of 1,490 convicted inmates were rehabilitated during 2020.
2. A total of 1,213 inmates were given financial assistance on their release during 2020.
3. A total of 1,45,822 inmates were provided legal aid during 2020.
4. The number of prisoners benefitted from Elementary Education, Adult Education, Higher Education and Computer Course were 33,006, 32,897, 11,347 and 4,936 respectively during 2020. Also 42,976 inmates were imparted various vocational trainings by the jail-authorities during 2020.
5. A total of 82,576 inmates had been given medical counselling and 61,242 inmates had been given legal counselling by NGOs during 2020.

6. The total value of goods produced by inmates during 2020 was ` 223.42Crore.
7. There were 879 NGOs who were working exclusively for prison reforms and 166 NGOs who were working exclusively for welfare of women during the year 2020. However, some NGOs may be working in many States.
8. A total of 355 complaints were received by National Human Rights Commission (NHRC) during 2020 out of which 46.2% complaints (164) were disposed off by them.
9. A total of 405 complaints were received by State Human Rights Commission (SHRC) during 2020 out of which 39.0% complaints (158) were disposed.

PRISON STAFF - STRENGTH & TRAINING

1. The sanctioned strength of jail-staff was 87,961 while the actual strength was 61,296 as on 31st December, 2020 due to vacancies not being filled up. Among the jail-staffs, the sanctioned strength of Officers (DG/Addl. DG/IG, DIG, AIG, Supdt. etc.), Jail-cadre Staff (Head Warder, Head Matron, Warder, etc.) and Correctional Staff (Probation Officer / Welfare Officer, Psychologist / Psychiatrist, etc.) were 7,167, 65,742 and 1,315 respectively, while the actual strengths were 4,958, 46,839 and 789 respectively.
2. The sanctioned strength of Medical Staff was 3,316 while the actual strength was 2,232 as on 31st December, 2020.
3. The actual strength of woman jail officers/staffs was 8,380 (including 308 medical officers/staff).
4. Out of the 61,296 jail staffs, 10.0% (6,139) staffs were trained under various Refresher/Specialised/Re-orientation courses during 2020.

PRISON – BUDGET & INFRASTRUCTURE

1. The total budget for the financial year 2020-21 for all prisons in the country was ` 6740.6 Crore. The actual expenditure was ` 5814.4 Crore which is 86.3% of total annual budget for FY 2020-21.
2. A total of ` 2018.48 Crore was spent on inmates during FY 2020-21 which is almost 34.7% of total annual expenditure of all prisons for FY 2020-21.
3. Almost 49.8% (` 1004.98 Crore) of total expenses on inmates were spent on Food followed by 4.5% (` 91.53 Crore) on Medical matters, 1.3% (` 25.32 Crore) on Welfare

activities, 1.2% (₹ 25.08 Crore) on Clothing, and 0.6% (₹ 12.34 Crore) on Vocational/Educational trainings.

4. Among all the States/UTs, out of total expenditure, Haryana (100.0%, ₹ 316.0 Crore) and DNH & Daman Diu (100.0%, ₹ 0.8 Crore) have spent the highest share of expenditure on inmates followed by Andhra Pradesh (93.6%, ₹ 159.3 Crore) and Uttarakhand (70.8%, ₹ 22.0 Crore) during the Financial Year 2020-21.

5. Among the 1,306 prisons, 288 prisons were renovated/expanded during 2020.

6. Among the 1,306 prisons, 907 prisons were having Video Conference facility as on 31st December 2020.

7. A total of 33,852 quarters were available against the actual staff strength of 61,296 as on 31st December, 2020, thus achieving satisfaction rate of 55.2%.

