



**Training Manual of Basic Course
for
Welfare Officer
(Three Months)
2022**



**Bureau of Police Research and Development
Ministry of Home Affairs
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Message

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

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

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

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

(Balaji Srivastava)





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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 -

Welfare officers cater to the needs of the prisoners, in terms of organizing rehabilitation programs for their successful reintegration into society. They collaborate with Government departments, NGOs and other stakeholders to assist the prisoners to avail legal services and take care of their families and the education of children.

The objective of this three-month Basic Course for Welfare Officer is to impart knowledge and skills about Prisons and correctional administration, and other social sciences such as Criminology, Psychology, Sociology, Social work, criminal law and human rights.

The Course has thirteen learning units which provides training on the basics about prison administration, understanding the prison manual, legal activities, role of welfare officer, prison policies and other social sciences such as Criminology, Psychology, Sociology, Social work, etc.





(For Trainers only)

**Basic Course
for
Welfare Officer
(Three Months)**



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I. GLOSSARY OF TERMS AND ABBREVIATIONS

1. Training Manual

A Training Manual is defined as a book or booklet of information and instructions used to improve the quality of a performed task, outlining the structure and components of a training program. This Training Manual for Prison officers provides the state prison departments a comprehensive plan and structure on how to conduct a one-week training course for Prison Warders

Training Module

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

a. **Indoor Module**

Module for a subject which has a major content and relevance

b. **Outdoor Module**

Module for exercises and activities to enhance physical fitness and mental efficiency

Teaching methodology

- **Lecturing Method:** This is the oldest method of teaching and traditional method used in teaching and training refers to the explanation of topic to the students/trainees. Lecturing is a teaching method that involves, primarily, an oral presentation given by an instructor/faculty to a body of trainees.
- **PPT:** Power Point Presentation.
- **Q & A:** Question and Answer.



- **Brainstorming:** Brainstorming is a method of generating and collecting ideas, opinions and information quickly. Introduce a particular topic and collect key words or phrases called out by participants to write down on white board. Everyone should be encouraged to participate without proceeding in any set order. After collecting the responses, encourage discussion on what was said.
- **Role-Play:** Role play is the act of imitating the character and behaviour of someone who is different from yourself, for example as a training exercise, i.e., 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 discussion between a group of participants on a given subject. 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.
- **Participatory Learning Technique (PLT):** This is a way of organizing the classroom that motivates learners to participate in the act of teaching, a peer-based learning process. In this way, learning is focused on increased trainees' participation, so it is basically trainee/participant centered.
- **Case studies:** A case study is an in-depth study of one person, group, or event. Data is gathered by variety of sources and by using different methods. It refers to assigned scenarios based on situations in which trainees observe, analyse, record, implement, conclude, summarize, and recommend.



II. Basic Training Course for Welfare Officer: An Introduction

The Basic Course for Welfare Officers is the orientation/induction course for newly recruited welfare officers. The trainees are recruited through examination after they have completed degree course in social work. As they are new to prison, they may not possess required knowledge and skills needed to serve in the prison service in a professional way. Therefore, it is necessary to train them prior to assigning duty. The welfare officers should be provided with training tailored to their general and specific duties. Only those trainees who successfully pass the theoretical and practical tests at the end of such training shall be allowed to enter the prison service.

The Basic Course for welfare officers will be of 3-months duration. The Basic Training Course is designed to impart necessary knowledge (both theoretical and practical), skills, attitudes and exposure required for the newly recruited welfare officers.

This duration is divided into two stages

Training Components and Activities

Components / Activities	
Stage – I	Regular Indoor and Outdoor Sessions Field Visits Study Tour Personality Development Course Practical Sessions
Stage – II	Examinations



Calculation of Total Training Duration:

The following Table provides a comprehensive idea of calculation of total training duration and number of days available.

Training Duration: 3 months

Number of days available during 1st to 3rd month (30 x 3)	90 days
Less Sundays & 2 nd Saturdays (Sundays – 4 x 3 = 12; 2 nd Saturdays – 1 x 3 = 3)	15
Less Other Holidays (1 x 3 = 3, Average one holiday in each month)	3
Less Total	-18
Total Available Days	90 – 18 = 72
Less 10 days for study tour	10
Less Field visit days	5
Personality Development Course	2
Less Total	-17
Total Available days	72 – 17 = 55
Less Exam days	5
Less (Viva voce & Case presentation) days	1
Less Inauguration/Valedictory function	1
Total Available days (Indoor classes)	55 – 7 = 48
Days available for Outdoor Classes: 48+5+2(field visit + Personality development) = 55days (During field visit days, there shall be regular outdoor sessions)	55



III. Introduction to the manual

BASIC COURSE: WELFARE OFFICER – An introduction

Reformation and rehabilitation of prison inmates is one of the most important functions which includes correcting, educating, re-orientating and enabling healthy citizenship. Rehabilitation begins from the time an offender first enters the prison system and it is a continuous process. Legal assistance, family contact, and other support services for the transformation is needed. The factors that contribute to successful reintegration are employment, family support, managing relationship issues, positive community support, financial stability (being able to cover the costs of housing and basic necessities), involvement in deaddiction programs, and gaining emotionally stability. They are trained in life skills, vocational skills, welfare activities that enhances oneself, their family (strengthen the bonding), increases social responsibility. A Welfare officer is a person who ensures the wellbeing or survival of any distinct group of people. In prison he takes care all welfare measures of the inmates. The manual provides the basics about prison, understanding the prison manual, legal activities, probation officers, prison policies, other social sciences as Criminology, Psychology, Sociology, Social work, etc.

Objectives

- To know the nature of work in prisons
- To understand the departmental functions
- To impart knowledge about prohibited acts of the staff
- To improve the knowledge and understanding of inmates
- To improve their ability and capacity to handle the deprived society



- To enhance the skill and personal integrity to carry out the work professionally
- To prepare residents/inmates for re-entry into society (physically, mentally, morally and spiritually).

Methodology

The training module includes a mix of lectures and interactive individual and group assignments.

Power point presentation, Question & Answer session, Demonstration, Computer based programs, Role play, Brain storming, Case study, Field work exposure, Practice, Sharing experiences

Evaluation: Assignments, case presentation, written exams, viva voce

Duration: 3 months

Training Module of Welfare Officer

- 1) Prison and Correctional Administration
 - a) Prison Administration
 - b) Correctional Wing in Prison Administration
- 2) Criminology and Victimology
- 3) Penology and Alternatives to Imprisonment
- 4) Correctional Psychology
- 5) Sociology and Social Work
 - a) Sociology of Corrections
 - b) Social Work in Correctional Settings
- 6) Criminal Justice System
- 7) Criminal Laws and Minor Acts
- 8) Human Rights and Constitution of India
- 9) Outdoor activities
- 10) Viva-voce



Calculation of Training period: Indoor Class

Total number of days available for training	48 Days (40 weekdays and 8 Saturdays)
Total number of hours available: <u>Monday to Friday (40 days)</u> Forenoon = 3 hours for indoor class Afternoon = 1.30 hours for indoor class Total = 4.30 hours x 40 days = 180 hours <u>Saturday (8 days)</u> Forenoon = 3 hours indoor class only Total = 3 hours x 8 days = 24 hours	204 hours
Total number of hours required for completion of all Indoor Modules	204 hours

Note: The duration of each class may be fixed as 45 minutes followed by a break time of 10 minutes. Afternoon 30 minutes will be spent for case presentation, mock counselling, group discussion, role play, practicing relaxation techniques, etc.



Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Category	Indoor Main (Exam in 100 Marks)
Module No.	1
Module Title	Prison and Correctional Administration
Subdivision:	A. Prison Administration B. Correctional Wing in Prison Administration
Duration	50 hours
Medium of Instruction	English
<u>CONTENTS</u> A. Introduction to the Module B. Instructions to the Faculty C. General References A. Prison Administration (30 hours) Unit 1: Prison and its evolution Unit 2: A Brief Overview of Important Legislations on Prisons Unit 3: Organization of Prison Institutions Unit 4: Admissions, Classification and Daily Routine of Prisoners Unit 5: Security, Discipline and Custodial Management Unit 6: Emergencies in Prisons Unit 7: Remission System and Premature Release of Prisoners Unit 8: Medical and Healthcare Administration in Prisons Unit 9: Important Commissions/Committees on Prison Reforms B. Correctional Wing in Prison Administration (20 hrs) Unit 10: Introduction to Corrections	



Unit 11: Correctional Staff in Prison Administration

Unit 12: Correctional programs

Unit 13: Prisoners' Contact with the Outside World

A. Introduction to the Module

The module gives an idea about the prison, historical background, its structure and function. It briefs about how prison emerges into correctional institution/services. As more emphasis is given for correctional aspect the module is subdivided as Prison Administration and Correctional wing in Prison Administration. It covers the topics of historical background, prison setup, thorough understanding of Historical, Structural, and Functional aspects of prison, various Committees and Commissions on prisons and prison reformation, organization of prisons, administration of prisons, different categories of prisoners, correctional officers and their duties, correctional programmes in prison.

B. Instructions to the Faculty

- This topic on Prison and Correctional Administration forms the basis of the Prison setup and functions and the role of Correctional officers especially welfare officer. Therefore, more practical based teaching would be ideal.
- Necessary arrangements should be made for the trainees to have hands-on experience about various topics covered in this paper. The faculty also should seek written reports from the trainees about such practical exposure and visits.
- Each session should have an activity/Icebreaker and recap of the earlier session
- While conducting discussions, the faculty should act as the moderator.



C. Materials required for the sessions

- Chart paper, Flash cards, White board, marker, projection system, computer, power point presentations, printed handouts on each topic, videos, Prison Manual, etc.

D. General References

1. Reports by Various Committees and Commissions on Jail Reforms (from 1919 to 2003)

- All India Jail Manual Committee (1957-59)
- Working Group on Prisons (1972-73)
- The All India Committee on Jail Reforms (1980-1983)
- Group of Officers on Prison Administration (1986-1987)
- Model Prison Manual (2016)
- Relevant Law Commission of India Reports

2. Prison Manual of different States/UTs

4. Books

- A History of English Prison Administration – Sean McCoville
- A Human Rights Approach to Prison Management: Handbook for Prison Staff (2 nd Ed.) - Andrew Coyle
- Corrections Today - Larry Siegel & Clemens Bartollas
- Handbook on the Management of High-Risk Prisoners - UNODC
- Initiating Work in Prison Settings – Handbook Series on Social Work in Criminal Justice – Prayas (Tata Institute of Social Sciences), 2012
- Law & Practice of Rights of Prisoners – A. Sirajudeen



- Pathways to the Management of Mentally Ill Offenders in the Criminal Justice System – United Nations Interregional Crime & Justice Research Institute
- The Prison and The Factory: Origin of the Penitentiary System – Melossi & Pavarini Indian Prison Systems – Amarendra Mohanty & Narayan Hazary
- Prison Visiting System in India, R.K. Saxena
- Monitoring Prisons: A visitors Guide, CHRI 2010
- Advisories & Guidelines on Prison Reforms issued by the Ministry of Home Affairs - <http://mha1.nic.in/PrisonReforms/home.html>
- Handbook for Prison Leaders, UNODC 2010
- Key to Open up a Closed World, CHRI, 2016 – Handbook for Prison Visitors

Websites

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- ☐ www.ohchr.org/
- ☐ www.ispac.cnpds.org/
- ☐ www.prisonstudies.org/
- ☐ www.humanrightsinitiative.org
- ☐ www.nacro.org.uk
- ☐ www.icpa.ca/



Unit – 1

Prison and its evolution

Overview:

Prisons as a place of accommodation/confinement of persons who have committed an offence and are undergoing trial for having committed that offence. The Prison system of India originated from the Vedic period and ancient India to the Modern Indian period laid pathways towards transformation. In earlier days, prisons were often used as a temporary stopgap before sentencing to death or life of slavery, but the development of civilization transformed prisons into correctional institutions/services in the concept of rehabilitation and reform of prisoners. It will be of great use and similarly interesting for prison officers to know the evolution and development of prisons. This unit deals with the origin of prisons, prisons in various periods, history of prison architecture and designs, administration of prisons and life in prison in ancient days, various jail commissions and committees, etc.

Learning objectives:

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

- Explain the origin and development of prisons
- Explain recommendation of the Jail Commissions and Committees



S. No	Topics	Duration	Method of Instruction
1.1	Evolution: Origins of Prisons – Prisons in ancient, Medieval and modern period A brief overview of various Jail Commissions/Committees of 1836-38, 1877, 1888-89, and progress from 1889-1893.	3 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: a. Visit prisons and existing models of confinement buildings. b. Video sharing Assignment: Development of prisons in India.		
	Total Duration	3 hrs	



Unit – 2

A Brief Overview of Important Legislations on Prisons

Overview:

Prison has a long history. Right from primitive age to modern age what we seen in India has been evolved over a period of time. Confinement of any form was the only way to punish the offender or probable offender. Throughout the development of our prisons, various legislations have been enacted in the pre and post-independence period for the reformation process. This unit helps the welfare officer to know about the important legislations which are relevant to the prison administration.

Learning objective:

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

- Explain prison related legislations

S. No	Topics	Duration	Method of Instruction
2.1	Brief Overview of Important legislations: The Prisons Act, 1894 - The Prisoners Act, 1900 - The Transfer of Prisoners Act, 1950 – The Prisoners (Attendance in Courts) Act, 1955 – The Repatriation of Prisoners Act, 2003- The Criminal Procedure (Identification) Act, 2022	3 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment:		
	Total Duration	3 hrs	



Unit – 3

Organization of Prison Institutions

Overview:

Prison department is a key organization in the criminal justice of system. With the assistance of central government, the Prison administration and management works under the domain of state government and various types of prisons are under its control. At the State level, the Department at the Headquarters is headed by Director General /Inspector General of Prisons and Correctional Services. This unit particularly deals with the organizational structure of the Department of Prison sand Correctional Services, various types of prisons, hierarchy of officers and other staff etc. It describes briefly the duties/roles and responsibilities of the staff and other discipline among the staff members. Welfare officer as a liaison officer should know about public relation maintenance and coordinate with other key government departments. This unit gives important details of the various departments which are supportive for the welfare of the prisoners and their families.

Learning objectives:

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

- Explain the organization of prison institutions in the state
- Describe the key hierarchy of the officers
- Discuss the importance of public relations and coordination with other departments.



