

# **Training Manual of Basic Course for Prison Officers 2017**



**Bureau of Police Research and Development  
Ministry of Home Affairs  
NH-8, Mahipalpur  
New Delhi – 110 037**





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## I. Message of the DG BPR&D

Better training is the key to reforms in Prisons and Correctional Administration. Training Institutions are the inevitable point of entry to the prison world and for understanding the Penal and Correctional Administration dynamics in our country. Prison work is complex and requires a variety of skills. Many new recruits will not have any knowledge of prison, beforehand. Training is, thus, part of developing and maintaining a skilled, motivated and committed prison staff workforce.

The Hon'ble Supreme Court of India observed while hearing the Writ Petition(s) (Civil) No(s). 406/2013, in its order dated 17.02.2017, "***To standardize the training to be given to the various categories of staff in prisons, we direct the Ministry of Home Affairs to take urgent steps to prepare Training Manuals for various categories of staff and officers in Jails***". In compliance with the direction, the MHA requested the BPR&D to look into the matter and prepare appropriate training manuals which can be circulated to all States and UTs for their guidance and compliance.

The BPR&D Constituted a committee with the, ADG, BPR&D, as the Chairperson and other members, comprising the directors of Prison Officers Training Institutes in the country, to prepare the manuals. The Committee co-opted Dr. M.R. Ahmed, the former Director of APCA and also renowned expert, in Prison Administration. After multiple meetings, consultations and the brain storming sessions, the draft manual was prepared and circulated among all the States/UTs and other stakeholders including citizens. The feedback and suggestions were given due importance and final draft made which was approved by the committee.

The Training Manual of Basic Course for Prison Officers was prepared by the BPR&D keeping in mind the dynamic principles governing Prisons and Correctional Administration. This manual is in sync with the international best practices, law of the land, and technological advancements. It aims at preparing officers, who would be well informed about the laws and policies of the land, and to help them develop problem solving techniques, decisiveness and resilience in order to train them to act as team leaders for improving the systems and processes in Prison Administration.

This Manual has adopted the contemporary principles of training and learning, for indoor and outdoor classes, study tours, field visits and debriefing after institutional attachments. It has also incorporated new subjects, like Computerization, e-Prisons, Technology and Deradicalisation. Its comprehensive curriculum gives equal importance to physical agility and cognitive scholarship while applying the modern principles of learning and pedagogy.



I take this opportunity to place on record my sincere appreciation for the contribution of Shri V.S.K. Kaumudi, IPS, ADG, BPR&D (as the Chairperson of this Committee) for guiding the team, in bringing out this exhaustive Manual in a short span of time. His dedicated team of officers in this endeavor included Smt. Sampat Meena, IPS, IG (Research & Correctional Administration), Dr. P. Vijayakumar, IPS, SP (R&CA). I extend my warm appreciations to Dr. M.R. Ahmed, former Inspector General of Prisons, AP & Director, Academy of Prisons and Correctional Administration, Vellore, the Consultant to the Committee and Dr. A. Mathan Raj, Professor of Criminology and Dr. T.H. Ansar, Research Officer both from the APCA, Vellore who were instrumental in framing the syllabus and incorporating the suggestions for enriching the contents of the Manual.

This Manual is expected to bring about uniformity and better standards in training of the Prisons Staff in all the States/UTs and enable the Training Institutes to update their existing Manuals in the Context of the local requirements.

*A.P. Maheshwari*

Dr. A.P. Maheshwari, IPS  
DG, BPR&D

4.1.18



## **II. Members of the Committee for preparing the Training Manual of Basic Course for Prison Officers**

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7. Shri Sharad, DIG Jails, Agra Range, Uttar Pradesh
8. Shri S.S. Parihar, DIG Prison, Tihar Jail, Delhi
9. Shri B Saidaiah, DIG Prisons, Hyderabad, Telangana
10. Shri V.K. Jain, AIG, SJTI, Lucknow
11. Shri Yogesh Desai, DIG Prisons, Nagpur, Maharashtra
12. Shri N. Murali Babu, Superintendent, SICA, Hyderabad
13. Smt. Maja Daruwala, Sr. Advisor, CHRI, Delhi
14. Smt. Sugandha Shankar, Sr. Programme Officer, CHRI, Delhi
15. Smt. Madhurima Dhanuka, Coordinator, Prison Reforms Programme, CHRI, Delhi
16. Shri Ajay Bhattacharya, Dy. Superintendent, Tihar Jail, Delhi
17. Smt. Suman Maliwal, Dy. Superintendent, District Jail Bhilwara, Rajasthan
18. Shri Rajan Kapoor, Principal, Jail Training School, Patiala, Punjab
19. Dr. T.H. Ansar, Research Officer, APCA, Vellore
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- ii. Shri Anant Singh Parmar, Research Assistant, BPR&D, New Delhi



### **III. Model Training Manual for Prison Officers: A Perspective**

India shares the universally held view that a sentence of imprisonment would be justifiable only if it ultimately leads to the protection of society against crime. Such a goal could be achieved only if incarceration motivates and prepares the offender for a law-abiding and self-supporting life after his release. It further accepts that, as imprisonment deprives the offender of his liberty and self-determination, the prison system should not be allowed to aggravate the suffering already inherent in the process of incarceration. Thus, while certain categories of offenders, who endanger public safety, have to be segregated from the social mainstream by way of imprisonment, all possible efforts have to be made to ensure that they come out of prisons as better individuals than what they were at the time of their admission thereto.

#### **Reformation as the ultimate objective**

As early as 1920, the Indian Jails Committee had unequivocally declared that the reformation and rehabilitation of offenders was the ultimate objective of prison administration. This declaration was subsequently echoed in the proceedings of various Prison Reforms Committees appointed by the Central and several State Governments over the years and in myriad international instruments. The United Nations Standard Minimum Rules for the Treatment of Prisoners, formulated in the year 1955 and subsequently revised and renamed as the Nelson Mandela Rules in 2015, provide the basic framework for achieving the goal of reformation and rehabilitation of offenders. The international Covenant on Civil and Political Rights, propounded by the United Nations in 1977, to which India is a party, has clearly brought out that the penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. While the proclaimed principles are laudable, an assessment of the actual practices presents a deep divide between intent and the on-ground realities.

#### **Judicial intervention in prison administration**

Prison administration in India has been subjected to intense review by the higher judiciary in the last few decades. In *Sunil Batra v. Delhi Administration and Others* (1979), Justice V. R. Krishna Iyer pronounced: "Prisoners have enforceable liberties, devalued may be, but not demonetised; and under our basic scheme, Prison Power must bow before Judge Power, if fundamental freedoms are in jeopardy". Again, in *Sunil Batra v. Delhi Administration* (1979), the Court asked and affirmed: "Are prisoners persons? Yes, of course. To answer in the negative is to convict the nation and the Constitution of dehumanisation and to repudiate the world legal order, which now recognises rights of prisoners in the International Covenant on Prisoners' Rights to which our country has signed assent".



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

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

These principles have serious implications for prison administration. They call for a thorough restructuring of the prison system in terms of the humanisation of prison conditions, minimum standards for institutional care, reorientation of prison staff, reorganisation of prison programmes and rationalisation of prisons rules and regulations. From this viewpoint, among the various directives issued by the Supreme Court of India in *Sunil Batra v. Delhi Administration* (1979), the following deserve a special mention:

“It is imperative, as implicit in Article 21, that life or liberty shall not be kept in suspended animation or congealed into animal existence without the freshening flow of fair procedure. Fair procedure in dealing with the prisoners calls for another dimension of access of law-provision, within the easy reach of the law which limits liberty to persons who are prevented from moving out of prison gates”.

“No prisoner can be personally subjected to deprivation not necessitated by the fact of incarceration and the sentence of court. All other freedoms belong to him – to read and write, exercise and recreation, meditation and chant, creative comforts like protection from extreme cold and heat, freedom from indignities like compulsory nudity, forced sodomy and other unbearable vulgarity, movement within the prison campus subject to requirements of discipline and security, the minimum joys of self-expression, to acquire skills and techniques and all other fundamental rights tailored to the limitations of imprisonment”.

“Inflictions may take protean forms, apart from physical assaults, pushing the prisoner into a solitary cell, denial of a necessary amenity, and, more dreadful sometime, transfer to a distant prison where visits or society of friends or relations may be snapped, allotment of degrading labour, assigning him to desperate or tough gang and the like, may be punitive in effect. Every such affliction or abridgement is an infraction of liberty or life in its wider sense and cannot be sustained unless Article 21 is satisfied. There must be a corrective legal procedure fair and reasonable and effective. Such infraction will be arbitrary, under Article 14, if it is dependent on unguided discretion; unreasonable, under Article 19, if it is irremediable and unappealable; and unfair under Article 21, if it violates natural justice....”



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

Thus as rightly pointed out by the Judiciary and already felt by the All India Jail Manual Committee (1957-59), "the success of Correctional Administration mainly depends on the faith, philosophy and efficiency of the correctional personnel. It is, therefore, exceedingly necessary that the correctional personnel are selected with utmost care." The same Committee further opined that "recruitment and selection of correctional personnel of every grade should be done carefully because it is on their integrity, humanity, professional capacity and personal suitability for the work that the proper administration of the institution depends. The best rules and regulations and the most progressive measures of prison reform may be nullified by unsuitable personnel."

### **Nature of work in prisons**

Prison work is demanding. It involves working with men and women who have been deprived of their liberty, many of whom are likely to be mentally disturbed, suffer from addictions, have poor social and educational skills and come from marginalized groups in society. Some will be a threat to the public; some will be dangerous and aggressive; others will try very hard to escape. None of them wants to be in prison. Therefore, it requires great skill and personal integrity to carry out this work in a professional manner. This means, first of all, that men and women who are to work in prisons need to be carefully chosen to make sure that they have the appropriate personal qualities and educational background. Then they need to be given proper training in the principles that should underlie their work and the human and technical skills that are required. Throughout their careers, they should be given opportunity to develop and expand these skills and to keep up to date with the latest thinking on prison issues. Further, prison staff generally work in an enclosed and isolated environment, which, over time, can make them narrow and inflexible. The way they are trained and managed needs to be designed to guard against this insularity. The staff also needs to remain sensitive to changes in the wider society from which their prisoners come and to which they will return. More than anything else, prison management needs to operate within an ethical framework. Without a strong ethical context, the situation where one group of people is given considerable power over another can easily become abuse of power. The ethical context is not just a matter of the behavior of individual staff towards prisoners. A sense of the ethical basis of imprisonment needs to pervade the management process from the top down. Those with the responsibility for prisons and prison systems need to look beyond technical and managerial considerations. They also have to be leaders who are capable of enthusing the staff for whom they



are responsible with a sense of value in the way they carry out their difficult tasks. They need to be men and women who have a clear vision and a determination to maintain highest standards in the difficult work of prison management.

### **Staff training**

Once the staff have been properly recruited and selected they need to be given appropriate training. Most new staff will have little or no experience or knowledge of the prison world. The first requirement is to reinforce, for all of them, an appreciation of the ethical context within which prisons must be administered. It must be made clear that all the technical skills which will subsequently be taught are underpinned by a belief in the dignity and humanity of everyone involved in prisons. These include all prisoners, whoever they may be and whatever crimes they may have been convicted of, and all the staff and visitors.

The prison staff need to be taught the basic skills which are required to deal with other human beings, some of whom may be very awkward and difficult, in a decent and humane manner. This is not simply a matter of theory. It is a crucial first step towards the technical training which will follow. There remains a lack of understanding about what it is that the staff are being trained for. There is an absence of appreciation about the main features which are the basis of good prison work.

### **Technical training**

The staff should also be given the necessary technical training. They need to be aware of security requirements. This involves learning all about the use of security technology: keys, locks, surveillance equipment. They need to learn how to keep proper records and what sort of reports need to be written. Above all, they need to understand the importance of their direct dealings with prisoners. The security of the lock and the key must be supplemented by the kind of security that comes from knowing who their prisoners are and how they are likely to behave. These are the issues of dynamic security.

### **Prevention of disorder**

As far as keeping good order is concerned, new prison staff need to learn that prevention of disorder is always better than having to deal with it after it has occurred. Disorder extends from incidents involving a single prisoner to mass insurrection and riots. It is very rare that disorder erupts spontaneously. There are usually many warning signs that trouble is brewing. A properly trained member of the staff will recognize these warning signs and will act to douse trouble. This is a skill which can be taught.



## **Training specialist staff**

Staff who have a specialist function, such as teachers and instructors, will need additional training in order to carry out their roles properly. This applies especially to the medical staff. Medical doctors have to realize that when they come to work in a prison they bring with them all the ethical obligations of their profession. Even though these people are in the prison, the doctor's first responsibility is to treat their illness, whether it be physical or mental. This needs to be made clear to any doctor who comes to work in a prison.

## **Training for work with special group of prisoners**

The staff who are to work with specific groups of prisoners should be given the special training necessary to work with them. This applies especially to the staff who are to work with juvenile and younger prisoners. There is sometimes a tendency to regard this sort of work as somehow less important or demanding than the work with adult prisoners. The reality is often quite different. Juvenile prisoners are frequently more volatile and demanding than adult prisoners. There is also a greater possibility that they will respond positively to appropriate training and encouragement. One of the principal tasks of the staff who work with younger prisoners is to help them grow into mature adults who will live in a lawful manner. Similar, training considerations apply to the staff who work with women prisoners, with mentally disturbed prisoners and with high security prisoners.

## **Development and continuing training**

The initial training which the prison staff receive should be merely the beginning of their development. Prisons are dynamic institutions, continuously changing, being influenced by expanding knowledge and external influences. The staff need to be given regular opportunities to bring their knowledge up to date and to sharpen their skills. This will require development within the prison administration and also with other criminal justice and social welfare agencies. This development will continue throughout the whole of a staff member's career. This will help to make the staff aware of the latest techniques. It will also provide training in specific skills for the staff who work in specialist areas and opportunities for more senior staff to develop their management skills.

## **Training in the use of force**

In most prisons, for the vast majority of the time, prisoners respond quietly to legitimate orders. They do not wish to be in prison, but they accept the reality and go about their business as instructed. From time to time, individuals or small numbers may act in a violent manner and have to be controlled using force. It is important that all the staff, at the outset of their training, are made aware of the circumstances and the quantum in which force may be used against prisoners.



## Training in the use of arms

Special care must be taken to make sure that these staff are properly trained and that they have a clear understanding of the circumstances in which firearms may be used. It is not a recommended practice that the staff who work directly with prisoners should be armed. This is to make sure that firearms are never used in haste and that they never fall into the hands of prisoners. Lethal firearms should be used only when absolutely necessary to prevent loss of life. This means that there must be an immediate and clearly perceived threat to someone's life. For example, lethal fire should not be opened simply because a prisoner is escaping. It may be resorted to when such an escape presents an immediate threat to someone's life as governed by the IPC.

## The status of prison training

Prior to 1936, there was no formal training for prison personnel who work with offenders. The only orientation received was the experience of working in institutions keeping offenders. Essentially, it was practical training under the guidance of the persons who had put in long years of service in institutions of incarceration. They were given only the most rudimentary advice before being handed a set of security keys and left to get on with their task. This is a very dangerous practice. At best, it means that the new staff will not understand what their work really involves and will learn habits from the older staff which do not represent the best practices. At worst, it means that the new staff will be vulnerable to pressure, from powerful prisoners who will take advantage of their vulnerability and will have power over them in a way which will weaken security and good order in the prison. Professional training for prison and correctional personnel was first organised at the Tata Institute of Social Sciences in 1936. In 1952, inspired by the need to provide for more specialised training in preparation for correctional work, with the assistance of the Ministry of Home Affairs of the Government of India, and the aid of two experts made available by the United Nations, namely, Dr. Walter C. Reckless, a noted Criminologist, and Dr. Edward Galway, Advisor on Social Defence, United Nations, the Institute offered a six months programme for training nearly 50 officers deputed by different State Governments. The institute, thus, rendered an important service in the dissemination of new techniques necessary for operation of correctional institutions and agencies.

However, prisons being a state subject, there is no uniformity in recruitment, training, staff pattern, organizational structure, nomenclature, etc. In some of the states, the prison personnel are inducted at two levels, i.e., as Warders and as Assistant Jailors/Deputy Jailors/Jailors/Assistant Superintendents. In some other states, three-level recruitment is followed, i.e., Warders, Assistant/Deputy Jailors and Deputy Superintendent/Superintendents. Warders being the lower cadre, are trained at the State Institutes of Correctional Administration (SICA), or Warders Training



Schools (WTS), or at Warders Training Centres (WTC). The officer level recruits, from Assistant Superintendents to Superintendents are trained in the Academy of Prisons and Correctional Administration (APCA), Vellore / Jail Officers Training Institute, Lucknow / Institute of Correctional Administration (ICA), Chandigarh / Jail Officers Training College, Pune and Bhopal / Regional Institute of Correctional Administration (RICA), Kolkata.

The standard and length of the training that is currently given to new recruits to prison work vary enormously from state to state. In some states the basic training is given to the first level staff at police training centres, mostly, in physical fitness, parade and in law subjects. However, training in behavioural sciences, which is crucial, is absent. In some states, the basic training is being imparted to both the first line staff as well as officers, though not of the expected standards. However, at some places like the APCA, Vellore, and RICA, Kolkata, there are standard training manuals.

A review of the training that is being at present imparted to the prison staff indicates that, in spite of recommendations of various committees, the Government of India training policy and the UN standards, the training of prison staff is woefully neglected. It has not been realized that untrained and uninstructed personnel are not only ineffective but quite often become a hindrance to the proper implementation of correctional policies. It is hardly appreciated that the training of prison personnel will not only be helpful in creating a proper atmosphere in the department, but will also go a long way in establishing good traditions and practices of institutional management and correctional process. The All India Committee on Jail Reforms (1982-83) strongly felt: "A well-trained staff will be an asset in the proper implementation of prison reforms. With the impact of training, personal attitudes and abilities will improve. The expenditure incurred on staff training will ultimately result not only in departmental gains but also in definite social gains in terms of better institutional impact and ultimate rehabilitation of the offenders".

### **Intervention by the Supreme Court of India**

The Supreme Court of India, in the suo-moto Writ Petition (Civil) No. 406/2013, titled 'Re-Inhuman conditions in 1382 Prisons', in their order on 17-02-2017, inter-alia, observed as follows:

"It has been pointed out that there are serious deficiencies in the training of jail officers/staff. It appears that over the last many years hardly about 7800 staff has been given some kind of training, mostly refresher training. This is unhappy state of affairs ..... To standardize the training to be given to various categories of staff in prisons, we direct the Union of India through the Ministry of Home Affairs to take urgent steps to prepare training manuals for various categories of staff and officers in jails. Concrete steps are to be taken on or before 31<sup>st</sup> March 2017..."



## Drafting of training manuals

Consequently, the Bureau of Police Research and Development, which has been entrusted by the Government of India with the drafting of the training manuals for the prison staff, constituted a special Committee, with various stake holders, for preparing Training Manuals for standardization of training to prison officials of various ranks. The BPR&D also appointed a senior officer with vast experience in correctional services and training as a Consultant for drafting the manuals. It was decided that 2 manuals would be drafted, one for Warders and the other for Officers of executive cadre. The final version of the manuals which was the outcome of several meetings and brainstorming sessions was submitted on the 31<sup>st</sup> October, 2017. The draft manuals were uploaded on the BPR&D website calling for suggestions and improvements.

## Salient features of the Training Manual for Prison Officers

The 'Training Manual for Basic Course of Prison Officers' is intended to provide a comprehensive roadmap for the training of prison officers at their induction level. This Model Training Manual proposes to raise the standards of training and also the caliber of the officers by incorporating the relevant international standards prescribed in various UN Manuals, in addition to national standards and relevant points from judicial pronouncements.

The prevailing system of staff recruitment allows any individual possessing graduation degree in any discipline to apply for the officer level posts in the Prison Service. The competitive examinations are of a general nature. Prison Service is a uniformed and professional service. The recruits who get through the competitive examinations may not possess necessary knowledge and skills which are specifically required for working in prisons. This training manual clearly outlines the structure and components of a 12-months and 2-week long Basic Training Course designed to impart necessary knowledge, skills, attitudes and exposure required for the newly recruited prison officers to perform their duties efficiently. The 12-months and 2-week duration is divided into three phases as follows:

### **1. Phase-I**

Phase-I (the initial 9-months period) will consist of 2- stages. Stage-I will be of 8-months duration and Stage-II will be 1-month duration. Stage-1 is dedicated to regular indoor and outdoor classes, field visits, study tour, specialized short-term courses, etc. At this stage, the trainee officers need to complete 12 indoor training modules, 8 outdoor training modules, 9 modules of specialized courses, one module on field visit and one module on study tour.

The indoor modules comprise of subjects drawn from different academic branches of science, social science, law, management and technology. They are: Prison and Correctional Administration; Criminology and Victimology; Penology and Alternatives



to Imprisonment; Psychology; Sociology and Social Work; Criminal Laws and Minor Acts; Human Rights; Constitution of India; Criminal Justice System; Forensic Science; Management Principles; and Technology in Prison Administration. These subjects have significant contextual as well as practical relevance in administration and management of prisons.

The Prison Department is fully under the administrative control of state governments. Its administration is governed and controlled by official statutes, rules and regulations. A thorough knowledge of the relevant laws, statutes, rules and regulations is essential for prison officers. Therefore, key legislations and rules related to prison administration are made part of the training curriculum. Functionally speaking, prison is an integral part of the larger criminal justice system. In order to provide the trainees, sufficient knowledge and exposure to laws and related subjects, relevant modules are included.

The real meaning of imprisonment is deprivation of liberty and the key role of the prison authorities is to ensure that they carry out their job in a manner which is no more restrictive than is necessary. If the staff do not behave in a way which respects the prisoner as a person and which recognizes their basic human rights, it will not only question the ethical base of imprisonment but will certainly attract legal action from judicial authorities and other prison oversight mechanisms such as NHRC, SHRCs, etc. This makes it important for officers of prison and correctional administration to have thorough understanding of the topics related to human rights in general and the rights of prisoners in particular and their significance in good prison management. Therefore, an exclusive module on human rights is included in the manual.

The prison staff has to invariably deal with offenders, and, their basic responsibilities are proper custody, care and correction. It is needless to mention that prison officers require to have substantial knowledge in the areas of criminology, victimology, penology and allied subjects. Hence some modules on these subjects are also included in the Manual.

Prison work basically being a human service work, prison officers need to work in an environment where human beings are in unpleasant and negative situations. Therefore, it is necessary for them to have reasonable exposure to major social science disciplines such as sociology, social work, psychology, etc. Therefore, some key modules under these topics are also made part of this Manual.

Use of scientific management techniques and application of technological advancements in organizational administration is of utmost importance in contemporary prison administration. For that reason, modules on management principles and technology in prison administration are also included.



Further, it is appropriate to mention that the indoor modules are categorized as Main Modules and Subsidiary Modules. Subjects which have more content and relevance are categorized under the Main Module section and subjects having relatively less content and relevance are treated under the Subsidiary category (See Glossary of Terms).

The next component of the Training Manual is outdoor training modules. Prison work is a highly stressful and demanding profession. Therefore, prison officers are required to maintain good health and physical fitness. The outdoor training modules are intended to develop physical fitness, stamina, endurance and certain practical skills, including unarmed combat and weapons training, etc., required by the prison officers to discharge their duties effectively. Another objective of the outdoor training is to inculcate in the trainee officers a habit of undertaking physical exercise on a regular basis to develop ability to withstand the stress and strain of prison job. There are 8 modules for outdoor training. The modules cover on physical efficiency training, drill without arms, drill with arms, crowd control drills and techniques, weapons training, firing practice, unarmed combat and self-defence techniques besides additional skills and fitness training. These modules ensure that prison officers gain the qualities and abilities which are deemed essential to serve in a uniformed service.