SENTENCE PLANNING IN PRISONS

Case studies

RADICALISATION IN PRISONS

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

Definitions

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

General characteristics of terrorist in a prison

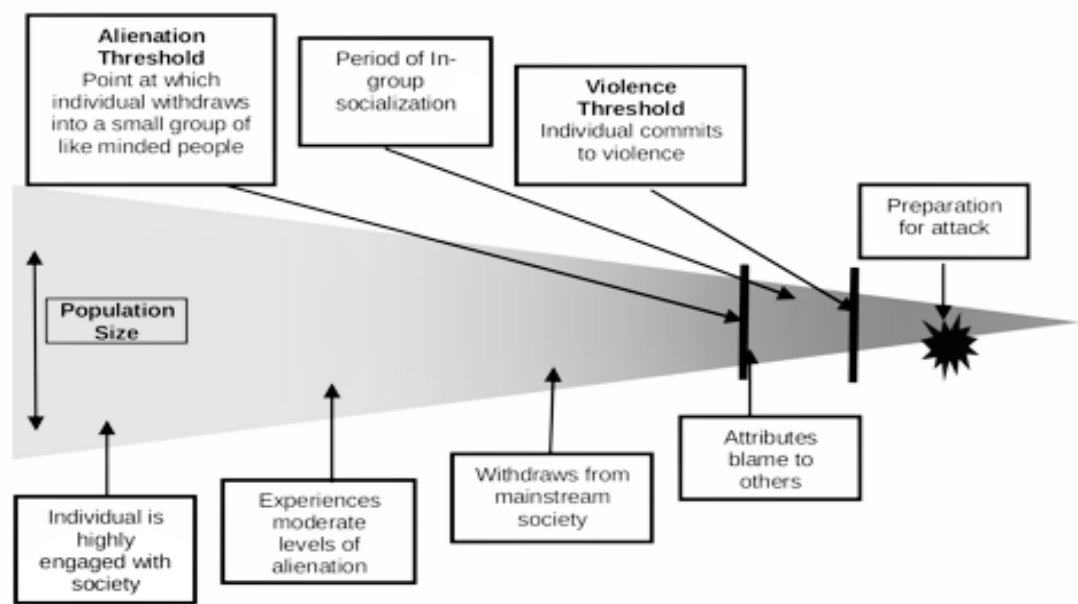
- Refusing to cooperate with the prison authorities.
- Developing the movement’s strategy and ideology.
- Mobilizing supporters.
- Participating in violent campaigns.

How prison is vulnerable?

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

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

The radicalization process



The process of radicalization in prison

- **Individual enters prison –**
 - Identity crisis
 - Start self-segregation
- **Prison groups –**
 - Inmate joins for support, protection, new identity
 - in group cohesion develops
- **Power of charismatic leader –**
 - Promotes ideology
 - Promotes in-group cohesion
- **Setting ripe for radicalization –**

- New identity established
- In-group solidifies

How to prevent radicalization in prisons?

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

Approaches in prison to deal with extremist prisoners:

- Concentration
- Separation
- Isolation

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

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

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

The concept of Radicalisation

According to the EU Commission on Migration & Home Affairs, **Radicalisation** is *a phased and complex process in which an individual or a group embraces a*

radical ideology or belief that accepts, uses or condones violence, including acts of terrorism, to reach a specific political or ideological purpose.ⁱ

Radicalisation & Religion Religious radicalisation can be defined as, “a process by which a person or group comes to adopt increasingly. Extreme **religious** ideals and aspirations that reject or undermine them¹

Radicalisation and Caste

Radicalisation and Caste could be rightly be explained as taking unfair advantage of the caste system in a country and supporting the oppressed class through violence or instigating the oppressed or the oppressor towards violence for political or private gain is termed as caste based radicalisation².

Caste Terrorism

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

What is the difference between Radicalisation and Extremism?