S. No	Topics	Duration	Method of Instruction
3.1	Prison Organization: Prison Headquarters – Organization - Types of Prisons: Central Prisons, District Jails, Women Prisons, Sub Jails, Borstal Schools, Open Prisons, Open Camps, Semi Open Prisons – Prison Officer Training Institutes etc.	1 hr	
3.2	Prison Hierarchy: Director General /Inspector General of Prisons and Correctional Services - Additional Director General/Additional Inspector General of Prisons/ Director of Correctional Services and Deputy Director of Correctional Services - Deputy Inspector General of Prisons or Deputy Director of Correctional Services – Superintendent - Deputy Superintendent - Jailor, Deputy Jailor/Asst. Jailor/ Asst. Superintendent Medical Staff, Ministerial Staff, Correctional Staff – Duties and	1 hr	• Lecture-cum-Discussion • PPT



	Responsibilities.		
3.3	Public Relation and Coordination with Other Departments: Public Relations - Relation with Police Department, Judiciary, Probation Department, Education Department, Medical and Health Department, Public Works Department, Media, NGOs etc – Right to Information Act – Suo Moto disclosure of information etc.	1 hr	
	Practical/Assignments: Field visit: Various types of prisons and jails inside and outside states.		
	Total Duration	3 hrs	



Unit – 4

Admissions, Classification, and Daily Routine of Prisoners

Overview:

Upon arrival in prison inmates are supposed to meet in the reception unit where the admission procedure starts. The most important purpose of the reception process is the *classification* of inmates, an essential feature of modern incarceration which includes risk assessment and needs assessment. This unit gives an outline of admission procedure, preservation of the private property of prisoners, and classification of different types of prisoners. It describes the daily routine of prisoners and other disciplinary measures adopted in prisons

Learning objectives:

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

- Explain the procedures followed during admission of prisoners
- List the major categorization of prisoners
- Describe the regular activities of prisoners

S. No	Topics	Duration	Method of Instruction
4.1	Admission and Classification of Prisoners: Quarantine - Remand Prisoners–Under trial Prisoners – Detenues - Convicts – Simple Imprisonment and Rigorous Imprisonment – Short Term and Long-Term Prisoners – Prisoners Sentenced to Death - Lunatic -	2 hrs	• Lecture-cum-Discussion • Q & A • Field visits



	Adolescents.		
4.2	Prison Routine: Daily Routine – Unlocking and Lockup of the prisoners – Counting/Census – Diet – Clothing – Work – Education, Games, etc.	2 hrs	
	Practical/Assignment: a. Prison visit: Discussion about admission procedure and classification b. Visiting the blocks and have orientation about the different categories of prisoners c. Observing main gate operation, lockup, unlocking, counting, etc. Assignment: Classification of prisoners and daily routine		
	Total Duration	4 hrs	



Unit – 5

Security, Discipline and Custodial Management

Overview:

Prison security and discipline are the most important components of custodial management. Security is enforced through measures of physical security, procedural security and dynamic security. Aspects of Physical security include the architecture of the prison buildings, the walls, iron bars, doors, fences, watch towers, locks, cameras, alarm system, etc. Procedural security relates to those procedures which have to be followed to prevent escape and to maintain good order. Knowledge about Dynamic security is essential to understand the inmates better and to assess the risks they may pose, as well as ensuring safety, security and good order, contributing to rehabilitation and preparation for release. Maintenance of discipline in prison is an integral part of safe custodial management. From time to time, it is inevitable that some prisoners will break the rules and regulations of the prison in a variety of ways. The procedure for dealing with breaches of prison discipline which are primarily administrative in nature and which are not to be referred to external investigatory or judicial agencies are discussed in this unit.

Learning objectives:

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

- Explain the types and aspects of prison security,
- Describe the procedures of searching prisoners, staff and visitors and principles of searches.
- Discuss the importance of maintaining prison discipline
- State the prison offences and punishments



S. No	Topics	Duration	Method of Instruction
5.1	Prison Security: Aspects of Physical, Procedural and Dynamic Security – Categorisation: (High, Medium, Minimum Security) – S1, S2, S3 & S4 categorization- Preventing Radicalization and De-radicalization	1.30 hrs	• Lecture • Q & A • Field visits
5.2	Prison Discipline and Custodial Management: Importance of Discipline in Prisons – Rights and Duties of Prisoners - Prison Offences: Minor & Major Offences – Punishments	1.30 hrs	
	Practical/Assignment: Prison visit: Discussion about security procedures and case studies of escapes Assignment: Prison offences and punishment		
	Total Duration	3 hrs	



Unit – 6

Emergencies in Prisons

Overview:

It is essential that prisons are prepared with contingency plans for emergencies and/or natural disasters. Major emergency incidents such as riots, mass escapes, hostage-takings, assaults on staff and inmates, suicides, inmate agitations etc. are key challenges for any custodial system. Handling the emergencies require an integrated approach which encompass the principles for prevention of, preparedness for, response to and recovery from emergencies and/or natural disasters. After every major incident, there would be extensive judicial, governmental or departmental inquiries, costly prison recovering measures, major administrative upheavals and political recriminations. It is a common experience that even high-ranking prison officials (sometimes the Head of the Department also) face disciplinary actions after emergency incidents. It is, therefore, quite significant that prison department should accord such importance to the prevention and control of major emergencies in prisons. This unit deals with key aspects of prison emergencies and prevention and control of such incidents.

Learning objectives:

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

- Explain the general situations of crises/emergencies in prisons
- Describe the medical emergencies in prisons.



S. No	Topics	Duration	Method of Instruction
6.1	General Emergencies: Escapes – Riot – Outbreaks – Fire – Hunger Strikes - Violent Protests/Agitations – Overcrowding - Natural Calamities – Hostage Situations.	2 hrs	Lecture-cum-Discussion
6.2	Medical Emergencies: Suicides - Death - Communicable diseases – Pandemic/Epidemic - Accidents etc. MHA Advisory on dealing with mental health issues of prisoners and prison inmates dated 24-06-2021	2 hrs	
	Practical/Assignment: a. Session with prison officials on various forms of prison emergencies such as escape, riot, hostage situations etc. b. Interactive sessions with prison medical officers regarding prison emergencies.		
	Total Duration	4 hrs	



Unit – 7

Remission System and Premature Release of Prisoners

Overview:

Remission is the reduction of the term of a prison sentence, usually due to good behaviour or conduct. Remission of sentence creates a hope of early release in prisoners motivating them to be disciplined, exhibit better work culture which results in their reformation and successful rehabilitation. The prospect of earning freedom provides an important incentive for individuals who have lost their liberty to improve themselves and also to cooperate with the system. This brings hope and a positive outlook to prisoners before and after release, allowing them to better adapt and equip for life outside of prison. It gives them a sense of responsibility and direction in life, thus converting them from passive recipients of punishment to active participants in their own lives. Earned release also benefits the system by giving it greater control over the prisoner, saving money and preventing prison over-population. It is particularly important for prison officers to know about the key aspects and procedures related to remission and pre-mature release of prisoners. This unit deals with remission and premature release.

Learning objectives:

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

- Explain the remission system
- Explain temporary and permanent ways to release the prisoners.



S. No	Topics	Duration	Method of Instruction
7.1	Remission System: Ordinary, Special Remission – Remission Rules – Calculation of Remission - Release of Prisoners under Remission Rules - Mercy Release - Release under Amnesty - President's and Governor's power of pardon – Sentence Review Board - Important Court Rulings etc.	2 hrs	Lecture-cum-Discussion
7.2	Temporary Release: Advisory Board-Parole/Emergency Leave, Furlough / Ordinary Leave–Legal Provisions/ Acts on Temporary Release. Grant of Parole/Furlough to inmates and their premature release from prison-review of Guidelines: September 3, 2020	2 hrs	
	Practical/Assignment: Prison visit: Remission section – remission calculation Assignment: Remission system and its benefits		
	Total Duration	4 hrs	



Unit – 8

Medical and Healthcare Administration in Prisons

Overview:

The United Nations' principles highlight that “it is the fundamental right of everyone to the enjoyment of the highest attainable standard of physical and mental health”. Under no circumstances, prisoner’s legal status should prevent him to seek medical care. The medical officer has an important responsibility to ensure that proper health standards are met. Every prison should have a full-fledged medical team including psychiatric services and visit of specialist to meet the needs of the inmates. Prisoners often arrive in prison with pre-existing health problems which may have been caused by neglect, abuse or the prisoner’s previous lifestyle. Many of them come from the poorest sections of society and their health problems will reflect this. Mental health, addiction problems and infections dominate most health needs of prisoners. Other types of acute and chronic health condition are also common and deserve attention. These prisoners will need particular support, as will those many others whose mental health may be significantly and adversely affected by the fact of imprisonment. This unit details about healthcare and medical services in prisons.

Learning objectives:

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

- Explain medical service and healthcare in prison settings
- Describe the roles and responsibilities of medical officer and other medical staff



S. No	Topics	Duration	Method of Instruction
8.1	Medical Service in Prison: Duties and Responsibilities of Medical Officer -Psychological and Psychiatric Services in Prisons - Treatment of Communicable Diseases	3 hrs	Lecture-cum-Discussion
	Practical/Assignment: Interaction with medical officers and prison psychologists/psychiatrists.		
	Total Duration	3 hrs	



Unit – 9

Important Commissions/Committees on Prison Reforms

Overview:

The prison system in India has achieved several milestones as Prisons department has now been transformed as Correctional institution/services with a view to bringing about attitudinal change and behaviour at modification rather than punishment. These changes occur through various level discussions among the experts and officials in the field. Through different Committees and Commissions, Prison Manuals are developed and safety and security of environment and reformation are being ensured with the guidance of these manuals. As a welfare officer s/he should be aware of all these important developments which brought remarkable changes in the prison system.

Learning objectives:

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

- Explain outcomes of noteworthy Jail Reform Committees/Commissions
- Describe other key developments in the history of Indian prisons

S. No	Topics	Duration	Method of Instruction
9.1	Prison Committees and Commissions in 20th and 21st Centuries: Indian Jail Committee Report (1919-20) – Model Prison Manual (1958) – Report on Working	3 hrs	• Lecture-cum-



	Group of Prison Reforms in India (1972-73) – All India Jail Reforms Committee (1980-83) (the Mulla Committee) – National Expert Committee on Women Prisoners headed by Justice V.R. Krishna Iyer (1986-87) – Report of the Group of Officers on Prison Administration 1986-87 under the Chairmanship of Sri. R.K. Kapoor IPS – The Model Prison Manual 2003 & 2016 – Micro Mission:08 under National Police Mission for Prison Reforms		Discussion • PPT
	Practical/Assignment: Assignment: Major recommendations of Prison Reforms Committees		
	Total Duration	3 hrs	



Unit – 10

Introduction to Corrections

Overview:

Correction is an integral part of the Criminal Justice System. The term Correction is more appropriately referred to the rehabilitation of the offender. The purpose of corrections is to separate criminals from the society in which they would operate. The integrated goal of corrections is to protect society by controlling offenders and preventing crimes. Correctional practice is a developing field and evolves between two concepts as punishment and rehabilitation. They are punished, confined in prison as punishment and lose their freedom. Corrections aim at rehabilitation and reintegration of the inmates as law abiding citizens, and a productive member of the society. Rehabilitation includes education, vocational skills training, employment, counselling, etc. This unit deals with the concept and purpose of correction and how Prison and Correctional administration helps in prevention of crime.

Learning objectives:

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

- Explain the concept and goals of correction
- Describe the role of prison correction and crime prevention



S. No	Topics	Duration	Method of Instruction
10.1	Corrections: Concept – Purpose – Goals – Historical Perspective – Role of prisons in Correction and Crime Prevention	4 hrs	• Lecture-cum-Discussion
	Practical/Assignment: Assignment: The role of Prison in Crime Prevention		
	Total Duration	4 hrs	



Unit – 11

Correctional Staff in Prison Administration

Overview:

In the Prison system Correctional staff plays a major role in correctional services which is rehabilitation and reintegration of the inmates. When a person enters the prison punishment stops and correction starts. Correction means reformation with appropriate skill for a particular individual, so that when he returns to the society, he /she can lead a decent and honourable life. Correction is done with the support of Correctional team comprises of Welfare Officer, Psychologist, Probation Officer, Social Worker, Counsellor, etc. The role of welfare officer is the key in every aspect of prisoners' life in the prison. It starts from day one of admission and it continues till he returns/re-enters into the society. His role is a two-fold process of counselling for attitudinal change and behavioural modification and of being a liaison officer of with various departments for the welfare of prisoners and their families. This unit describes the various correctional staff, their duties and responsibilities, impact and challenges in correction.

Learning objectives:

Upon successful completion of this Unit, the trainee officer will be able to:

- Explain the role and responsibilities of Correctional staff.
- State the role of welfare officer
- Discuss the challenges in correction
- Describe the impact of corrections in prisoner's life



S. No	Topics	Duration	Method of Instruction
11.1	Correctional Staff: Welfare Officer, Psychologist, Probation Officer, Social Worker, Counsellor – Duties and Responsibilities Training Prison staff as correctional staff	2 hrs	Lecture-cum-Discussion
11.2	Welfare Officer: Counsellor and Liaison Officer Benefits and Challenges in Correction	2 hrs	
	Practical/Assignment: Prison visit: Discussion with Correctional staff Assignment: Case study –Impact of correction		
	Total Duration	4 hrs	



Unit – 12

Correctional Programs

Overview:

Reformation and rehabilitation is the ultimate goal of Correctional administration. Rehabilitation is the process of helping the inmates to separate themselves from the environmental factors that made them commit crime, to bring attitudinal change, behavioural modification and ensure their successful reintegration into the society after release. The rehabilitation programs are need based and heterogenous which include education, vocational skills training, self-development, employment, psychological counselling, violence control, substance abuse treatment, etc. Community corrections include parole, probation, mandatory supervised release, programs which may be residential, lasting from 30 to 120 or more days; programs where offenders report during the day for treatment or some programs attended for a few hours each week for certain period, etc by the prisons. They are given counselling therapy, job skills training, attending moral classes, etc which varies from place to place. Restorative justice is an approach to justice in which one of the responses to a crime is to organize a meeting between the victim and the offender. After care services are helpful for the rehabilitation of inmates released from correctional institutions. This unit deals with various correctional programs at the national and international level and inside and outside prisons.

Learning objectives:

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

- Explain the Correctional/Rehabilitation programmes in prisons



- Prepare a model for rehabilitation process

S. No	Topics	Duration	Method of Instruction
12.1	Correctional Programs: Correctional/Rehabilitation Programs - Restorative Justice System – Community Correction – After care services MHA Advisory: Best prison Practices 08 November 2010	7 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Discussion: Rehabilitation module		
	Total Duration	7 hrs	

Rehabilitation Model/Process

1. In care (in prison: Rehabilitation program, Pre-release program – Individualized, Comprehensive, Integrated, Continuous, Realistic)
2. Aftercare (in community – Community based programs)

In Prison

(a) Rehabilitation program: Classification, psychology-based correctional programmes, academic, vocational, arts, family programmes, and skills training.

(b) Pre-release program: Psychology-based correctional programmes, skills training for employment, job coaching for employment, placement, programs for families and children

After care services

Educational assistance, employment support, addiction treatment, self-help groups, residential support, programs for families and children



Unit – 13

Prisoners' Contact with Outside World

Overview:

Contact with the families is a dynamic tool which helps the rehabilitation process as well as smooth running of the prison. It is a major source of hope and plays a positive role in encouraging the prisoner to avoid crime in future and to reintegrate successfully into the society. Prisoners contact with outside world is a two-fold process of their well-being in prison and to maintain stability and order in the prison. Human contact is fundamental to human beings; very basic human need is also a human right. Prisoners who are able to maintain good contact with their families will have a greater incentive to observe the normal rules and regulations of prison life. They are also likely to be able to resolve practical and other domestic problems which cause them anxiety. They communicate with the outside world (family members, friends, lawyers) through writing letters, phone calls (both audio and video). Through the interview system they interact face to face with family members, friends and lawyers. It is vital for their well-being, source of emotional support and comfort, for successful re-integration into society after release. This unit explains in detail about how they contact the outside world and the role of welfare officers in maintaining contacts.

Learning objectives:

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

- Explain various forms of contacts and importance of it
- Describe the role of welfare officer in maintaining the contact
- Discuss how technology is helpful in communication and its benefits



S. No	Topics	Duration	Method of Instruction
13.1	Interviews and Communication with Prisoners: Forms of Contacts: Visits; Letters; Phones; Importance of Regular Contacts – Interviews: Family Interviews; Interview with Lawyers, Police Interviews - Role of Welfare Officers in Maintaining Contacts - Petition of Prisoners and Appeal by Prisoners – Interview facility for Foreign National Prisoner’ s – Use of Technological Advancements for Contact with Outside World – Landmark Judgments regarding Interview etc.	5 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Prison visit: Observing the interview process Panel Discussion: Landmark Judgments regarding Interview Prisoner’s contact with outside world		
	Total Duration	5 hrs	



MODULE 2

CRIMINOLOGY AND VICTIMOLOGY

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Category	Indoor Main (Exam in 100 Marks)
Module No.	2
Module Title	Criminology and Victimology
Duration	25 hours
Medium of Instruction	English
<u>CONTENTS</u> A. Introduction to the Module B. Instructions to the Faculty C. General References Unit – 1: Introduction to Criminology Unit – 2... Typology of Crimes and Crime Prevention Unit – 3... Children in Conflict with Law and Juvenile Justice System Unit – 4... Victimology: Conceptual Background and Types of Victims Unit – 5... Victims and Criminal Justice System	

A. Introduction to the subject

Criminology is a wide-ranging interdisciplinary field that encompasses the study of crime and the criminal justice system. It focuses on causes and consequences of crime, delinquency, and victimization, patterns of criminal behaviour, responses by law enforcement, as well as possible applications of theory for treatment and crime prevention. This module examines the nature, extent, and impact of crime by exploring a broad range of issues related to criminology. Topics focused on theoretical



background of Criminology, types of crimes and causative factors behind the crime, changing pattern of crime and a critical analysis of public policies concerning crime control in society. It covers Juvenile Justice system as how criminality develops from childhood, i. e., the development of criminal careers, methods and theories to prevent crime.