The components of drill, which are required for personality development and for creating the esprit de corps, have been incorporated. To break the monotony of training, games like volleyball, basketball, football, cricket, hockey, etc, are recommended in the games section. Training in unarmed combat and self-defence techniques, like karate, has been provided to infuse expertise in self-defence and build up confidence. Sessions on yoga and meditation are also included as part of training for stress management and to help them maintain physical and mental harmony. Besides these, certain additional basic skills, which are deemed essential for everyone, such as swimming, driving, etc., are also included.

The module on field visits is included in the training curriculum with the key objective of giving the trainee officers an exposure to the real nature and functioning of prisons and other allied institutions, such as police, courts, juvenile justice institutions, mental health centre, etc. This will help them have an opportunity to understand the working of such institutions and to interact with officials working there. Hence, after reporting for duty, on completion of their institutional training, prison officers will not suffer from lack of prior exposure to such institutions and also working with other allied organizations.

The module on study tour also has great relevance. Through this the trainee officers are exposed to various prison institutions other than those in their respective States and they also get the opportunity to mingle and share knowledge with their counterparts and senior officers from across the country. This will obviously help



them to have nation-wide understanding about the nature and functioning of prison institution and the best practices all over.

Apart from the modules on regular indoor and outdoor sessions, 9 modules on specialized short-term programmes are included in this manual. Contemporary prison administration demands the prison officers to have in-depth understanding and knowledge in certain specific areas. Although topics on these specific areas are dealt in the regular modules, it was felt that a few topics needed to be dealt exclusively. Therefore, modules on integrated criminal justice system (ICJS), personality development, prison emergencies and their management, gender sensitization, search procedures and techniques, first aid and CPR, prevention of suicides in prisons, building maintenance and electrical safety, basics of general office procedures, service rules and financial regulations, and vigilance and anti-corruption measures in prisons are included. Although these modules are made part of the basic course, interested institutes can conduct exclusive in-service training programmes on these topics, as prescribed in the module.

Proper evaluation of the performance of the trainees, during and at the end of the training, is essential to measure how well they receive the training impacts. Stage-II of Phase-I, i.e., the 9<sup>th</sup> months, is dedicated to conduct of examinations and passing-out parade. Evaluation will be done by conducting written examination for indoor modules, practical examination for outdoor modules, firing test, and viva voce. Stage-II will conclude with a ceremonial Passing Out Parade. The module for Stage-II clearly describes the methodologies to be adopted in this matter. It also spells out the key terms and conditions to be adhered to during this stage.

## **2. Phase-II**

Phase-II, i.e., the next 3- months period, is earmarked for trainee officers' institutional attachment for practical training. During this phase, the trainee officers will be attached to various prisons and other institutions. The module on institutional attachment describes, in detail, the places of attachment and duration of each attachment. It is essential that every trainee officer should have practical knowledge of the operational areas and the responsibilities they are going to undertake on completion of their training. Through this attachment, they will gain hands-on experience in these aspects. During the period of their institutional attachment, the trainee officers will be assigned to different types of prisons, from Sub Jails to Central Prisons and other stakeholder institutions that form parts of the criminal justice system, such as police, prosecution, courts, etc., for a prescribed duration. Upon completion of this phase, the trainee officers shall have to report back to the academy and submit report on their institutional attachment and their learning experience.



### **3. Phase-III**

Phase-III, the final 2-week period, is dedicated to debriefing and performance appraisal of the trainee officers' institutional attachment. On completion of Phase-II of training, i.e., institutional attachment, the trainee officers will report back at the training academy for Phase-III. The key objectives are feedback on institutional attachment and debriefing. There shall also be an assessment and evaluation of the performance of trainee officers' institutional attachment during this phase. This assessment and evaluation will be done by a panel consisting of the Director/Head of the training academy and faculty coordinators for field attachment. The trainee officers' final ranking will be done on completion of this phase. The marks added over the entire training period need to be added to the marks secured in the public examination for selection to the service. The combined marking of selection examination and training shall determine the period inter-se seniority of the trainees at the national/state level.

### **Conclusion**

The Model Training Manual for Prison Officers will no doubt, bring in not only the much needed uniformity, but also advance the standards of prison officers' training, on par with international standards. The Manual comprises of indoor modules on an array of academic disciplines making the training course no way less than a comprehensive academic course more or less of the PG level. It would not be out of place to suggest that the training academies adopting this Manual may think of getting affiliated to some universities for accreditation of the course for award of PG Diploma or so. The APCA, Vellore, already by such an MoU with the University of Madras which has been awarding PG Diploma to the Prison officers completing their induction training successfully. The outdoor modules are basically adapted from the BPR&D training module for police training and, hence, standards of common training in uniformed forces are maintained. Other modules are designed and drafted in a way so as to ensure that the trainee officers, on completion of the training, would become the finest professionals in the field of corrections.

The manual is dedicated to the entire correctional fraternity, toiling and working for the cause for prisons and correctional services.



## **IV. Glossary of Terms and Abbreviations**

### **1. Training Manual**

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

### **2. Training Module**

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

#### **a. Indoor Main Module**

Module for a subject which has more content and relevance and the examination is conducted for 3 hours duration for 100 marks.

#### **b. Indoor Subsidiary Module**

Module for a subject which has relatively less content and relevance and the examination is conducted for 1.5 hours duration for 50 marks.

### **3. Lecturing Method:**

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

### **4. PPT:**

PowerPoint Presentation.

### **5. Q & A:**

Question and Answer.

### **6. Role-play**

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

### **7. Group discussion**

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

### **8. Dur.**

Duration.



## **V. Basic Training Course for Prison Officers: An Introduction**

The Basic Course for Prison Officers is the induction course for newly recruited prison officers. The UN Nelson Mandela Rules recommend the prison administration to carefully select their staff, since it is on their integrity, humanity, professional capacity and personal suitability for the work that the proper administration of prisons relies on. It further states that the prison staff must possess an adequate standard of education and should be given the ability and means to carry out their duties in a professional manner. Candidates from different educational backgrounds are appearing and getting through the recruitment examination. They may not possess required knowledge and skills needed to serve in the prison service in a professional way. Therefore it is compulsory that, before entering on duty, all prison staff should be provided with training tailored to their general and specific duties. Only those candidates who successfully pass the theoretical and practical tests at the end of such training shall be allowed to enter the prison service.

The **12-months and 2-week** long Basic Training Course is designed to impart necessary knowledge, skills, attitudes and exposure required for the newly recruited prison officers. This duration is divided into three phases as described below.

### **Division of Training Period:**

The duration of the Basic Course for Prison Officers will be **12 months and 2 week**. This 12-months and 2 week period will be divided into **3 Phases** as follows:

- i. Phase-I, the initial **9 months** period:  
This Phase-I will consist of 2- stages. Stage-I will be of 8-months duration and Stage-II will be 1-month duration; (see the table below).
- ii. Phase-II, the next **3 months** period;
- iii. Phase-III, the final **2 week** period.

### **Training Components and Activities included in each Phase:**

Phase	Components / Activities	
<b>Phase-I</b>	Stage-I	<ul style="list-style-type: none"> <li>▪ Regular Indoor and Outdoor Sessions</li> </ul>
	Stage-II	<ul style="list-style-type: none"> <li>▪ Field Visits</li> <li>▪ Study Tour</li> <li>▪ Specialised Short-term Courses and Training Sessions</li> </ul>
<b>Phase-II</b>	<ul style="list-style-type: none"> <li>▪ Examinations</li> <li>▪ Passing Out Parade Practice</li> <li>▪ Passing Out</li> </ul>	
<b>Phase-III</b>	<ul style="list-style-type: none"> <li>▪ Institutional Attachment for Practical Training</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Debriefing and Performance Appraisal on Trainee Officers' Institutional Attachment</li> </ul>	



### Calculation of Total Training Duration:

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

<b>Phase-I</b>	
<b>Stage-I</b>	
<b>Number of days available during 1<sup>st</sup> to 8<sup>th</sup> Months (30 x 8)</b>	240 days
Less Sundays & 2 <sup>nd</sup> Saturdays (Sundays–4 x 8 = 32; 2 <sup>nd</sup> Saturdays–1 x 8 = 8)	40
Less Other Holidays (1 x 8 = 8, Average one holiday in each month)	8
<b>Less Total</b>	-48
Total Available Days in Phase-I: Stage-I	<b>240-48=192 Days</b>
Less 15 Days for Study Tour	15
Less Field Visit Days	10
Less Days for Specialised Short-term Courses and Training Sessions	18
<b>Less Total</b>	-43
Total Available Days in Phase-I: Stage-I for Indoor & Outdoor Training	<b>192-43=149 Days</b>
<b>Stage-II</b>	
<b>Number of days available during the 9<sup>th</sup> Months (1 x 30)</b>	30 days
Less Sundays and 2 <sup>nd</sup> Saturdays (Sundays–4x1=4; 2 <sup>nd</sup> Saturdays–1 x1 = 1)	5
Less one holiday	1
<b>Less Total</b>	-6
Total Available Days in Phase-I: Stage-II for Examinations; POP etc.	<b>30-6=24 days</b>
<b>Phase-II</b>	
<b>Number of days available during 10<sup>th</sup> to 12<sup>th</sup> Months (30 x 3)</b>	90 days
Less weekly off (3 x 4 = 12)	12



Less Other Holidays (1 x 3 = 3; Average one holiday in each month)	3
<b>Less Total</b>	<b>-15</b>
<b>Total Available Days in Phase-II</b>	<b>90-15 = 75 Days</b>
<b>Phase-III</b>	
<b>Number of days available during 2-week (7 x 2)</b>	<b>14 days</b>
Less Sundays	2
<b>Total Available Days in Phase-III</b>	<b>14-2 = 12 Days</b>
<b>Total Training Days in 12 Months and 2 Week</b>	<b>192+24+75+12 =</b>
	<b>303 Days</b>



### **Advisory Committee for the Training Institute**

It is suggested that every prison officers' training institute shall constitute an Advisory Committee. The key purpose of this Advisory Committee is to assess training needs, frame, review and update the content and quality of training syllabus and training methodologies and recommend changes that are required to be made therein. The suggested Advisory Committee consists of an equal representation from the prison department as well as academics. For a detailed description of this, see **Appendix-I**.

### **Signing of MoUs**

It is also suggested that every prison officers' training institute shall develop collaboration and enter into Memorandum of Understanding with other stakeholder organizations such as Universities, Judicial Academies, Law Universities, Police Universities, Police Academies, Other Unformed Service Training Academies, etc. for exchange of faculty and training resources which will make training comprehensive and meaningful.

### **Inclusion of State-specific Topics/Rules etc. in the Training Manual.**

The Head of the Department/Head of Training Academy in the states/UTs may add topics which they deemed relevant in the curriculum/modules.

### **Formation of various Clubs/Forums/Societies in the Training Academy**

It is recommended that the training academy may form various clubs/forums/societies in the academy and encourage the trainee officers to participate in the activities of such clubs/forums/societies in order to channelize their personal interest express their creative potential. The various clubs/forums/societies in the Academy may include:

- Adventure Sports
- Debate Forum
- Fine Arts Club
- Nature Lovers' Club etc.

### **Feedback of Training Sessions**

It is advisable that the Head/Director of the Academy formulate a mechanism for seeking feedback from trainees regarding training sessions on a regular basis.



## **VI. Introduction to Phase-I of Training**

The Phase-I of training consists of two stages, i.e., **Stage-I (the first 8 months period)** and **Stage-II (9<sup>th</sup> months)**.

**The Stage-I (first 8 months) of training consist of the following components:**

1. Regular Indoor Sessions
2. Regular Outdoor Sessions
3. Field Visits
4. Study Tour
5. Specialised Short-term Courses

**The Stage-II (9<sup>th</sup> months) of training consists of the following components:**

1. Examinations
2. Passing Out Parade Practice
3. Passing Out

### **Training Modules for Phase-I: Stage-I of Training**

#### **Training Modules for Indoor**

As far as indoor training is concerned there are a total of 12 modules, out of which 7 are main modules and 5 are subsidiary modules. The list of these indoor modules is given below:

- 1) Prison and Correctional Administration
- 2) Criminology and Victimology
- 3) Penology and Alternatives to Imprisonment
- 4) Psychology
- 5) Sociology and Social Work
- 6) Criminal Laws and Minor Acts
- 7) Human Rights and Good Prison Management
- 8) Constitution of India
- 9) Criminal Justice System
- 10) Forensic Science
- 11) Management Principles for Prison Officers
- 12) Technology in Prison Administration



### Calculation of Training Period: Indoor Modules

<b>Total number of days available for Indoor Training</b>	<b>149 Days</b> (124 weekdays and 25 Saturdays)
<b>Total number of hours available:</b> <u>Monday to Friday (124 days) :-</u> Forenoon = 3 hours for indoor class Afternoon = 1.5 hours for indoor class Total = 4.5 hours x 124 days = <b>558 hours</b>  <u>Saturday (25 days)</u> Forenoon = 3 hours indoor class only Total = 3 hours x 25 days = <b>75 hours</b>	<b>633 hours</b>
<b>Total number of hours required for completion of all Indoor Modules</b>	<b>633 hours</b>

**Note:** The duration of each class may be fixed as **45 minutes** followed by a break time of **10 minutes**.



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Indoor Main (Exam in 100 Marks)</b>
<b>Module No.</b>	<b>ID-1</b>
<b>Module Title</b>	<b>Prison and Correctional Administration</b>
<b>Duration</b>	<b>120 hours</b>
<b>Medium of Instruction</b>	<b>English</b>
<b><u>CONTENTS</u></b>	
<b>A. Introduction to the Module</b>	
<b>B. Instructions to the Faculty</b>	
<b>C. General References</b>	
<b>Unit – 1.....Prisons: A Historical Perspective</b>	
<b>Unit – 2.....A Brief Overview of Important Legislations on Prisons</b>	
<b>Unit – 3.....Organization of Prison Institutions</b>	
<b>Unit – 4.....Administration of Prison Institutions</b>	
<b>Unit – 5.....Admissions, Classification and Daily Routine of Prisoners</b>	
<b>Unit – 6.....Security in Prisons</b>	
<b>Unit – 7.....Discipline and Custodial Management</b>	
<b>Unit – 8.....Emergencies in Prisons</b>	
<b>Unit – 9.....Prisoners' Diet and Clothing</b>	
<b>Unit – 10.....Medical and Healthcare Administration in Prisons</b>	
<b>Unit – 11.....Prisoners' Contact with Outside World</b>	
<b>Unit – 12.....Welfare and Treatment Programmes for Prisoners</b>	
<b>Unit – 13.....Remission System and Release of Prisoners</b>	
<b>Unit – 14.....Prison Oversight Mechanisms</b>	
<b>Unit – 15.....Important Commissions/Committees on Prison Reforms</b>	



### **A. Introduction to the Module**

A thorough understanding of Historical, Structural, and Functional aspects of prison and correctional administration is a major requisite for prison and correctional officers. Topics ranging from historical background, setup of prisons and prison administration, various committees and commissions on prisons and prison reformation, organization of prisons, administration of prisons, various types of prisoners to correctional administration and its various aspects are dealt in this module.

### **B. Instructions to the Faculty**

- This paper on Prison and Correctional Administration forms the very foundation of the functional role of prison and correctional officers. 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.
- There will always be a considerable difference between ‘what is in theory’ and ‘what is in practice’. Emphasis should be given in this aspect also.
- While conducting discussions, the faculty should act as the moderator.

### **C. 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**
3. **Various Acts concerning Prisons and Prisoners**
4. **Books**
  - Corrections Today - Larry Siegel & Clemens Bartollas
  - A Human Rights Approach to Prison Management: Handbook for Prison Staff (2<sup>nd</sup> Ed.) - Andrew Coyle
  - Handbook on the Management of High-Risk Prisoners - UNODC
  - Law & Practice of Rights of Prisoners – A. Sirajudeen
  - A History of English Prison Administration – Sean McCoville
  - 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
- Penology and Correctional Administration - J.C. Chatturvedi
- Initiating Work in Prison Settings – Handbook Series on Social Work in Criminal Justice – Prayas (Tata Institute of Social Sciences), 2012
- Initiating Work with Children of Prisoners - Handbook Series on Social Work in Criminal Justice – Prayas (Tata Institute of Social Sciences), 2012.
- 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
- Prison Oversight & Prison Leadership, Stan Stojovik (available on <http://digitalcommons.pace.edu/cgi/viewcontent.cgi?article=1749&context=plr>)
- Looking into the Haze, A Study on Prison Monitoring in India, CHRI 2016
- Key to Open up a Closed World, CHRI, 2016 – Handbook for Prison Visitors

#### **Websites**

- [www.mha.nic.in/](http://www.mha.nic.in/)
- [www.bprd.nic.in/](http://www.bprd.nic.in/)
- [www.nhrc.nic.in/](http://www.nhrc.nic.in/)
- [www.nalsa.gov.in/](http://www.nalsa.gov.in/)
- [www.penalreform.org/](http://www.penalreform.org/)
- [www.prisonreformtrust.org.uk/](http://www.prisonreformtrust.org.uk/)
- [www.prisonpolicy.org/](http://www.prisonpolicy.org/)
- [www.ohchr.org/](http://www.ohchr.org/)
- [www.ispac.cnpds.org/](http://www.ispac.cnpds.org/)
- [www.prisonstudies.org/](http://www.prisonstudies.org/)
- [www.humanrightsinitiative.org](http://www.humanrightsinitiative.org)
- [www.nacro.org.uk](http://www.nacro.org.uk)
- [www.icpa.ca/](http://www.icpa.ca/)
- <https://www.prisonsinspectoratescotland.gov.uk/>

**Materials required for the sessions:**

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



## Unit – 1

### Prisons: A Historical Perspective

#### Overview:

Prisons as a place of confinement can be traced to the ancient Greeks. However, as a general rule, imprisonment was not used as a means of correction but as a secure detention of suspected wrongdoers until they could be punished by execution, corporal punishment, or exile. From this stage of being a temporary confinement houses, it took a long way for prisons to become what they are today. It will be of great use and similarly interesting for prison officers to know the evolution and development of prisons. This unit deals with origin of prisons, prisons in various periods, history of prison architecture and designs, administration of prisons and life in prison in ancient days etc.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have a clear understanding about the origin and development of prisons;
- Know about various forms of prison designs and prison architecture during the past;
- Know about the history of prison offences and punishments therein.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
1.	<b>History of Prisons:</b> Origin of prisons – prisons in ancient periods - prisons in various forms: Gaols or Jails; Bridewells; Workhouses; Maison De Force; Hospice of San Michele; the Quakers and Eastern State Penitentiary; Pennsylvania Model; Auburn Silent System; Panopticon Model - Prison life in olden days: the barbaric punishments and prison offences.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
2.	<b>History of Prisons in India:</b> Prisons in ancient and medieval times –Vedic period – Mughal Period – Prisons under the British Rule: A brief overview of various Jail Commissions/Committees of 1836-38, 1877, 1888-89, and progress from 1889-1893.	3 hrs	



<b>Practical/Assignment:</b>		
a. Arrange visit to prisons and old forts where old models of confinement buildings exist and ask the trainee officers to prepare brief reports about such visits. Also show them videos with relevant content. b. Ask the trainee officers to write assignments on the development of prisons in India.	-	
<b>Total duration</b>	<b>6 hrs</b>	



## Unit – 2

### A Brief Overview of Important Legislations on Prisons

#### Overview:

The prison system as we see today in India has been evolved over a period of time. There are several milestones throughout the development of our prisons – which include enactment of various legislations during the British rule and after independence. Prison officers working in the system should be aware of all these important legislations which are relevant to the prison administration.

#### Learning objective:

***Upon successful completion of this Unit, the trainee officer will:***

- Have a good knowledge of important prison related legislations;

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
3.	<b>Brief Overview of Important legislations:</b> <u>Practical/Assignment:</u> 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. <b>(See the note below).</b>	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
	a. Assignments.	-	
	<b>Total duration</b>	<b>1.5 hrs</b>	

**Note:** This topic will be covered in detail in the Module on Criminal Laws.



## Unit – 3

### Organization of Prison Institutions

#### Overview:

Prison department is a key organization in the criminal justice system. The department generally consists of headquarters at the state level and various types of prisons under its control. This unit particularly deals with the organization prison department, various types of prisons, hierarchy of officers and other staff etc. This unit also deals with few aspects of prison duties and responsibilities and other discipline among the staff members.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have understanding about organization of prison institution in the state;
- Have a thorough understanding of key hierarchy of officers, their designation and related aspects;
- Have an understanding of discipline among and welfare of prison staff etc.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
4.	<b>Prison Organization:</b> Prison Headquarters – Organization - Types of Prisons: Central Prisons, District Jails, Women Prisons, Special Sub Jails, Sub Jails, High Security Prisons, Open Prisons, Open Camps, Semi Open Prisons – Borstal Schools, Warders Training Institutes – Prison Officer Training Institutes etc.	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
5.	<b>Prison Hierarchy:</b> Director General of Prisons/Inspector General of Prisons - Deputy Inspector General of Prisons – Superintendent - Deputy Superintendent - Jailor, Deputy Jailor/Asst. Jailor/ Asst. Superintendent - Duties and Responsibilities.	4.5 hrs	
6.	<b>Staff Discipline and Welfare:</b> Duties and Responsibilities of Each Staff		



	Member – Uniform – Knowledge of Rules – Weekly off – Welfare Committee – Living Facilities – Inspection of Staff Quarters.	4.5 hrs	
7.	<b>Prison Administration and Central Government:</b> Ministry of Home Affairs – Center State Division - Prison Reforms -Advisories / Guidelines – Modernization of Prisons Scheme - Correctional Service Medals – MHA Annual Report.	1.5 hrs	
	<b>Practical/Assignments:</b> a. Ask the trainee officers to visit different types of prisons and jails inside and outside states. Try to find out differences in organizational structure, hierarchy, designations etc. and other aspects and prepare reports.	-	
	<b>Total duration</b>	<b>15 hrs</b>	



## Unit – 4

### Administration of Prison Institutions

#### Overview:

Administration of prison institutions is core area in the training curricula of prison officers. It is mandatory for them to know the key aspects of prison administration such as office management, accounts and finance management, preparation and maintenance of office registers and records, preparation of budgets etc. It is also important for them to know about public relation maintenance and coordinate with other key government departments. This unit gives a thorough knowledge of the above important details.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have understanding about general administration of prisons;
- Be able to understand accounts and financial management in prisons;
- Be able to understand about maintenance of cash books;
- Be able to know about preparing of pay bills, budget statements etc;
- Know about importance of public relations and coordination with other departments.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
8.	<b>General Administration:</b> Office Procedures - Accounts & Financial Management - Various Cash Books - Maintenance of Cash Book and Other Registers - Preparation of Pay Bills - Preparation of Number Statement and Annual Budget and Revised Budget Statement. <b>(See the note below).</b>	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
9.	<b>Public Relation and Coordination with Other Departments:</b> 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 Motu disclosure of information etc.	3 hrs	



<b>Practical/Assignment:</b>		
a. Attach the trainee officer with different sections in the prisons to know about accounts management and other routine procedures. b. Arrange visits to police stations, offices of senior police officers, courts, education department, medical department, media and press, NGO etc.	-	
<b>Total duration</b>	<b>6 hrs</b>	

**Note:**This topic will be covered in detail in SSP Module No.9

**Unit – 5****Admissions, Classification and Daily Routine of Prisoners****Overview:**

This unit gives a broad outlook of general admission procedure, preservation of private property of prisoners and classification of various types of prisoners. This unit will further outline the key provisions on categorization of prisoners. Prisoners' daily routine and other disciplinary measures adopted in prisons are also discussed.