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

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

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

³Renzi, Beatrice. "Anti-caste Radicalism, Dalit Movements and the Many Critiques of Secular Nationalism in India". *Multiple Secularities Beyond the West: Religion and Modernity in the Global Age*, edited by Marian

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

De-radicalisation

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

Violent extremism

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

SOCIAL WORKERS IN PRISONS

Model Prisons Manual mentions in its staff pattern social worker should be part of the staff pattern they are called psychiatric social workers in young offenders' institution and counsellors in adult correctional institutions. The role of social workers are also mentioned in Model Prison Manual:-

25.23. The following staff should be provided at institutions for young offenders:

- (a) Principal.
- (b) Senior Vice-Principal.
- (c) Vice-Principal.
- (d) House Master Grade I.
- (e) House Master Grade II.
- (f) Chief Supervisor.
- (g) Senior Supervisor.
- (h) Supervisor.
- (i) Psychologist.
- (j) **Psychiatric social workers/case-workers.**
- (k) Staff for education, physical training, vocational training, industrial training and agricultural training.
- (l) Staff for medical and psychiatric care.
- (m) Ministerial, accounts, and other staff.
- (n) Security Staff.

Role of Counsellor according to Model Prison Manual

- (i) Dealing with emotional and psychological problems of Inmates.
- (ii) Providing counselling to prisoners facing problems of adjustment within the prison and in relation to their families outside.

- (iii) Helping inmates develop their self-image, self-confidence, and motivation for correctional treatment.
- (iv) Helping the staff in understanding the problems faced by the inmates.
- (v) Aiding the psychiatrist in related matters.

15.03. Counselling facilities should be extended to the prisoners as follows:

- (i) The mental status of a prisoner should be studied before his classification at the time of admission in the prison,
- (ii) If a prisoner is depressed he should be given counselling by the prison staff/Welfare Officer/Psychiatrist, or by N.G.Os., or some by some other authorized person.
- (iii) A depressed prisoner should be kept under strict watch by the prison staff.
- (iv) If counselling is having no effect on the mind of a prisoner he/she should be treated by a Psychiatrist.

HUMAN RIGHTS IN PRISONS IN INDIA

HUMAN RIGHTS ISSUES

(An extract from Model Prison Manual 2016)

Never before in its history, was prison administration in India subjected to such a critical review by the higher judiciary as in the last few decades. Discarding its erstwhile “hands off” doctrine towards prisons, the Supreme Court of India came strongly in favour of judicial scrutiny and intervention whenever the rights of prisoners in detention or custody were found to have been infringed upon.

In *Sunil Batra v. Delhi Administration and Others* (1978), Mr. Justice V. R. Krishna Iyer pronounced: “prisoners have enforceable liberties, devalued may be but not demonetised; and under our basic scheme, Prison Power must bow before Judge Power, if fundamental freedoms are in jeopardy”.

Again in *Sunil Batra v. Delhi Administration* (1979), the Court asked and affirmed: “Are prisoners’ persons? Yes, of course. To answer in the negative is to convict the nation and the Constitution of dehumanisation and to repudiate the world legal order, which now recognises rights of prisoners in the International Covenant on Prisoners’ Rights to which our country has signed assent”.

In a number of judgements on various aspects of prison administration, the Supreme Court of India has laid down three broad principles

- (i) A person in prison does not become a non-person.
- (ii) A person in prison is entitled to all human rights within the limitations of imprisonment.
- (iii) There is no justification in aggravating the suffering already inherent in the process of incarceration.

Obviously, these principles have serious implications for prison administration. They not only call for a thorough restructuring of the prison system in terms of the humanisation of prison conditions, minimum standards for institutional care, reorientation of prison staff, reorganisation of prison programmes and rationalisation of prisons rules and regulations.

From this viewpoint, among the various directives issued by the Supreme Court of India, in *Sunil Batra v. Delhi Administration* (1979), the following deserve a special mention: “It is imperative, as implicit in article 21, that life or liberty shall not be kept in suspended animation or congealed into animal existence without the freshening flow of fair procedure.

Fair procedure in dealing with the prisoners calls for another dimension of access of law-provision, within the easy reach of the law which limits liberty to persons who are prevented from moving out of prison gates”.

“No prisoner can be personally subjected to deprivation not necessitated by the fact of incarceration and the sentence of court.

All other freedoms belong to him – to read and write, exercise and recreation, meditation and chant, creative comforts like protection from extreme cold and heat, freedom from indignities like compulsory nudity, forced sodomy and other unbearable vulgarity, movement within the prison campus subject to requirements of discipline and security, the minimum joys of self-expression, to acquire skills and techniques and all other fundamental rights tailored to the limitations of imprisonment”.