Victimology is also covered in this module. Victimology is the study of victimization, its consequences, the relationships between victims and offenders, the way the criminal justice system accommodates and assists victims. This module provides an introductory explanation of victim and victimology, major theories of Victimology and the types of victimization. It examines the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, restorative justice, victim rights and services.

B. Instructions to the Faculty

- This paper on Criminology and Victimology covers the basis of crime and its theories, causes/reasons behind criminal behaviour, prevention of crime, types of victims and criminal justice system. More practical based teaching would be ideal.
- While conducting classes, the faculty should try to relate the conceptual framework with the contemporary issues in correctional administration by presenting case studies and videos.
- Each session should have an activity/Icebreaker and recap of the earlier session
- While conducting group discussions, the faculty should act as the moderator



C. Materials required for the sessions:

- White board, marker, projection system, computer, power point, flip charts presentations, printed handouts on each topic, videos, Prison Manual, etc.

D. General References

1. Andrew Karmen, 2003, Crime Victims: An Introduction to Victimology, Wadsworth Publishing.
2. Chockalingam.K., Readings in Victimology, Rajan Publications, Chennai
3. Cloward, Richard, Lloyd Ohlin (1960). Delinquency and Opportunity. Free Press.
4. Devaisia & Leelamma Devasia, Victimology, Sage Publications, New Delhi
5. Hirschi, Travis (1969). Causes of Delinquency. Transaction Publishers.
6. Merton, Robert (1957). Social Theory and Social Structure. Free Press.
7. Paul N. Tappan, “Who is a Criminal” in Dressler (ed.), Readings in Criminology and Penology.
8. Phulia, Chasdha N.K., & Surendharnath, Criminology – A Psychological and
9. Anthropological Analysis, Friends Publication New Delhi
- 10.S. V. Paranjape, Criminology & Penology, sage Publications, New Delhi
- 11.Siddique Ahmed, Criminology Problems and Perspectives, Eastern Book Company Lucknow



12. Subhra Ghosh, Female Criminal in India, Uppal Publishing Company, New Delhi
13. V. Rajan Victimology in India, Allied Publishers Ltd. New Delhi
14. Venugopal Rao, Victims of Crime, Allied Publishers Ltd. New Delhi.
15. Victim Compensation and Restorative Justice co-edited by Prof. (Dr.) P.S. Jaswal, Prof. (Dr.) G.I.S. Sandhu, Dr. Upneet Lalli and Dr. Shilpa Jain. Published by Rajiv Gandhi National University of Law, Punjab



Unit – 1

Introduction to Criminology

Overview:

Criminology is a broad and diverse discipline that gathers and analyses data on various aspects of criminal, delinquent and general antisocial behaviour. This unit introduces the discipline of criminology and explores how crime impacts society-at-large. This chapter provides an overview of the major research and theories in criminology, focusing on the causes and control of crime. It covers the basic concepts in criminology, the term crime, criminal behaviour and delinquency, different types social control methods and the concept of the criminal justice system. It further deals with nature and extent of the problem of crime and focuses on the importance of criminological knowledge in correctional setup.

Learning Objectives:

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

- Explain the concept of crime and criminal behaviour
- Define Criminology
- Describe the schools and theories of crime
- Differentiate criminal and non-criminal behaviour
- List the factors of crime

S. No	Topics	Duration	Method of Instruction
1.1	Conceptual Background: Definition and Concept of Crime - Meaning of Criminology	1 hr	
1.2	Theories of Crime: Classical		



	and Neo-classical Schools; Positive school; Anomie-contribution of Durkheim and Merton; Differential Association; Containment Theory, Labelling Theory, Sub Cultural Theories, Feminist Criminology	2 hrs	Lecture-cum-Discussion
1.3	Causative factors of Crime: Psychological, Sociological, Economical factors	2 hrs	
	Practical/Assignment: Assignment: Influence of culture in crime prevention		
	Total Duration	5 hrs	



Unit – 2

Typology of Crimes and Crime Prevention

Overview:

This unit briefly explains the different types of crime, characteristics of offenders, causes behind the criminal behaviour, circumstances surrounding the crime, decision making processes involved in the crime, etc. It introduces the definitions and classification of new forms of crime and their pattern. Recidivism is one of the fundamental concepts in Criminal Justice system and the unit covers the definition of recidivism, causes and its impact. Further this unit deals with the formal and informal methods of crime prevention and the role of police, correctional institution and media in crime prevention.

Learning Objectives:

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

- Explain the types of crimes and the causes behind the criminality
- Describe the concept of recidivism and methods to deal with it
- Describe the major crime prevention methods
- Analyse the role of police, prison, and media in crime prevention.

S. No	Topics	Duration	Method of Instruction
2.1	Typology of Crimes and its Causes: Professional Crime - Organised Crime - White Collar Crime – Economic Crime – Political	2 hrs	



	Crime – Cyber Crime – Domestic Violence, Alcoholism & Drug Addiction Terrorism – Human Trafficking. New age crime		• Lecture-cum-Discussion • Q & A
2.2	Recidivism: Definition – Causes – The impact of recidivism – Prevention	2 hrs	
2.3	Crime prevention: Methods of Crime Prevention– Role of Police – Patrolling (Crime Hotspots) – Theories of Crime Prevention: Understanding Routine Activity Theory, Rational Choice Theory - Broken Window Theory – Special reference to Role of Correctional Institutions in Crime Prevention – Role of Media in Crime Prevention	2 hrs	
	Practical/Assignment: Prison visit: Case study: Alcohol and crime Assignment: Role of media in Crime prevention		
	Total Duration	6 hrs	



Unit – 3

Children in Conflict with Law and Juvenile Justice System

Overview:

Welfare officers working in prisons do not directly deal with children in conflict with law, it is of great importance that they are aware of the factors which expose children and youth to neglect and criminalization. This unit focuses on children, difference between crime and delinquency, adolescents and the reason towards the criminal behaviour. It undertakes a critical scrutiny of the concept of children in conflict with law, the legal provisions, and international documents pertaining to child rights. The unit briefly explains The Juvenile Justice (Care and Protection of Children) Act, 2015, the salient features and the role of community, Probation and Juvenile Justice System.

Learning Objectives:

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

- Explain the theoretical background of juvenile delinquency and of state's response to juvenile delinquency in India
- State the problems of adolescents and how it leads to crime
- Describe the salient features of Juvenile Justice (Care and Protection of Children) Act, 2015
- Explain the methods of prevention of delinquency.



S. No	Topics	Duration	Method of Instruction
3.1	Conceptual Background: Concept and definition - Difference between Crime and Delinquency – Adolescence and their problems – Causes for Crime	2 hrs	- Lecture-cum-Discussion - Q & A
3.2	The Juvenile Justice (Care and Protection of Children) Act, 2015: The Juvenile Justice (Care and Protection of Children) Act, 2015 – Salient Features- Dealing with Children in Conflict with Law – Role of Community, Probation, and Juvenile Justice System.	2 hrs	
	Practical/Assignment: Institutional Visits to Special Home, Child Welfare Committee & Board		
	Total Duration	4 hrs	



Unit – 4

Victimology: Conceptual Background and Types of Victims

Overview:

The history of crime and punishment reveals a disproportionate emphasis on the treatment and rehabilitation of the offender compared to the concerns and situation of the crime victim. Today the field of Victimology covers various topics as crime victims, causes of victimization, consequences of victimization relationships between victims and offenders, the interactions between victims and the criminal justice system—that is, the police and courts, and corrections, has paved the way for correcting this imbalance. This unit presents the basic concept of victim, victimology and major theories to understand the contemporary developments in the field of Victimology. This unit discusses about the primary and secondary victimization and its importance to unearth the extent of crime problem and also focuses on the different types of victims and vulnerable groups.

Learning Objectives:

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

- Explain the history and development of Victimology
- Describe the concepts and major theoretical explanations in Victimology
- Identify the dark figures/unreported crimes through victim surveys
- Explain the types of criminal victimization and vulnerable group of victims.



S. No	Topics	Duration	Method of Instruction
4.1	Conceptual Background: Concept and definition – Victim and Victimology – Major Theories of Victimology: Victim Precipitation theories, Structural Violence theory, Situation Oriented theories, Routine Activities theory – Unreported crimes/Dark figures.	2.30 hrs	• Lecture-cum-Discussion • Q & A
4.2	Victim Typology: Types- Impact of Crime - Primary Victimization- Secondary Victimization - Vulnerable group of victims - Women – Children – Elderly – Child abuse – Battered women- Victims – Problems of victims of crime.	2.30 hrs	
	Practical/Assignment: Institutional Visits to Home for women and children Assignment: Sexual abuse in schools		
	Total Duration	5 hrs	



Unit – 5

Victims and Criminal Justice System

Overview:

The Indian criminal justice system seems to be more of accused oriented than victim oriented. Role of victims in the criminal justice system and the problems of victims of crime have never been discussed before, as they were highly neglected by the society as well as by criminal justice system. The emerging trends in Victimology focus more on these issues and significant progress has been made in recent years with regards to victims' rights. This unit will deal with the contemporary issues and trends in victim justice. It discusses about the impact of crime on victims and society, the problems and the role of victims within the criminal justice system, specific remedies, and International Instruments on Victims of Crime and Abuse of Power, 1985.

Learning Objectives:

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

- Describe the criminal justice process relating to victims of crime
- State the problems of victims of crime and abuse of power
- Explain the International Instruments on victim justice.

S. No	Topics	Duration	Method of Instruction
5.1	Victims and Criminal Justice System: Role of victims in the Criminal Justice System- Victim Impact Statement – Victims and	2.30 hrs	• Lecture-cum-



	Witness in the Criminal Justice System- Reformation Vs Restitution: Philosophy.		Discussion • PPT • Q & A
5.2	International Instruments: An outline to the UN declaration of Basic Principles of Justice to Victims of Crime and Abuse of Power 1985 - Treatment and Programmes.	2.30 hrs	
	Practical/Assignment: Discussion about the judgements favourable to victims		
	Total Duration	5 hrs	



Module-3

PSYCHOLOGY AND ALTERNATIVES TO IMPRISONMENT

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Category	Indoor Main (Exam in 100 Marks)
Module No.	3
Module Title	Penology and Alternatives to Imprisonment
Duration	25 hours
Medium of Instruction	English
<u>CONTENTS</u> A. Introduction to the Module B. Instructions to the Faculty C. General References Unit 1: Introduction to Penology Unit 2: Types of Punishment, Imprisonment and Capital Punishment Unit 3: Recent Trends and Treatment Programmes in Corrections Unit 4: Alternatives to Imprisonment Unit 5: Probation System and Parole	

A. Introduction to the Module

Penology, the study of punishment which inflicts pain. Today the purpose of punishment is hotly debated as it is atonement, expiation, prevention, reform or resocialization. The subject starts with punishment, and it relates to the broader concept of crime, punishment, sociology, etc.



Punishment is to safeguard the society and reformation. In primitive forms of society taking revenge is punishment which may take various forms. There are alternative forms of sentences which include probation, fines, restitution, community service etc. Probation as an alternative to imprisonment is a conditioned suspension upon good behaviour under supervision and it is the only alternative to imprisonment widely used in India. Correction is one of the most complex and controversial components of the criminal justice system. This unit deals with the correctional practices, reformation, and their consequences and functional aspects of alternatives to imprisonment. Additionally, the importance of parole, after care and rehabilitation is also discussed in detail.

B. Instructions to the Faculty

- This module on Penology forms the basis of the Punishment and briefs about how the punishment is gradually changing towards correction, alternative forms of imprisonment, and recent trends in corrections. More practice-oriented sessions on corrections are essential
- Necessary arrangements should be made for the trainees to have hands-on experience about various topics covered in this paper. The faculty also should seek written reports from the trainees about such practical exposure and visits.
- Each session should have an activity/Icebreaker and recap of the earlier session
- While conducting discussions, the faculty should act as the moderator.

C. Materials required for the sessions:

White board, marker, LCD projector, computer, power point presentations, printed handouts on each topic, videos, Prison Manual, etc.



D. General References

1. A Critical Study of Open-Air Jails in India. Khan, M.Z. BPR&D: New Delhi. Sue Titus Reid, Introduction to Criminology Sage Publication.
2. Handbook of Basic Principles and Promising Practices on Alternatives to Imprisonment 2007 – United Nations Office on Drugs and Crime. S.V.Paranjape, Criminology & Penology, sage Publications, New Delhi.
3. Identification of Best Prison Practices: Dr. Upneet Lalli, BPR&D: New Delhi. Vadackamcherry James Criminology & Penology, Kairali Books International, Trivandrum.
4. Introductory Handbook on the Prevention of Recidivism and Social Reintegration of Offenders 2012 - United Nations Office on Drugs and Crime.
5. Phulia, Chasdha N.K., & Surendharnath, Criminology – A Psychological and Anthropological Analysis, Friends Publication, New Delhi.
6. Ram Nath Sharma Criminology & Penology, Rajhans Agencies, Meerut.
7. Siddique Ahmed, Criminology Problems and Perspectives, Eastern Book Company, Lucknow.
8. Subhra Ghosh, Female Criminal in India, Uppal Publishing Company, New Delhi.

Websites

1. <https://www.unodc.org>
2. www.crimesolutions.gov



Unit – 1

Introduction to Penology

Overview:

This unit covers basics of Penology as definition and scope, also brief the evolution and concept of ‘Penology’. It discusses about the different forms of punishment ranging from ancient to modern as how it transformed into reformation rather than infliction of pain. This unit also explains theories of punishment with a particular emphasis on the correctional philosophy and its significance and theories of punishment are explained

Learning objectives:

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

- Explain the evolution of and concept of punishment
- Describe the forms of punishment from Ancient to Modern period
- State the relationship between punishment and crime
- Explain theories of punishment.

S. No	Topics	Duration	Method of Instruction
1.1	Penology: Definition, nature and scope. Punishment: Ancient, medieval and modern times – Significance, Concept, Aims & Types. Theories of Punishment. Capital Punishment.	2 hrs	• Lecture-cum-



1.2	Objectives/Theories of Punishment: Deterrence (General and specific) – Retribution – Preventive (Prisonisation) – Reformation – Restoration - Expiation.	2 hrs	Discussion • Q & A
	Practical/Assignment: Discuss the pros and cons of capital punishment and how it helps in reformation		
	Total Duration	4 hrs	



Unit – 2

Types of Punishment, Imprisonment and Capital Punishment

Overview:

Welfare officer is one of the members of classification committee and allotment of work for the inmates s/he should know about the types of punishment, types of imprisonment and the term period. The purpose of this unit is to introduce the officers to the types of punishment and their administration, including their manifestations and inadvisability of short-term sentences. This unit will further provide knowledge and understanding of capital punishment from a penological perspective to the officers.

Learning objectives:

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

- Explain the types of punishment
- Differentiate institutionalized and community treatment;
- Describe the nature of short term and long-term sentences, its objectives and alternative forms of short-term sentences
- Discuss the penological perception of capital punishment.