**Learning objectives:**

***Upon successful completion of this Unit, the trainee will:***

- Know about usual procedures followed during admission of prisoners;
- Have an understanding about maintenance of prisoners' private property;
- Have an understanding about classification of prisoners and its procedures;
- Know about major categorization of prisoners;
- Learn the regular activities and disciplinary measures in prisons.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
10.	<b>Admission and Classification of Prisoners:</b> Quarantine - Remand Prisoners–Undertrial Prisoners - Ordinary Class and Special Class Prisoners – Convicts: A, B, C Class - Simple Imprisonment and Rigorous Imprisonment - Short Term and Long Term Prisoners - Labouring and Non-labouring Prisoners –Adolescents.	6 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
11.	<b>Categorizations of prisoners:</b> Civil Prisoners – Detenues; Categories of Detenues and their Treatment - Prisoners Sentenced to Death - Preservation of Private property of prisoners.	3 hrs	
12.	<b>Prison Routine:</b> Daily Routine – Main Gate operations - Unlocking and Lockup of the prisoners – Counting/Census - Escorting – Extra Mural Gang - Night Duty.	3 hrs	



<b>Practical/Assignment:</b>	-	
a. Attach the trainee officers to admission section and show them how the admission is being done, the procedures involved, ways of classification etc.		
b. Arrange visit to prisons and take them to different blocks/barracks meant for different category of prisoners and explain differences in facilities, restrictions, and daily routines of different category of prisoners.		
c. Engage the trainee officer in main gate operation, locking/unlocking, counting, escorting etc.		
<b>Total duration</b>	<b>12 hrs</b>	



## Unit – 6

### Security in Prisons

#### **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 strength of the walls of those buildings, the bars on the windows, the doors of the accommodation units, the specifications of the perimeter wall and fences, watchtowers and so on. They also include the provision of physical aids to security such as locks, cameras, alarm systems, radios and suchlike. Procedural security relates to those procedures which have to be followed to prevent escape and to maintain good order. Some of the most important of these are procedures concerned with searching, both of physical spaces and of individuals. Staff need to be specially trained to carry out these searches in such a way as to detect and prevent any escape attempt or secretion of contraband while at the same time respecting the dignity of prisoners and respect for their personal possessions. While physical and procedural security arrangements are essential features of prison life, they are not of themselves sufficient. Security also depends on an alert staff who interact with prisoners, who have an awareness of what is going on in the prison and who make sure that prisoners are kept active in a positive way. This is often described as dynamic security. As mentioned, searches form a major part in procedural security measures. A thorough understanding of searches is a key requirement for a prison officer to run his prison securely. This unit deals with essential aspects of prison security and measures of security.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officers will:***

- Have clear understanding of types of prison security, aspects of prison security, levels of security, risk assessment, measures of security and enforcement of security;
- Have knowledge about various security measures and equipments;
- Have thorough knowledge of contraband, searching types and searching procedures to detect contraband;
- Gain understanding of procedures of searching prisoners, staff and visitors and principles of searches.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
13.	<b>Prison Security:</b> Aspects of Physical, Procedural and Dynamic Security-Individual Assessment of Risk - Levels of Security- Use of Physical Restraints and their	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> </ul>



	Regulation-Categorisation of Prisoners (High Security Prisoners, Medium Security Prisoners, Minimum Security Prisoners) – S1, S2,S3 & S4 categorization - Conducting Security Audits in Prisons - Preventing Radicalization of Prisoners and De-radicalization ( <b>See the Note below</b> )		<ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
14.	<b>Measures of Security:</b>  Out of Bound Areas - Security of Walls – Gates – Barracks - Cells - Daily Inspection – Lighting – Prohibited Articles and their Control-Locking and Unlocking-Custody of Security Equipment and Tools-Fire Arms Control -Censoring of Letters-Interviews-Intelligence Gathering and Utilization of Local Intelligence Agencies-CCTV Systems-Metal Detectors (HHMD& DFMD) and Walkie Talkies – Wireless Communications -Alarm Parade-Electronic Gadgetry – Measures to be taken for safe and secure transportation of Prisoners.	4.5 hrs	
15.	<b>Searches:</b>  Reasons for Searching- Procedures of Conducting a Search - Principles of Searches - Types of Searches: Pat/Rub-down Search; Strip Search; Special Search; Routine search - Security Search/Check – Searching of Inmates - Searching of Visitors - Searching of staff - Smuggling of Contraband and its Prevention – Reward for Detecting / Seizing Contrabands –Identification of Drugs/Narcotics – Procedures to be followed after recovery of contrabands like drugs; mobile phones etc and their disposal. ( <b>See the Note below</b> )	4.5 hrs	
	<b>Practical/Assignment:</b>  a. Arrange visit to prison and demonstration of security measures. b. Ask the trainee officers to write assignments on physical, procedural and dynamic security and case studies of escapes and analysis.	-	
<b>Total duration</b>		<b>13.5 hrs</b>	

**Note:** Prison security measures including use of restraints and searches have implications with human rights also. This human rights aspect of security restrictions and searches are dealt in the Module on Human Rights



## Unit – 7

### Discipline and Custodial Management

#### Overview:

Maintenance of discipline in prison is an integral part of safe custodial management. By their nature prisons are closed institutions in which large groups of people are held against their will in confined conditions. From time to time it is inevitable that some prisoners will break the rules and regulations of the prison in a variety of ways. This may be by attacking another person physically, by taking something which does not belong to them, by refusing to follow the daily routine, by disobeying a legitimate order, by attempting to smuggle into the prison items which are not allowed or in some other way. It is important to acknowledge that the rule of law does not end at the prison gate. There has to be a clear set of procedures for dealing with such incidents. 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:

***Upon successful completion of this Unit, the trainee officers will:***

- Clearly understand the importance of maintaining prison discipline;
- Have knowledge of prison offences and punishments;
- Appreciate the principles of natural justice in punishing prisoners for prison offences;
- Also understand the disciplinary procedures.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
16.	<p><b>Prison Discipline and Custodial Management:</b></p> <p>Importance of Discipline in Prisons – Rights and Duties of Prisoners - Prison Offences – Minor Offence - Major Offences – Punishments - Procedures and Orderly Room Inquiry - International Standards - Principles of Natural Justice – Restrictions on Certain Punishments. Management of Political Arrests – Temporary Jails.</p>	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>



<b>Practical/Assignment:</b>	-	
a. List out the major forms of prison offences – minor and major – and analyse how such offences affect the smooth functioning of prisons.		
b. Allow the trainee officers to visit prisons and provide them opportunity to witness procedures followed in dealing with prison offences.		
<b>Total duration</b>	<b>4.5 hrs</b>	



## Unit – 8

### Emergencies in Prisons

#### Overview:

Prisons are generally vulnerable to different types of emergencies and crises situations. 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. Although very serious incidents are relatively infrequent events in our prisons, they are nevertheless a major consideration in the administration of prisons and the management of prisoners. The profound influence exerted by major prison incidents on the minds of prison staff and inmates is in no sense artificial or contrived. 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:

**Upon successful completion of this Unit, the trainee will:**

- Have an understanding about general situations of crises/emergencies in prisons;
- Have knowledge of medical emergencies in prisons.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
17.	<b>General Emergencies:</b> Escapes – Riot – Outbreaks – Fire - Hunger Strikes - Violent Protests/Agitations – Overcrowding - Natural Calamities – Hostage Situations.	6 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
18.	<b>Medical Emergencies</b> Suicides - Death - Communicable diseases – Epidemic - Accidents etc.	3 hrs	



<b><u>Practical/Assignment:</u></b>	-	
<ul style="list-style-type: none"> <li>a. Organize a specialized session and make use of illustration /case studies on various forms of prison emergencies such as escape, riot, hostage situations etc. and ask the trainee officers to identify what went wrong and key learning points in such cases.</li> <li>b. Arrange for video shows and movies with relevant theme on prison escape, riot etc.</li> <li>c. Arrange for interactions with key figures who have survived and handled notorious emergency situations in prisons.</li> <li>d. Arrange for interactive sessions prison medical officers regarding prison emergencies.</li> <li>e. Organize specialized training session on Medical Emergency, First Aid, CPR, safety measures etc.</li> </ul>		
<b>Total duration</b>	<b>9 hrs</b>	



## Unit – 9

### Prisoners' Diet and Clothing

#### Overview:

Food is a central component of life in prison institutions and plays a critical role in the physical and mental health of incarcerated people and the construction of prisoners' identities and relationships. Every prisoner shall be provided by the prison administration at the usual hours with food of nutritional value adequate for health and strength, of wholesome quality and well prepared and served. An understanding of the role of food in prison settings and effective management of food systems may improve outcomes for incarcerated people and help prison administrators to maximize the health and safety of individuals in these institutions. Clothing and bedding are another important requirement in prisons. It is necessary on part of the prison administration that every prisoner who is not allowed to wear his or her own clothing shall be provided with an outfit of clothing suitable for the climate and adequate to keep him or her in good health. Such clothing shall be clean and kept in proper condition. It also important that if prisoners are allowed to wear their own clothing, there shall be proper arrangements for washing and maintain hygiene.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officers will:***

- Be able to have an understanding of prisoners' diet;
- Have clear understanding about kitchen management in supervision;
- Have an idea about general maintenance of clothing and bedding;

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
19.	<b>Diet:</b> Various Categories of Prisoners - Preparation of Daily Indent and Issues - Maintenance of Ration Register and Procedure to Purchase - Dietary Articles – Nutritional Aspects of Food- Tender for Dietary Articles and Procurement - Supervision of Kitchen -- Maintenance of Kitchen - Different Types of Diets like labouring,non-labouring and hospital/extra diets, special diet for pregnant inmates - Calculations of Diet Scale - Diet Roll - Kitchen Slip and Distribution of Food - Issues like Pilferage, Waste Disposal, Hygiene and Food	6 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>



	Poisoning Types of cooking: gas cooking, steam cooking etc.		
20.	<b>Clothing and Bedding:</b> Issuance of Clothing and Bedding - Scale of Clothing and Bedding to Prisoners– Maintenance of Cloth Store – Cleaning and Washing of Clothing and Bedding.	3 hrs	
	<b>Practical/Assignment:</b> <ol style="list-style-type: none"> <li>Arrange for visit to prison to study kitchen management, lecture on importance of maintaining hygiene in prison and maintenance of diet roll, kitchen slips and hospital diets.</li> <li>Arrange for visit to prison and see how issuance of clothing and bedding done.</li> </ol>	-	
	<b>Total duration</b>	<b>9 hrs</b>	

**Unit – 10****Medical and Healthcare Administration in Prisons****Overview:**

Medical administration is one of the most important concerns of prison management. The enjoyment of the highest attainable standard of physical and mental health is a human right. 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 proper health facilities and medical staff to provide for a range of health needs, including dental and psychiatric care. 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. They will bring with them untreated conditions, addictions and also mental health problems. 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:**

***Upon successful completion of this Unit, the trainee officers will:***

- Have knowledge of medical service and healthcare in prison settings;
- Know about duties and responsibilities of medical officer and other medical staff;
- Know about different aspects of medical administration in prisons.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
21.	<b>Medical Service in Prison:</b> Duties and Responsibilities of Medical Officer -Psychological and Psychiatric Services in Prisons - Medical Screening on Admission of Prisoners(NHRC Pro forma) - Procurement of Medicines and Disbursement- Procedures and Precautions-Treatment of Communicable Diseases – Psychological / Psychiatric Services in Prisons	6 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>



<b>Practical/Assignment:</b>		
a. Visit a Prison and find out what kind of diseases are more common among the prisoners. Whether the medical facility available in prison is up to the minimum standard? b. Interaction with medical officers and prison psychologists/psychiatrists.	-	
<b>Total duration</b>	<b>6 hrs</b>	



## Unit – 11

### Prisoners' Contact with Outside World

#### Overview:

People who are sent to prison lose the right to free movement but retain other rights as human beings. One of the most important of these is the right to contact with their families. As well as being a right for the prisoner, it is equally a right for the family members who are not in prison. Prison administrations have a responsibility to ensure that these relationships can be maintained and developed. Provision for all levels of communications with immediate family members is based on this principle. It is also to be noted that the loss or restriction of family visits should not be used as a punishment under any circumstances. On the other hand, allowing prison inmates to maintain their familial and social ties helps the prison administration in multiple ways. 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. Staff will also learn about aspects of the prisoner's behaviour, life and character beyond the confines of the prison which will help them to treat each prisoner as an individual. In short, good visiting facilities are likely to help the prison function well in many different ways. This unit deals with the key features of prisoners' contact with outside world and its significance.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officers will:***

- Be able know about prisoners' contact with outside world, its importance and necessity etc.
- Be able to understand about petitions and appeals made by prisoners.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
22.	<b>Interviews and Communication with Prisoners:</b> Forms of Contacts: Visits; Letters; Phones; E-mulaquat - Importance of Regular Contacts – Interviews: Family Interviews; Interview with Lawyers, Police Interviews - Regulation of Interviews - Powers of Superintendent, Role of Officers in Interviews, Maintenance of	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> </ul>



Records - Role of Welfare Officers in Maintaining Contacts - Petition of Prisoners and Appeal by Prisoners - Interview for Foreign National Prisoners – Use of Technological Advancements for Contact with Outside World – Landmark Judgments regarding Interview etc.		<ul style="list-style-type: none"> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<p><b><u>Practical/Assignment:</u></b></p> <p>a. Arrange a visit to prison and watch interviews – how they are conducted and interaction with prisoners on interviews.</p> <p>b. How modern communication technology can be implemented in prisons for interview – use of E-interview. -</p>		
<b>Total duration</b>	<b>4.5 hrs</b>	



## Unit – 12

### Welfare and Treatment Programmes for Prisoners

#### **Overview:**

Rehabilitation and reformation of prisoners are the key objectives of correctional administration. There are various welfare programmes and reformative measures conducted in prisons. Committed involvement of guarding personnel is required for effective implementation of such programmes. This unit aims to provide necessary knowledge on provisions related to reformative programmes, welfare measures, vocational training and rehabilitation of prison inmates.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have an understanding about provisions related to various welfare measures in prisons;
- Have an understanding of various types of vocational training provided for prisoners, running of prison industries etc.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
23.	<b>Reformative Measures:</b> Role of Correctional Staff(Welfare Officer / Counsellor / Psychologists etc.) in Prisons– Reformation – Rehabilitation – Reintegration - Education for prisoners - Library facilities- Recreational activities - Cultural activities- Spiritual programmes – Prison Canteen - Legal aid – Legal aid for under trial prisoners - Rehabilitation - Support to families of prisoners - Collaboration with NGOs/CBOs/DLSAs etc.	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
24.	<b>Vocational Training &amp; Work Programmes:</b> Vocational Training Courses: Collaboration with Govt. Approved Training Institutions for Certification - Prison Industries – Wages - Raw Materials – Finished Products – Purchases of Materials - Prison Stores– Sales of Finished Products etc.	4.5 hrs	



25.	<b>Best Practices in Prisons:</b> Innovative Correctional Programmes – Best Practices from Other Countries etc.	1.5 hrs	
	<b>Practical/Assignment:</b>  a. Find out various educational programs conducted in prisons. Write a report about it. b. Legal aid systems are really accessible to the needy prisoners? Conduct a sample survey in a selected institute and present your findings. c. Arrange visits to various state prisons to learn about various innovative practices introduced there. d. Case studies of NGOs working in prisons in different aspects such as legal aid, counselling, play/art therapy, family support, post release services, etc.	-	
	<b>Total duration</b>	<b>10.5 hrs</b>	

**Unit – 13****Remission System and Premature Release of Prisoners****Overview:**

Remission and early release or premature release of prisoners are important issues in prison administration. Remission is the reduction of the term of a prison sentence, usually due to good behaviour or conduct. It refers to a structured system with criteria for prisoners to meet in order to encourage good behaviour, rehabilitation and self-improvement, with the ultimate benefit being the release of the prisoner. 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. The boredom and passivity in prison life often leaves prisoners with nothing for stimulation but violence and drugs, and does nothing to prepare them for life on the outside. Remissions in sentence period and earned release refer to the structured system that aims to encourage self-improvement and positive behaviour in prisoners. 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:**

***Upon successful completion of this Unit, the trainee officers will:***

- Have an understanding of remission system;
- Have knowledge of releasing prisoners under remission;
- Other forms of temporary and permanent ways release of prisoners.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
26.	<b>Remission System:</b> Ordinary Remission – Special Remission – Remission Rules – Calculation of Remission - Release of Prisoners under Remission Rules - Mercy Release - Release under section 432 and 433 - Release under Amnesty - President's	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> </ul>



and Governor's power of pardon – Sentence Review Board - Important Court Rulings etc.		<ul style="list-style-type: none"> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b>27. Temporary Release:</b>  Advisory Board-Parole/Emergency Leave, Furlough / Ordinary Leave—Legal Provisions/ Acts on Temporary Release.	3 hrs	
<b><u>Practical/Assignment:</u></b>  a. Arrange for a visit to the remission section of prison and describe/practical explanation to the trainee officers how the remission, date of release etc are calculated. b. Assignment on remission system and its benefits.	-	
<b>Total duration</b>	<b>7.5 hrs</b>	



## Unit – 14

### Prison Oversight Mechanisms

#### Overview:

This Unit would introduce the concept of community intervention in prisons and the need to make prisons, being public institutions, more open, transparent and accountable. This Unit would inform about various provisions on prison oversight given under the Prison Act of 1894 and the state prison rules. This Unit would impart knowledge of two main oversight mechanisms, Board of Visitors & Under Trial Review Committees. It would detail the role and functions of prison visitors – official and non-official in prison oversight as well as duties of prison officer in facilitating such visits. It also gives information about Undertrial Review Committee, its formation, mandate and functioning. The basis and importance of judicial oversight over prisons and prisoners would also be explained under this unit.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee will:***

- Have a basic understanding about the need of prison oversight mechanisms and their roles in ensuring effective functioning of these mechanisms;
- Be able to know in detail different types of oversight mechanisms;
- Have an understanding of functioning of Board of visitors and Undertrial Review Committees
- Have a clear understanding of role of official and non-official visitors in conducting regular prison visits

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
28.	<b>Prison Oversight</b>  General overview – needs – mechanisms under international & national laws – importance – their roles	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>



29.	<b>Types of Prison Oversight Mechanisms</b>  Internal/external – Key provisions – Jurisprudence – Implementation status in state	1.5 hrs	
30.	<b>Prison Visiting System – Board of Visitors</b>  History – Composition – Functions – Legal provisions of the Prisons Act, 1894 and state prison rules – Observation areas –powers & duties of visitors – Role of prison officers in facilitating visits	3 hrs	
31.	<b>Under Trial Review Committees</b>  History – Composition – Mandate – Criteria for eligibility Processes – Action & Follow ups – Role of legal services authorities – Role of prison officers in preparation of lists, reporting and follow up etc.	3 hrs	
<b><u>Practical/Assignment:</u></b>			
a.	Attend a meeting of UTRC		
b.	Accompany Prison visitors during a prison visit	-	
<b>Total duration</b>		<b>9 hrs</b>	

**Unit – 15****Important Commissions/Committees on Prison Reforms****Overview:**

The prison system as we see today in India has been evolved over a period of time. There are several milestones throughout the development of our prisons – which include appointment of different Jail Committees and Commissions, development of Prison Manuals etc. Prison officers working in the system should be aware of all these important developments which brought remarkable changes in the prison system.

**Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have an idea of notable Jail Reform Committees/Commissions;
- Have an undertaking of other key developments in the history of Indian prisons during 20<sup>th</sup> and 21<sup>st</sup> Centuries.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
32.	<b>Prison Committees and Commissions in 20<sup>th</sup> and 21<sup>st</sup> Centuries:</b> Indian Jail Committee Report (1919-20) – Model Prison Manual (1958) – Report on Working 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	6 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b>Practical/Assignment:</b>			-
<b>Total duration</b>			<b>6 hrs</b>



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Indoor Main (Exam in 100 Marks)</b>
<b>Module No.</b>	<b>ID-2</b>
<b>Module Title</b>	<b>Criminology and Victimology</b>
<b>Duration</b>	<b>65 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

  

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**B. Instructions to the Faculty**

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**Unit – 2...Theories of Crime and Delinquent Behaviour**

**Unit – 3...Typology of Crimes and Crime Prevention**

**Unit – 4...Children in Conflict with Law and Juvenile Justice System**

**Unit – 5...Victimology: Conceptual Background and Types of Victims**

**Unit – 6...Victims and Criminal Justice System**

**Unit – 7...Restorative Justice and Peacemaking Criminology**



## **A. Introduction to the Subject**

As the word implies, criminology is clearly concerned with crime, covering the causes and 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 within the subject include the historical foundations of crime, the theoretical underpinnings of criminality, how we measure criminal acts, the development of criminal careers, various typologies of offenders, changing pattern of crime and a critical analysis of public policies concerning crime control in society.

Victimology is also covered in this module. Victimology is the study of victimization, including the relationships between victims and offenders, the interactions between victims and the criminal justice system. This module provides an introductory explanation of criminal victimization via an overview of current theory, research, and trends within the context of specific victimization types. It examines the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, restorative justice, green criminology, victim rights and services.

## **B. Instructions to the Faculty**

- In the case of topics which are overlapping and are found in two or three modules, the concerned topic may be covered in detail in the Main Module. eg: Psychological theories explaining criminal behavior may be covered in Module on Psychology.
- 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.
- There will always be a considerable difference between ‘what is in theory’ and ‘what is in practice’. Emphasis should be given in this aspect also.
- Necessary arrangements should be made for the trainee officers to have hands-on experience/field visits about various topics covered in this subject. The faculty also should seek written reports from the trainee officers about such practical exposure and visits.
- While conducting group discussions, the faculty should act as the moderator.



### C. General References

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20. Working Group on Development of Child XI Five Year Plan (2007-2012) Ministry of Women and Child Development, Govt of India, <http://www.wcd.nic.in/>
21. Victim Compensation and Restorative Justice co-edited by Prof. (Dr. ) P.S. Jaswal,Prof.(Dr.)G.I.S. Sandhu, Dr.UpneetLalli and Dr.Shilpa Jain. Published by Rajiv Gandhi National University of Law, Punjab

**Materials required for the sessions:**

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

**Unit – 1****Criminology: Conceptual Background and Extent of Crime Problem****Overview:**

This unit introduces the discipline of criminology and explores how crime impacts society-at-large. It covers the basic concepts in criminology, the term crime, criminal behaviour and delinquency, different types social control methods and the concept of criminal justice system. This unit also introduces the student to the discipline of criminology and explores how crime impacts society-at-large. It further deals with nature and extent of crime problem and focuses on the importance of criminological knowledge in correctional set up.

**Learning Objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the concept of crime, criminal behaviour and criminology;
- Assess the different types of social control methods, social defence and private defence mechanisms;
- Differentiate criminal and non criminal behaviour;
- List the components of the criminal justice system and describe the criminal justice process in India and how it evolved;
- Recognize the major source of data on crime trends and patterns.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
1.	<b>Conceptual Background :</b> Concept and definition of Crime - Law-Criminal Behaviour - Criminology - Scope of Criminology.	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
2.	<b>Reaction to Crime:</b> Formal and informal social control methods - Social defence – Self policing and private defence - Concept of Criminal Justice System.	1.5 hrs	
3.	<b>Extent of Crime Problem:</b> Purpose of Crime statistics - Official statistics published by NCRB: Crime in India; Prison Statistics India; Accidental Deaths and Suicide in India; Finger Print in India etc. – Reliability and non reporting behaviour.	3 hrs	
<b>Practical/Assignment:</b>			
a. Assignments b. Institutional Visits			-
<b>Total Duration</b>			<b>6 hrs</b>



## Unit – 2

### Theories of Crime and Delinquent Behaviour

#### Overview:

This unit traces out the historical background of theoretical explanations of crime and delinquent behaviour and introduces the student to the different theories of criminology and explores how an individual becomes deviant. It covers the major biological, social and economic theories of Criminology. This unit further focuses on the multi factor approach to criminal behaviour.