“Inflctions may take protean forms, apart from physical assaults, pushing the prisoner into a solitary cell, denial of a necessary amenity, and, more dreadful sometime transfer to a distant prison where visits or Society of

Friends or relations may be snapped, allotment of degrading labour, assigning him to desperate or tough gang and the like, may be punitive in effect.

Every such affliction or abridgement is an infraction of liberty or life in its wider sense and cannot be sustained unless Article 21.

There must be a corrective legal procedure fair and reasonable and effective. Such infraction will be arbitrary, under Article 14, if it is dependent on unguided discretion; unreasonable, under Article 19 if it is irremediable and unappealable; and unfair under Article 21 if it violates natural justice....”

“The prison authority has duty to give effect to the court sentence. To give effect to the sentence means that it is illegal to exceed it and so it follows that prison official who goes beyond mere imprisonment or deprivation of locomotion and assaults or otherwise compels the doing of things not covered by the sentence acts in violation of Article 19.

RIGHTS AND DUTIES OF PRISONERS

It is, therefore, high time that in the light of the observations made by the Supreme Court of India, the rights and duties of prisoners are clearly spelt out. In this respect, the All India Committee on Jail Reforms, 1980-83 has suggested as under:

RIGHTS OF PRISONERS:

(A) Right to Human Dignity

- (i) Right to be treated as a human being and as a person; this right has been stressed and recommended by the Supreme Court of India which has categorically declared that prisoners shall not be treated as non-persons;

- (ii) Right to integrity of the body; immunity from use of repression and personal abuse, whether by custodial staff or by prisoners;
- (iii) Right to integrity of the mind; immunity from aggression whether by staff or by prisoners.
- (iv) Right to non-deprivation of fundamental rights guaranteed by the Constitution of India, except in accordance with law prescribing conditions of confinement.

(B) Right to Basic Minimum Needs

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

(C) Right to Communication

- (i) Right to communication with the outside world;
- (ii) Right to periodic interviews; and
- (iii) Right to receive information about the outside world through communication media.

(D) Right to Access to Law

- (i) Right to effective access to information and all legal provisions regulating conditions of detention;
- (ii) Right to consult or to be defended by a legal practitioner of prisoner's choice;
- (iv) Right to access to agencies, such as State Legal Aid Boards or similar organisations providing legal services;
- (v) Right to be informed on admission about legal rights to appeal, revision, review either in respect of conviction or sentence;

- (vi) Right to receive all court documents necessary for preferring an appeal or revision or review of sentence or conviction;
- (vii) Right to effective presentation of individual complaints and grievances during confinement in prison to the appropriate authorities;
- (viii) Right to communicate with the prison administration, appropriate Government and judicial authorities, as the case may be, for redressal of violation of any or all of prisoners' rights and for redressal of grievances.

(E) Right against Arbitrary Prison Punishment Right to entitlement in case of disciplinary violation

- (i) to have precise information as to the nature of violation of Prisons Act and Rules,
- (ii) to be heard in defence,
- (iii) to communicate of the decision of disciplinary proceedings, and
- (iv) to appeal as provided in rules made under the Act.

(F) Right to Meaningful and Gainful Employment

Note 1: No prisoner shall be required to perform 'begar' and other similar forms of forced labour which is prohibited as a fundamental right against exploitation under Article 23 of the Constitution.

Note 2: Undertrial prisoners volunteering to do work may be given suitable work wherever practicable. Such prisoners should be paid wages as per rules.

Note 3: No prisoner shall be put to domestic work with any official in the prison administration. Such work shall not be considered as meaningful or gainful, even if some monetary compensation is offered.

Note 4: Prisoners shall, in no case, be put to any work which is under the management, control, supervision or direction of any private entrepreneur working for profit of his organisation. This will not apply to open prisons and camps. (ii) Right to get wages for the work done in prison. (G) Right to be released on the due date.