S. No	Topics	Duration	Method of Instruction
2.1	Types of Punishment: Earlier and Present forms of Corporal Punishments: Flogging, Whipping, Branding, Stoning, Pillory,	2 hrs	



	Banishment etc - Institutional Treatment and In community Treatment.		• Lecture-cum-Discussion • PPT • Q & A
2.2	Imprisonment: Short Term – Long Term – Life Imprisonment Capital Punishment: Definition - Pros and Cons of Capital Punishment – Practices in other countries – Abolition of death penalty. Guidelines for safeguarding the interest of death row prisoners: 4th February 2014	2 hrs	
	Practical/Assignment: Prison visit: Interaction with inmates convicted with short term, long-term sentence and assess the needs and welfare measures Assignment: Case study: Identity crisis of lifers		
	Total Duration	4 hrs	



Unit – 3

Recent Trends and Treatment Programmes in Corrections

Overview:

Correction/Rehabilitation starts when the prisoner enters the prison and programmes are planned based on the need. The concept of correcting is bringing attitudinal change and behavioural modification. The constructive activities and programmes promote positive change for responsible citizenship. This unit discusses about the evolution of corrections and correctional philosophy which gives the idea of corrections. The two models of correction provide methods of correction. It briefly explains counselling and its impact. The chapter covers various programmes ranging from education, skill training, employment, yoga, meditation, recreation activities, etc. The new concept of prison bazaars not only enables prison to earn considerable revenue; but also paves a way to reach out to society positively. The welfare officer needs to know about the open prisons, variations and benefits.

Learning objectives:

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

- Explain the different correctional methods and treatment programs
- Identify the recent trends in corrections and best prison practices
- Describe the prison industries and products, practices followed in prison bazaars to reach the community.
- Explain different types of open prisons and the uniqueness and speciality about the open prisons



S. No	Topics	Duration	Method of Instruction
3.1	Corrections and Correctional Methods: Concept of Correction – Correctional Philosophy – Medical model – Rehabilitation model – Crime Control model – Community model Recent Trends in Correction and Best Prison Practices: Education – Skills training: Life, social, technical, vocational skills – sports, recreation, yoga and meditation, prison products and prison outlets	3 hrs	• Lecture-cum-Discussion • Videos • Q & A
3.2	Open Prisons: Open & Semi Open Prison - Open Air Camps (Sanganer-Rajasthan, Buxar-Bihar, Swanthrapur- Maharashtra) - Open Prison for Women (Kerala and Maharashtra) - Half Way Houses, Private Prisons - Public Private Partnership in Prisons	3 hrs	
	Practical/Assignment: Field visit: Open prison Assignment: Pattam, Unnati, Prayas programs		
	Total Duration	6 hrs	



Unit – 4

Alternatives to Imprisonment

Overview:

Since the beginning of society, crime has been a constant phenomenon that has always prevailed in society. When a person commits crime, he is imprisoned, i.e., isolated from society in order to reform him. However, in recent years there is a concern that imprisonment does not achieve some of its most important stated objectives, as well as being harmful – to offenders, to their families and in the long-term, to the community. The use of non-institutional methods called Alternatives to imprisonment are gaining importance. It is a kind of punishment other than spending time in jail or prison. Alternative measures assist some of the most vulnerable members of society to lead a life without having to relapse back into criminal behaviour. This unit presents an introduction to alternatives to imprisonment, evolution of the concept and its practices. United Nations Standard Minimum Rules for Non-Custodial Measures (Tokyo Rules) is also discussed in this unit.

Learning objectives:

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

- Explain the non-custodial measures to imprisonment
- Describe the functional aspects of alternatives to imprisonment and different forms of it
- Brief the United Nations Standard Minimum Rules for Non-Custodial Measures (Tokyo Rules).



S. No	Topics	Duration	Method of Instruction
4.1	Alternatives to imprisonment: Concept – Evolution - Importance of Alternatives to Imprisonment - United Nations Standard Minimum Rules for Non-Custodial Measures (Tokyo Rules)	3 hrs	• Lecture-cum-Discussion • Q & A
4.2	Functional Aspects of Alternatives to Imprisonment: Forms of Alternatives – Probation – Fine – Parole – Community Service etc - Advantages and Benefits	3 hrs	
	Practical/Assignment: Assignment: Alternatives to Imprisonment – various forms in national and international level		
	Total Duration	6 hrs	



Unit – 5

Probation System and Parole

Overview:

Probation otherwise called as community correction is one among the most used alternatives in India. It is treatment outside the four walls of the prison, human method of reforming the offender under personal supervision. Parole is granted after an offender has served a portion of his or her prison sentence. Thus, parole differs from probation and it is a conditional release granted to some prisoners, who are exhibiting good behaviour. The goals of probation and parole are to rehabilitate offenders and guide them back into society while minimizing the likelihood that they will commit a new offense. This unit explains the nature, extent, and impact of probation by exploring a broad range of issues related to Probation system. It gives an idea about community based correction and functional aspect of probation system. The definition, meaning and philosophy of parole and the difference between parole and probation is also discussed in this unit.

Learning objectives:

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

- Explain the probation system in India and other countries
- Describe the legal provisions pertaining to Probation system and The Probation of Offenders Act, 1958
- Describe the basic concepts and functional aspects of Probation system in India
- Explain the philosophy of Parole
- Differentiate between Probation and Parole



S. No	Topics	Duration	Method of Instruction
5.1	Probation System: Origin and Development of Probation - Meaning - Significance - Objectives – Legal Framework – Cr.P.C Sec. 360 -The Probation of Offenders Act, 1958. Functional Aspect of Probation: Essence of Probation - Advantages and benefits of Probation – Probation Conditions - Types of Probation - Pre-sentence Investigation - Supervision - Probation Grid - Violation - Revocation - Court and Probation.	2.30 hrs	• Lecture-cum-Discussion • PPT • Q & A
5.2	Parole: Meaning and Definition – Philosophy of Parole – Difference between probation and parole - Parole as a tool for Rehabilitation.	2.30 hrs	
	Practical/Assignment: Field visit: Probation office Assignment: Usefulness of Parole on interaction with inmates with special reference to education of children		
	Total Duration	5 hrs	



MODULE 4

CORRECTIONAL PSYCHOLOGY

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Category	Indoor Main (Exam in 100 Marks)
Module No.	4
Module Title	Correctional Psychology
Duration	25 hours
Medium of Instruction	English
<u>CONTENTS</u> A. Introduction to the Module B. Instructions to the Faculty C. General References Unit 1: Introduction to Correctional Psychology Unit 2: Theoretical Approaches Unit 3: Motivation and Emotions Unit 4: Personality Unit 5: Mental Health Problems Unit 6: Suicide and its Prevention Unit 7: Risk Assessment, management and Behaviour Modification	

A. Introduction to the Module

Psychology is the scientific study of human behaviour and mental process. It is about mind, how it works and how it affects the behaviour. It plays a major role in day-to-day life activities by the way of thinking, relationship with oneself and others, emotions, intelligence, normality



and criminality. It is important for those who are in the field of corrections to understand the behaviour and personality of the prison inmates. Correctional psychology is an area of psychology that focuses on applying psychological principles to correctional setting i.e., applying counselling and therapeutic techniques in the process of reformation. The welfare officers with the help of correctional psychology can apply the psychological principles, counselling skills, for the rehabilitation of inmates and helping them for transition from prison and back to the world successfully.

B. Instructions to the Faculty

- This topic on Correctional Psychology forms the basis of applications of Psychology in correctional field, its principles, attitudinal change, behaviour modification, etc
- While conducting classes, the faculty should try to relate the conceptual framework with the contemporary psychological issues in correctional administration by presenting case studies and videos.
- Group sessions and therapies can be explained with case studies and mock counselling sessions help to know their strength and weakness
- While conducting group discussions, the faculty should act as the moderator.

C. Materials required for the sessions:

White board, marker, projection system, computer, power point/flip chart presentations, printed handouts on each topic, videos etc.

D. General References

1. Abnormal Psychology - Sarason



2. Abnormal Psychology & Modern Life (8th Edition) - R.C Carson, J.N Butcher and J.C Coleman.
3. Basic Counselling Skills - Richard Nelson Jones
4. Correctional Psychology - R.J.Wicks
5. Criminal Behaviour: A Psychological Perspective - C.R. Bartol and A.M. Bartol.
6. Emotional Intelligence - Daniel Goleman
7. Essential of Abnormal Psychology - B. Kleinmuntz.
8. Foundations and Applications of Indian Psychology – Girishwar Misra, Suneet Varma, R. M. Matthijs Cornelissen.
9. Handbook for Correctional Psychologists: Guidance for the Prison Practitioner, Kevin M. Correia Ph.D.
10. Introduction to Psychology - Morgan and King
11. Introduction to Psychology - N.L Munn
12. NHRC-Suicide in Prison
13. The Physical and Psychological Effects of Meditation. – M. Murphy & S. Donovan.
14. The Practice of Correctional Psychology, Marguerite Ternes, Philip R. Magaletta, marc W. Patry
15. The Psychology of Criminal Conduct, D. A. Andrews, James Bonta



Unit – 1

Introduction to Correctional Psychology

Overview:

Correctional psychology is the application of basic and applied psychological science/principles in the correctional setting to enable assessment, proper classification, treatment, and management of offenders. The goal is to reduce the risk of offender misconduct, behaviour modification and to improve public safety. This unit covers importance and evolution of correctional psychology as a field in applied psychology. As the welfare officer works with correctional psychologist, he needs to understand the role of correctional psychologist. It discusses about the psychological problems faced by inmates and staff in course of intervention. It deals with Positive psychology which focused on well-being and strength of the client rather than the illness and problems.

Learning objectives:

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

- Define correctional psychology and importance of it
- List the psychological problems faced by inmates and prison staff
- Describe role and responsibilities of correctional psychologist
- Explain Positive psychology and application towards correctional settings



S. No	Topics	Duration	Method of Instruction
1.1	Correctional Psychology: Meaning - Importance - History of Correctional Psychology - Role of Correctional Psychologist - Psychological Problems that People inside Prison face - Positive Intervention or Positive Psychology	3 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Interaction with prison staff and inmates and list the psychological problems		
	Total Duration	3 hrs	



Unit – 2

Theoretical Approaches

Overview:

Theories provide a framework for understanding human behaviour, thought, emotions and development. When one understands the how's and why's of human behaviour, one can better understand oneself and others. A number of theories have been proposed to explain and predict various aspects of human behaviour. Each theory provides a context for understanding a certain aspect of human behaviour. When examining psychological theories of crime, prison officers should be aware of three major theories which have relevance to criminal behaviour. The first is Ppsychodynamics theory, which is centered on the notion that an individual's early childhood experience influences his or her likelihood for committing crimes. The second is Bbehavioural Theory which means learning is nothing more than the acquisition of new behaviour based on environmental conditions and its influence in someone's behaviour. The third is Cognitive Theory, the major premise of which suggests an individual's perception and how it is manifested in the mental.

Learning objectives:

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

- Give the theoretical explanation of human behaviour
- Describe the major psychological theories in explaining criminal behaviour.



S. No	Topics	Duration	Method of Instruction
2.1	Psychological theories: Psycho dynamic theories – Social Learning theory (Observational learning) and understanding in relation to Crime – Cognitive theories – Practical use of psychological theories in correctional settings.	3 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Case studies based on theoretical background		
	Total Duration	3 hrs	



Unit – 3

Motivation and Emotions

Overview:

Motivation and emotion are two psychological features that help the human being towards growth. Motivation stimulates a person to act and behave to achieve a desired goal and emotion is the feelings that emerge from the motive or drive itself, from the actions caused by the motive and from the achievement or failure to achieve the desired goal. Motivation is the internal drive that drives an organism to achieve the desired need or goal and elicits, controls, and sustains certain goal directed behaviours. It is the vital factor in setting and attaining goals. Emotion is a subjective feeling that results in physical and psychological changes that influence thought and behaviour and the experience of emotions varies from person to person. This unit discusses the meaning, nature and importance of motivation and major theories of motivation. An introduction to emotions and its management in prison set up is also discussed in this unit. It also covers the emotional intelligence which helps to handle their own emotions as well as those of others.

Learning objectives:

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

- Explain the nature, importance and types of motivation
- Describe the theories of motivation
- Explain the basic concept of emotion and its management in prisons
- Explain emotional intelligence and its usefulness in correctional setting



S. No	Topics	Duration	Method of Instruction
3.1	Motivation: Meaning- Nature, types and importance of motivation - Intrinsic Motivation and Extrinsic Motivation	1.30 hrs	• Lecture-cum-Discussion • Q & A
3.2	Emotion: Meaning –Nature, types and importance of emotion – Understanding and management of emotions in prison set up – Emotional Intelligence - Emotional Reactions to Imprisonment and Implications.	1.30 hrs	
	Practical/Assignment: Identify an emotion (positive or negative) and how it motivates you to achieve or complete a task in your personal life		
	Total Duration	3 hrs	



Unit – 4

Personality

Overview:

Personality basically is the characteristic patterns of thoughts, feelings, and behaviours that make a person unique. By characteristic pattern we mean the consistent and distinctive ways in which they walk, talk, express their urges, ideas, feelings and actions. It embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people. Personality refers to the totality or whole of the person. In other words, personality is “an individual’s unique constellation of consistent behavioural traits. A personality trait is “a durable disposition to behave in a particular way in a variety of situations”. Thus, the enduring pattern expressed by the person in various situations is the hallmark of personality. The unique impression that a person makes on others is equally important in understanding personality. This unit discusses about formation of personality, theories of personality, assessment of personality, personality disorders and their management.

Learning objectives:

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

- Define Personality
- Explain the development and assessment of personality
- Describe the theories of personality and its applicability in prison setting
- Identify personality disorders and their management.