#### Learning Objectives:

***Upon successful completion of this unit, the trainee officers will:***

- Understand the historical evolution of criminological theory;
- Have clear understanding of the causes of traditional and non-traditional forms of criminal behaviour;
- Have clear knowledge on biological, sociological, economical theories of crime;
- Understand the different factors that influence criminal behaviour;
- Be able to explain the multi factor approach to criminal behaviour;
- Be able to relate the criminal behaviour with theoretical explanations.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
4.	<b>Schools of Criminology:</b> Pre Classical - Classical School- Neo Classical School - Positive School – Geographical School.	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
5.	<b>Sociological Theories in Crime:</b> Anomie by Durkheim – Individual Modes of Adaptation by Merton - Differential Association theory by Edwin Hardin Sutherland- Containment Theory by Walter Charles Reckless- Labeling theory by E. Lemert and Howard Becker – Routine Activity Theory by Marcus Felson and Lawrence E. Cohen - Sub Cultural Theories by Thrasher, Cohen & Cloward & Ohlin. Feminist Criminology – Adler and Simon etc.	7.5 hrs	
6.	<b>Factors in Crime Causation:</b> Economic Factors in Crime - Contributions of Marx – William Adrian Bonger - Poverty -	4.5 hrs	



Unemployment- Sociological factors- Ecological factors - Psychological factors – Multi factor Approach by William Healy		
<b>Practical/Assignment:</b>		
a. Institutional Visits b. Assignments c. Case Studies to understand theoretical explanation		
<b>Total Duration</b>	<b>16.5 hrs</b>	



## Unit – 3

### Typology of Crime and Crime Prevention

#### Overview:

This unit gives basic explanations for different types of criminal behaviour and introduces the trainee officers to the definitions and classification of new forms of crime and their pattern. The concept and definition of recidivism is also covered in this unit. Further this unit deals with the formal and informal methods of crime prevention.

#### Learning Objectives:

***Upon successful completion of this Unit, the trainee officers will:***

- Have knowledge of contemporary crimes and articulate the main components of contemporary forms of crimes in India;
- Understand the concept and definition of recidivism and methods to deal with it;
- Be able to describe the major crime prevention methods.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
7.	<b>Typology of Crimes and its Causes:</b> Contemporary forms of Crimes - Professional Crime - Organised Crime - White Collar Crime - Alcoholism & Drug Addiction – Corruption – Domestic Violence – Insurgency - Terrorism – Cyber Crime (Reference to Space Transition Theory) – Transnational Criminology - Human Trafficking.	7.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
8.	<b>Recidivism:</b> Definition – Causes – The impact of recidivism - Prevention	1.5 hr	
9.	<b>Crime prevention:</b> Methods of Crime Prevention– Role of Police – Patrolling (Crime Hotspots) - Broken Windows theory - Situational Crime Prevention – Formal and Informal Crime Prevention Methods – Special reference to	3 hrs	



Role of Correctional Institutions in Crime Prevention – Role of Media in Crime Prevention.		
<b>Practical/Assignment:</b> a. Institutional Visits b. Assignments	-	
<b>Total Duration</b>	<b>12 hrs</b>	



## Unit – 4

### Children in Conflict with law and Juvenile Justice System

#### Overview:

Though prison officers 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 and the state and non-state responses to them when they are found to have committed an offence or found to be in a state of want, victimization, exploitation and need of care and protection. It undertakes a critical scrutiny of the concept of children in conflict with law, the legal provisions, and international documents pertaining to child rights.

#### Learning Objectives:

***Upon successful completion of this unit, the trainee officers will:***

- Understand the theoretical background and conceptual understanding of juvenile delinquency and of state's response to juvenile delinquency in India;
- Familiarize with pertinent issues in the operation of juvenile justice system in India;
- Develop knowledge on the Juvenile Justice (care and protection of children) Act, 2015;
- Learn the methods of delinquency prevention.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
10.	<b>Conceptual Background:</b> Concept and definition - Difference between Crime and Delinquency – Adolescence and their problems – Causes– Parents Patriae - Forms of deviance by children – The process of becoming Adult Criminals – Chicago School of Criminology – UN Child Rights Convention.	6 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
11.	<b>The Juvenile Justice (care and protection of children) Act, 2015:</b> The Juvenile Justice (care and protection of children) Act, 2015 – Salient Features- Dealing with Children in Conflict With Law– Boys clubs organized by Police (the Tamil Nadu Experiment) - Role of Community, Probation and Juvenile Justice System.	3 hrs	
	<b>Practical/Assignment:</b> <ol style="list-style-type: none"> <li>Institutional Visits to Special Home, After Care Home &amp; Child Welfare Committee &amp; Board</li> <li>Assignments</li> </ol>	-	
	<b>Total Duration</b>	<b>9 hrs</b>	

**Unit – 5****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. The development of Victimology as a subject to study victimization, including the 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 and contemporary developments in the field of Victimology. This unit discusses about the victim surveys and its importance to unearth the extent of crime problem and also focuses on the different types of victims and vulnerable groups.

**Learning Objectives:**

***Upon successful completion of this unit, the trainee officers will:***

- Have awareness of the history and development of Victimology and crime victims;
- Develop familiarity with basic terms, concepts and major theoretical explanations in Victimology;
- Understand the dark figures/unreported crimes through victim surveys;
- Understand different types of criminal victimization and vulnerable group of victims.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
12.	<b>Conceptual Background:</b> Concept and definition – Victim and Victimology - Evolution of the Science of Victimology – Major Theories of Victimology: Victim Precipitation theories, Structural Violence theory, Situation Oriented theories, Routine Activities theory - Victim Surveys – Unreported crimes/Dark figures.	5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
13.	<b>Victim Typology:</b> 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.	3 hrs	
<b>Practical/Assignment:</b>			
a. Assignments			-
<b>Total Duration</b>		<b>8 hrs</b>	



## Unit – 6

### **Victims and Criminal Justice System**

#### **Overview:**

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. 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:**

***Upon successful completion of this unit, the trainee officers will:***

- Be able to describe the criminal justice process relating to victims of crime;
- Understand problems of victims of crime and abuse of power;
- Have the knowledge of the International Instruments on victim justice.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
14.	<b>Victims and Criminal Justice System:</b> Role of victims in the Criminal Justice System- Victim Impact Statement - Victims and Witness in the Criminal Just System- Reformation Vs Restitution: Philosophy.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
15.	<b>International Instruments:</b> An outline to the UN declaration of Basic Principles of Justice to Victims of Crime and Abuse of Power 1985 - Treatment and Programmes.	1.5 hrs	
<b>Practical/Assignment:</b>			
a. Assignments			-
<b>Total Duration</b>		<b>4.5 hrs</b>	



## Unit – 7

### Restorative Justice and Peace Making Criminology

#### **Overview:**

The concept of restorative justice is gaining ground and has much potential in our socio-political context as an alternative to existing sentencing policies. This unit focuses on the history and development of the Restorative Justice System, victims' rights movement and victim service movements as well as social policy and services aimed at restoring justice. Further it discusses about the legislations dealing with victims of crime and abuse of power with special reference to Compensation and Restitution. Peacemaking criminology, which is a non-violent movement against oppression, social injustice and violence as found within criminology, criminal justice and society in general, is also covered in this unit.

#### **Learning Objectives:**

***Upon successful completion of this unit, the trainee officers will:***

- Gain an understanding of issues pertinent to Restorative Justice, examine legal provisions and the need to develop victim-friendly policies;
- Provide an overview of victim services and assistance programmes;
- Explore the legal provisions available in India for victim assistance;
- Have an understanding of Peacemaking Criminology and its contemporary relevance.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
16.	<b>Restorative Justice:</b> Introduction –forms of Restorative justice – Restorative justice system Vs Criminal Justice System - Victim Service and Assistance - Maximisation of Social Support - Coping Skills - Self Esteem- Vulnerability Analysis - Role of Police – World Society of Victimology – Indian Society of Victimology.	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
17.	<b>Legal provisions with respect to victim assistance in India:</b> Compensation: Provisions for victims under CrPC and Special laws - Restitution- Victim Assistance Fund - Victim Compensation Fund from the wages of prisoners - Supreme Court Judgment on 'State of Gujarat & Another vs. Hon'ble High Court of Gujarat on 24 September, 1998'.	3 hrs	
18.	<b>Peace Making Criminology:</b> John Fuller's Peacemaking Pyramid Paradigm – Contemporary relevance – Victim Offender Mediation etc.	1.5 hrs	
<b>Practical/Assignment:</b>			
a. Assignments			-
<b>Total Duration</b>			<b>9 hrs</b>



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Indoor Main (Exam in 100 Marks)</b>
<b>Module No.</b>	<b>ID-3</b>
<b>Module Title</b>	<b>Penology and Alternatives to Imprisonment</b>
<b>Duration</b>	<b>65 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

## **CONTENTS**

### **A. Introduction to the Module**

### **B. Instructions to the Faculty**

### **C. General References**

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**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**

**Unit – 6.....Rehabilitation and Social Reintegration**

**Unit – 7.....Aftercare Services**



### **A. Introduction to the Module**

Traditionally the study of punishment, i.e., penology looks more broadly at responses to crime. The subject starts with a consideration of why we punish: do we aim simply to punish or can we achieve some further objective such as deterrence and/or rehabilitation? Punishment for an offence can take many forms, and a conviction doesn't always mean ending up in prison. There are alternative forms of sentences which include probation, fines, restitution, community service etc. Probation as an alternative to imprisonment is given more focus in this subject as 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 subject will touch up on correctional practices, reformation, and their consequences as well as correctional methods used in Indian prisons. Additionally, the importance of parole, after care and rehabilitation is also discussed in detail.

### **B. Instructions to the Faculty**

- Necessary arrangements should be made for the trainee officers to have hands-on experience about various topics covered in this subject. The faculty also should seek written reports from the trainee officers about such practical exposure and visits.
- There will always be a considerable difference between 'what is in theory' and 'what is in practice'. Emphasis should be given in this aspect also.
- While conducting discussions, the faculty should act as the moderator.

### **C. General References**

1. APCA study Material on "Penology and Alternatives to Imprisonment".
2. Sue Titus Reid, Introduction to Criminology Sage Publication.
3. S.V.Paranjape, Criminology & Penology, sage Publications, New Delhi.
4. Vadackamcherry James Criminology & Penology, Kairali Books International, Trivandrum.
5. Siddique Ahmed, Criminology Problems and Perspectives, Eastern Book Company, Lucknow.
6. Phulia, Chasdhra N.K., & Surendharnath, Criminology – A psychological and Anthropological Analysis, Friends Publication, New Delhi.
7. Subhra Ghosh, Female Criminal in India, Uppal Publishing Company, New Delhi.



8. Ram Nath Sharma Criminology & Penology ,Rajhans Agencies, Meerut.
9. Handbook of Basic Principles and Promising Practices on Alternatives to Imprisonment 2007 – United Nations Office on Drugs and Crime.
10. Introductory Handbook on the Prevention of Recidivism and Social Reintegration of Offenders 2012 - United Nations Office on Drugs and Crime.
11. A Critical Study of Open Air Jails in India. Khan, M.Z. BPR&D : New Delhi.
12. Identification of Best Prison Practices:Dr.Upneet Lalli, BPR&D:New Delhi.

**Websites:**

1. <https://www.unodc.org>
2. [www.crimesolutions.gov](http://www.crimesolutions.gov)

**Materials required for the sessions:**

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

**Unit – 1**

**Penology: Evolution of the Concept, Forms and Objectives of Punishment**

**Overview:**

Introduction to the evolution and concept of ‘Penology’ is covered in this unit. Relationship between Criminology and Penology; Forms of Punishment - From Ancient to Modern; is also discussed in this unit. This unit also explains theories of punishment with a particular emphasis on the correctional philosophy and its significance.

**Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have an understanding of the evolution of and concept of punishment;
- Have basic knowledge about the forms of punishment from Ancient to Modern;
- Know the relationship between punishment and crime;
- Know the objectives / theories of punishment.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
1.	<b>Penology:</b> Evolution – Definition - Concept - Relationship between Crime and Punishment- Status of Punishment: Hamurabi (2185 BC), Moses (1400 – 1200 BC), Manu (1400 – 1200 BC), Artha Shastra (321 BC) and the Roman Law - Ancient to Modern - Significance of Punishment.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
2.	<b>Objectives / Theories of Punishment:</b> Deterrence (General and specific) - Retribution – Preventive (Prisonisation) – Reformation – Restoration - Expiation.	3 hrs	
<b>Practical/Assignment:</b>			
a. Assignments		-	
<b>Total duration</b>		<b>6 hrs</b>	



## Unit – 2

### **Types of Punishment, Imprisonment and Capital Punishment**

#### **Overview:**

The purpose of this unit is to introduce the officers the types of punishment and their administration, including their manifestations and inadvisability of short term sentences. This unit will further give knowledge and understanding of capital punishment from a penological perspective to the officers.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Differentiate institutionalized and community treatment;
- Thoroughly understand the nature and of short term and long term sentences, its objectives and alternative forms of short term sentences;
- Understand the penological perception of capital punishment.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
3.	<b>Types of Punishment: Then and Now</b> Corporal Punishments: Flogging, Whipping, Branding, Stoning, Pillory, Banishment etc - Institutional Treatment (Vs) In community Treatment.	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
4.	<b>Imprisonment:</b> Short Term – Long Term - Extent to which objectives are fulfilled by the two types – Inadvisability of short term sentences and its alternative forms.	3 hrs	
5.	<b>Capital Punishment:</b> Definition - Penological perception - Pros and Cons of Capital Punishment – Practices in other countries – Abolition of death penalty.	3 hrs	
<b><u>Practical/Assignment:</u></b>			
a. Assignments			-
<b>Total duration</b>		<b>10.5 hrs</b>	



## Unit – 3

### Recent Trends and Treatment Programmes in Corrections

#### **Overview:**

Correctional programme has undergone important changes over the years. These changes have been prompted by rapid growth in crime rate, prison populations, worries over public safety and concerns for reducing the cost of incarceration. Despite having relatively less faith in the rehabilitative ideal, correctional programmes continue to flourish confronting challenges and issues in it. This unit specifically discusses legally mandated services, changes in programmes, open prisons, open colonies, open prisons for women, selling of prison products through prison bazaars etc. The new concept of prison bazaars not only enables prisons earn considerable revenue; but also paves a way to reach the society positively. Different types of correctional methods are also discussed in detail.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Develop the officer's ability to understand ethical values and legal mandate relating to the correctional system;
- Understand the different correctional methods followed in India;
- Recognize the role of prison officers in correctional process;
- Learn about prison industries and products, practices followed in prison bazaars to reach the community.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
6.	<b>Corrections and Correctional Methods:</b> Concept of Correction - The New Generation Philosophy – Correction: A Legal Mandate for Prison officers- Introduction to Various Therapies – Counseling - Treatment Programmes and Procedures.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
7.	<b>Recent Trends in Correction and Best Prison Practices:</b> Work Programmes – Education – Prison Products - Prison Brands: Examples: Food Units in Kerala, TJ Brand in Tihar, Freedom Products in Tamil Nadu, Parivarthanain	3 hrs	



	Karnataka etc) - Petrol Bunks - Making prisons self- sufficient.		
8.	<b>Open Prisons:</b> Open prisons - Semi Open Prison – Management of Agricultural Farms and Horticulture - Open Air Camps (Sanganeer-Rajasthan, Buxar-Bihar, Swantantrapur-Maharastra) - Open Prison for Women (Kerala and Maharastra) - Half Way Houses, Private Prisons - Public Private Partnership in Prisons	3 hrs	
	<b>Practical/Assignment:</b>  a. Visit to different types Open prison to learn the structure and functioning of open prisons/open camps and visit the Prison Bazars/Outlets	-	
	<b>Total duration</b>	<b>9 hrs</b>	



## Unit – 4

### Alternatives to Imprisonment

#### Overview:

Prison population around the world is increasing, placing huge financial burdens on governments. In the meantime, there is a growing 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. In this context, non custodial sentences as alternative to imprisonment are gaining importance. The wider use of alternatives reflects a fundamental change in the approach to crime, offenders and their place in society. Alternative measures assist some of the most vulnerable members of society to lead a life without having to relapse back into criminal behavior. 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:

***Upon successful completion of this Unit, the trainee officer will:***

- Be aware of non custodial measures to imprisonment;
- Have an understanding on functional aspects of alternatives to imprisonment and different forms of it;
- Know about United Nations Standard Minimum Rules for Non-Custodial Measures (Tokyo Rules).

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
9.	<b>Alternatives to imprisonment:</b> Concept – Evolution - Importance of Alternatives to Imprisonment - Overuse of Imprisonment - United Nations Standard Minimum Rules for Non-Custodial Measures (Tokyo Rules) <b>(See the Note Below)</b>	5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
10.	<b>Functional Aspects of Alternatives to Imprisonment:</b> Forms of Alternatives – Probation – Fine – Parole – Community Service etc - Advantages and Benefits -	4.5 hrs	
<b>Practical/Assignment:</b>			
a. Assignments			-
<b>Total duration</b>			<b>9.5 hrs</b>

**Note:** There is a reference to Tokyo Rules in the Module on Human Rights. However, a detailed analysis of its significance in the context of alternatives to imprisonment is expected here.



## Unit – 5

### Probation System and Parole

#### **Overview:**

As a form of alternatives to imprisonment, probation is one among the most used alternatives in India. 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:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have understanding of probation system and other legal provisions pertaining to Probation system ;
- Understand the basic concepts and functional aspects of Probation system in India;
- Learn about the philosophy of Parole and its importance as a tool for rehabilitation.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
11.	<b>Probation System:</b> Origin and Development of Probation U.K., U.S.A., and in India - Meaning and Definition of Probation - Significance - Objectives – Legal Framework – Cr.P.C Sec. 360 -The Probation of Offenders Act, 1958.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
12.	<b>Practice of Probation:</b> Treatment of Offenders in the Community – Intervention Strategies – Community vis-à-vis Community based Treatment.	3 hrs	
13.	<b>Functional Aspect of Probation:</b> Essence of Probation - Advantages and	3 hrs	



	benefits of Probation – Probation Conditions - Types of Probation - Pre-sentence Investigation - Supervision - Probation Grid - Violation - Revocation - Court and Probation.		
14.	<b>Parole :</b>  Meaning and Definition – Philosophy of Parole – Difference between probation and parole - Parole as a tool for Rehabilitation.	3 hrs	
	<b>Practical/Assignment:</b> a. Assignments b. Interaction with district probation officers, social welfare officers etc.	-	
	<b>Total duration</b>	<b>12 hrs</b>	



## Unit – 6

### Rehabilitation and Social Reintegration

#### Overview:

Rehabilitation is a central goal of the correctional system and the main objective of modern penal policy. The rehabilitation model believes that individuals can be treated and can be returned to a life free of crime. Rehabilitation programmes will help offenders desist from crime and successfully reintegrate into the society. Reintegration refers to the process of rehabilitating released offenders socially and psychologically into his social environment and avoiding a relapse into crime known as recidivism. This unit presents an idea about Rehabilitation of offenders in to community as normal law-abiding citizens.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have understanding about rehabilitation process;
- Be able to know different types of rehabilitation programmes offered in prisons;
- Learn the role of other agencies in rehabilitation of offenders;
- Know about rehabilitation practices followed in other countries.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
15.	<b>Rehabilitation:</b> Definition and Meaning—the 3 Rs – Reformation – Rehabilitation –Reintegration – Importance and Significance - Status of Rehabilitation.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
16.	<b>Rehabilitation Programmes:</b> Work Programmes - Vocational Training - Educational Programmes– Spiritual Programmes and Yoga – Cultural Activities – Sports and Games etc.(See the Note Below)	3 hrs	
17.	<b>Role of Other Agencies:</b> Various components of the justice system: Police, Courts and Probation– Social Welfare Departments - NGOs - Educational Institutions - Communities - Offenders' family - Media etc.	3 hrs	



18.	<b>Rehabilitation Practices in other countries:</b> UK: National Association for the Care and Resettlement of Offenders (NACRO) - South Africa: National Institute for Crime Prevention and the Reintegration of Offenders – Japan: the Rehabilitation Bureau - Singapore: Yellow Ribbon Programme.	4.5 hrs	
	<b>Practical/Assignment:</b> a. Visit to a prison and observe vocational training programmes offered to the prisoners.	-	
	<b>Total duration</b>	<b>13.5 hrs</b>	

**Note:** These topics are also covered in the Module on Prison and Correctional Administration. However, here the emphasis will be more on the corrective and re-integrative aspect of the prisoners.



## Unit – 7

### Aftercare Services

#### **Overview:**

The most critical moment in the life of prisoner begins not when he enters the prison, but when he comes out. Aftercare is a bridge which can carry a released prisoners from the artificial and restricted environment of institutional custody, from doubts and difficulties, hesitations and handicaps to satisfactory citizenship, re-settlement and to ultimate rehabilitation in the free community. This unit will cover the basic concept need and importance of aftercare. The Problems of released prisoners and the roles of Governmental and Nongovernmental organizations are also discussed in this unit.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have an understanding about the need and importance of the after care services;
- Gain understanding of the problems of released prisoners and use of aftercare service;
- Be able to know the organizations involved in the process of aftercare and its effectiveness.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
19.	<b>Aftercare:</b> Concept - Importance and the Need of Aftercare - Post release Problems: Counseling Services - Shelter, Employment, Community Support, Social Stigma - Role of Governmental and Non-governmental Organization - Aftercare Homes – Discharged Prisoners' Aid Society (DPA Society) -Effectiveness of Aftercare Services.	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
	<b>Practical/Assignment:</b> <ol style="list-style-type: none"> <li>a. Have a visit to aftercare homes / Discharged Prisoners' Aid Societies etc.</li> </ol>	-	
	<b>Total duration</b>	<b>4.5 hrs</b>	



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Indoor Main (Exam in 100 Marks)</b>
<b>Module No.</b>	<b>ID-4</b>
<b>Module Title</b>	<b>Psychology</b>
<b>Duration</b>	<b>60 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

## **CONTENTS**

**A. Introduction to the Module**

**B. Instructions to the Faculty**

**C. General References**

**Unit – 1.....Introduction to Psychology**

**Unit – 2..... Theoretical Approaches**

**Unit – 3..... Learning**

**Unit – 4..... Motivation and Emotions**

**Unit – 5..... Personality**

**Unit – 6..... Mental Health and Psychopathology**

**Unit – 7..... Introduction to Correctional Psychology**

**Unit – 8..... Behaviour Modification and Intervention Skills**

**Unit – 9..... Counselling Skills and Techniques**



### **A. Introduction to the Module**

The subject psychology is the scientific study of human behavior and mental process. It is a part of everyone's experience as it influences the way we think about everything from education and intelligence, to relationships and emotions, 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. The correctional officers with the help of correctional psychology can do their job in a better manner which would ultimately lead to achieving the objectives of correctional administration.

### **B. Instructions to the Faculty**

- 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.
- There will always be a considerable difference between 'what is in theory' and 'what is in practice'. Emphasis should be given in this aspect also.
- Necessary arrangements should be made for the trainee officers to have hands-on experience about various topics covered in this subject. The faculty also should seek written reports from the trainee officers about such practical exposure and visits.
- While conducting group discussions, the faculty should act as the moderator.

### **C. General References**

1. Foundations and Applications of Indian Psychology - Girishwar Misra, Suneet Varma, R. M. Matthijs Cornelissen.
2. Introduction to Psychology - N.L Munn
3. Correctional Psychology - R.J.Wicks
4. The Physical and Psychological Effects of Meditation. – M. Murphy & S. Donovan.
5. Essential of Abnormal Psychology - B. Kleinmuntz.
6. Abnormal Psychology & Modern Life (8<sup>th</sup> Edition) - R.C Carson, J.N Butcher and J.C Coleman.
7. Introduction to Psychology - Morgan and King
8. Basic Counselling Skills - Richard Nelson Jones
9. Counselling Skills - John McLeod
10. Abnormal Psychology - Sarason
11. Emotional Intelligence - Daniel Goleman
12. Criminal Behaviour: A Psychological Perspective - C.R. Bartol and A.M. Bartol.

#### **Materials required for the sessions:**

- White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos etc.