Human Rights of prisoners in India may be classified as follows for the purpose of understanding:

Right to Human Dignity

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

Right to Human Dignity

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

Right to Communication

Right to communication means:

- (i) Right to communication with the outside world.
- (ii) Right to periodic interviews; and
- (iii) Right to receive information about the outside world through communication media.

Right to Access to Law

Right to access to law includes the following:

- (I) Access to information / legal provisions regulating conditions of detention;
- (II) To consult or to be defended by a lawyer of choice;
- (III) Access to State Legal Aid / Free Legal Aid;
- (IV) To be informed about rights to appeal, revision, review either in respect of conviction or sentence;
- (V) To receive all court documents necessary for preferring an appeal or revision or review of sentence of conviction;
- (VI) To effective presentation of individual complaints and grievance to the appropriate authorities; and
- (VII) To communicate with the prison administration / appropriate Government / judicial authorities for redressal of grievance.

Right against Arbitrary Prison Punishment

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

- (i) To have information about violation of the Rules
- (ii) To be heard in defence;
- (iii) To be communicated the decision; and

(iv) To appeal as provided in the Rules.

Introduction to the Constitution of India – Durga Das Basu.

Website: <http://indiacode.ic.in/>

CONSTITUTIONAL PROVISIONS ON HUMAN RIGHTS

Constitutional provisions

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

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

Human Rights Provisions in the Constitution of India

* Preamble * Fundamental Rights * Directive Principles of State Policy * Fundamental Duties

Article 14	Equality before the law and equal protection of the law.
Article 15	Discrimination on grounds of religion, race, caste, sex, place of

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

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

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

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www.nacro.org.uk

www.icpa.ca/

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

Further Reading :

Training and Learning Resources

Constitution of India

UN Standard Minimum Rules - Mandela Rules 2015

Supreme Court and High Court landmark Judgements

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Protection of Human Rights Act, 1993

GLOSSARY OF TERMS AND ABBREVIATIONS

PSW- Prison Social workers

UTRC- Under Trial Review Committee

BOV -Board of Visitors

NLSA-National Legal services Authority

DSLA- District Legal Service Authority

BPR&D-Bureau of Police Research & Development

ICPS-International Centre for prison studies

WPB-World Prison Brief

NCRB-National Crime Records Bureau

NHRC-National Human Rights Commission

SHRC-State Human Rights Commission

MHA-Ministry of Home Affairs

UNODC-United Nations Office on Drugs and Crime

JJACT-Juvenile Justice Act

ICPS-International Centre for Prison Studies

PSI-Prisons Statistics India

WHO-World Health Organisation

NMR-Nelson Mandela Rules

UNSMR-United Nations standard minimum rules for the treatment of prisoners

NACRO-National Association for the Care and Resettlement of Offenders.

TRAINING MANUAL

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

TRAINING MODULE

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

LECTURING METHOD

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

PARTICIPATORY METHOD

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

PPT; Power Point Presentation.

Q & A; Question and Answer.

ROLE-PLAY

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

GROUP DISCUSSION

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

PRISON RELATED TERMS

PRISON

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

PRISONERS

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

CORRECTIONAL OFFICERS

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

Brainstorming:

Brainstorming is thinking together. This method is used for a whole group discussion in which the participants are making an effort to solve a problem or to select the right one out of several options available.

Ice breakers

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

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

7. Keep a jar with chits with names of the participants written in it. Ask each one to take a chit and sit near that person and have a conversation for one minute and finally introduce that person.
8. Ask the participants to find out from five participants three (unique) things in their appearance and dress and inform them so that interaction will develop.
9. Place some balloons in one corner of the room preferably different colors and ask everyone to choose one colour and ask why they liked that colour and ask them to connect it with one quality of theirs and introduce their name, designation, state and no. of years of experience.
10. Make them stand in semicircle and ask them to connect their name with a positive name means an adjective, quality of theirs like Peaceful Pandu, Angel Anitha, Smart Shiva, Super Sundar, Beautiful Bhuvaneswari, Bold Binoy..,
11. If you could be any animal or a flower or a bird or a material like TV, Fridge in the world, what would you choose to be and why?
12. If you could rename yourself, what name would you pick and why?