S. No	Topics	Duration	Method of Instruction
4.1	Introduction: Meaning – Formation of personality - Assessment of personality Common Personality Disorders: Brief Overview Borderline personality disorder, Narcissistic personality disorder, Obsessive-compulsive personality disorder, Paranoid personality disorder, Anti-social personality disorder – Management of personality disorders.	3 hrs	• Lecture-cum-Discussion • PPT • Videos • Q & A
	Practical/Assignment: Assignment: Interaction with inmates of different personalities		
	Total Duration	3 hrs	



Unit – 5

Mental Health Problems

Overview:

According to World Health Organization, “Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community.” It influences daily living, relationships and physical health. Mental disorders occur at high rates in all countries of the world especially prevalent in prison populations. Mental health problems may be present before admission to prison or may be caused due to imprisonment for a long period or in some cases for life, leading to stress, depression, adjustment issues, etc. Addressing mental health needs will improve the health and quality of life of both prisoners with mental disorders and of the prison population as a whole. Welfare officer needs to know such mental health issues arising out of imprisonment so that they can prepare themselves to deal with these issues in prisons. Keeping the above in mind, this unit is designed to provide definition, neurotic, psychotic, psychosomatic disorders and other common mental health problems in prisons. It also deals in details about alcoholism and drug addicts, identification and treatment process and Mental Healthcare Act, 2017

Learning objectives:

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

- Differentiate between normality and abnormality
- Brief neurotic, psychotic, psychosomatic disorders
- Spell out disorders like neurotic and psychotic



- Identify major mental health problems among prisoners
- Explain provisions of Mental Healthcare Act, 2017

S. No	Topics	Duration	Method of Instruction
5.1	Concept of Normality and Abnormality - Common mental health problems in Prison –Neurotic disorders – Anxiety, Depression, Post traumatic stress disorder Psychotic disorders –Schizophrenia, Bipolar Affective disorder, Delusional disorder, Substance-induced psychotic disorder Psychosomatic disorders – An overview of Psychosomatic illness Alcoholics and Drug addicts – Identification – treatment methods - Group therapy	2 hrs	• Lecture-cum-Discussion • Q & A
5.2	Mental Healthcare Act, 2017: Introduction – Salient features – Applicability in Prisons.	2 hrs	
	Practical/Assignment: Detention of mentally ill under trial prisoners – Guidelines issued by the Supreme Court on 13 th December ,2007		
	Total Duration	4 hrs	



Unit – 6

Suicide and its Prevention

Overview:

Suicide is a complex phenomenon and a serious public health concern. Suicide is the act of intentionally harming oneself with the goal of ending one's life, causing one's own death. Suicide is often the single most common cause of death in correctional settings. The reason may be due to the psychological impact of arrest and incarceration, socio cultural factors, psychiatric conditions, drug addicts' symptoms of withdrawal, stress and depression due to imprisonment for long period, life imprisonment, unhealthy ways of coping, no or poor family support, etc. The challenge for suicide prevention is to identify people who are most vulnerable, under which circumstances, and then effectively intervene. This unit gives an overview of suicide, warning signs and symptoms, risk factor in general and with special reference to correctional setting, ways to assess, identify, treatment methods and prevention

Learning objectives:

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

- Explain suicide and self-injurious behaviour
- State the signs and symptoms of suicide
- Describe the risk factors
- Discuss the preventive measures with special reference to correctional settings



S. No	Topics	Duration	Method of Instruction
6.1	Suicide: A brief overview of suicide – Self-injurious behaviour – signs and symptoms – causes –Prevention – Suicide and prevention with special reference to correctional settings NHRC-SUICIDE IN PRISON 2014	4 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Interaction with inmates having self-injurious behaviour		
	Total Duration	4 hrs	



Unit – 7

Risk Assessment, management and Behaviour Modification

Overview:

Risk and need assessment are a major concern in correctional settings as it helps to segregate the inmates for accommodation and to place inmates in appropriate rehabilitative program. Effective risk management lead to positive consequences. The psychological impact of arrest, trial, incarceration and life in prison are too stressful that one requires effective coping strategy to survive. Effective coping strategy helps to moderate the stress which the individual experiences and thus, enhance the chances of one's survival from the challenges of incarceration. Anger is one of the reasons for the criminality and after imprisonment also the problem arises among the inmates and with the officials because of it. The welfare officer should know how to channelize anger and resolve the conflicts. One of the fundamental processes in behaviour management is to provide appropriate intervention to unlearn undesirable behaviour and relearn desired forms of behaviour. Hence, one should have basic knowledge in behaviour modification in correctional set up. This chapter covers the risk assessment, risk management, stress management, anger management and conflict resolution. This unit gives a basic introduction to behaviour modification and explains the major steps involved in it. Different types of intervention skills and techniques are also discussed

Learning objectives:

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

- Explain the risk assessment and risk management



- Devise ways to cope the stress, channelize the anger and resolve the conflict
- Explain the concept of behavioural modification in correctional settings
- Describe behavioural modification techniques and its effectiveness

S. No	Topics	Duration	Method of Instruction
7.1	Risk assessment and Management: Risk assessment – Risk management – Stress management, Anger management, Conflict resolution	2.30 hrs	• Lecture-cum-Discussion • PPT • Q & A
7.2	Behaviour Modification: Meaning – Importance behaviour modification – Techniques: reinforcements, punishment, token economy programme.	2.30 hrs	
	Practical/Assignment: Field visit: Counselling centre Group session: Conflict resolution		
	Total Duration	5 hrs	



Module-5

SOCIOLOGY AND SOCIAL WORK

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Category	Indoor Main (Exam in 100 Marks)
Module No.	5
Module Title	Sociology and Social work 1. Sociology of Corrections 2. Social Work in Correctional Settings
Duration	25 hours
Medium of Instruction	English
<u>CONTENTS</u> A. Introduction to the Module B. Instructions to the Faculty C. General References Unit – 1: Sociology and Socialization Unit – 2: Social Control Unit – 3: Social Disorganization and Problems Unit 4: Social Work in Corrections Unit 5: Social Casework and Social Group Work Unit 6: The Role of NGOs in Prisons and Correctional Institutions	

A. Introduction to the Module

Sociology provides many distinctive perspectives on the world, generating new ideas and critiquing the old. It focusses on society, social life, social change, patterns of social relationships, social interaction, and aspects of culture associated with everyday life and the social causes and



consequences of human behaviour. Since all human behaviour is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture. Crime, punishment and correction have got a sociological perspective also. Sociology of corrections dealt with the way how the socialization processes, social problems lead to criminal behaviour and application of sociological principles in correctional settings. Social Work practices seeks to enhance the social functioning of individuals, in groups, focused upon their social relationships, which constitute the interaction between man and his environment. In prison environment/correctional setting these practices helps to promotes social change, development, solve problems of the inmates and their families, empowerment of inmates, and also to work on rehabilitation and to provide and secure social justice. The application of social work principles and practices in correctional settings is a key element in the contemporary correctional administration. Correctional cadre staff holding social work degrees are appointed in prisons with designations like welfare officer, counsellor, social case worker etc. Welfare officers with the background of Sociology, Psychology, Social work have basics of social work concepts, methods and the training help to understand the strategies (Social case work practices) to apply the principles and concepts in correcting and modifying the attitude and personality.

B. Instructions to the Faculty

- This topic on Sociology and Social work with special reference to correctional settings and role of prevention of crime, reduce re-offending and successful re-entry into the society as a law-abiding citizen. The module is divided into two chapters and subunits



- Hands-on experience, exposure visits and practical trainings are important rather than theoretical oriented sessions.
- Each session should have an activity/Icebreaker and recap of the earlier session
- While conducting discussions, the faculty should act as the moderator.

C. Materials required for the sessions:

White board, marker, projection system, computer, power point presentations, printed hand outs on each topic, videos etc.

D. General References

1. Sociology: A Systematic Introduction – Harry M. Johnson
2. Human Society – Kingsley Davis Training Manual of Basic Course for Prison Officers the Think Tank for Indian Police Promoting Good Practices and Standards
3. Sociology: Themes and Perspectives – M. Haralambos and R.M. Heald
4. Sociology – Anthony Giddens
5. Introductory Sociology – Sachdev and Vidyabhushan
6. Sociology – C.N. Shankar Rao
7. Theory & Practise of Social Work - Gordon Hamilton
8. Towards a Philosophy of Social Work in India - S. Dasguta
9. Direct Social Work Practice-Theory and Skills (8th edition). H. Dean
11. Concepts and Methods of Social Work - Friedlander
12. Social Casework: A Therapeutic Approach –R.K. Upadhyay
13. Competencies for Correctional Social Worker: Specialized Knowledge and Skills for Effective Practices - Leon Holtzhausen



Unit – 1

Sociology and Socialization

Overview:

Sociology studies about social life, social change, social causes and consequences of human behaviour. It deals with every aspect of human society: the family, gender, race and ethnic relations, aging, education, work, population, and others. As we all live in society, the ultimate focal area of sociology is ‘us’ and ‘our living’ in society. Socialisation is the process of inducting the individual into the social world by learning the habits, values, attitudes, beliefs of the social group where he has born. This unit briefly deals with introductory aspects of sociology like origin, definition, nature, scope concepts, scope and need for correctional officers, sociological approach to crime and correction. It further covers the socialization process, the agencies helped in socialization, how socialization influences personality development and leads to criminal behaviour.

Learning objectives:

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

- Describe the scope and need for correctional officers
- Explain Sociological approach to crime and correction
- Explain Socialization process and agencies associated with socialization
- Discuss how socialization helps in personality development and leads to criminal behaviour



S. No	Topics	Duration	Method of Instruction
1.1	Sociology: Definition and Concepts, Scope and need for Correctional Officers, Sociological Approach to Crime and Correction	2 hrs	• Lecture-cum-Discussion • Q & A
1.2	Socialization: Concept, Process, Agencies associated with Socialization, Socialization and Personality development, Socialization and Crime	2 hrs	
	Practical/Assignment: Case study: Relationship between parental socialization and crime		
	Total Duration	4 hrs	



Unit – 2

Social Control

Overview:

Social control is nothing but control of the society over individuals in order to have desired behaviour from the individual and enable him to develop skills needed to survive in the society. It is necessary for an orderly social life. This unit briefly covers the concept of social control, norms, folkways and mores, conformity and deviance. It details about the way social control is helpful in crime prevention. The chapter covers the fundamentals of collective behaviour and the behaviour in prison and its influence in the correctional setting.

Learning objectives:

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

- Define Social control and its components
- Explain the way social control helps in crime prevention
- Describe collective behaviour in prisons

S. No	Topics	Duration	Method of Instruction
2.1	Social Control: Norms, informal and formal norms, folkways and mores, conformity & deviance, law, education, religion, morality. Social Control and Crime Prevention	2 hrs	• Lecture-cum-Discussion • Videos • Q & A
2.2	Collective Behaviour – Rumours and Mass Hysteria; Crowd and Crowd Behaviour – Mobs and Riots – Propaganda – Collective Behaviour in Prisons.	2 hrs	
	Practical/Assignment: Panel discussion: Collective behaviour in prisons		
	Total Duration	4 hrs	



Unit – 3

Social Disorganization and Problems

Overview:

Society the web of social relationship has some patterns and mechanism among its individual members. If there is a disturbance in the patterns and mechanisms of human relations, the relationship between members of the group is broken or dissolved. It will affect the smooth functioning of society and it may even endanger the very existence itself. Social problems, in a way, are resultant of social disorganization. And some social problems generate other forms of social problems. To illustrate this, let us consider a society which is backward in education. Illiteracy and lack of education leads to unemployment and unemployment leads to poverty. This poverty may propel deviance and crime. Increased rates of crime shatter the society and make it difficult for the society to survive. It is a basic requirement for prison officers to develop an adequate, scientific and systematic frame of reference to analyse social problems, because crime, criminals and correctional work are integral to social life and society. This unit covers key issues related to social disorganization and social problems.

Learning objectives:

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

- Explain social disorganization
- Discuss the basic social problems including crime and delinquency from a sociological perspective.
- Identify the National and International organizations working for correcting the prisoners



S. No	Topics	Duration	Method of Instruction
3.1	Social disorganization and Problems: Characteristics and cause – Unemployment, Poverty, Alcoholism and Drug Addiction, Prostitution, Gender inequality, Casteism, Communalism, Terrorism – Link between Problems and Crime – A brief overview	2.30 hrs	• Lecture-cum-Discussion • Videos • Q & A
3.2	National and International Organizations working for correcting the Prisoners: World health Organisation - Penal reforms International-Amnesty International-Common Wealth Human Rights Initiative-The International Monetary Fund (IMF)-The UNODC-United Nations Office of Drug Control	2.30 hrs	
	Practical/Assignment: Case study: Take one social problem and how it leads to criminal behaviour		
	Total Duration	5 hrs	



Unit – 4

Social Work in Corrections

Overview:

Social Work emerged as profession is charged with social welfare mandate of promoting welfare and wellbeing of vulnerable people as well as the community with a greater quality of life. Social work is a major discipline among the social sciences. Social work is a discipline/practice profession, which takes preventive and remedial action on problems in several areas of society. It seeks to correct the causes underlying crime as remedial action in correctional setting and prevention of crime. Considering the very nature of work in prisons, social work has a got greater scope and relevance in corrections. Social work offers a variety of services such as assessment of inmates, assisting them to develop coping skills, therapeutic counselling and support, partnering with external service providers (NGOs, CBOs, families and the community) in the rehabilitative process, provide capacity building to other staff members, and organize community programmes etc. This unit deals with fundamental concepts of social work, the basics of social work profession, values, principles and concepts related to social work. Also, it provides a comprehensive overview of the scope, institutionalized and community-based corrections, and role of social worker

Learning objectives:

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

- Explain the key aspects of social work profession



- Explain the concept, scope and other essential features of correctional social work
- Describe the techniques of social work in corrections
- Analyse the need of social worker in corrections

S. No	Topics	Duration	Method of Instruction
4.1	Social work: Definition, Nature, characteristics, functions, values, principles, goals and scope and Concepts related to Social Work	2 hrs	• Lecture-cum-Discussion • Q & A
4.2	Social Work in Corrections: Concept, scope and techniques – Different correctional settings: Institutionalized (Borstal schools, Prisons) and community based (Probation, Parole and After care) - Need of social work practice in correctional settings - Role of social worker	2 hrs	
	Practical/Assignment: Field visit: After care home		
	Total Duration	4 hrs	



Unit – 5

Social Casework and Social Group Work

Overview:

For the purpose of practising social work various methods are developed. The concern of professional social work is to help individuals and groups who are in need so that they develop the capability to deal with their troubles through themselves. Social case work and Social group methods are used for the needy people in various environment. Social casework is the process of dealing with the individual case. It is concerned with the individual in relation to his social environment and aims at his successful adjustment. Social group work is a method of rendering service to individuals to enhance their social functioning through purposeful group experience. In correctional setting social work methods are helpful in modifying the behaviour and attitude of the inmates and successful re-integration. This includes the concept, importance and different intervention tactics for the betterment of inmates. Also, it briefly discusses about research to evaluate the current programmes and services in the field of corrections to bring about certain development in this setting.

Learning objectives:

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

- Explain the key social work methods and their application in correctional settings
- Elucidate the skills in social casework and social group work etc
- Explain social work research.



S. No	Topics	Duration	Method of Instruction
5.1	Social Casework: Meaning, objectives and scope in a correctional setting - Direct practice tasks with prison inmates including intake, engagement, psychosocial assessment and treatment.	1.30 hrs	• Lecture-cum-Discussion • PPT • Q & A
5.2	Social Group Work: Definition, objectives and scope of group work in a correctional setting - Stages of group work with prison inmates: formation, intervention and termination phases - Group work recording, monitoring and evaluation.	1.30hrs	
5.3	Social Work Research: Scope of social work research in correctional settings - Developing a positive and research-bended mind to study prisoners' problems.	1 hr	
	Practical/Assignment: Group session in Borstal school		
	Total Duration	4 hrs	



Unit – 6

The Role of NGOs in Prisons and Correctional Institutions

Overview:

Voluntary organizations are organised on community, national and international level to serve diverse group of people, engaged in a wide range of activities, dealing with several issues and problems related to development, social inequality, deviance, educations, health care etc. Prison is a place for correction and majority of the inmates come from most disadvantageous background, whether in terms of education, income and occupation, class, or mental and physical health status. It is not practically possible for the prison administration to cater to all reformatory and rehabilitative needs of prison inmates. Therefore, prison administration should seek to establish links with the NGOs working for prisoners and extend the range of programmes available to prisoners, particularly in vocational, educational, cultural, spiritual and social activities. This unit provides an overview of key aspects of NGOs and role of NGOs in prisons and correctional institutions.

Learning objectives:

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

- Explain the nature and role of NGOs
- Describe the role of NGOs in corrections and crime prevention.



S. No	Topics	Duration	Method of Instruction
6.1	The Role of NGOs in Corrections: Participation in crime prevention – Recidivism prevention - Moral and educational services - Prison and prisoners’ reformation - Rehabilitation and reintegration – Participation in vocational training - Networking with NGOs - Role of prison social workers and other prison officers in identification, mobilization and utilization of services of voluntary organizations. Guidelines for allowing visit inside jails by individuals/ NGOs/ Company/Press for the purposes of undertaking research, making documentary or interviewing the inmates, etc. (24 July 2015)	4 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Field visit: NGOs Assignment: Impact of rehabilitation and Challenges faced by NGOs (interaction with NGOs)		
	Total Duration	4 hrs	



Module-6

CRIMINAL JUSTICE SYSTEM

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Category	Indoor Ancillary (Exam in 50 Marks)
Module No.	6
Module Title	Criminal Justice System
Duration	15 hours
Medium of Instruction	English
<u>CONTENTS</u> A. Introduction to the Module B. Instructions to the Faculty C. General References Unit 1: Introduction to CJS Unit 2: Police System Unit 3: Judicial & Prosecution System Unit 4: Correctional System	

A. Introduction to the Module

The Criminal Justice System in India is an old system and is an instrument of social control. The evolution of CJS in India has travelled a path from Ancient India, Medieval India and consolidated in the 20th century under the British rule of India. The CJS refers to the structure, functions, and processes of formal agencies that deal with crime prevention, investigation, prosecution, punishment and correction. The principal purpose of criminal justice administration is to preserve and defend the rule of law i.e., social control of law, maintenance of order, speedy trial, penalization of offenders, rehabilitation of offenders through



the judicial system, and solace to victims of crimes. The CJS is a structure that consists of different wings operating together both under the rule of law and as the means of maintaining the rule of law within society.