## Unit – 1

### Introduction to Psychology

#### Overview:

The specific goals of this unit are to provide the trainee officers with the rationale and need for understanding psychology; basic information, relevant terminologies, its nature, scope and significance in correctional setup. The different branches and their application are also discussed in this unit.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the definition and scope of psychology;
- Know the different branches of psychology and its applications.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
1.	<b>Introduction:</b>  Definitions - Nature - Scope and significance of psychology - Relevant terminologies.	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
2.	<b>Branches of Psychology:</b>  Major branches of psychology and its applications – Difference between Criminal Psychology and Forensic Psychology.	1.5 hrs	
3.	<b>Psychology: The Indian Perspective</b>  Key Contributors - Psychology of Consciousness, Parapsychology, Psychology of Mysticism – Psychology of Yoga and Meditation etc.	1.5 hrs	
<b>Practical/Assignment:</b>		-	
<b>Total duration</b>		<b>4.5 hrs</b>	



## Unit – 2

### Theoretical Approaches

#### Overview:

In psychology, theories are used to provide a model for understanding human thoughts, emotions, and behaviours. Throughout psychology's history, a number of theories have been proposed to explain and predict various aspects of human behavior. Some of these theories have stood the test of time and remain well-accepted today. When examining psychological theories of crime, prison officers should be aware of three major theories which have relevance to criminal behaviour. The first is psychodynamic 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 behavioral 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 that an individual's perception and how it is manifested in the mental process affects his or her likelihood to commit crime.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have a basic understanding of theoretical explanation to human behavior;
- Know the major psychological theories in explaining criminal behavior.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
4.	<b>Psychological theories :</b> Psycho dynamic theories – Behavioural theories – Cognitive theories – Practical use of psychological theories in correctional settings. <b>(See the note below)</b>	6 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
	<b>Practical/Assignment:</b> a. Case studies to understand theories.	-	
	<b>Total duration</b>	<b>6 hrs</b>	

**Note:** The teacher who is teaching the psychological theories is required to explain these theories more from a point of view of criminal behavior, than the general human behavior.



## Unit – 3 Learning

### Overview:

Learning is often defined as a relatively lasting change in behaviour that is the result of experience. Learning theories are conceptual frameworks that describe how information is absorbed, processed, and retained during learning. Learning brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views. There are three main categories of learning theories: behaviorism, cognitive, and constructivism. Behaviorism focuses on the objectively observable aspects of learning. Cognitive theories look beyond behavior to explain brain-based learning. And constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts. This unit tries to present an overall view of the learning process and theories of learning from criminal behavior point of view.

### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the definition, and process of learning;
- Know the important theories of learning;
- Acquire knowledge in applying theories in corrections.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
5.	<b>Introduction:</b> A short introduction to Intelligence and its types – Learning - Definitions and significance of learning- Types of learning – Process	1 hr	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
6.	<b>Behaviorism:</b> Associative learning - Classical conditioning (Ivan Pavlov), Operant conditioning (Skinner) – Social Learning theory (Observational learning) (Bandura) and understanding these in relation to Crime etc.	3 hrs	
7.	<b>Cognitive Theory:</b> Insight learning (Wolfgang Kohler and Kurt Koffka) etc.	1.5 hrs	
8.	<b>Constructivism:</b> Concept formation theory by Bruner, etc.	1.5 hrs	
9.	<b>Transfer of learning:</b> Means to enhance learning - Effect of motivations on learning- Memory Process- STM and LTM, and Forgetting.	1.5 hrs	
<b>Practical/Assignment:</b>		-	
a.	Give case study to understand the types of learning.	-	
<b>Total duration</b>		<b>8.5 hrs</b>	



## **Unit – 4** **Motivation and Emotions**

### **Overview:**

Motivation is the internal drive that drives an organism to achieve the desired need or goal and elicits, controls, and sustains certain goal directed behaviors. For instance: An individual feels hungry (need) and as a response he or she searches for the food (drive) and find and eat food (goal). It is the vital factor in setting and attaining goals. Emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behavior. This unit discusses about 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.

### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the meaning, importance and types of motivation;
- Have basic knowledge about theories of motivation;
- Know the basic concept of emotion and its management in prisons.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
10.	<b>Introduction:</b>  Meaning- Nature, types and importance of motivation - Intrinsic Motivation and Extrinsic Motivation- Types of motives: Primary and Secondary motives.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
11.	<b>Theories of Motivation:</b>  Hierarchy of Needs theory by Maslow – Drive Reduction theory by Hulls – Achievement Motivation theory by McClelland	3 hrs	
12.	<b>Emotion:</b>  Meaning – Definition - Nature, types and importance of emotion – Understanding and management of emotions in prison set up – Emotional Intelligence - Emotional Reactions to Imprisonment and Implications.	1.5 hrs	
<b><u>Practical/Assignment:</u></b>		-	
a. Assignments.		-	
<b>Total duration</b>		<b>7.5 hrs</b>	



## **Unit – 5** **Personality**

### **Overview:**

The term personality is used in a number of ways including the apparent features of a person. However, psychologists use it to refer to the characteristic pattern of thinking, feeling and acting. By characteristic pattern we mean the consistent and distinctive ways our ideas, feelings and actions are organized. When we talk about personality we usually refer to the totality or whole of the person. In other words, personality is “an individual’s unique constellation of consistent behavioral 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 hall mark of personality. The unique impression that a person makes on others is equally important in understanding personality. However the concept of personality has been defined by psychologists in many ways and it is the theoretical perspective or position which directs our attention to particular aspects of personality. This unit discusses about formation of personality, theories of personality, assessment of personality, personality disorders and their management.

### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Know the meaning, formation of personality and assessment of personality;
- Have an understanding about major theories of personality and its applicability in prison setting;
- Be able to identify personality disorders and their management.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
13.	<b>Introduction:</b>  Meaning – Formation of personality - Assessment of personality–Defence Mechanism.	2 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
14.	<b>Theories of personality: Development</b>  Contributions – Psycho Analytic of Sigmund Freud; Raymond B. Cattell; P. Costa and R. McCrae - Lawrence Kohlberg's stages of moral development – Attitude – Group Moral and Prejudice.	3 hrs	
15.	<b>Common Personality Disorders: Brief Overview</b>  Borderline personality disorder; Narcissistic personality disorder; Obsessive-compulsive personality disorder; Paranoid personality disorder; Anti-social personality disorder – Aggression and violence - Management of personality disorders.	3 hrs	
<b>Practical/Assignment:</b>		-	
a. Assignments.		-	
<b>Total duration</b>		<b>8 hrs</b>	



## Unit – 6

### Mental Health and Psychopathology

#### Overview:

Mental health is a positive mental status, with an individual capable of coping with normal life stressors as well as the ability to work productively. Psychopathology is a term which refers to either the study of mental illness or mental distress or the manifestation of behaviours and experiences which may be indicative of mental illness or psychological impairment. Psychopathology is a study of mental and social disorders and also a synonym for mental illness. Crime in modern society is increasing tremendously not only in India but world over resulting in the number of prisoners increasing at the same rate. The prisoners basing on their imprisonment remain in prisons for a long time or in some cases for the whole life. Due to this they often face adjustment and mental health problems. Prison officers should have knowledge about 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 and introduction to psychopathology, mental disorders and other common mental health problems in prisons.

#### Learning objectives:

**Upon successful completion of this Unit, the trainee officer will:**

- Have basic understanding of psychopathology including normality and abnormality;
- Know about frustration and conflict;
- Understand about disorders like neurotic and psychotic;
- Identify major mental health problems among prisoners.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
16.	<b>Psychopathology:</b> Definition and concept of normality and abnormality.	1 hr	
17.	<b>Common Mental Health Problems in Prisons:</b> Neurotic disorders: Anxiety disorders; Phobias etc. - Psychotic disorders: Depression, Bipolar, Schizophrenia, Obsessive Compulsive Disorder - Frustration and coping– Stress management etc.	4 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
18.	<b>Mental Healthcare Act, 2017:</b> Introduction – Salient features – Applicability in Prisons.	1 hr	
<b>Practical/Assignment:</b>			
a. Assignments b. Institutional Visits			-
<b>Total duration</b>			<b>6 hrs</b>



## Unit – 7

### Introduction to Correctional Psychology

#### **Overview:**

Correctional psychology is a specialized area of psychology that focuses on applying psychology in prisons and other correctional settings. The main objectives of correctional psychology is the safety and well being of inmates, reducing conflict, creative monitoring and providing treatment and rehabilitation programmes. This unit deals with the correctional psychology from Indian perspective. It gives the basic meaning and importance of correctional psychology in prisons. Subsequent units are dealing with major psychological interventions such as behavior modification, counselling skills and techniques and therapeutic interventions for the rehabilitation of prisoners. These have been included in order to make the trainee officers understand that such psychological interventions form part of correctional psychology.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have an understanding of the meaning of correctional psychology;
- Know about basics of behavior modification, counselling skills and techniques and therapeutic interventions in prisons.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
19.	<b>Correctional Psychology:</b> Meaning - Importance - Practices in other countries – Brief introduction to major psychological intervention: behavior modification, counselling skills and techniques and therapeutic interventions within prison settings.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b>Practical/Assignment:</b>			
a. Assignments.			-
<b>Total duration</b>			<b>3 hrs</b>



## Unit – 8

### **Behaviour Modification and Intervention Skills**

#### **Overview:**

Behaviour can be defined as the way in which an individual behaves or acts. Behaviour of a person is determined by various reasons like individual differences, differences in family patterns, impairment or disabilities, learning patterns, environmental factors and psychological factors. One of the fundamental processes in behaviour management is to provide appropriate intervention to unlearn undesirable behaviour and relearn desired forms of behaviour. This needs to be done systematically if it is to be effective in a correctional set up. Behaviour modification is as important as behavior formation, hence, prison officers should have basic knowledge in behaviour modification in correctional set up. 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 in this unit.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the meaning and importance of behaviour modification in correctional settings;
- Know the techniques involved in behaviour modification and its effectiveness;
- Understand the major therapies used for behaviour modifications in corrections;
- Have an idea about different intervention skills to manage the self as well as the prison inmates.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
20.	<b>Introduction:</b> Meaning – Importance behaviour modification – Techniques: reinforcements; differential reinforcement; token economy programme.	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
21.	<b>Therapies in Behaviour Modification:</b> Systematic desensitization – Aversion therapy – Flooding -Impulsive therapy etc. – Ethical issues.	3 hrs	
22.	<b>Risk assessment and Management:</b> Risk assessment – Risk management – Negotiation skills - Anger management – Torture - Aggression and Violence - Conflict Resolution.	3 hrs	
<b>Practical/Assignment:</b>			-
a. Assignments. b. Institutional visits.			-
<b>Total duration</b>			<b>7.5 hrs</b>



## Unit – 9

### Counselling Skills and Techniques

#### **Overview:**

Counselling is the skilled and principled use of relationship to facilitate self-knowledge, emotional acceptance and growth and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfactorily and resourcefully. Counselling relationships are concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, working through feelings of inner conflict or improving relationships with others. The need for counselling has become paramount in order to promote the well-being of the prisoners in contemporary corrections. To put it rightly, counselling should satisfy two basic conditions – it shall be undertaken by an expert, and it should take place in a one-to-one interpersonal set up. It is very difficult for the prison officers to sit face to face with prisoners due to the hierarchical system and also their knowledge in counselling is also relatively less when comparing with an expert. Keeping this in mind, this unit is designed to provide basic skills in counselling to understand the importance of counseling in prisons. This will help the prison officers to identify prisoners who show explicit symptoms of psychological distress and need psychological counselling, and also refer them to an expert. This unit will further focus on common therapeutic interventions for prisoners' rehabilitation and reintegration.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Know the basic concept and importance of counselling and therapeutic interventions;
- Understand the skills and techniques of a professional counsellors;
- Have a basic knowledge in major therapies used among prisoners by the experts.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
23.	<b>Counselling:</b> Goals of Counselling – Skills of Counsellors – Counselling process–Building rapport – Trust - Listening – Empathy etc. -Importance of counselling and therapeutic interventions in prisons.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
24.	Alcoholics and Drug addicts – Identification – treatment methods - Group therapy (NA and AA alcoholic anonymous role).	1.5 hrs	
25.	Suicidal ideation - Identification - Prevention	1.5 hrs	



26.	<b>Therapeutic interventions:</b> Cognitive Behaviour Therapy – Rational Emotive Behaviour therapy – Psycho Analysis etc.	3 hrs	
	<b>Practical/Assignment:</b> a. Arrange a visit to a counselling centre or mental health centre to learn about the practices of counselling. b. Role Play, trust building exercises etc.	-	
	<b>Total duration</b>	<b>9 hrs</b>	



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Indoor Main (Exam in 100 Marks)</b>
<b>Module No.</b>	<b>ID-5</b>
<b>Module Title</b>	<b>Sociology and Social Work</b>
<b>Duration</b>	<b>60 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

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### **A. Introduction to the Module**

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**Unit – 1.....Introduction to Sociology**

**Unit – 2.....Basic Sociological Concepts and Terms**

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**Unit – 4.....Social Disorganization and Social Problems**

**Unit – 5.....Introduction to Social Work**

**Unit – 6.....Correctional Social Work**

**Unit – 7.....Methods of Social Work Practice**

**Unit – 8.....Voluntary Organizations**



### **A. Introduction to the Module**

Sociology which is known as the science of society is one of the oldest social science stream, though it has been established as a distinct discipline only in recent times. Since the dawn of civilization ‘society’ has been a subject for speculation and inquiry along with other phenomena which has agitated the inquisitive mind of human beings. The subject came to be established as an independent and separate social science in the middle of 19<sup>th</sup> century. Factors like industrial revolution, growth of other natural sciences and spread of colonial rules and expeditions paved way to establishment of this discipline in the west. Auguste Comte, the French philosopher is considered as the father of modern sociology. Sociology, being the scientific study of society, will help us to understand various aspects of social life in a systematic manner. Crime, punishment and correction have got a sociological perspective also. Hence, this module tries to provide the prison officers a basic understanding in fundamentals of sociology.

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work. 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. Prison officers needed to know basics of social work concepts, methods and applications.

### **B. Instructions to the Faculty**

- Necessary arrangements should be made for the trainees to have practical experience about various topics covered in this paper.
- There will always be a considerable difference between ‘what is in theory’ and ‘what is in practice’. Emphasis should be given in this aspect also.
- While conducting discussions, the faculty should act as the moderator.

### **C. General References**

1. Sociology: A Systematic Introduction – Harry M. Johnson
2. Human Society – Kingsley Davis



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
10. Introduction to Social Work - Paul Chowdhry
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

**Materials required for the sessions:**

- White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos etc.



## Unit – 1

### Introduction to Sociology

#### **Overview:**

Sociology is the science of society. As we all live in society, the ultimate focal area of sociology is 'us' and 'our living' in society. No other branch of science attempts to study society in its entirety. This unit briefly deals with introductory aspects of sociology like origin, definition, nature, scope and subject matter. It further covers the important theoretical perspectives in the study of society. The unit concludes with a brief overview of important branches in sociology.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have knowledge of origin, development, definition and other key basic aspects of sociology;
- Have a basic understanding of major theoretical perspectives in sociology;
- Know about major branches of sociology.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
1.	Definition – Nature – Scope – Origin of Sociology as a discipline - Early Western Sociological thinkers: Comte, Spencer, Durkheim, Weber, Marx etc. –	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
2.	Development of Sociology in India – Major Indian Sociologists.	1.5 hrs	
3.	Major Theoretical Perspectives: Functionalist; Marxist or Conflict; and Interactionist Perspectives	1.5 hrs	
4.	Major Branches of Sociology – Historical Sociology; Sociology of Knowledge; Sociology of Law; Sociology of Education; Sociology of Religion; Rural Sociology; Urban Sociology; Industrial Sociology; Medical Sociology etc.	1.5 hrs	
<b><u>Practical/Assignment:</u></b>		-	
a.	Assignments	-	
<b>Total duration</b>		<b>6 hrs</b>	



## Unit – 2

### Basic Sociological Concepts and Terms

#### Overview:

In our every day conversations and interactions, very often we use the terms like society, community, association etc. Similarly we refer to words such as cooperation or competition to indicate the nature of interactions two or more individuals or groups engage in our society. They are not mere words, but are precise concepts carrying distinctive meaning and features in a sociological perspective. In addition to this, the nature of society is basically defined by the ways in which it has differentiated and stratified individual members. This has generally been referred as social differentiation and stratification. In order to develop an objective view in studying society, it is essential to be familiarised with basic sociological concepts and terms. This unit deals with these basic terms and concepts in sociology.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have knowledge of basic sociological concepts;
- Develop an idea about basic sociological terms such as culture, socialisation, social groups, social process etc;
- Also know about social differentiation and stratification.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
5.	Society – Community – Association – Institution: Primary and Secondary – Social System – Social Action.	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
6.	Role – Status – Power – Authority – Social Structure and Function.	1.5 hrs	
7.	Individual and Society – Heredity and Environment – Culture: Definition; Functions; Features; Development; Sub-culture; Culture and Civilization – Socialisation: The Concept; Process; Socialisation and Personality; Importance of Socialisation.	3 hrs	
8.	Social Groups: Brief Overview – Social Process and Interactions: Cooperation; Competition; Conflict; Accommodation; Assimilation – Social Organization and Bureaucracy.	1.5 hrs	
9.	Social Differentiation: Gender, Age, Occupation – Social Stratification: Caste, Class, Race etc.	1.5 hrs	
<b>Practical/Assignment:</b>		-	
a. Assignments.		-	
<b>Total duration</b>		<b>9 hrs</b>	



## Unit – 3

### Social Institutions and Social Control

#### **Overview:**

The term ‘institution’ has very distinctive connotation in sociological sphere. In fact ‘social institutions’ are referred as the bones and muscles of societal body. Institutions represent the social structure and mechanism through which human society organizes, directs and executes the diverse activities to satisfy human needs and wants. All of us invariably connected to different types of social institutions such as marriage, family, religion, political system etc. This unit briefly covers the essentials of social institutions. Similarly we also came across various aspects of social control and means and ways of social control. This unit also covers fundamentals of social control, collective behaviour etc.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have knowledge of basic social institutions;
- Develop an idea about social control and means thereof.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
10.	Social Institutions: Brief overview of Marriage; Family; Kinship; Education; Economy; Political System; Religion etc.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
11.	Social Control: Definition; Importance; Formal and Informal - Means of Social Control: Law; Education; Religion; Morality; Social norms such as Folkways, Mores Customs, and Sanctions.	3 hrs	
12.	Collective Behaviour – Rumours and Mass Hysteria; Crowd and Crowd Behaviour – Mobs and Riots – Propaganda – Collective Behaviour in Prisons.	1.5 hrs	
<b><u>Practical/Assignment:</u></b>			-
a. Assignments.			-
<b>Total duration</b>			<b>7.5 hrs</b>



## Unit – 4

### Social Disorganization and Social Problems

#### **Overview:**

Social life is possible only when there is an organization and order among its individual members. The orderliness is mainly depending on society's internal strength to maintain equilibrium. When this equilibrium is disturbed, there occurs social disorganization, which will affect the smooth functioning of society and it may even endanger the very existence itself. Social problems, in a way, are resultants 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:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have basic knowledge of social disorganization;
- Develop an idea of basic social problems including crime and delinquency in a sociological perspective.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
13.	Social Disorganization and Problems: A Brief overview of Crime; Unemployment; Poverty; Alcoholism and Drug Addiction, Gender inequality, Casteism; Communalism; Terrorism etc.	3hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b><u>Practical/Assignment:</u></b>			-
a. Assignments.			-
<b>Total duration</b>			<b>3 hrs</b>



## **Unit – 5** **Introduction to Social Work**

### **Overview:**

Social work is a major discipline among the social sciences. Social work is a practice profession also, that recognizes that interconnected historical, socio-economic, cultural, spatial, political and personal factors serve as opportunities or barriers to human wellbeing and development. The social work profession's core mandates include promoting social change, social development, social cohesion, and the empowerment and liberation of people. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing. This unit deals with fundamental concepts of social work, the basics of social work profession and key areas of social work practice which include prison and correctional settings.

### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Develop a basic understanding of fundamentals of social work discipline;
- Know about key aspects of social work profession;
- Have an idea about fields of social work practice.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
14.	<b>Fundamentals of Social Work:</b> Concept and Misconceptions, Definition, Objectives and scope - Historical development of social work in U.K., USA, and India - Concepts related to social work: Social service, Social welfare, Social reform, Social policy, Social security, Social justice and Social development.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
15.	<b>Social Work as a Profession:</b> Philosophy, values, principles and code of ethics of professional social work - Knowledge, Attitude and Skills base of professional social work - Tenets of the social work profession.	1.5 hrs	
16.	<b>Fields of Social Work Practice:</b> Family and Child development, Youth development, Women development, Elderly care, Disability, Backward classes, Rural Development, Urban Community Development, Medical and Psychiatric social work, Industrial social work - Social Defence and Correctional Service.	1.5 hrs	
	<b>Practical/Assignment:</b> a. Visit to prison settings and arrange for interactions/field experience with correctional social worker.	-	
<b>Total duration</b>		<b>6 hrs</b>	



## Unit – 6 Correctional Social Work

### Overview:

The key objective of social work profession is to promote human wellbeing and improve social justice. Considering the very nature of 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 provide a comprehensive overview of the scope and range of social work practice in corrections – both in prison and in community.

### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have an understanding about concept, meaning, scope and other essential features of correctional social work;
- Develop knowledge of legal framework facilitating social work practice in corrections, appropriate social work approaches in corrections; and psycho social problems of different types of prison inmates.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
17.	<b>Basics of Correctional Social Work:</b> 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 - Skills needed for a correctional social worker - Values and value dilemmas in correctional social work practice - Difficulties in ethical decision making in correctional settings.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
18.	<b>Social Work Approaches and Rehabilitation Model of Correction:</b> Spiritually sensitive social work practice - Strength/empowerment based social work practice.	1.5 hrs	
19.	<b>Psychosocial problems of different categories of prisoners:</b> Women prisoners–Habitual Offenders - Death-sentenced prisoners - Elderly	1.5 hrs	



	prisoners—Adolescent Offenders - Drug and alcohol addicted prisoners - Prisoners living with terminal illness - Mentally ill prisoners – prisoners with suicidal ideation – Transgender prisoners.		
	<b>Practical/Assignment:</b> a. Assignments b. Field Visits.	-	
	<b>Total duration</b>	<b>6 hrs</b>	



## Unit – 7

### Methods of Social Work Practice

#### Overview:

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. Different social work methods have been developed over the years for the purpose of practicing social work. Some social work methods are highly relevant in a correctional setting. This includes social casework, social group work, community organization, social work research and social welfare administration. This unit deals with these topics.

#### Learning objectives:

**Upon successful completion of this Unit, the trainee officer will:**

- Be able to identify significance of key social work methods and their application in correctional settings;
- Develop basic knowledge and skill in social casework and social group work etc;
- Will also know about community organization and social welfare administration.
- Will have a basic understanding of social work research.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
20.	<b>Social Casework:</b> Meaning, nature, definition, objectives and scope in a correctional setting -Principles, tools, techniques and skills of Social casework - Components of social casework: The Person, Problem, Place, and Process - Casework relationship - Direct practice tasks with prison inmates including intake, engagement, psychosocial assessment and treatment.	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
21.	<b>Social Group Work:</b> Concepts, definition, objectives and scope of group work in a correctional setting - Historical development - Principles of group work - Group processes and dynamics - Values, techniques, skills and roles of group worker in correctional context - Stages of group work with prison inmates: formation, intervention and termination phases - Group work recording, monitoring and evaluation.	3 hrs	



22.	<b>Community Organisation:</b> History, concept, definition, objectives and scope of Community Organisation in a correctional setting - Principles of Community Organisation - Process of Community Organisation: Study and survey, Analysis, Assessment, Discussion, Organisation, Action, Reflection, Modification and Continuation - Models of Community development: Locality development, social planning, social action - Methods of Community development: Awareness creation, planning, organizing, education, networking, participation, leadership - Community organization with prison inmates-extent of application.	4.5 hrs	
23.	<b>Social Welfare Administration and Social Action:</b> Concept, principles, tasks, and essentials of social welfare administration - Concept, purpose, strategies and tactics in social action - Approaches to social action: Paulo Friere, Mahatma Gandhi, Ambedkar, Saul Alinsky.	3 hrs	
24.	<b>Social Work Research: A Brief Overview</b> Concept and definition of research - Scope of social work research in correctional settings - Developing a positive and research-bended mind to study prisoners' problems.	1.5 hrs	
<b>Practical/Assignment:</b>		-	
a. Sessions to practice social case work and group work. b. Assignments.			
<b>Total duration</b>		<b>16.5 hrs</b>	



## **Unit – 8** **Voluntary Organizations**

### **Overview:**

Voluntary organizations, in general, play a vital role in dealing with several issues and problems related to development, social inequality, deviance, educations, health care etc. It is a reality that vast majority of our prison inmates are coming from most disadvantaged 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:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have an idea about the nature and role of NGOs;
- Develop an understanding of role of NGOs in prisons and corrections.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
25.	<b>Voluntary Social Organisation:</b> Meaning, types, fields of functioning - Legal framework of NGOs-Acts in India to set up NGOs - National and International Organizations - Monitoring and Evaluation of NGOs.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
26.	<b>The Role of NGOs in Prisons and Correctional Institutions:</b> 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.	3 hrs	
<b><u>Practical/Assignment:</u></b>			-
a. Visit to NGOs working for prisoners' reformation and rehabilitation.			-
<b>Total duration</b>		<b>6 hrs</b>	



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Indoor Main (Exam in 100 Marks)</b>
<b>Module No.</b>	<b>ID-6</b>
<b>Module Title</b>	<b>Criminal Laws and Special Acts</b>
<b>Duration</b>	<b>65 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

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**B. Instructions to the Faculty**

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**Unit – 8: Special Acts**



### **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. Criminal law differs from civil law whose emphasis is more on dispute resolution than in 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, 1973, 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 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; Identification of Prisoners Act, 1920 etc. This module covers salient features of these Acts.