CHECKLIST
FOR SELF-HELP ACTIONS
AND INITIATIVES IN PRISONS
(Abstract from WHO Health in Prisons)

- 1) setting up a health promotion group (quality circle);
- 2) conducting internal public relations work in penal institutions;
- 3) setting up health information centres;
- 4) providing assistance in health target and service agreements;
- 5) initiating service agreements concerning drug abuse;
- 6) raising money for work;
- 7) preparing and implementing an interview of the personnel about their health status;
- 8) preparing and implementing health days;
- 9) preparing and implementing information days on such topics as drugs, bullying and stress;
- 10) preparing stress management seminars;
- 11) organizing nutrition consultation;
- 12) organizing fitness and sports;
- 13) organizing fitness offers;
- 14) organizing supervision offers for team consultation;
- 15) promoting get-together activities (such as team parties or hiking);
- 16) improving nutrition during work, such as fruit in the canteen and a water cooler;
- 17) encouraging problem and crisis consultation by colleagues;
- 18) mediating drugs, crisis or debt consultation;
- 19) setting up regional working groups for exchanging experience;
- 20) setting up help structures after special incidents and stress diseases (contact to colleagues, debriefing); and
- 21) Conducting non-smoking training.

INSOMNIA SEVERITY INDEX (ISI)

The Insomnia Severity Index has seven questions. The seven answers are added up to get a total score. When you have your total score, look at the 'Guidelines for Scoring/Interpretation' below to see where your sleep difficulty fits. For each question, please CIRCLE the number that best describes your answer. Please rate the CURRENT (i.e. LAST 2 WEEKS) SEVERITY of your insomnia problem(s).

Insomnia Problem	None	Mild	Moderate	Severe	Very severe
1. Difficulty falling asleep	0	1	2	3	4
2. Difficulty staying asleep	0	1	2	3	4
3. Problems waking up too early	0	1	2	3	4
4. How satisfied/dissatisfied are you with your current sleep pattern?	Very Satisfied	Satisfied	Moderately Satisfied	Dissatisfied	Very Dissatisfied
	0	1	2	3	4
5. How NOTICEABLE to others do you think your sleep problem is in terms of impairing the quality of your life?	Not at all Noticeable	A Little	Somewhat	Much	Very Much Noticeable
	0	1	2	3	4
6. How WORRIED/DISTRESSED are you about your current sleep problem?	Not at all Worried	A Little	somewhat	Much	Very Much Worried
	0	1	2	3	4
7. To what extent do you consider your sleep problem to INTERFERE with your daily functioning (e.g. daytime fatigue, mood, ability to function at work/daily chores, concentration, memory, mood, etc.) CURRENTLY?	Not at all Interfering	A Little	Somewhat	Much	Very Much Interfering
	0	1	2	3	4
Total scores					

Guidelines for Scoring/Interpretation:

Add the scores for all seven items (questions 1 + 2 + 3 + 4 + 5 +6 + 7) = _____
your total score

Total score categories:-

0–7 = No clinically significant insomnia

8–14 = Sub threshold insomnia

15–21 = Clinical insomnia (moderate severity)

22–28 = Clinical insomnia (severe)

Used via courtesy of www.myhealth.va.gov with permission from Charles M. Morin, Ph.D., Université Laval.

DASS 21

Depression Anxiety Stress Scale-21 (DASS21)

This Questionnaire is a short version (21 item) of a 42-item self-report instrument designed to measure three related negative emotional states: depression, anxiety and tension/stress. The DASS questionnaire is in the public domain, and may be downloaded from the link below.

ITEM CODING

Individuals read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to him/ her over the past week.

The rating scale is as follows:

0 Did not apply to me at all

1 Applied to me to some degree, or some of the time

2 Applied to me to a considerable degree, or a good part of time

3 Applied to me very much, or most of the time

SCALES

The DASS yields three subscale scores for depression, anxiety, and tension/stress.