B. Instructions to the Faculty

- While conducting classes, the faculty should try to relate the conceptual framework with the contemporary issues in criminal justice administration by presenting case studies and videos.
- Necessary arrangements should be made for the trainees to have hands-on experience about various topics covered in this paper. The faculty also should seek written reports from the trainees about such practical exposure and visits.
- Every session starts with icebreaker and recap of the earlier session
- While conducting discussions, the faculty should act as the moderator.

C. Materials required for the sessions:

White board, marker, projection system, computer, power point presentations, printed hand outs on each topics, videos, etc

D. General References

1. An Introduction to the Indian Criminal Justice System, Mrinal Satish
2. Crime and justice in India, N. Prabha Unnithan
3. The Criminal Justice System in India, H. R. Bhardwaj
4. Criminal Justice System in India - R. Thilagaraj
5. Police Administration and Investigation of Crime - J.C. Chaturvedi

Websites:

1. www.legalserviceindia.com
2. www.indialegallive.com
3. www.cambridge.org



Unit – 1

Introduction to CJS

Overview:

Criminal Justice refers to the agencies of government charged with enforcing law, adjudicating crime, and correcting criminal conduct. It finds its origin from ancient times to protect the innocents and punish the guilty. Since ancient periods different systems evolved and gained prominence in different regions under different rulers. This unit is designed to know about the Meaning, Purpose and Social Relevance, Accusatorial and Inquisitorial Systems of Criminal Justice System. It explains in detail about the various components in Criminal Justice system and the working pattern

Learning objectives:

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

- Explain the basic concept and fundamentals of criminal justice system
- Describe the components in criminal justice system and its functions

S. No	Topics	Duration	Method of Instruction
1.1	CJS: Meaning, Purpose and Social Relevance, Accusatorial and Inquisitorial Systems of CJS	2 hrs	• Lecture-cum-Discussion • Q & A
1.2	Co-ordination in CJS: Police; Prosecution; Court and Corrections.	2 hrs	
	Practical/Assignment: CJS and its function		
	Total Duration	4 hrs	



Unit – 2

Police System

Overview:

The first contact an offender has with the criminal justice system is usually with the police (or law enforcement agency), who investigate a suspected wrongdoing and make an arrest. When warranted, law enforcement agencies or police officers are empowered to use force and other forms of legal coercion and means to effect public and social order. The term is most commonly associated with police departments of a state that are authorized to exercise the police power of that state within a defined legal or territorial area of responsibility. Police are primarily concerned with keeping the peace and enforcing criminal law based on their particular mission and jurisdiction. This unit deals with the history of police system, its function and objectives of police system in detail. It briefs the central police organization and various forces.

Learning objectives:

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

- Explain the origin, development and structure of modern police system
- Describe the objectives of police system in details
- Discuss central police organizations and its various forces



S. No	Topics	Duration	Method of Instruction
2.1	History of Police system in India and its function Objective of Police System: Maintenance of Law and Order, Investigation of Crimes, Protection of Life, Protection of Property Rights, Prevention of Crime	2 hrs	- Lecture-cum-Discussion - Q & A
2.2	Central Police Organisations: The Central Police Organizations in India – BSF, CISF, CRPF, CBI, SSB, ITBP, NSG, NIA, BPR&D, NCRB, RPF etc.	2 hrs	
	Practical/Assignment: Field visit: Police station		
	Total Duration	4 hrs	



Unit – 3

Judicial and Prosecution System

Overview:

The process of criminal justice system starts with the legislative actions. The legislature, however, does not constitute an organizational part of the system except to stress that the basis of the whole system relies on the laws they make. The adjudicating agency, often referred as ‘the Court’ has authority to adjudicate legal disputes between parties and carry out the administration of justice in civil, criminal, and administrative matters in accordance with the rule of law. The primary mission of the Court is to provide justice which should be” fair, equal, quick, and unbiased. The system of courts that interprets and applies the law is collectively known as the judiciary. This unit discusses about the adjudicating system and its functioning as one of the criminal justice agencies in India.

Learning objectives:

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

- Explain the structure and functions of courts in India
- Describe the concepts related with courts such as judgment, appeal, public interest litigation etc.

S. No	Topics	Duration	Method of Instruction
3.1	Judicial Administration in India: Structure and Functions of Criminal Courts, Presiding Officer, Prosecutor and Defence Counsel Modern Judicial Systems: Fast	2 hrs	



	Track Court, Children Court, JJB. • Salient Features of Indian Judicial System: Independence, Public and Fair Trial. Fundamental Elements in Judicial Functioning: Due Process, Speedy Trials and Access to Justice. Alternative Dispute Resolution System (ADRS): Arbitration, Mediation and Counselling, Lok Adalats, Mahila courts; Restorative Justice		• Lecture-cum-Discussion • Q & A
3.2	Prosecution System: Concept, Nature and Types – Sentencing, Appeal and Judgement	2 hrs	
	Practical/Assignment: Field visit: Court		
	Total Duration	4 hrs	



Unit – 4

Correctional System

Overview:

When a person is accused/convicted in an offence, he is sent to prison/correctional institution. Correctional institutions are the last critical part of the criminal justice system. The correctional subsystem tries to rehabilitate the offender to keep him or her from violating the law again. Early prisons were used primarily to sequester criminals and little thought was given to living conditions within their walls. Nowadays prison is a place for correction and the main objective behind imprisonment is considered as reformation and rehabilitation of offenders. The correctional system is the organ of criminal justice system dealing with the function of reformation, rehabilitation and social reintegration. This unit deals with correctional system in India.

Learning objectives:

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

- Explain the correctional system in our country
- Describe the objectives of punishment
- Identify the way of preventing crime through correction

S. No	Topics	Duration	Method of Instruction
4.1	Correctional Systems: Correctional Institutions, objectives and Crime Prevention through Correction	3 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Panel discussion: Rehabilitation and its impact in crime prevention		
	Total Duration	3 hrs	



Module No.7
CRIMINAL LAW

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Category	Indoor Ancillary (Exam in 50 Marks)
Module No.	7
Module Title	Criminal Law
Duration	20 hours
Medium of Instruction	English

CONTENTS

A. Introduction to the Module

B. Instructions to the Faculty

C. General References

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Unit 2: Specific offences

Unit 3: Introduction to Indian Penal Code

Unit 4: Criminal Procedure Code and Constitution of Courts

Unit 5: Cr P C Sections Related to Prisoners

Unit 6: The Indian Evidence Act: Evidence, Admissions and Confessions

Unit 7: Presumptions, Examination and Cross Examination



A. Introduction to the Module

Criminal law is the body of law that relates to crime. It may be defined as the body of rules that defines conduct that is not allowed because it is held to threaten, harm or endanger the safety and welfare of people, and that sets out the punishment to be imposed on people who do not obey these laws. It encompasses issues arising from a criminal offence. Criminal offenses are defined by federal, state, or local laws and can range from serious crimes like murder to minor infractions like speeding. Criminal law differs from civil law whose emphasis is more on dispute resolution than on punishment. Criminal law is distinctive for the uniquely serious potential consequences or sanctions for failure to abide by its rules. Indian Criminal Laws are divided into three major acts i.e., Indian Penal Code, 1860, Code of Criminal Procedure, 1973 and Indian Evidence Act, 1872. Besides these laws, Special Criminal Laws are also passed by Indian Parliament i.e., NDPS Act, Prevention of Corruption Act, Food Adulteration Act, Dowry Prohibition Act, Protection of Children from Sexual Offences Act, 2012, etc. Besides this, there are few legislations on prisons such as the Prisons Act, 1894, Prisoners Act, 1900; Prisoners (Attendance in Courts) Act, 1955; Transfer of Prisoners Act, 1950; etc. This module covers salient features of these Acts.

B. Instructions to the Faculty

- ☐ The faculty may handle each session on this topic by quoting related case laws to provide a clear understanding about the topics dealt in the paper.
- ☐ It will be highly effective if the trainees are given opportunities to visit courts of law and observe the court proceedings to have real time experience.



C. Materials required for the sessions:

White board, marker, projection system, computer, power point presentations, printed hand outs on each topic, videos, Law reference books etc.

D. General References

1. Criminal Major Acts by Padala Rama Reddy and Padala Srinivasa Reddy 10th Edition (2010), Asian Law House, Hyderabad.
2. Criminal Court Practice, M. Arulselvam, Malathi Publications, Chennai.
3. General Principles of Criminal Law, Dr. K. N. Chandrasekharan Pillai
4. Sarkar Criminal Manual 2012, Kamal Publishers, New Delhi.
5. Universal Criminal Manual: Cr. P. C., I.P.C. & Evidence with Free Guide to Criminal Pleadings - Model Forms, Universal's Legal Manual
6. Universal Criminal Manual: Cr. P. C., I.P.C. & Evidence with Free Guide to Criminal Pleadings - Model Forms, Universal's Legal Manual

Websites:

1. www.legalserviceindia.com/Criminallaws
2. www.legislative.gov.in



Unit – 1

Criminal Law – A background

Overview:

Criminal law broadly refers to federal and state laws that make certain behaviour illegal and punishable by imprisonment and/or fines. Our legal system largely comprises two different types of cases: civil and criminal. Civil cases are disputes between people regarding the legal duties and responsibilities they owe each other. Criminal cases, meanwhile, are charges pursued by prosecutors for violations of criminal statutes. This unit covers basics of criminal law, historical development, classification of offences and major types of trials.

Learning objectives:

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

- Explain the evolution of and concept of criminal law
- Describe the law enforcement mechanism
- State how offences are classified
- Explain major types of trials.

S. No	Topics	Duration	Method of Instruction
1.1	1. Historical Development of IPC - Extend and Operation 2. Elements or Conditions of Criminal Liability a) Actus reus or the Harm Principle	1.30 hrs	



	b) Elements and conditions of Crime: External and Internal Intention, Recklessness, Negligence, Relevance of Motive, Strict Liability. c) Mens rea or the Guilty mind or Blame worthiness principle d) Concurrence or the Concurrence Principle		• Lecture-cum-Discussion • PPT • Q & A
1.2	3. Law Enforcement Mechanism 1. General principles relating to Fair Trial 2. Classes of Criminal Courts and Powers 3. Classification of Offences i. Cognizable and Non-cognizable offences. ii. Bailable and Non-Bailable offences. iii. Compoundable and Non-Compoundable offences 4. Major types of Trials	1.30 hrs	
	Practical/Assignment: Interaction with an advocate		
	Total Duration	3 hrs	



Unit – 2

Specific Offences

Overview:

Offences are dynamic in nature and are of varied type. Offence is an action which harms others, their properties, disturb the tranquillity of a society, waging war against the State, etc. The offences are of various types such as against human body, State and terrorism, property, women and children and public tranquillity. This unit details about various types of offences especially offences against human body and against property. The chapter covers in details the offences against vulnerable groups and the punishments prescribed for such offences.

Learning objectives:

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

- Explain the criminal offences against human body, property and vulnerable groups and concerned sections in the IPC
- Describe the punishments for such offences.

S. No	Topics	Duration	Method of Instruction
2.1	Offences against Human body: Hurt, Grievous hurt, voluntarily causing hurt and grievous hurt, Wrongful restraint and wrongful confinement Homicide, Dowry Death, Kidnapping, Abduction, Rape, Acid attack, Cruelty against	2 hrs	



	women by husband and relatives Offence against property: Theft, Robbery, Dacoity and cheating, criminal Breach of Trust), Criminal Amendment Act, 2013		Lecture-cum-Discussion
2.2	Offences against Vulnerable Groups 1. Crimes against Women a. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 b. Pre-conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1995 c. The Immoral Traffic (Prevention) Act, 1956 d. Dowry Prohibitions Act 1961 2. Crimes against Children- JJ Act, Child Labour Act, Child Marriage Act, Protection of Children from Sexual Offences Act (POCSO) 2012 3. Crimes against Socially-Economically disadvantaged people, Minorities (SC/ST). 4. Crimes against Sexual Minorities and Laws- Transgenders, Gay,	2 hrs	Q & A



	Lesbian etc. 5. Crimes against Persons with special needs i.e. Disables, Mentally ill and laws related thereto. 6. NDPS Act, IT Act, 2000, etc		
	Practical/Assignment: Field visit: NGOs working with transgenders Assignment: Offences against Children		
	Total Duration	4 hrs	



Unit – 3

Introduction to Indian Penal Code

Overview:

The Indian Penal Code (IPC) is the main document which governs all criminal acts and the punishments they ought to be charged with. The objective of enacting the IPC was to provide a general and exhaustive penal code for crime in India. This unit covers general explanations of the terms contained in the Penal Code and description of punishments. It also details about exceptions applicable in execution of the provisions in the Penal Code in certain cases like private defence.

Learning objectives:

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

- Explain the terms used in the IPC
- Describe the types of punishments prescribed in the code
- Describe the exceptions prescribed in the Code.

S. No	Topics	Duration	Method of Instruction
3.1	General Explanations (IPC): Of Punishments (Sections 53-75) – General Exceptions (Sections 76 to 86 and 95)	3 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Group discussion		
	Total Duration	3 hrs	



Unit – 4

Criminal Procedure Code and Constitution of Courts

Overview:

The Criminal Procedure Code (CrPC) is a procedural law which states how the police machinery is to function as far as investigation and procedure is to be followed by courts during investigation and trial. The CrPC classifies criminal offences into several categories such as bailable, non-bailable, cognizable and non-cognizable offences. The procedural treatment of different offences is different. This unit provides an outline of introductory sections in the criminal procedure code of 1973. The first five sections deal with title, extent and commencement of the Code, definitions of terms used in the Code, construction of references etc. This unit further deals with CrPC sections related to constitution of Criminal Courts and their powers.

Learning objectives:

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

- Explain the introductory sections in the CrPC, 1973
- Describe the types of courts
- State the powers of different category of courts.

S. No	Topics	Duration	Method of Instruction
4.1	CrPC Preliminary Sections 1 – 5, Constitution of Criminal Courts and Offices (Sections. 6-25) - Power of Courts (Sections 26-35).	3 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment:		
	Total Duration	3 hrs	



Unit – 5

CrPC section related to prisoners

Overview:

There are certain sections in the Criminal Procedure Code relating to the treatment of prisoners of various categories. This unit details about the sections dealing with attendance of prisoners in courts, inquiries, accused persons of unsound mind, execution of sentences, suspension of sentences, remissions etc.

Learning objectives:

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

- Explain the sections related to the attendance of detained persons;
- Describe the sections related to trial, insane prisoners, death sentence, appeals of prisoners, remissions, commutation of sentences, bails etc.

S. No	Topics	Duration	Method of Instruction
5.1	Arrest of Persons (Sections 41-60A) – Attendance of persons confined or detained in Prisons (Sections 266-271) - General Provisions as to Inquiries and Trials (Sections 300-304) - Provisions as to Accused Persons of Unsound Mind. (Sections 328 – 339) - Submission of Death Sentence for Confirmation (Sections 366-371) - Appeals (Sections 372-	3 hrs	• Lecture-cum-Discussion • PPT • Q & A



	394) - Execution, Suspension, Remission and Commutation of Sentences (Sections 413 to 435 with emphasis to Sec. 433-A) - Provisions as to Bail and Bonds (Sections 436 – 438) - Provisions for statutory bail – 167/436/436ACrPC		
	Practical/Assignment: Assignment: Legal procedures in death sentence		
	Total Duration	3 hrs	



Unit – 6

The Indian Evidence Act: Evidence, Admissions, Confessions

Overview:

The **Indian Evidence Act**, originally passed in India in 1872, contains a set of rules and allied issues governing admissibility of evidence in the Indian courts of law. ‘Evidence’ means and includes all statements which the Court permits or requires to be made before it by witnesses in relation to matters of fact under enquiry and documents produced for the inspection of the court. This unit has details of sections related to different types of evidences and witnesses. Production and admission of evidence during trial in courts which is an important theme in criminal justice administration. Sections prescribed in the Indian Evidence Act relating to admissibility of evidence in a court of trial are also discussed in this unit.