### **B. Instructions to the Faculty**

- The faculty may handle each session on this paper by quoting related case laws to provide clear underrating 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. General References**

1. Criminal Major Acts by Padala Rama Reddiy and Padala Srinivasa Reddy 10th Edition (2010), Asian Law House, Hyderabad.
2. Criminal Court Practice, M. Arulselvam, Malathi Publications, Chennai.
3. Sarkar Criminal Manual 2012, Kamal Publishers, New Delhi.

#### **Materials required for the sessions:**

- White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, Law reference books etc.



## Unit – 1

### Introduction to Indian Penal Code

#### **Overview:**

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:**

***Upon successful completion of this Unit, the trainee officer will:***

- Know about general explanations of the terms used in the IPC;
- Know about various types of punishments prescribed in the code;
- Have an understanding about exceptions prescribed in the Code.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
1.	<b>General Explanations:</b> Of Punishments (Sections 53-75) - General Exceptions (Sections 76 to 86 and 95) - Private Defence (Sections 96-106).	7.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
	<b>Practical/Assignment:</b> <ol style="list-style-type: none"> <li>a. Write an assignment on 'Capital punishment': Discuss with suitable case laws'.</li> <li>b. Write an assignment on Life imprisonment: Discuss special category of life imprisonment till end of life, applicability and effect on prisoners.</li> </ol>	-	
	<b>Total duration</b>	<b>7.5 hrs</b>	



## Unit – 2

### Offences and Punishments

#### **Overview:**

This unit details about various types offences where Indian Penal Code is applicable. This unit consists of the concerned sections in the Code and the punishments prescribed for such offences.

#### **Learning objective:**

***Upon successful completion of this Unit, the trainee officer will:***

- Know about different types of criminal offences, concerned sections in the IPC and punishments for such offences.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
2.	Of Abetment: Dereliction of Duty (Sections 115 to 120).	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
3.	Of Offence against the State: Allowing, Helping Prisoner to Escape.	1.5 hrs	
4.	Of Offences against the Public Tranquillity: Unlawful Assembly, Rioting.	1.5 hrs	
5.	Offences by or Relating to Public Servants.	1.5 hrs	
6.	Of Contempt of the Lawful Authority of Public Servants.	1.5 hrs	
7.	Of False Evidence and Offences against Public Justice.	1.5 hrs	
8.	Of Offences affecting the Human Body: Wrongful Restraint and Wrongful Confinement, Kidnapping and Abduction, Sexual Offences and Unnatural Offences.	1.5 hrs	
9.	Of offences against Property: Extortion, Criminal Breach of Trust and Criminal Misappropriation.	1.5 hrs	
<b>Practical/Assignment:</b>		-	
a.	Write assignments on types of offences and punishments.	-	
b.	Organize discussions on issues related with punishments.	-	
<b>Total duration</b>		<b>12 hrs</b>	



## Unit – 3

### Criminal Procedure Code and Constitution of Courts

#### Overview:

This unit provides an outline of introductory sections in the criminal procedure code of 1973. The first five sections are dealing 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:

***Upon successful completion of this Unit, the trainee officer will:***

- Have knowledge of introductory sections in the CrPC, 1973;
- Know about set up of various types of courts;
- Know about powers accorded to different category of courts.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
10.	CrPC Preliminary Sections 1 – 5	3 hrs	
11.	Constitution of Criminal Courts and Offices (Sections. 6-25) - Power of Courts (Sections 26-35).	3 hrs	
<b><u>Practical/Assignment:</u></b>			
a. Visit to Courts.			-
<b>Total duration</b>			<b>6 hrs</b>



## Unit – 4

### Cr P C Sections Related to Police

#### Overview:

Police is an important agency in the administration of criminal justice. This unit explains about powers accorded to police to carry out their duties and functions. According to the Criminal Procedure Code the power to investigate cases of cognizable offences lies with the police. This unit also deals with this.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Know about various sections related with the powers of police.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
12.	Arrest of Persons (Sections 41-60A).	1.5 hrs	▪ Lecture ▪ PPT ▪ Videos ▪ Discussion ▪ Group Discussion ▪ Role Play ▪ Q & A
13.	Security for Keeping the Peace and for Good Behaviour (Section 106-124.)	1.5 hrs	
14.	Preventive Action of the Police – Sections. 149-152.	1.5 hrs	
15.	Information to the Police and their Power to Investigate Section 154-157; 164-167 and 173-176.	1.5 hrs	
16.	Conditions requisite for Initiation of Proceedings Sections 190-194.	1.5 hrs	
<b><u>Practical/Assignment:</u></b>		-	
<b>Total duration</b>		<b>7.5 hrs</b>	



## Unit – 5

### Cr P C Sections 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:**

***Upon successful completion of this Unit, the trainee officer will:***

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

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
17.	Attendance of persons confined or detained in Prisons (Sections 266-271).	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
18.	General Provisions as to Inquiries and Trials (Sections 300-304).	1.5 hrs	
19.	Provisions as to Accused Persons of Unsound Mind. (Sections 328 – 339).	1.5 hrs	
20.	Submission of Death Sentence for Confirmation (Sections 366-371).	1.5 hrs	
21.	Appeals (Sections 372-394).	1.5 hrs	
22.	Execution, Suspension, Remission and Commutation of Sentences (Sections 413 to 435 with emphasis to Sec. 433-A)	1.5 hrs	
23.	Provisions as to Bail and Bonds (Sections 436 – 438) - Provisions for statutory bail – 167/436/436ACrPC	1.5 hrs	
<b><u>Practical/Assignment:</u></b>		-	
a.	Assignments.	-	
<b>Total duration</b>		<b>10.5 hrs</b>	

**Unit – 6****The Indian Evidence Act: Evidence, Admissions and Confessions****Overview:**

'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 details sections related to different types of evidences and witnesses. Production and admission of evidence during trial in courts 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:**

***Upon successful completion of this Unit, the trainee officer will:***

- Know about admissibility of different types of evidences;
- Have knowledge about sections related to different types of evidences;
- Have an understanding about different types of witnesses as per Indian Evidence Act.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
24.	Admissions and Confessions -Dying Declaration.	1.5 hrs	
25.	Expert Evidence – Primary Evidence and Secondary Evidence - Accomplice's Evidence - Hostile Witness.	3 hrs	
<b>Practical/Assignment:</b>			
a. Assignments.			-
<b>Total duration</b>			<b>4.5 hrs</b>



## 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 trial 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 witnesses in trial of offences.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have a clear understanding about the sections related to ‘Presumptions’ in the Evidence Act;
- Know about the Cr P C sections relating to examination of witnesses and cross examination of witnesses during trial.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
26.	Presumptions.	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
27.	Examination - Cross Examination.	3 hrs	
<b>Practical/Assignment:</b>			<ul style="list-style-type: none"> <li>a. Visit to the courts to witness trial of offences.</li> </ul>
<b>Total duration</b>			



## Unit – 8

### Special Acts

#### **Overview:**

This is a lengthy unit specifically dealing with some of the Special Legislations related to prisons and correctional administration and also few other Acts enacted to treat certain offences which are having wider scope and necessitate special legal framework. This includes issues like national security, narcotics and drugs, immoral traffic, corruption, terrorism etc.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have knowledge about special laws dealing with administration of prisons, prisoners, operation and administration of prisons, borstal schools etc;
- Have knowledge about special legislations concerned with national security, narcotics and drugs, immoral traffic, corruption, terrorism etc.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
28.	Prisons Act, 1894 - Prisoners Act, 1900 - The Representation of the People Act, 1951 - Prisoners (Attendance in Courts) Act, 1955 - Transfer of Prisoners Act, 1950 - Identification of Prisoners Act, 1920 - Borstal Schools Act, 1925 - Habitual Offenders Act, 1952 – Probation of Offenders Act, 1958 - Repatriation of Prisoners Act, 2003 - Juvenile Justice (Care & Protection of Children) Act, 2006.	8 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
29.	The Unlawful Activities (Prevention) Act, 1967 - National Security Act, 1980 - Narcotic Drugs and Psychotropic Substances (Prevention) Act, 1985- Immoral Traffic (Prevention) Act, 1955 (amended, 1986) - Prevention of Corruption Act, 1988 - The Protection of Children from Sexual Offences Act 2012 - Mental Healthcare Act, 2017 - Special and Local Laws (eg: MCOCA) related to Prisons - IT Act and cyber crime provisions - Maintenance & Welfare of Parents & Senior Citizens Act, 2007	4.5 hrs	
<b><u>Practical/Assignment:</u></b>			
a. Assignments			-
<b>Total duration</b>		<b>12.5 hrs</b>	



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	I
<b>Module Category</b>	<b>Indoor Main (Exam in 100 Marks)</b>
<b>Module No.</b>	<b>ID-7</b>
<b>Module Title</b>	<b>Human Rights and Good Prison Management</b>
<b>Duration</b>	<b>60 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

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## **A. Introduction to the Module**

Liberty of the person is one of the most precious rights of all human beings. 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. It is not the function of the prison authority to impose additional deprivations on those in its care. In democratic societies the law underpins and protects the fundamental values of society. The most important of these is respect for the inherent dignity of all human beings, whatever their personal or social status. One of the greatest tests of this respect for humanity lies in the way in which a society treats those who have broken, or are accused of having broken, the criminal law. These are people who may well have themselves shown a lack of respect for the dignity and rights of others. 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.

It is said that no one truly knows a nation until one has been inside the jails. A nation should not be judged by how it treats its highest citizens, but its lowest ones. This is the basis for placing prison management, above all else, within an ethical framework. This imperative must never be lost sight of by senior administrators, by prison management or by first line prison staff. Without an ethical context, managerial efficiency in prisons can take a path that leads ultimately to the barbarism. This principle must be kept in mind at all times by those who are responsible for the administration of prisons. Prison, being a place where one group of people are given considerable power over another, is highly volatile for abuse of power and violation of human rights. This context makes it important for officers of prison and correctional administration to have thorough understanding of topics related with human rights in general and rights of prisoners in particular 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. Help 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 protect their human rights and that the key to a well managed prison is the nature of relationship between the prison staff and prisoners.
- Explain in clear terms that the role of prison staff is:
  - to treat prisoners in a manner which is decent, humane and just;
  - to ensure that all prisoners are safe;



- to make sure that dangerous prisoners do not escape;
  - to make sure that there is good order and control in prisons;
  - to provide prisoners with the opportunity to use their time in prison positively so that they will be able to resettle into society when they are released.
- Make the trainees understand that persons who are detained or imprisoned retain all their rights as human beings with the exception of 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. General References**

1. Human Rights and Prisons: A Compilation of International Human Rights Instruments concerning the Administration of Justice (2005)
2. A Human Rights Approach to Prison Management (2<sup>nd</sup> Ed.): Handbook for prison staff – Andrew Coyle
3. The Model Prison Manual, 2016
4. Constitution of India
5. Human Rights and Correctional Administration - Dr. S. Subramanian IPS
6. Handbook on Prisoners with special needs, 2009 - UNODC
7. Standard Minimum Rules for Treatment of Prisoners (the Mandela Rules), 2015 – United Nations
8. Handbook on the Management of High-Risk Prisoners, 2016– UNODC
9. The Yogyakarta Principles, 2006 - International Commission of Jurists
10. Other UN Instruments on Human Rights.
11. The Protection of Human Rights Act, 1993
12. Prisoners' Rights (Vol. I & II) - Human Rights Law Network
13. Supreme Court and High Court Judgments
14. Websites:
  - <http://www.icpa.ca/>
  - [www.bprd.nic.in/](http://www.bprd.nic.in/)
  - [www.nhrc.nic.in/](http://www.nhrc.nic.in/)
  - [www.penalreform.org/](http://www.penalreform.org/)
  - [www.prisonreformtrust.org.uk/](http://www.prisonreformtrust.org.uk/)
  - <http://www.prisonpolicy.org/>
  - [www.ohchr.org/](http://www.ohchr.org/)
  - <http://ispac.cnpds.org/>

**Materials required for the sessions:**

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



## Unit – 1

### Human Rights: A Historical Perspective

#### Overview:

Rights that belong to an individual as a consequence of being human are termed as human rights. They are universal, applying to all human beings everywhere and fundamental, being essential for basic human needs. Besides introducing the historical evolution of human rights and basics of human rights concepts, this unit discusses the international instruments framed for ensuring and protecting the human rights in general and those of prisoners in particular.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have clear understanding of historical evolution of human rights framework at the international and national level;
- Develop an understanding of basic concepts of human rights;
- Gain an overview of international human rights instruments, covenants and the systems developed to address human rights violations.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
1.	<b>Introduction to Human Rights:</b> Origin, history and evolution of human rights – Definition - Types.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
2.	<b>Overview of Basic International Human Rights Instruments and Human Rights Bodies</b> Universal Declaration of Human Rights - International Covenant on Civil and Political Rights - International Covenant on Economic, Social and Cultural Rights - The Office of the United Nations High Commissioner for Human Rights (OHCHR) - The United Nations Human Rights Council - The International Court of Justice.	3 hrs	
	<b>Practical/Assignment:</b> c. Video show: The Story of Human Rights d. Assignments	-	
	<b>Total duration</b>	<b>6 hrs</b>	



## Unit – 2

### Human Rights and Prisoners: The International Perspective

#### Overview:

Human rights are not a matter under the exclusive jurisdiction of the State or its agents. Rather, they are a legitimate concern of the international community, which has been engaged for half a century in the setting of standards, the establishment of implementation mechanisms and the monitoring of compliance with the standards. Prison officials carrying out their functions in a manner that respects and protects human rights bring honour not just to themselves, but also to the Government which employs them and the nation which they serve. Those who violate human rights will, ultimately, draw the spotlight of international scrutiny and the condemnation of the international community. 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. Such standards provide invaluable guidance to prison staff for the performance of their professional duties through practices that are lawful, humane and disciplined. In this unit, the international instruments framed for ensuring and protecting human rights, especially those of the prisoners, are discussed.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have an idea about 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.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
3.	<b>Basic International Instruments on Prisoners Rights:</b> 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).	6 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>



4.	<b>Other UN Instruments (brief overview):</b> United Nations Standard Minimum Rules for Non-custodial Measures (The Tokyo Rules) - Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment - Basic Principles for the Treatment of Prisoners - Code of Conduct for Law Enforcement Officials - The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) – Other important UN Advisories/Guidelines for Prison Management etc.	6 hrs	
<b><u>Practical/Assignment:</u></b>		-	
a. Ask the trainee officers to prepare brief write-ups on International Instruments for protection of prisoners' rights and their applicability in Indian context. b. Ask the trainee officers to visit prisons and find out compliance/gaps in terms of basic standards and norms prescribed by the International Instruments.		-	
<b>Total duration</b>		<b>12 hrs</b>	



## Unit – 3

### Human Rights and Prisoners: The Indian Scenario

#### **Overview:**

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 most significance with respect to the human rights. There are also a number of 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:**

***Upon successful completion of this Unit, the trainee officer will:***

- Be able to know about Protection of Human Rights Act 1993 and its various provisions.
- Have an understanding about Supreme Court and High Court judgments pertaining to the rights of prisoners.
- Understand the role and mandate of National Human Rights Commission in protecting basic rights.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
5.	<b>The Protection of Human Rights Act, 1993:</b> Salient Features – National Human Rights Commission: Functions and Powers – State Human Rights Commission - Rights of Prisoners: Directions of NHRC on prisons, Advisories, Illustrations of cases on prisoners' rights violation – Advisories of MHA	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
6.	<b>Judicial Intervention in Prisons:</b> Important Supreme Court and High Court rulings concerning prisoners' rights including women prisoners, women prisoners with children etc.	4.5 hrs	
<b>Practical/Assignment:</b>			
a. Assignments. b. Write about 2 incidents reported where NHRC/SHRC ordered to pay compensation for improper action by the prison authorities/law enforcement official.			-
<b>Total duration</b>		<b>9 hrs</b>	



## Unit – 4

### Human Rights and the Dignity of Person

#### **Overview:**

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 fulfill its duty of care. These include adequate provision of accommodation, hygienic conditions, clothing and bedding, food, drink and exercise. When a judicial authority sends someone to prison, the international standards are clear that the punishment imposed should solely be deprivation of liberty. Imprisonment must not include risk of physical or emotional abuse by staff or by other prisoners. It must not include risk of serious illness or even death because of the physical conditions or the lack of proper care. Prisoners must not be subjected to living conditions which are in themselves inhuman and degrading. Imprisonment may mean that a large number of individuals are kept together in a very restricted environment with little or no freedom of movement. This raises particular concerns. In the first place there may be a serious risk to health. For example people suffering from a highly infectious disease such as tuberculosis may be in such close proximity and in such ill ventilated conditions that their fellow prisoners are at great risk of contracting the disease. A prisoner deprived of sufficient quantities of food and/or liquid is likely to suffer serious damage to health. In brief, the prison staff need to understand that the accommodation, clothing and bedding, food and drink, admission and search procedures and other basic essentials of human living are arranged in such a way that it does not hurt the human dignity in any manner. This unit deals with the basic aspects and standards with regard to the dignity of prisoners.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Clearly understand that no person under any form of detention or imprisonment shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment and that no circumstance whatever maybe invoked as a justification for such punishments.
- Develop critical understanding of standards that are laid in international human rights instruments, Prison manuals and Model Prison Manual 2016 in respect of prisoner's accommodation, food, maintenance of hygiene and sanitation, clothing and bedding and exercise.
- Gain critical insight into admission procedures, search procedures, special attention and sensitive handling of women prisoners.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
7.	<b>Prisoners' Dignity:</b> Prisoners' human dignity and International Instruments.	1.5 hr	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> </ul>



8.	<b>Human Dignity and Model Prison Manual, 2016:</b> Human dignity - Prevention of torture and ill treatment-Standards of accommodation, hygiene, clothing and bedding, food, drink and exercise – Standards prescribed in Model Prison Manual, 2016).	3 hrs	<ul style="list-style-type: none"> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
9.	<b>Human Dignity and Admission Procedures:</b> Admission procedures – Registration - information to families – Quarantine - Reception block – Search procedures-medical screening. (See annexure and MPM, 2016).	1.5 hrs	
10.	<b>Women Prisoners and Human Dignity:</b> Women prisoners' special needs - Handling with sensitivity - Body searches – Pregnant prisoners - Women prisoners with children etc.	1.5 hrs	
11.	<b>Role of Medical Officers:</b> Food – clothing – hygiene and sanitation - exercise etc.	1.5 hrs	
<b>Practical/Assignment:</b>			
a. Visit to prisons-observation of procedures and standards. b. Films, discussion, reports and presentations.			
<b>Total duration</b>			<b>9 hrs</b>



## Unit – 5

### Prisoners and their Health Rights

#### Overview:

Prisoner's health care is one of the most important concerns of the prison management. Prisoners retain their fundamental right to enjoy good health, both physical and mental. They are entitled to a standard of medical care which is equivalent of that provided in the wider community. By its very nature, imprisonment can have damaging effect on both physical and mental well being of prisoners. Prison administrators have a responsibility, therefore, to establish conditions that promote the well being of prisoners. Prisoners should not leave the prison in a worse condition than when they entered. Prisoners often arrive in prison with pre-existing health problems which may have been caused by neglect, abuse or the prisoner's previous lifestyle. Most often, they come from the poorest sections of society and their health problems will reflect this. They will bring with them untreated conditions, addictions and also mental health problems. These prisoners will need particular support, as with those many others whose mental health may be significantly and adversely affected by the fact of imprisonment. This unit deals with essential principles and rules related to prisoners' health rights.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Clearly understand their responsibilities in safeguarding the health of the prisoners;
- Familiarize with the provisions of Model Prison Manual, International covenants especially Mandela Rules and Bangkok Rules;
- Appreciate the special needs of old age prisoners, women prisoners and prisoners suffering from HIV, AIDS and mental health issues

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
12.	<b>International and National Principles:</b> Overview of International Instruments-UNSMR (the Mandela Rules) -Basic Principles for Treatment of Prisoners-Model Prison Manual, 2016.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> </ul>
13.	<b>Procedures and Practices:</b> Medical Screening on Admission - Specialised Treatment in Outside Hospitals - Treatment of Old Age Prisoners; Mentally Ill Prisoners –Prisoners with Communicable Diseases (STDs; AIDS; TB etc.) - Supply of Medicines - Medical Diets.	6 hrs	<ul style="list-style-type: none"> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b>Practical/Assignment:</b>			-
a. Arrange visit to a prison hospital to study standards of health care. b. Assignments on health care standards-Gaps Presentations.			
<b>Total duration</b>		<b>9 hrs</b>	



## Unit – 6

### Rights of Special Category Prisoners

#### Overview:

All prisoners are vulnerable to a certain degree. When the liberty of a group of individuals is restricted and they are placed under the authority of another group of people, and when this takes place in an environment which is to a large extent closed to public scrutiny, the abuse of power has proven to be widespread. However, there are certain groups that are in a particularly vulnerable position in prisons and who therefore need additional care and protection. This vulnerability may be stemmed out of their trial status (remand/UT), gender (women/transgender), age (adolescent/older), health condition (mentally ill/terminally ill/with communicable disease), nationality (foreign national) etc. The prison environment itself will exacerbate their existing problems. Most of these prisoners are, in fact, vulnerable due to more than one reason. The high proportion of vulnerable prisoners means that their special needs cannot be considered as a marginalized component of prison management policies. Therefore it is necessary to address the wide range of challenges relating to the supervision, care and protection of prisoners with special needs. This unit specifically cover the issue of rights of various special category prisoners.