DASS_Anxiety = 2 + 4 + 7 + 9 + 15 + 19 + 20

DASS_Depression = 3 + 5 + 10 + 13 + 16 + 17 + 21

DASS_Stress = 1 + 6 + 8 + 11 + 12 + 14 + 18

RESOURCE FILES

This is a public domain measure. For more information [click here](#).

[Questionnaire](#)

[R Scoring Syntax file](#)

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Website: <http://www2.psy.unsw.edu.au/groups/dass/>



ACTIVITIES

ACTIVITIES

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

1. Divide the participants into four teams. Give them a bunch of newspaper and a thread and cello tape. Ask them to construct something tallest using this material and they should be instructed not to talk. This is for explaining team work in prisons.
2. Draw a picture of a tree with fruits and roots. Ask them to place some emotions in the root like anger, jealousy and ask what fruit they would get. Ask them to draw the root and fruit. This is to demonstrate if the root is good the fruit would be good and the vice versa. The reasons for extremism, violence could be explained through this activity. Emotions and behaviour connect should be explained through this activity.
3. Ask the participants (volunteers) to come forward to talk good about some topic and after 31 minute to talk bad about the same topic. This activity is to show human communication has the potential to radicalise. In this activity we sensitise the participants that those things which we see as positive could be propagandised as negative by some others. This is the process of radicalisation.
4. Show some (5-6) terrorists or weapons used by terrorists on screen and ask the participants to divide into 5-6 groups and discuss about the person or the weapons shown on the screen. This will help them understand the ideologies of terrorists, their demands and would enable them understand the idea of radicalisation better.
5. What is the role of education in preventing terrorism and violence?-Group Activity question.
6. What is the role of family in de-radicalisation? Group Activity question.
- 7.



8. Divide the group into a group of 5-7 participants and give a thread roll and one small ball or a paper cup in their hands. Place the ball in the centre of each group and ask them to plan to lift the ball or paper cup using the thread but without breaking the thread.

9. Identify the Emotion: Use emojis on screen and ask the participants to talk about the emotion shown on screen. To start classes on mental Health aspects like depression, suicide, mental disorders this can be thought of.



10. Flowers and status: Show common flowers on screen and ask them to comment on the flowers. This will give a good start to the day. Every flower is different and has a different purpose some are good at fragrance and some are good at appearance. The utility of the flower decides its status.



11. Birthday Line-Up

This is one of the most effective ice breakers. Make groups of about 10 people. The next thing is to make them line up in their birthday (considering only dates and months). The catch? The team members cannot talk to each other. They must communicate only using sign languages to guess each other's birthday. Sit back and watch how few people are born leaders, as they will generally play a leading role during this crisis. You will see them leading and taking charge of the issue.

CASE STUDIES

1. Meena administered poison to her children and herself to escape from the domestic violence of her husband and in-laws .On the next day she found herself alive along with two daughters and found her three year old son dead. Husband is an alcoholic. The in-laws are not happy with Meena .They do not want to raise the daughters of Meena since they are a burden for the family.

1. Discuss the case in details about the sufferings of Meena in all possible dimensions.

2. What help is needed to be given to the daughters of Meena and the in-laws family?

2. An inmate is requesting for a letter to be passed to his wife .Can a Welfare officer pass the letter to his wife without getting it censored?

3. The Prison walls need to be painted with natural scenery and other beautiful pictures. What is the role of Welfare officer in this?

4. The prisoner is found sitting alone, staring at the wall. What should be done by the Welfare officer?

https://ec.europa.eu/home-affairs/what-we-do/policies/counter-terrorism/radicalisation_en

APPENDICES

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

(Name of the Training Institute)

(Name of the Course)

(Dates)

REGISTRATION FORM

PARTICIPANT DETAILS

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

ORGANIZATION DETAILS

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

RESIDENTIAL DETAILS

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

Signature
Name
Date

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	Very Good	Good	Fair
4	3	2	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)

APPENDIX-6

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

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

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

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

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

The Moderator should introduce the theme and then the panelists. 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 - 8

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>