Learning objectives:

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

- Describe admissibility of different types of evidence
- Explain the sections related to different types of evidence
- Explain about different types of witnesses as per Indian Evidence Act.

S. No	Topics	Duration	Method of Instruction
6.1	Admissions and Confessions -Dying Declaration.	1 hr	• Lecture-cum-
6.2	Expert Evidence – Primary Evidence and Secondary Evidence -	1 hr	



	Accomplice’s Evidence - Hostile Witness.		Discussion • Q & A
	Practical/Assignment: Discussion over judgments: how evidence is supportive of punishment and release		
	Total Duration	2 hrs	



Unit – 7

Presumptions, Examination and Cross Examination

Overview:

This unit first deals about presumptions of document produced before a court of trial as evidence. The sections in the Indian Evidence Act dealing with admissibility of documents as evidence in the trials are discussed. Examination and cross examination of witnesses is a main phase during the trial of a case. Hence this unit also deals with the examination and cross examination of witnesses in trial of offences.

Learning objectives:

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

- Explain the sections related to ‘Presumptions’ in the Evidence Act
- Describe the Cr P C sections relating to examination of witnesses and cross examination of witnesses during trial.

S. No	Topics	Duration	Method of Instruction
7.1	Presumptions, Examination and Cross Examination	2 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Field visit: Court – observation of examination and cross examination		
	Total Duration	2 hrs	



Module-8

HUMAN RIGHTS AND CONSTITUTION OF INDIA

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Category	Indoor Ancillary (Exam in 50 Marks)
Module No.	8
Module Title	Human Rights and Constitution of India
Duration	25 hours
Medium of Instruction	English
<u>CONTENTS</u> A. Introduction to the Module B. Instructions to the Faculty C. General References Unit – 1: Human Rights: A Historical Perspective Unit – 2: Human Rights and Prisoners: The International Perspective Unit – 3: Human Rights and Prisoners: The Indian Scenario Unit – 4: Human Rights and the Dignity of Person Unit –5: Introduction Unit –6: Fundamental Rights, Directive Principles, and Fundamental Duties Unit – 7: Constitutional Powers of the President and the Governors Unit – 8: Constitution and Judiciary	



A. Introduction to the Module

Human rights are rights we have simply because we exist as human beings - they are not granted by any state. Human rights are rights inherent to all human beings, regardless of gender, nationality, place of residency, sex, ethnicity, religion, color or and other categorization. Thus, human rights are non-discriminatory, meaning that all human beings are entitled to them and cannot be excluded from them. In certain circumstances judicial authorities may decide that it is necessary to deprive some people of that right for a period of time as a consequence of the actions of which they have been convicted or of which they are accused. When this happens, the persons concerned are handed over by the judicial authority to the care of the prison administration. They are then described as prisoners. The essence of imprisonment is deprivation of liberty, and the task of the prison authorities is to ensure that this is implemented in a manner which is no more restrictive than is necessary. But respect for the inherent dignity of all human beings is important. Prison staff have a special role on behalf of the rest of society in respecting their dignity, despite any crime which they may have committed.

The Constitution of India is the supreme law of India. The document lays down the framework that demarcates fundamental, structure, procedures, powers, and duties of government institutions and sets out fundamental rights, directive principles and the duties of citizens. It is the longest written constitution of any country. Prison, being a place where group of people deprived of liberty. This context makes it important for officers of prison and correctional administration to have



thorough understanding of Constitution of India and its application and its significance in good prison management.

B. Instructions to the Faculty

- Knowledge of human rights is essential for prison and correctional officers and it forms the very foundation of the good prison management. Helps them to realize the practical relevance of topics covered in this subject by providing real time examples.
- The faculty must clearly impress upon the trainees that good prison management depends on the way the prison staff behaves with prisoners and protects their human rights and that the key to a well-managed prison is the nature of relationship between the prison staff and prisoners.
- Make the trainees understand that persons who are detained or imprisoned retain all their rights as human beings except for those that have been lost as a specific consequence of deprivation of liberty and that the prison authority and prison staff need to have a clear understanding of the implications of this principle.
- While conducting discussions, the faculty should act as the moderator.

C. Materials required for the sessions:

White board, marker, projection system, flip charts, computer, power point presentations, printed hand outs on each topic, videos, Prison Manual, etc.

D. General References

1. A Human Rights Approach to Prison Management (2nd Ed.):
Handbook for prison staff – Andrew Coyle



2. Constitution of India
3. Handbook on the Management of High-Risk Prisoners, 2016–
UNODC
4. Handbook on Prisoners with special needs, 2009 - UNODC
5. Human Rights and Correctional Administration - Dr. S. Subramanian
IPS
6. Human Rights and Prisons: A Compilation of International Human
Rights Instruments concerning the Administration of Justice (2005)
7. Prisoners' Rights (Vol. I & II) - Human Rights Law Network
8. Standard Minimum Rules for Treatment of Prisoners (the Mandela
Rules), 2015 – United Nations
9. Supreme Court and High Court Judgments
10. The Model Prison Manual, 2016
11. The Protection of Human Rights Act, 1993

Websites:

- ☐ www.icpa.ca/
- ☐ www.bprd.nic.in/
- ☐ www.nhrc.nic.in/
- ☐ www.prisonreformtrust.org.uk/
- ☐ www.prisonpolicy.org/
- ☐ www.ohchr.org/



Unit – 1

Human Rights: A Historical Perspective

Overview:

As a human all are entitled to human rights. These universal rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, colour, religion, language, or any other status. They range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health, and liberty. This unit deals with the meaning, evolution and history of human rights. This unit discusses the international instruments framed for ensuring and protecting the human rights in general and those of prisoners in particular.

Learning objectives:

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

- Explain the historical evolution of human rights framework at the international and national level
- Describe the concepts of human rights
- Brief international human rights instruments, covenants and the systems developed to address human rights violations.

S. No	Topics	Duration	Method of Instruction
1.1	Introduction to Human Rights: Origin, history and evolution of human rights – Definition - Types.	1 hr	



1.2	Overview of Basic International Human Rights Instruments and Human Rights Bodies: Universal Declaration of Human Rights - International Covenant on Civil and Political Rights - International Covenant on Economic, Social and Cultural Rights	1 hr	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Remarkable judgments on human rights		
	Total Duration	2 hrs	



Unit – 2

Human Rights and Prisoners: The International Perspective

Overview:

Right to life is one of the basic human rights and is available to both either to prisoner or to freeman. Prisoners are also entitled to every human right to some extent as a normal human being when they are in prison but these rights are subjected to the conditions prescribed by law. Prison officials play an essential role in ensuring that the human rights of those who have been deprived of their liberty by imprisonment or other forms of detention are respected and upheld. The United Nations, and its subsidiary organizations, have developed a host of international human rights instruments, both treaties, such as the International Covenant on Civil and Political Rights, and other documents, like the Standard Minimum Rules for the Treatment of Prisoners and the Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment containing basic standards relevant to prison officials' work. This unit deals with the international instruments framed for ensuring and protecting human rights, especially those of the prisoners

Learning objectives:

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

- Explain international instruments on human rights for the protection prisoners' and their basic rights.
- Develop the ability to assess and evaluate compliance status of prisons with respect to basic human rights standards.



S. No	Topics	Duration	Method of Instruction
2.1	Basic International Instruments on Prisoners' Rights: UN Standard Minimum Rules for the Treatment of Prisoners (the Mandela Rules) - UN Standard Minimum Rules for the Administration of Juvenile Justice (the Beijing Rules) - UN Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders (The Bangkok Rules).	3 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Discussion on various rules regarding human rights		
	Total Duration	3 hrs	



Unit – 3

Human Rights and Prisoners: The Indian Scenario

Overview:

Fundamental rights form the core of human rights in India. Provisions provided in the Constitution and other legislations play a vital role in protecting the rights of citizens in our country. Among the legislations, the Protection of Human Rights Act, 1993, is of at most significance with respect to the human rights. There are also several judgments by the Supreme Court and High Courts regarding the rights of individuals, accused and arrested on charge of crimes. It is essential for prison officers to have an understanding about those legislations and rulings. This unit deals with such legislations and relevant judgments.

Learning objectives:

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

- Explain the Protection of Human Rights Act 1993 and its provisions.
- Describe the role and mandate of National Human Rights Commission in protecting basic rights.

S. No	Topics	Duration	Method of Instruction
3.2	The Protection of Human Rights Act, 1993: Salient Features – National Human Rights Commission: Functions and Powers – State Human Rights Commission -	3 hrs	• Lecture-



	Rights of Prisoners: Directions of NHRC on prisons, Advisories, Illustrations of cases on prisoners' rights violation		cum-Discussion • Q & A
	Practical/Assignment: Discussion over the Supreme court judgments pertaining to the rights of prisoners		
	Total Duration	3 hrs	



Unit – 4

HUMAN RIGHTS AND THE DIGNITY OF PERSON

Overview:

Human being has a right to life, right to shelter, etc. Rights are nothing but the freedom to live as human in the world. In prisons there are certain basic physical requirements that must be met if the state is to comply with its obligation to respect the prisoner's human dignity and fulfil its duty of care. These include adequate provision of accommodation, hygienic conditions, clothing and bedding, food, drink and exercise. Imprisonment must not include risk of physical or emotional abuse by staff or by other prisoners. The Supreme Court of India, by interpreting Article 21 of the Constitution, has developed human rights jurisprudence for the preservation and protection of prisoners' rights to human dignity. This unit deals with the basic aspects and standards with regard to the dignity of prisoners. The chapter covers admission procedures and maintenance of human dignity with special reference to women and children and their special needs

Learning objectives:

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

- Explain the maintenance of human dignity during the admission of prisoners and medical screening
- Describe the admission procedures, search procedures, special attention and sensitive handling of women prisoners.



S. No	Topics	Duration	Method of Instruction
4.1	Human Dignity and Admission Procedures: Admission procedures – Registration - information to families – Quarantine - Reception block – Search procedures-medical screening.	1 hr	• Lecture-cum-Discussion • Q & A
4.2	Women Prisoners and Human Dignity: Women prisoners’ special needs – Handling with sensitivity - Body searches – Pregnant prisoners - Women prisoners with children etc. Report of the National Commission for Women for improving the condition of women inmates in prisons: 2 November 2018	1 hr	
	Practical/Assignment: Prison visit: Observing Reception unit (both male and female prison)		
	Total Duration	2 hrs	



Unit – 5

Introduction to Constitution of India

Overview:

Prisoners are persons and have some rights and do not lose their basic constitutional rights. Preamble to the Constitution of India is a brief introductory statement that sets out the guiding purpose and principles of the document, and it indicates the source from which the document derives its authority, meaning, ‘the people’. The hopes and aspirations of the people as well as the ideals before our nation are described in the preamble in clear words. Preamble is considered as the heart and soul of Constitution. The preamble can be referred to as the preface which highlights the entire Constitution. This unit provides a basic idea about the Constitution of India. It briefly describes the Preamble and the different lists provided in the Constitution.

Learning objectives:

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

- Explain the basics of Indian Constitution
- Describe the Preamble to the Constitution
- State the three lists in Constitution

S. No	Topics	Duration	Method of Instruction
5.1	Preamble to the Constitution. Constitution - 3 Lists (Union, State and Concurrent)	2 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: History of the Indian Constitution		
	Total Duration	2 hrs	



Unit – 6

FUNDAMENTAL RIGHTS, DIRECTIVE PRINCIPLES, AND FUNDAMENTAL DUTIES

Overview:

The Fundamental Rights, Directive Principles of State Policy and Fundamental Duties are sections of the Constitution of India that prescribe the fundamental obligations of the State to its citizens and the duties of the citizens to the State. These sections comprise a constitutional bill of rights for government policy-making and the behaviour and conduct of citizens. The Fundamental Rights is defined as the basic human rights of all citizens. These rights, defined in Part III of the Constitution, apply irrespective of race, place of birth, religion, caste, creed, or gender. They are enforceable by the courts, subject to specific restrictions. The Directive Principles of State Policy are guidelines for the framing of laws by the government. These provisions, set out in Part IV of the Constitution, are not enforceable by the courts, but the principles on which they are based are fundamental guidelines for governance that the State is expected to apply in framing and passing laws. This unit describes about fundamental rights and Articles related to fundamental rights, directive principles and fundamental duties prescribed in the Constitution.

Learning objectives:

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

- Explain the fundamental rights in the Constitution to the citizens of our country
- Describe the directive principles mentioned in the Constitutions and their significance



- Explain fundamental duties of citizens.

S. No	Topics	Duration	Method of Instruction
6.1	Fundamental Rights (Art. 12-35) – Writs in Indian Constitution. Directive Principles of State Policy (Art. 36- 51) - Fundamental Duties (Art. 51-A)	3 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Fundamental rights and duties of the citizens		
	Total Duration	3 hrs	



Unit – 7

Constitutional Powers of the President and the Governors

Overview:

President is the executive head of the Republic of India, while Governor is the executive head of the state. The position and powers of the two are more or less similar. Constitution of India has clearly laid down functions and duties of President. Their functions and duties are also clearly stipulated in the Constitution. This unit exclusively deals with special powers accorded to the President and Governors regarding granting of pardons, suspend, remit or commute sentences on certain cases.

Learning objectives:

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

- Explain the special powers of the President and Governors in connection with commuting sentences awarded by the courts of law.

S. No	Topics	Duration	Method of Instruction
7.1	Power of President and Governors to grant Pardons – Power to Suspend, Remit or Commute Sentences in certain cases (Art.72 and 161).	3 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Case study		
	Total Duration	3 hrs	



Unit – 8

CONSTITUTION AND JUDICIARY

Overview:

India has one of the oldest legal systems in the world and follows a unified judicial system. The Judiciary is a system of courts which interpret and apply the law. The role of the courts is to decide cases by determining the relevant facts and the relevant law and applying the relevant facts to the relevant law. The structure of judiciary is defined in the Constitution clearly. The Judicial system of India is classified into three levels with subsidiary parts. This unit describes in detail about the Supreme Court, the High Courts, Subordinate courts, Tribunals etc.

Learning objectives:

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

- Explain the role and functioning of Supreme Court, High Courts, other subordinate courts, Tribunals, etc.

S. No	Topics	Duration	Method of Instruction
8.1	The Union Judiciary - Art. 124-138 and 141- 146 and Art. 225-231 The High Court in the States - Art. 214-218. Subordinate Courts - Art. 233-235. Tribunals - Art. 323 A and 323 B.	2 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Field visit: Court		
	Total Duration	2 hrs	



Module 9 PERSONALITY DEVELOPMENT COURSE	
Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Category	Short-term Course
Module No.	
Module Title	Personality Development Course
Duration	2 days
Medium of Instruction	English
<u>CONTENTS</u> A. Introduction to the Module B. Instructions to the Faculty C. General References Unit 1: Introduction to Personality Development Unit 2: Attitude Unit 3: Stress management Unit 4: Intra/Interpersonal Relationship Unit 5: Other Aspects of Personality Development Practical Session: SWOT analysis, Relaxation technique	

A. Introduction to the Module

Personality has become an oft-used word in our language. Personality is a characteristic way of thinking, feeling, and behaving, that is the totality of the individual. Personality development is the development of the organized pattern of behaviours and attitudes that makes a person distinctive. It is about building the capacities, abilities,



nurturing the talent, enhancing new skill sets, strengthening the strengths, working on the weaknesses to transform into strengths, etc. Personality development occurs by the ongoing interaction of temperament, character and environment. Every individual has a unique set of skills and the potential is multifaceted. Focusing on individual personality development adds to your capabilities and helps your dreams and aspirations turn into a reality. Personality development helps an individual to gain confidence and high self-esteem. As Welfare officer plays a pivotal role in prisons, he must know how to care for oneself and others and have an idea about integrated development of personality which is helpful in personal and professional life

B. Instructions to the Faculty

- This topic deals with importance of personal growth, various aspects of personal development, so faculty must handle each session by quoting examples and case studies.
- For discussions and reflections about personal experiences, sharing their own way of dealing with difficult situations, practical approaches will be highly effective.