#### Learning objectives:

**Upon successful completion of this Unit, the trainee officer will:**

- Develop a comprehensive understanding about various special category prisoners.
- Have thorough understanding of the human rights framework and norms relating to the need of special category prisoners.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
14.	<b>Specified-Special Category Prisoners:</b> Un-convicted (Remand/UT) prisoners - High security prisoners –Adolescent and young prisoners - Women prisoners – Prisoners under sentence of death – Detenues.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> </ul>
15.	<b>Unspecified-Special Category Prisoners:</b> Prisoners with mental healthcare needs - Prisoners with disabilities – Transgender Prisoners (Mandela Rules and The Yogyakarta Principles on the application of International Human Rights Law in relation to Sexual Orientation and Gender Identity) - Life and long term prisoners - Prisoners with terminal illness	6 hrs	<ul style="list-style-type: none"> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>



	- Older prisoners - Foreign national prisoners - Premature Release Policy of such prisoners eg-old, infirm etc.		
	<p><b>Practical/Assignment:</b></p> <p>a. Arrange a visit to a prison and ask the trainees to find out the percentage of special category prisoners confined in that prison. Also instruct them to conduct a situational analysis of rights enjoyed by/deprived of those inmates.</p> <p>b. Assignments</p>	-	
	<b>Total duration</b>	<b>9 hrs.</b>	



## Unit – 7

### **Prison Staff, Human Rights and Good Prison Management**

#### **Overview:**

We are all aware that well set guidelines and standards alone will not ensure us better and effectively administrated prisons. In order to ensure that these values are properly understood and implemented, the staff shall be carefully selected, properly trained, supervised and supported. Prisons cannot usually select their prisoners; they have to accept whoever is sent to them by the court or the legal authority. They can, however, choose their staff. Prison work involves working with men and women who have been deprived of their liberty. The proper behaviour of staff towards prisoners is the key tool in defining the status of prisons and prisoners alike. If staff do not behave in a way which respects the prisoner as a person and which recognises the inherent dignity of the person, then any regard to individual human rights becomes impossible. Staff behaviour and the humane and dignified treatment of prisoners should underpin every operational activity in a prison. This is not merely a question of human rights principles. In operational terms it is also the most effective and efficient way in which to manage a prison. In addition to being an abuse of human rights, a failure to observe this obligation can sometimes have legal consequences for the prison administration. In short, a human rights based approach is the most effective and safest way of managing prisons. What this approach underlines is that the concept of human rights is not merely another subject to be added to the training curriculum. Rather, it suffuses, and is an integral part of, good prison management. This unit deals with the essential principles underpinning the philosophy of human rights based approach and good prison management.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Develop a clear idea about the nature and scope of their service;
- Have a clear understanding of the significance of human rights principles and their implications in good prison management;
- Learn to balance security needs with human rights of prisoners.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
16.	<b>Human Rights: Integral Part of Good Prison Management:</b> Legitimacy- The principles of good prison management - The ethical basis of prison management – Rights of prisoners: forfeited and entitled – Human rights based approach and improvement of operational effectiveness.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> </ul>



17.	<b>Importance of Prison staff in Implementation Human Rights:</b> Prison service: a public service – Role of staff (different from police and military) – Statement of purpose – Recruitment – Training - Relationship between staff and prisoners – Use of force and firearms – Need for professionalism - Women staff - Ethical Code of Conduct of Prison Service etc.	3 hrs	<ul style="list-style-type: none"> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b><u>Practical/Assignment:</u></b>		-	
a. Organize a prison visit and ask the trainee officers to observe and assess the prison conditions and staff behaviour. Once the visit is completed, ask them to write a report on to what extent they found a 'human rights based approach' is practiced in that prison.		-	
<b>Total duration</b>		<b>6 hrs</b>	



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	I
<b>Module Category</b>	<b>Indoor Subsidiary (Exam in 50 marks)</b>
<b>Module No.</b>	<b>ID-8</b>
<b>Module Title</b>	<b>Constitution of India</b>
<b>Duration</b>	<b>24 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

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**Unit – 4.....Constitution and Judiciary**

**Unit – 5.....Emergency Provisions**

**Unit – 6.....Amendments to the Constitution**



### **A. Introduction to the Module**

The Constitution is the Supreme Law of our Country. It lays down the framework defining fundamental political principles, establishes the 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 sovereign country in the world, containing 444 articles in 24 parts, and 12 schedules. Constitution Day, also known as Samvidhan Divas, is celebrated in India on 26 November every year to commemorate the adoption of Constitution of India. On this day in 1949, the Constituent Assembly of India adopted the Constitution of India, and it came into effect on 26 January 1950. The Government of India declared 26 November as Constitution Day on 19 November 2015. The day is chosen to spread the importance of the constitution. It is a vital document that is the basis of all laws enacted by any government in power. It is based on noble principles. Adding on, the significance of Constitutional provisions has been cited by the Supreme Court in several cases on issues related to prison administration. The Court repeatedly stated that fundamental rights do not flee the person as he enters the prison although they may suffer shrinkage necessitated by incarceration. Our Constitutional culture has now crystallised in favour of prison justice and judicial jurisdiction. A prisoner wears the armour of basic freedom even behind bars and that on breach thereof by lawless officials; the law will respond to his/her distress signals through 'writ' aid. The Indian human has a constant companion—the court armed with the Constitution. Being the supreme law of India, knowledge of structure and nature of our Constitution is essential for prison and correctional officers. This module deals with key aspects of Constitution of India.

### **B. Instructions to the Faculty**

- 'The Constitution' is the supreme law of India. Help the trainee officers to realise the practical relevance of topics covered in this subject by providing real time examples, where constitutional provisions are used.
- There will always be a considerable difference between 'what is in theory' and 'what is in practice'. Emphasis should be given in this aspect also.
- While conducting discussions, the faculty should act as the moderator.

### **C. General References**

1. Constitution of India - Ministry of Law and Justice, Government of India.
2. Constitutional Amendments in India – M.V. Pylee.
3. Introduction to the Constitution of India- Durga Das Basu.
4. The Oxford Handbook of the Indian Constitution – Choudhry, Khosla, and Mehta (Editors)
5. website:<http://indiacode.nic.in/>

#### **Materials required for the sessions:**

- White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, etc.



## **Unit – 1** **Introduction**

### **Overview:**

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:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have knowledge of basics of Indian Constitution;
- Have understanding about the Preamble to the Constitution;
- Know about three lists in Constitution, i.e., Union List, State List, and Concurrent List.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
1.	Preamble to the Constitution.	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
2.	Constitution - 3 Lists (Union, State and Concurrent)	3 hrs	
<b><u>Practical/Assignment:</u></b>			<ul style="list-style-type: none"> <li>a. Prison is a State subject under the State list. Write an assignment on benefits and problems of prisons being a State subject.</li> </ul>
<b>Total duration</b>			
			<b>4.5 hrs</b>



## Unit – 2

### 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 law's. The Fundamental Duties are defined as the moral obligations of all citizens to help promote a spirit of patriotism and to uphold the unity of India. These duties, set out in Part IV-A of the Constitution, concern individuals and the nation. Like the Directive Principles, they are not enforceable by the law. This unit describes about fundamental rights and Articles related to fundamental rights, directive principles and fundamental duties prescribed in the Constitution.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Be able know about the fundamental rights accorded in the Constitution to the citizens of our country;
- Have an understanding about various directive principles mentioned in the Constitutions and their significance;
- Have knowledge of fundamental duties citizens.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
3.	Fundamental Rights (Art. 12-35) – Writs in Indian Constitution.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
4.	Directive Principles of State Policy (Art. 36-51) - Fundamental Duties (Art. 51-A)	3 hrs	
<b>Practical/Assignment:</b>			
a. Directive principles of stats policy are emphasizing more on the welfare role of the government. Write an assignment on this aspect.			-
<b>Total duration</b>		<b>6 hrs</b>	



## Unit – 3

### **Constitutional Powers of the President and the Governors**

#### **Overview:**

President is the executive head of the Republic of India. Constitution of India has clearly laid down functions and duties of President. In case of State administration, Governor is the executive head. 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:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have an understanding about special powers accorded with the President and Governors in connection with commuting sentences awarded by the courts of law.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
5.	Power of President and Governors to grant Pardons – Power to Suspend, Remit or Commute Sentences in certain cases (Art.72 and 161).	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b>Practical/Assignment:</b>		-	
a. Write an assignment on the problems and issues relating to pardon/suspend/reduce punishments accorded by the Courts of Law.			
<b>Total duration</b>		<b>3 hrs</b>	



## Unit – 4

### Constitution and Judiciary

#### Overview:

India is following a unified judicial system. The structure of judiciary is defined in the Constitution clearly. This unit describe in detail about the Supreme Court, the High Courts, Subordinate courts, Tribunals etc.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Be able to understand about Supreme Court, High Courts, other subordinate courts, Tribunals various types etc.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
6.	The Union Judiciary - Art. 124-138 and 141-146 and Art. 225-231	1 hr	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
7.	The High Court in the States - Art. 214-218.	1 hr	
8.	Subordinate Courts - Art. 233-235.	1.5 hrs	
9.	Tribunals - Art. 323 A and 323 B.	1 hr	
<b>Practical/Assignment:</b>		-	
a. Assignments b. Visits to different types of courts / tribunals		-	
<b>Total duration</b>		<b>4.5 hrs</b>	



## Unit – 5

### Emergency Provisions

#### **Overview:**

The power to declare emergency in our country is vested with the central government. This provision is particularly incorporated to protect the unity, integrity and stability of the country in times of problems and disasters.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have an understanding about emergency provisions laid down in our constitution.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction (as applicable)</b>
10.	Emergency Provisions - Art. 352 – 360 – Limitations on Rights.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b>Practical/Assignment:</b>			-
a. Write an assignment on the need for a provision for emergency in our Constitution.			
<b>Total duration</b>			<b>3 hrs</b>



## Unit – 6

### Amendments to the Constitution

#### **Overview:**

Indian Constitution is liable to be amended in times of need by following stipulated rules and procedures. This unit is dealing with this issue with an overview on major amendments made after its adoption.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Be able understand about various amendments made in our Constitution.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
11.	Amendment of Constitution – The Procedure - Art. 368, 24 <sup>th</sup> , 25 <sup>th</sup> , 30 <sup>th</sup> , 42 <sup>nd</sup> and 43 <sup>rd</sup> , 44 <sup>th</sup> , 52 <sup>nd</sup> , 86 <sup>th</sup> Amendments.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group</li> <li>▪ Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b><u>Practical/Assignment:</u></b>		-	
<b>Total duration</b>		<b>3 hrs</b>	



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Indoor Subsidiary (Exam in 50 marks)</b>
<b>Module No.</b>	<b>ID-9</b>
<b>Module Title</b>	<b>Criminal Justice System</b>
<b>Duration</b>	<b>24 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

## **CONTENTS**

### **A. Introduction to the Module**

### **B. Instructions to the Faculty**

### **C. General References**

**Unit – 1.....Introduction**

**Unit – 2.....Legislative System**

**Unit – 3.....The Investigative System**

**Unit – 4.....The Adjudicating System**

**Unit – 5.....The Correctional System**



### **A. Introduction to the Module**

Criminal justice system is the system of practices and institutions of governments directed at upholding social control, deterring and mitigating crime, or sanctioning those who violate laws with criminal penalties and rehabilitation efforts. Those accused of crime have protections against abuse of investigatory and prosecution powers. The criminal justice system consists of three main components: (1) Investigation (police) (2) Adjudication (courts); and (3) Corrections (prisons, probation and parole). In a criminal justice system, these distinct agencies operate together both under the rule of law and as the principal 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.
- There will always be a considerable difference between ‘what is in theory’ and ‘what is in practice’. Emphasis should be given in this aspect also.
- While conducting discussions, the faculty should act as the moderator.

### **C. General References**

1. Criminal Justice System in India - R. Thilagaraj
2. Police Administration and Investigation of Crime - J.C. Chathurvedi

#### **Materials required for the sessions:**

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



## Unit – 1 Introduction

### Overview:

Reaction to any crime calls for services of criminal justice agencies. The foundation and its nature of functioning are very important as this system is to maintain the law and order of the society. This unit is designed as an introduction to the law enforcement, judicial, and correctional agencies that comprise the criminal justice system in India.

### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have an understanding about the basic concept and fundamentals of criminal justice system;
- Be able to know about fundamental functions carried out by different sections of criminal justice system.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
1.	<b>Foundations of Crime and Justice:</b> Nature of Law - Criminal Law – Criminal Justice System in India – Structure – Functions	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
2.	<b>Purpose of CJS:</b> Community safety - Crime prevention - Victim justice etc.	1.5 hrs	
3.	<b>Coordination:</b> Coordination between the various wings Of Criminal Justice System – Police; Prosecution; Court and Corrections.	3 hrs	
<b>Practical/Assignment:</b>		-	
a. Assignments		-	
<b>Total duration</b>		<b>6 hrs</b>	



## Unit – 2

### Legislative System

#### Overview:

A legislature is a kind of deliberative assembly with the power to pass, amend, and repeal laws. The law created by a legislature is called legislation or statutory law. Legislatures are known by many names, the most common being parliament or congress, although these terms also have more specific meanings. In parliamentary systems of government, the legislature is formally supreme and appoints a member from its house as the Prime Minister which acts as the executive. In a presidential system, according to the separation of powers doctrine, the legislature is considered an independent and coequal branch of government along with both the judiciary and the executive. This unit deals with legislative system in India, which is the ultimate law making body of our country.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Knowledge about the legislative system in India;
- Have an understanding about the process of law making and its different aspects.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
4.	<b>Law Making:</b> Law and Legislation: The process Involved	2 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
	<b>Practical/Assignment:</b> a. Assignment on 'Law making process in India'	-	
	<b>Total duration</b>	<b>2 hrs</b>	



## Unit – 3

### The Investigative 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 investigating agency in the criminal justice system.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have knowledge about origin, development and structure of modern police system;
- Have understanding about various commissions and reports on police in India.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
5.	<b>Police system:</b> The emergence of the Modern Police - Police System in India- Métropolitain Police Force - Role and Functions of Police- The Police Act and Police Standing Orders –National Police Mission.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
6.	<b>Functions of Police:</b> Interrogation –Confessions – Police and Human Rights – Police: Work pressure and brutality.	2 hrs	
7.	<b>Central Police Organisations:</b> The Central Police Organizations in India – BSF, CISF, CRPF, CBI, SSB, ITBP, NSG, NIA, BPR&D, NCRB, RPF etc.	3 hrs	
<b>Practical/Assignment:</b>			
a.	Arrange a visit to police station/ police related institutions and prepare reports.	-	
<b>Total duration</b>		<b>8 hrs</b>	



## Unit – 4

### The Adjudicating System

#### Overview:

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 courts are the central means for dispute resolution, and it is generally understood that all persons have an ability to bring their claims before a court. Similarly, the rights of those accused of a crime include the right to present a defence before a court. 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:

***Upon successful completion of this Unit, the trainee officer will:***

- Have knowledge about structure and functions of courts in India;
- Have an understanding about various concepts related with courts such as judgment, appeal, public interest litigation etc.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
8.	<b>Courts in India:</b> Level of Courts and their functions; Lok Adalats - Fast Track Court - Mahila Courts - Human Rights Courts - Jurisdictions of Courts	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
9.	<b>Prosecution:</b> Concept, Nature and Types – Sentencing, Appeal And Judgement – Legal Aid, Assigned Counsel – Abnormal Delays and its effect on the system - Consideration of Victims and Witnesses	2 hrs	
<b>Practical/Assignment:</b> <ol style="list-style-type: none"> <li>Arrange a visit to Local Courts / Office of Public Prosecutor and meet the officers.</li> </ol>		-	
<b>Total duration</b>		<b>5 hrs</b>	



## Unit – 5

### The Correctional System

#### Overview:

In criminal justice apparatus, offenders are turned over to the correctional institutions from the court system after the accused has been found guilty. Like all other aspects of criminal justice, the administration of punishment has taken many different forms throughout history. The most publicly visible form of punishment in the modern era is the prison. Early prisons were used primarily to sequester criminals and little thought was given to living conditions within their walls. However, the penological base of imprisonment has been replaced by correctional objective and today 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:

***Upon successful completion of this Unit, the trainee officer will:***

- Knowledge about the correctional system in our country;
- Understanding about other related concepts such as probation, community based corrections etc.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
10.	<b>Correctional system:</b> The role of Correctional institution – Crime prevention through Correction - Juvenile Justice System – After care of inmates.	2 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
11.	<b>Alternatives to Imprisonment :</b> Probation, Parole Community based corrections etc.	1 hrs	
<b>Practical/Assignment:</b>			
a. Assignments.			-
<b>Total duration</b>		<b>3 hrs</b>	

**Note:** This Unit will be covered in detail in other Modules.



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Indoor Subsidiary (Exam in 50 marks)</b>
<b>Module No.</b>	<b>ID-10</b>
<b>Module Title</b>	<b>Forensic Science</b>
<b>Duration</b>	<b>21 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

## **CONTENTS**

**A. Introduction to the Module**

**B. Instructions to the Faculty**

**C. General References**

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**Unit – 2.....General Crime Scene Procedures**

**Unit – 3.....Evidence**

**Unit – 4.....Toxicology and Illicit Drugs**

**Unit – 5.....Establishing Identity**

**Unit – 6.....Investigation of Homicide Investigation and Sexual Assault Cases**



### **A. Introduction to the Module**

Forensic science (often shortened to forensics) is the application of a broad spectrum of sciences to answer questions of interest to the legal system. This may be in relation to a crime or a civil action. The word forensic comes from the Latin 'forēnsis,' meaning "of or before the forum." In civil actions, forensics can help resolve a broad spectrum of legal issues through the identification, analysis and evaluation of physical evidence. Forensic science draws upon a variety of scientific principles, including biology, physics and chemistry. The field of forensic science covers: Document examination; DNA analysis; Electronic/digital media; Fingerprinting; Autopsy techniques; Forensic engineering; Linguistics; Forensic anthropology; Pathology; Economics; Accounting; Biology; Entomology; Toxicology and much more. Forensic scientists use cutting-edge scientific techniques to preserve and examine evidence and develop investigative leads in connection with civil and criminal proceedings.

### **B. Instructions to the Faculty**

- 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.
- There will always be a considerable difference between 'what is in theory' and 'what is in practice'. Emphasis should be given in this aspect also.
- While conducting discussions, the faculty should act as the moderator.

### **C. General References**

1. Criminalistics: An Introduction to Forensic Science – Richard Saferstein.
2. Forensic Science Handbook. Volume I, II & III – Richard Saferstein.
3. Introduction to Forensic Science in Criminal Investigation Paperback - Dr. Mrs. Rukmani Krishnamurthy.
4. Forensic Science: Principles & Concepts -Nishant Singh.
5. The Essentials of Forensic Medicine and Toxicology - Reddy Narayan.
6. Forensic Science in India: A Vision for the Twenty First Century - B.B. Nanda and R.K. Tiwari.
7. Forensic Science: An Introduction to Scientific and Investigative Techniques - S.H. James and J.J. Nordby.

#### **Materials required for the sessions:**

- White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, etc.



## Unit – 1

### Introduction to Forensic Science

#### **Overview:**

The term “forensic science” refers to a group of scientific disciplines which are concerned with the application of their particular scientific area of expertise to law enforcement, criminal, civil, legal, and judicial matters. This chapter provides a brief overview of the discipline, its scope and how the forensic science department is organized in the State. The Forensic Sciences Department examines, analyses, compares the material objects and clue materials related to crime or civil cases. This unit also deals with new methods and techniques used in forensic science.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have an idea about definition, nature and scope of forensic science as a discipline;
- Have an idea about the set up of forensic science department in the State.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
1.	<b>Introduction:</b> Definitions –Historical aspects - Basic concepts - Scope --Basic principles - Forensic Science Disciplines: Forensic Pathology; Forensic Anthropology; Forensic Entomology; Forensic Toxicology - Forensic Psychiatry - Trace Evidence – Ballistics - Serology/DNA - Document Examination – Fingerprint etc. - Polygraph test – Narco analysis – Brain mapping/finger printing - Somatoscopy and Somatometry– Super imposition etc.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
2.	<b>Forensic Science Department and Medico Legal Cases</b> History of Development of Forensic Science in India–Set up – Mobile Forensic Science Lab – Medico Legal Cases.	1.5 hrs	
<b>Practical/Assignment:</b>			
a. Assignment. b. Visit to forensic science lab.			-
<b>Total duration</b>			<b>4.5 hrs</b>



## Unit – 2

### General Crime Scene Procedures

#### **Overview:**

A crime scene is a location where an illegal act took place, and comprises the area from which most of the physical evidence is retrieved by trained law enforcement personnel, crime scene investigators (CSIs) or in rare circumstances, forensic scientists. All locations where there is the potential for the recovery of evidence must be handled in the same manner. They must be protected from interference of any kind so as to preserve any trace evidence. It is usually achieved by taping a wide area around the scene of crime to prevent access by any person other than the investigators. This unit outlines the general procedures to be followed in crime scene investigation. This unit has particular significance with respect to prison officers, if they are to preserve a scene of crime inside prison premises such as suicide, murder, escape, assault, riot, arson etc.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have an understanding of fundamental procedures to be followed in a scene of crime.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
3.	Secure and protect scene - Note taking - Crime Scene Search - Crime Scene Photograph - Sketching - Collection of evidence etc.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b>Practical/Assignment:</b>			
a. Arrange for a visit for the trainee officers to an original scene of crime (in collaboration with the Police and Forensic Science Department) to gain real time experience with respect to a ‘scene of crime’.			-
<b>Total duration</b>		<b>3 hrs</b>	



## **Unit – 3** **Evidence**

### **Overview:**

The scene of a crime often yields a large amount of trace evidence that has come from contact between the perpetrator and his or her surroundings. The importance of collecting and analyzing trace evidence comes from Edmond Locard's 'Exchange Principle', which states that every contact leaves a trace. That is, criminals leave something of themselves, such as hair or clothes fibers, behind at the crime scene, and they also take something away with them from their contact with people and objects there. The most common forms of trace evidence are bloodstains, hair, textile fibers, paint, and glass fragments. This unit on 'Evidence' is dealing with all these aspects.

### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Have knowledge of trace evidence of different kinds.
- Know about other biological evidence and their identification.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
4.	<b>Different Types of Evidences:</b> Trace evidence of Miscellaneous Materials: Source; Examples; Objects left at Crime Scene - Blood and other biological evidence: Blood typing; Other body fluids - Impression evidence: Footprint; Bite marks; Tool marks - Fire arms examination: Characteristics of fire arms; Fire arms evidence; Gunshot residues; Collecting of fire arms evidence - Arson and explosives evidence: Arson; Explosives; Bomb Scene Investigation.	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
	<b>Practical/Assignment:</b> a. Arrange a visit to forensic science lab and demonstrate how different types of evidences are traced, collected and preserved.	-	
	<b>Total duration</b>	<b>4.5 hrs</b>	



## Unit – 4

### Toxicology and Illicit Drugs

#### Overview:

Toxicology (from the Greek words toxicos meaning “poisonous” and logos) is a branch of biology, chemistry, and medicine concerned with the study of the adverse effects of chemicals on living organisms. It is the study of symptoms, mechanisms, treatments and detection of poisoning, especially the poisoning of people. Drugs of certain types are considered as illicit drugs when sold to or consumed by the public, except for some chemical derivatives with restricted and controlled medical applications. They are dangerous to health due to their addictive nature, impact on the central nervous system, metabolism, life-threatening side effects, and associate behavioral and mood changes. These are also known as psychoactive drugs of abuse, due to their effects in mood, sensory perception, and behavior. Substances of the following classes are considered illicit drugs: opiates, hallucinogens, depressants, and stimulants as well as the controlled substances when used or sold without medical prescription. This unit deals with both illicit drugs, and poisons, and role of forensic science in investigating cases related with this topic.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Will have basic knowledge about toxicology.
- Have basic understanding about various types of illicit drugs and application of forensic methods in investigating cases involving such substances.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
5.	Basics of Toxicology - Poisons - Testing methods - Narcotics, Drugs and Psychotropic Substances - Drug identification-Relevance to Prisons	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
	<b>Practical/Assignment:</b> a. Visit to forensic laboratory for demonstration.	-	
	<b>Total duration</b>	<b>3 hrs</b>	



## Unit – 5

### Establishing Identity

#### Overview:

Establishing a person's identity is a very important function carried out by forensic scientist and can be a very difficult process. Dental, fingerprint and DNA comparisons are probably the most common techniques used in this context, allowing fast and secure identification processes. This unit details about various methods using for establishing identity of individuals.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have basic understanding of finger prints and its recognition, examination of handwriting etc.
- Have an idea about human remains and identification and use of forensic methods to establish identity during mass disasters.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
6.	Finger Prints - Handwriting examination - Identification of human remains: Individual cases and Mass disasters.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b><u>Practical/Assignment:</u></b>			-
a. Demonstration of finger print lifting and hand writing examination.			
<b>Total duration</b>			<b>3 hrs</b>



## Unit – 6

### Investigation of Homicide Investigation and Sexual Assault Cases

#### Overview:

Homicide is the act of a human killing another human. Criminal homicide takes several forms and includes certain unintentional killings. Murder, for example, is a type of homicide. The crime committed in a criminal homicide is determined by the state of mind of the defendant and statutes defining the crime. Although suicide is not a form of homicide, assisting in another's suicide may constitute criminal homicide. Sexual assault is an assault of a sexual nature on another person, or any sexual act committed without consent. Although sexual assaults most frequently are by a man on a woman, it may involve any combination of two or more men, women and children. The term sexual assault is used, in public discourse, as a generic term that is defined as any involuntary sexual act in which a person is threatened, coerced, or forced to engage against their will, or any sexual touching of a person who has not consented. This includes rape (such as forced vaginal, anal or oral penetration), inappropriate touching, forced kissing, child sexual abuse, or the torture of the victim in a sexual manner. Forensic science plays a vital role in investigating cases of homicides and sexual assaults. This unit deals with application of forensic methods in homicides and sexual assault cases.