C. Materials required for the sessions:

White board, marker, projection system, computer, power point presentations, printed hand outs on each topics, videos, etc.

D. General References

1. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.



2. Covey Sean, Seven Habits of Highly Effective Teens, New York, Fireside Publishers, 1998.
3. Daniel Coleman, Emotional Intelligence, Bantam Book, 2006
4. Heller, Robert. Effective leadership. Essential Manager series. Dk Publishing, 2002
5. Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
6. Thomas A Harris, I am ok, You are ok , New York-Harper and Row, 1972
7. Three Basic Managerial Skills For All – Hall Of India Pvt Ltd New Delhi

Websites:

- www.sevenmentor.com/personality-development-the-need-of-the-hour
- www.verywellmind.com/personality-development
- www.lesley.edu/article/personality-development
- en.wikipedia.org/wiki/Personality_development



Unit 1: Introduction to Personality Development

Overview:

No two individuals are similar. Everyone has his own characteristic way of behaving, responding to emotions, perceiving things and looking at the world. The day-to-day behaviour life reflects the personality. Personality also influences our thoughts, our beliefs, values and expectations. What we think about others depends on our personality. Personality is a sum of characteristics of an individual which makes him different from the others. It is our personality which makes us unique and helps us stand apart from the crowd. This unit deals with the concept and importance, personality traits and ways to boost up self-image.

Learning objectives:

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

- Explain the concept and importance of Personality
- Describe the personality traits
- Identify the methods to enhance one's self-image

S. No	Topics	Duration	Method of Instruction
1.1	Concept and importance of Personality, personality traits, enhancing one's self-image	1.30 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: List out your personality traits and find out important ones to develop self-image		
	Total Duration	1.30 hrs	



Unit 2: Attitude

Overview:

An attitude is a positive, negative, or mixed evaluation of an object that is expressed with some level of intensity. It usually implies feelings that are either positive or negative. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behaviour. Attitudes are our established ways of responding to people and situations that we have learnt, based on the beliefs, values and assumptions we hold and our life experiences. Our attitude towards a person or event is expressed through our behaviour as a result of interaction with that person. This unit covers the concept of attitude, attitude towards oneself and others and about prisoners and significance of positive attitude.

Learning objectives:

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

- Explain the concept of Attitude
- Describe the attitude towards oneself and others
- Discuss the attitude towards prisoners

S. No	Topics	Duration	Method of Instruction
2.1	Attitude: Concept, Attitudes towards oneself, others and prisoners	1.30 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Discussion: Positive Attitude helps to approach others positively – How?		
	Total Duration	1.30 hrs	



Unit 3: Stress Management

Overview:

Stress is an inevitable part of life. All of us are living a fast paced demanding life, facing challenges, dealing with work pressure, home responsibilities, and other commitments all the time that leads to the stress. This stress becomes a part and parcel of our life. Stress is the natural reaction of your body and brain to any changes or demands that requires immediate adjustment and response. It adversely affects our health physically, mentally and emotionally. Stress is not always a bad thing as it motivates one to meet the challenges and make oneself more focused on reaching the goals. However, too much stress has a drastic and negative effect on overall well-being and puts the individual at risk. This unit covers the meaning of stress, causes and effects of stress and healthy and unhealthy ways of coping with stress.

Learning objectives:

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

- Define stress
- Describe causes and effects of stress
- Explain the healthy and unhealthy ways of coping

S. No	Topics	Duration	Method of Instruction
3.1	Stress management: Introduction, Causes, stress management techniques	1.30 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment:Appendix Assessment: Perceived Stress Scale		
	Total Duration	1.30 hrs	



Unit 4: Intra/Interpersonal Relationship

Overview:

Interpersonal communication happens between two or more people whereas intrapersonal happens within one's own inner self. Intrapersonal is also known as self-communication. Developing both intrapersonal relationship/communication (with oneself), and interpersonal relationship/communication (between oneself and others), will ultimately bring success in life. Interaction with oneself helps to understand oneself and enhance the self. Attraction between individuals brings them close to each other and eventually results in a strong interpersonal relationship. This unit describes the nature of intra and interpersonal relationship, effective communication and social empathy.

Learning objectives:

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

- Explain the nature of intra and interpersonal relationship
- Communicate effectively with oneself and others
- Describe the social empathy

S. No	Topics	Duration	Method of Instruction
4.1	Nature of intra and interpersonal relationship, Effective Communication (communication to oneself and others), Social empathy	1.30 hrs	• Lecture-cum-Discussion • Q & A
	Practical/Assignment: Group Discussion: Social empathy		
	Total Duration	1.30 hrs	



Unit 5: Other Aspects of Personality Development

Overview:

Personality is an organized aspect of person which is consistently observed at different times and across similar situations. It is a comprehensive form which includes all aspects of skills, traits in development. Welfare officer needs to work individually and in collaboration with staff, prisoners and with other departments. He should act as a liaison officer. He needs to know about the various aspects of personality development in the profession. This unit briefs about the problem solving, decision making, leadership, teamwork, conflict management.

Learning objectives:

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

- Explain the concept of problem solving and decision-making.
- Describe leadership
- Explain conflict management and teamwork

S. No	Topics	Duration	Method of Instruction
5.1	Problem-solving - Conflict Management - Decision-making skills – Leadership - Team-work	3 hrs	• Lecture-cum-Discussion
	Practical/Assignment: Panel Discussion: Conflict in the workplace – Positive and Productive		• Q & A
	Total Duration	3 hrs	



Training Modules for Outdoor

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Category	Outdoor
Module Title	Physical and Mental Efficacy Training • P. T, Games • Creative Therapy/Activities • Relaxation Techniques • Yoga and Meditation
Duration	165 hours
Medium of Instruction	English

Prison work is a stressful, demanding profession. As Welfare officers play a vital role in prison, taking care of welfare of staff and prisoners and correctional activities, s/he should take care of his/her own physical and mental health. The outdoor training modules are intended to develop physical fitness and improve mental health. Another objective of the outdoor training is to inculcate in trainee officers a habit of undertaking physical exercise on regular basis to develop ability to withstand strain and stress of prison job. The trainee officers will also be provided with opportunities to learn individual games like badminton, lawn tennis, shuttle cork, volleyball, etc. Sessions on Yoga and Meditation are also included as part of training for stress management and help them to maintain physical and mental harmony. Creative therapy gives opportunity to express your inner thoughts, helps to understand and



make sense of emotions and mental health. Relaxation techniques are therapeutic exercises designed to assist individuals to increase feelings of calm and decrease feelings of stress.

Calculation of Training period: Outdoor activities

Total number of days available for outdoor training	55 Days
Total number of hours available: (Morning 6.00 am – 8.00 am = 2 hours Evening 5.00 pm – 6 pm = 1 hour Total hours per day = 3 hours)	55 x 3 = 165 hours
Friday: 6.30 a.m. – 8.00 a.m.	‘Shram daan’
Monday – Thursday 6.00a.m. – 7.00 a.m. 7.00 a.m. – 7.30 a.m. 7.30 a.m. – 8.00 a.m.	P. T Creative Therapy/Activities Relaxation Techniques
Evening 5.00 pm – 6 .00 pm	Games, Yoga & Meditation (Tuesdays & Thursdays)



Activities for Outdoor class

Topics/Items	Duration
<u>Games</u> Games of choice (Compulsory)	55 hours
<u>Creative Therapy/Activities</u> • Stretching exercises, Meditation • Breathing exercises, Meditation • Laughter Therapy, Meditation • Mindfulness exercises • Art & Music Therapy • Clapping Therapy	27 hours
<u>Relaxation Techniques</u> • Benson Relaxation Response • Visual Imagery Relaxation • Body Scan Meditation • Jacobson Progressive Muscle Relaxation • Release-only Relaxation • Cue-Controlled Relaxation • Differential Relaxation • Mindfulness Meditation	27 hours
<u>Yoga and Meditation</u> • Warm up/Stretching • Surya Namaskar • Asanas (Sitting, standing, lying down) • Eye exercises • Breathing exercises • Meditation • Yoga Nidra • Yoga Mudra	55 hours



TRAINING MODULE FOR PRACTICAL SESSION

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Title	Practicals
Duration	6 days
Medium of Instruction/ Report Making	English

Introduction to the Module

Counselling and Social case work practical is the main objective of Welfare officer as their role is to support the prisoners in rehabilitation and reintegration. Counselling is a process that involves interpersonal relationships and helps the clients to become more self-directive and self-responsible. It is of two types as individual and group counselling. Individual counselling is a method of bringing about change in a person by exploring his or her feelings, attitude, thinking and behaviour. Group counselling is a form of therapy and people benefit from shared experiences. Social casework is the process of dealing with the individual case concerned with the individual in relation to his social environment and aims at his successful adjustment. The practical session will help to have hands-on experience in correctional settings. Upon completion of the practical, a report shall be submitted by the welfare officers in the prescribed format (See Appendix V).



PRACTICAL SESSION

Practical/Practice Sessions		
I.	Saturday (6 days)	Duration (2 hrs)
	<u>Afternoon</u>	2.00 – 4.00 PM
1.	Individual Counselling	2 days: 4 hrs
2.	Group Counselling	2 days: 4 hrs
3.	Social Case Work Practical	2 days: 4 hrs
	Total	12 hrs



TRAINING MODULE FOR FIELD VISIT

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Title	Field Visits
Duration	5 days
Medium of Instruction / Report Making	English

Introduction to the Module

Field visits are included in the training with a key objective of giving the trainee officers an exposure to the real nature and functioning of prisons and other allied institutions such as police stations, courts, juvenile justice institutions, mental health centre etc. This will help them have an opportunity to understand the working of such institutions and also provide them an opportunity to interact with officials working there.

Instructions regarding the Field Visits

The trainee officers are required to submit a field visit report upon completion of such visits. The report should contain the following details of visited institution.(See Appendix-IV)

Instructions for Trainee Officers during Field visit

1. The trainee officers will be directly under the control and supervision of the team leader accompanying the group.
2. They will take all instructions from the officer in-charge (Team Leader) of the group only.



3. The trainee officers shall strictly follow the timings fixed by the officer with regard to visits.
4. The Officers should not exhibit any behavior which will lower the image of the Academy. The trainee officers shall maintain a high sense of discipline and decorum during field visits, especially while meeting the heads of departments, institution, centres, etc.
5. The trainee officers should record the observation and interact with the officials and clarify their doubts

The following are the important institutions suggested to be included in the field visit module:

S. No	Institutions	Duration
1.	Central Prison	½ day
2.	Special Prison for Women	½ day
3.	Mental Health Institute/Counseling Centre	½ day
4.	Juvenile Home	½ day
5.	De-addiction Centre	½ day
6.	Probation Office	½ day
7.	Child Welfare Committee	½ day
8.	NGOs working for prisoners' welfare	½ day
9.	Police station/Court	½ day
10.	Any other institutions, as deemed relevant	½ day



TRAINING MODULE FOR STUDY TOUR

Training Manual Title	Training Manual of Basic Course for Welfare Officer
Module Title	Study tour
Duration	10 days
Medium of Instruction / Report Making	English

Introduction to the Module

As a part of basic training the trainee officers shall be sent on study tour for practical experience. They will visit various prison institutions other than those in their own States and they also get the opportunity to mingle and share knowledge with their counterparts and senior officers from across the country. A detailed tour report shall be submitted by the trainee officers in the prescribed format (See Appendix IV).

Instructions for Trainee Officers during Study Tour

1. The trainee officers visiting various places on Study Tour will be directly under the control and supervision of the team leader accompanying the group.
2. The trainee officers shall strictly follow the timings fixed by the officer with regard to visits.
3. All the trainees shall stay together at places as arranged by the officer in-charge.
4. They shall be present at the place of accommodation by 10.30 p.m. daily for roll call.



5. The Officers should not exhibit any behavior which will lower the image of the Academy. The trainee officers shall maintain a high sense of discipline and decorum during field visits.

6. The trainee officers shall maintain strict discipline throughout the tour and shall maintain the prestige of the Academy, their own prestige as well as the prestige of their respective State.

The following are the important institutions suggested to include in the study tour:

S. No	Institutions
1.	Prison Headquarters and Call on DG/IG Prisons
2.	Central Prison
3.	Special Prison for Women
4.	District Prison
5.	Special Sub-Jail / Sub-Jail
6.	Open Prisons/Open Camp
7.	State Prison Training Institute
8.	Institutions such as: NHRC; High Courts; BPR&D; NCRB, etc.
9.	Any other institutions, as deemed relevant



Examination, Evaluation: Allocation of Days

S. No	Purpose	No. of Days Allotted
1.	Written examination for indoor modules	5 days
2.	Outdoor examination	½ day
3.	Viva voce	½ day
	Total Number of Days	6 days

Examination

Examination is an important part of the training process. The performance of the trainee officers in examinations, both indoor and outdoor, is the best indicator of the effectiveness of training, the commitment, hard work, aptitude, attitude and interest of the trainee officer. Hence conducting examination in all the subjects is essential component of training.

Name of the Modules and Maximum Marks

S. No	Indoor	Duration	Maximum mark
	Indoor		
	Prison and Correctional Administration	3 hrs	100 marks
	Criminology and Victimology	3 hrs	100 marks
	Penology and Alternatives to Imprisonment	3 hrs	100 marks
	Correctional Psychology	3 hrs	100 marks
	Sociology and Social Work	3 hrs	100 marks



	Criminal Laws	1.30hrs	50 marks
	Criminal Justice System	1.30 hrs	50 marks
	Human Rights & Constitution of India	1.30 hrs	50 marks
	Sub-Total (Indoor)		650 marks
Outdoor			
	Physical Training		50 marks
	Other activities (creative therapy, relaxation techniques, yoga & meditation)		50 marks
	Sub-Total (Outdoor)		100 Marks
Other Forms of Assessment			
	Internal Assessment (Continuous Assessment: 25, Field work report: 25, Practical: 25, Case Presentation: 25)		50 marks
	Viva-Voce (Viva: 50, Assignment: 25, Study tour report & Presentation: 25)		100 marks
	Director's Assessment		50 marks
	Sub-Total (Other Forms of Assessment)		200 marks
	Grand Total		1000 marks



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)**



APPENDIX- 1

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



APPENDIX- 4

(Name of the Training Institute)
(Title of the Course)
(Dates of the Course)

FEEDBACK FORM

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

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

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

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

Yes

No

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

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

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



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

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

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

6. Practical Orientation of the course.

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

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

Substantially 4	Considerably 3	Fairly 2	Not at all 1



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

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

9. To what extent are you satisfied with the following:

(The Training Institution may please block the parameters not applicable)

Satisfied fully 4	Satisfied to a large extent 3	Satisfied to a limited extent 2	Not satisfied 1
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a)	Reception & Transport				
b)	Residential Accommodation				
c)	Food Quality & Service				
d)	Classroom facilities				
e)	Library facilities				
f)	Computer facilities				



- g) Interaction with the staff
of the Institute

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

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

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

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

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

15. If yes, kindly spell them out briefly?

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

Date:

Name:

Designation:

Place:

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

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



APPENDIX–7

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

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

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

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

Group Discussion:

Each Participant should be encouraged to participate. Establish Ground Rules first. Cull out the important points that emerge from the discussion

Action Plan :Group Work Activity

Prison based Rehabilitation programs

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



APPENDIX - 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>