#### Learning objectives:

**Upon successful completion of this Unit, the trainee officer will:**

- Have knowledge about different types of homicides and sexual offences and how forensic science is being utilized in investigating cases of such offences.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
7.	Homicide – Types – Investigation of homicide cases – Preservation and collection of evidences.	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
8.	Rape and other sexual assaults – Examination – Preservation and collection of evidences.	1.5 hrs	
<b>Practical/Assignment:</b>			
a. Assignments.			-
<b>Total duration</b>		<b>3 hrs</b>	



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Indoor Subsidiary (Exam in 50 marks)</b>
<b>Module No.</b>	<b>ID-11</b>
<b>Module Title</b>	<b>Management Principles for Prison Officers</b>
<b>Duration</b>	<b>27 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

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### **A. Introduction to the Module**

### **B. Instructions to the Faculty**

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**Unit – 2.....Planning and Decision Making**

**Unit – 3.....Organization**

**Unit – 4.....Motivation**

**Unit – 5.....Communication**

**Unit – 6.....Leadership**

**Unit – 7.....Human Relations and Organizational Conflict**

**Unit – 8.....Time Management**



### **A. Introduction to the Module**

We are born in an organization called family, live in an organization called society and work in an organization called profession. Each one of these organizations is a group of persons working together to achieve some common objectives. The organizations can be successful only when the efforts of various individuals in the group are integrated into teamwork. The central agency which performs this task is known as management. It plays the same role in an organization which brain does in the human body. Management principles guides human and physical resources into dynamic organizational units which attain their objectives to the satisfaction of those served and with a high degree of moral and sense of attainment on the part of those rendering service. This module covers key management principles which are essential for prison officers.

### **B. Instructions to the Faculty**

- This Module focuses on the functions of management, communication, motivation, leadership, human relations and time management. Therefore more practical based teaching would be ideal.
- The gap between theory and practice should be filled by more practical inputs based on theoretical concepts.
- Group Discussions, Seminars, Case studies, Role play and assignments should be given to the Officers.

### **C. General References**

#### **Text Books**

1. Principles of Management, Koontz and O'Donnell, Tata McGraw Hill.
2. Principles of Management, Jayashankar, Prassana Publications.
3. Business Management, C.B. Gupta, Sultan Chand Publications.
4. Business Management, H.C. Shukla, Eurasia Publishing house.
5. Business Management, Dinkar Pagare, Sultan Chand and Sons.

#### **Websites**

1. [www.managementstudyguide.com](http://www.managementstudyguide.com)
2. [www.wartburg.edu/pathways/clep/principles\\_management](http://www.wartburg.edu/pathways/clep/principles_management).
3. [www.managementhelp.org](http://www.managementhelp.org)

#### **Materials required for the sessions:**

- White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos etc.



## Unit – 1

### An Introduction to Management

#### Overview:

Management is a universal, purposeful, integrative social process. It is multidisciplinary in nature, continuous and intangible. It applies to every organization and to managers at every level. Management has been practiced in some form or the other since the dawn of civilization. Thus the art of management has ancient origins. In modern era, significant contributions have been made by F.W. Taylor, Henri Fayol, Elton Mayo and many others to management thought. This unit covers key introductory concepts and contributions in management studies.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the concept and various levels of management;
- Be able to identify the difference between Management and Administration;
- Know about the functions and importance of management;
- Know about nature and purpose and principles of management;
- Know about key contributions made by F.W. Taylor, Henri Fayol, Elton Mayo to management thought.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
1.	What is Management - Definition of Management – Features of Management- Levels of Management - Functions of Management – Importance of Management –Principles of Management - Need for Management Principles - Nature of Management Principles- Management Vs Administration – Prison Officer as a Personnel Manager.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
2.	Contributions from the Pioneers of management - F.W. Taylor – Henri Fayol - George Elton Mayo.	1.5 hrs	
<b><u>Practical/Assignment:</u></b>			
c. Assignments.			-
<b>Total duration</b>		<b>4.5 hrs</b>	



## **Unit – 2** **Planning and Decision Making**

### **Overview:**

Planning involves selecting missions and objectives and the actions to achieve them. It ends with decision making that is choosing the best alternatives from the available future courses of action. This unit deals with key aspects involved in planning process and decision making.

### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Know the types and importance of Planning and Decision making;
- Be able to identify how the steps in planning and decision making constitute a rational approach in setting objectives and selecting the means to approach them.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
3.	What is Planning - Characteristics of Planning – Planning Process -Importance of Planning - Types of Planning – Principles of Effective Planning-Features of a Good Plan-Limitations of Planning.	1.5 hr	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
4.	Meaning of decision Making-Importance of Decision Making – The Decision Making Process- Types of Decision Making-Problems in Decision Making-Keys to Success in Decision Making.	1.5 hrs	
<b><u>Practical/Assignment:</u></b>		-	
<b>Total duration</b>		<b>3 hrs</b>	



## Unit – 3 Organization

### Overview:

Group activity can be productive only when there is some kind of organization. A business organization is also a group. The term organization is also a function or a process carried out for arranging the tasks into manageable units and defining the formal relationships among the people working on different tasks. This unit deals with basic aspects of organization.

### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the concept and types of organization, authority and delegation;
- Have knowledge about the meaning of organization charts and manuals;
- Understand about decentralization and centralization of authority;
- Know the importance of delegation and the obstacles in it.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
5.	Meaning of Organization- Need for Organization- Organization Charts and Manuals- Types of Organization.	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
6.	Span of Management - Meaning of Authority – Power- Sources of Authority-Types of Authority - Need for Authority.	1.5 hrs	
7.	Meaning of Delegation - Importance of Delegation –Types of Delegation– Guidelines for Delegation of Power - Obstacles to Delegation - Effective Delegation – Centralization and De-Centralization.	1.5 hrs	
<b><u>Practical/Assignment:</u></b>			-
a. Assignments.			-
<b>Total duration</b>			<b>4.5 hrs</b>



## **Unit – 4** **Motivation**

### **Overview:**

Human Behavior is governed by needs and desires. Employees feel motivated when their needs and expectations are satisfied. Willingness to perform depends upon the level of motivation. As an organization, prison departments employ several hundreds of staff members and it is essential that they are to be rightly motivated to perform well. This unit deals with the key characteristics of motivation.

### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the meaning and importance of motivation;
- Know the types and techniques of motivation;
- Study the theories of motivation.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
8.	Meaning of Motivation – Nature and importance of Motivation- Objectives of Motivation - Classification of Motives - Process of Motivation – Types of Motivation - Management techniques to increase motivation.	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
9.	Theories of motivation: Brief overview: Maslow's theory; Herzberg's theory; McGregor's theory; Vroom's Expectancy theory - Work Motivation.	1.5 hrs	
<b><u>Practical/Assignment:</u></b>			
a. Assignments.			-
<b>Total duration</b>			<b>3 hrs</b>



## **Unit – 5** **Communication**

### **Overview:**

Communication is an indispensable element in human relationship. Communication is a part and parcel of the management process. Communication is the life blood of an organization. It is the means by which goals are achieved. Prison service is a profession where communication skill is all the more important. This unit deals with key aspect of communication.

### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the meaning, nature, types and importance of communication;
- Able to identify the process of communication;
- Learn the different methods of communication;
- Able to view the barriers in communication and to make it more effective.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
10.	Meaning of Communication—Nature and Importance of Communication – Objectives and Functions of Communication- Communication Process– Types of Communication - Methods of Communication –Barriers to Communication –Effective Communication.	3 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b><u>Practical/Assignment:</u></b>			-
a. Assignments. b. Exercises on listening skills, effective communication etc.			
<b>Total duration</b>			<b>3 hrs</b>



## **Unit – 6** **Leadership**

### **Overview:**

Leadership is the quality of behavior of a person by which he/she is able to persuade others to seek the goals enthusiastically. Leadership is an important aspect of managing. The ability to lead effectively is one of the keys to being an effective manager. It is needless to overemphasize the importance of leadership skills for prison officers as they are expected to lead staff and control inmates. This unit deals with essential aspects of leadership.

### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the meaning of leadership and its importance;
- Know the qualities, functions and responsibilities of a leader;
- Study the styles and theories of leadership;

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
11.	Meaning of Leadership – Characteristics of Leadership --Functions and Responsibilities of Leadership - Importance of Leadership - Qualities of Leader - Styles of Leadership – Theories of Leadership - Leadership in Prisons and team work.	4.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b><u>Practical/Assignment:</u></b>			
a. Assignments			-
<b>Total duration</b>			<b>4.5 hrs</b>



## Unit – 7

### Human Relations and Organizational Conflict

#### Overview:

The term ‘human relations’ refers to a systematic, developing body of knowledge, explaining the behavior of individuals or people in the working organization or concern. Human relations are an integral process through which the individual’s attitudes and work are combined or integrated. Conflict is an unavoidable issue in intrapersonal, interpersonal, and intergroup relations. We cannot avoid conflict with society, other individuals and with oneself. Conflicts may be sources of defeat, lost life and a limitation of our potentiality. Conflict management involves implementing strategies to limit the negative aspects of conflict and to increase the positive aspects of conflict at a level equal to or higher than where the conflict is taking place. Prison is an organization where one group of individuals- the staff, have got absolute control over another group of individuals- the inmates. Due to this power based relationship, conflict management is part of day to day affair in prison management. This unit covers essential aspects of human relations and conflict management.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the meaning of human relations and its importance;
- Understand the meaning of conflict and its characteristics;
- Know about types of conflicts and how to resolve conflicts.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
12.	Importance of Human Relations - Definition – Objectives of Human Relations - Factors Responsible for Growth of Human Relations – Improvement in Human Relations.	1.5 hr	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
13.	Conflict: Introduction– Meaning – Features– Types of Conflict – Conflict Resolution Styles in Organization.	1.5 hr	
<b>Practical/Assignment:</b>			
a. Assignments.			-
<b>Total duration</b>		<b>3 hrs</b>	



## **Unit – 8** **Time Management**

### **Overview:**

Time management is a set of principles, practices, skills, tools, and systems that help you use your time to accomplish what you want. Time management helps you make conscious choices so you can spend more of your time doing things that are important and valuable to you. This unit deals with key aspects of time management.

### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the meaning and importance of Time Management;
- Study the techniques of managing time.

Sl. No.	Topics	Dur.	Method of Instruction (as applicable)
14.	Meaning of Time Management- Importance of Time Management-Time Absorbers - Techniques adopted for Time Management- Tips for Managing Time.	1.5 hrs	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ PPT</li> <li>▪ Videos</li> <li>▪ Discussion</li> <li>▪ Group Discussion</li> <li>▪ Role Play</li> <li>▪ Q &amp; A</li> </ul>
<b><u>Practical/Assignment:</u></b>			-
a. Assignments.			-
<b>Total duration</b>			<b>1.5 hrs</b>



<b>Training Manual Title Officers</b>	<b>Training Manual of Basic Course for Prison</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Indoor Subsidiary (Exam in 50 marks)</b>
<b>Module No.</b>	<b>ID-12</b>
<b>Module Title</b>	<b>Technology in Prison Administration</b>
<b>Duration</b>	<b>42 hours</b>
<b>Medium of Instruction</b>	<b>English</b>

## **CONTENTS**

**A. Introduction to the Module**

**B. Instructions to the Faculty**

**C. General References**

**Unit – 1.....Computer: Basic Concepts and Applications**

**Unit – 2.....Internet, Video Conferencing, and Prison Management Software**

**Unit – 3.....Use of Social Media, Cyber Crime and Information Security**

**Unit – 4.....Basic Trouble Shooting**



### **A. Introduction to the Module**

Computer and internet have reshaped the nature of world we live in. Use of Information Technology and IT enabled services have become integral part of our daily life. As one author rightly put, in today's world someone is treated as illiterate not because he is unable to read and write, but if he is unable to use computer and internet. Computer plays such a vital role in our everyday life that basic knowledge of computer application has become essential to survive today. On the other hand, the advent of Smartphone and other devices brought everything to our fingertip. This also requires us to know information technology to some extent.

Similarly, computerisation of prison administration is taking place at a fast pace. The Model Prison Manual dedicated a whole chapter to discuss about computerisation of prisons. It states that the entire prison administration needs to be computerised so that databases can be accessed easily and managed more efficiently. This is also part of the mandate of the **Integrated Criminal Justice System (ICJS)** which seeks to interlink prisons, courts and the police stations as a triad. Therefore, basic skills and knowledge to operate computers is essential for prison officers. This Module is intended to impart basic computer application skills to prison officers.

### **B. Instructions to the Faculty**

- Computer application is a relatively more application oriented in nature. Therefore more time may be devoted for practical experience.
- The faculty shall try to impart understanding among the trainees regarding how various computer programmes and applications can be utilized in their working place.
- Specially designed demo classes on how computers can be used in prison administration and data management may be arranged for trainee officers.

### **C. General References**

1. A first course in Computers – Sanjay Saxena, Vikas Publishing House Private Limited.
2. Computer Fundamentals – Third Edition, Pardeep.K.Sinha, Priti Sinha – BPB Publications.
3. The Internet – Second Edition – Christian Crumlish – BPB Publications, New Delhi.
4. Troubleshooting, Maintaining & Repairing PC's – Fifth Edition – Stephen.J.Bigelow Tata McGraw – Hill Publishing Company Limited, New Delhi.

#### **Materials required for the sessions:**

- White board, marker, LCD projector, computers, power point presentations, printed handouts on each topics, videos etc.



## Unit – 1

### Computer: Basic Concepts and Applications

#### Overview:

Knowledge of basic features of computers and applications are essential requirement for prison officers working in a computerised environment. This unit provides a brief overview of the computer, its history and basic components. Further, it covers selected MS Windows programmes such as MS Word, MS Excel, MS Power Point etc. This unit also explains the basic concept of internet, web browsers, search engine, mailing concept etc.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Have an idea about the invention and development of computer;
- Have knowledge of basics of computer.
- Know thoroughly about computer applications and operating system.
- Learn basic applications in MS office package.
- Understand how to access the internet and identify different types of browsers;
- Understand the various internet services including e-mail, net banking, online purchase of goods and services.

Sl. No.	Topics	Dur.	Method of Instruction
1.	History of Computer – Generations - Areas of Computer Application - Components of a Computer System - Hardware and Software - Operating System – Measuring System Performance etc.	1.5 hrs	▪ Practical Sessions combined with Lecture.
2.	Introduction to Windows OS – MS Office Package - Desktop Settings: Desktop Icons and Meaning.	1.5 hrs	
3.	MS Word, wordpad and notepad: Definition - Components - Standard Toolbar and uses of each tool - Mail Merge	4.5 hrs	
4.	MS Excel: Base Concept - Types of Data Manipulation – Standard Tool Bar and uses of each Tool – Printing a Worksheet.	4.5 hrs	
5.	MS Power Point: Basic Concepts - Starting Power Point – Standard Tool Bar – Uses of each Tool - Delivering a Presentation - Printing the Presentation.	3 hrs	



6. Database Management and MS Access: Basic Concepts - Starting Access - Creating Tables and Data bases - Editing the records - Sorting data - Filtering data - Data retrieval - Generating Report.	3 hrs	
7. Multimedia: Paint; Picture Manager; Windows Media Player etc.	1.5 hrs	
8. Internet: the Concept - Search Engines – Email- Online Reservations and Purchases – Net Banking.	3 hrs	
<b>Total duration</b>	<b>22.5 hrs</b>	



## Unit – 2

### Technology in Prison Administration

#### **Overview:**

This unit deals with use of technology and electronics equipment in prison management and administration. This includes video conferencing, use of MIS and Prison Management Software, CCTV, scanners and metal detectors, office automation software, bio-metrics, E-tender etc.

#### **Learning objectives:**

***Upon successful completion of this Unit, the trainee officer will:***

- Know about video conferencing, MIS, Prison Management Software etc;
- Also have knowledge of using various technology enabled tools and equipment in prison administration.

<b>Sl. No.</b>	<b>Topics</b>	<b>Dur.</b>	<b>Method of Instruction</b>
9.	Video Conferencing – Components required - Conferencing layers - Conferencing Modes - Problems – Applications – National Informatics Centre (NIC).	3 hrs	▪ Practical Sessions combined with Lecture.
10.	Use of MIS – Prison Management Software – Use of Biometric Access Control in Prisons etc - E-interview – Visitor Management using Software etc.	6 hrs	
11.	CCTV Systems-Metal Detectors (HHMD & DFMD) and Walkie Talkies – Wireless Communications –Scanners – Mobile phone detectors and jammers - etc.	4.5 hrs	
<b>Total duration</b>		<b>13.5 hrs</b>	



## Unit – 3

### Use of Social Media, Cyber Crime and Information Security

#### Overview:

The word ‘social media’ is a buzz word today. In a briefest way, social media is any website that allows social interaction. People, irrespective of their age and background, are joining in sites such as Facebook, Twitter etc. Apart from these, the advent of Smartphone brought cross platform messaging applications like WhatsApp. Cyber crime is a key issue to be discussed along with the advent of internet. It is a basic necessity to know about the essential features of information security. This unit gives a brief overview of these topics.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Understand key issues related with social media usage;
- Know about important aspects of cyber crime and information security.

Sl. No.	Topics	Dur.	Method of Instruction
12.	Social Media – Facebook – WhatsApp – Instagram – Other messaging services – Do's and Don'ts in Social Media etc.	1.5 hrs	▪ Practical Sessions combined with Lecture.
13.	Cyber Crime – Types – Preventive Measures.	1.5 hrs	
<b>Total duration</b>		<b>3 hrs</b>	



## Unit – 4

### Basic Trouble Shooting

#### Overview:

This unit explains the process of diagnosing the source of a problem. It is used to fix problems with hardware, software, and many other products. The basic theory of trouble shooting is that you start with the most general possible problems, and then narrow it down to more specific issues.

#### Learning objectives:

***Upon successful completion of this Unit, the trainee officer will:***

- Understand the common trouble shooting techniques and strategies;
- To describe the maintenance of a computer system.

Sl. No.	Topics	Dur.	Method of Instruction
14.	Definition of Trouble Shooting – Trouble shooting: Keyboard – Trouble shooting: Monitor - Common Trouble shooting Techniques and Strategies – Trouble shooting: Sound - How to maintain a Computer System - Cyber security issues.	3 hrs	▪ Practical Sessions combined with Lecture.
<b>Total duration</b>		<b>3 hrs</b>	



### Training Modules for Outdoor

Prison work is a highly stressful, demanding profession. Prison officers are required to maintain good health and physical fitness. The outdoor training modules are intended to develop physical fitness, stamina, endurance and certain practical skills including unarmed combat and weapon training etc. required for the prison officers to discharge their duties effectively. 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 components of drill, which are required to sustain development of personality and bearing and to create an *esprit de corps*, have been retained. To break the monotony of training games like volleyball, basketball, football, cricket, hockey etc are included in the games part. The trainee officers will also be provided with opportunities to learn individual games like badminton, lawn tennis etc. The training for unarmed combat and self-defence techniques like karate has been provided to infuse expertise in self-defence. Sessions on Yoga and Meditation are also included as part of training for stress management and help them to maintain a physical and mental harmony. Besides these, certain basic skills training, which are deemed essential for everyone, such as swimming, driving etc. are also included.

### Calculation of Training Period: Outdoor

<b>Total number of days available for Outdoor Training</b>	<b>149 Days</b>
<b>Total number of hours available:</b> (Morning 6.00 am – 8.00 am = 2 hours Evening 5.00 pm – 6 pm = 1 hour Total hours per day = 3 hours)	<b><math>149 \times 3 = 447 \text{ hours}</math></b>
Total number of periods available (1 period = 45 minutes or 0.75 hour)	<b><math>447 / 0.75 = 596 \text{ periods}</math></b>
Total number of periods required for completion of all Outdoor Modules	<b>596 periods</b>

*(Note: The following modules are mostly adopted from BPR&D's Training Module for Deputy Superintendent of Police. Necessary customization is made in places where it has to fit into Prison Officers' training needs.)*



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Category</b>	<b>Outdoor</b>
<b>Module No.</b>	<b>OD-1</b>
<b>Module Title</b>	<b>Physical Efficiency Training</b>
<b>Duration</b>	<b>135 Periods (One Period – 45 minutes)</b>
<b>Medium of Instruction</b>	<b>English / Hindi</b>

<b>Sl.No.</b>	<b>Topics / Items</b>	<b>Periods</b>
1.	Road Walk and Run	15
2.	PT Table Cards	40
3.	Strengthening Exercises.	25
4.	Endurance Exercises	20
5.	Route March	15
6.	Shramdhan (every Friday)	20
<b>Total Duration</b>		<b>135</b>



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	I
<b>Module Category</b>	<b>Outdoor</b>
<b>Module No.</b>	<b>OD-2</b>
<b>Module Title</b>	<b>Drill without Arms</b>
<b>Duration</b>	<b>55 Periods (One Period – 45 Minutes)</b>
<b>Medium of Instruction</b>	<b>English / Hindi</b>

<b>Sl.No.</b>	<b>Topics / Items</b>	<b>Periods</b>
1.	Attention – Stand at ease and stand easy	5
2.	Turning and inclining at the halt	3
3.	Dressing	1
4.	Forming up in three ranks	1
5.	Numbering and proving	1
6.	Open and Close order at the halt	1
7.	Dismissing and falling out – sizing	1
8.	Getting on Parade – Length of pace and time of reaching	2
9.	Formation of Squad with intervals	1
10.	Marching in quick time and halt	1
11.	Side pace – Paces forward and to the rear	1
12.	Marching in slow and at the halt	2
13.	Wheeling, Turnings and diagonal march in slow time	1
14.	Marking time forward and halt at the slow time	1
15.	Marking time forward and halt at the quick and double time	2
16.	Changing step in slow and quick time	1



17.	Marching, Making time and halting in double time	1
18.	Breaking into slow, quick and double time	1
19.	Marching in line in slow time – Wheeling in line in slow time	1
20.	Change Direction by forming at the halt – and on the march in slow time	1
21.	Change direction by forming at the halt and on the march in quicktime	1
22.	Forming squad at the halt and on the march in slow time	2
23.	Forming squad on the march in quick time	2
24.	Marching off in single file and reforming three ranks	2
25.	Forming two ranks from three ranks	1
26.	Forming three ranks from two ranks	1
27.	Marching in slow time and turnings	1
28.	Marching in quick time and turnings	1
29.	Stepping out and stepping short in quick time	1
30.	Wheeling, turnings and diagonal march in quick time	2
31.	Saluting at the halt – Saluting to the front and message Salute	5
32.	Saluting to the flank – to the right and left	5
33.	Demonstration of topics 1- 32 by trainees	2
<b>Total Duration</b>		<b>55</b>



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Outdoor</b>
<b>Module No.</b>	<b>OD-3</b>
<b>Module Title</b>	<b>Drill with Arms</b>
<b>Duration</b>	<b>58 Periods (One Period – 45 Minutes)</b>
<b>Medium of Instruction</b>	<b>English / Hindi</b>

<b>Sl. No.</b>	<b>Topics / Items</b>	<b>Periods</b>
1.	Slope from the Order & Order from the Slope	2
2.	Present from the Slope & Slope from the Present	2
3.	Ground Arms and Take up Arms	1
4.	Fix Bayonets and Unfix Bayonets	1
5.	Port from the Slope – Slope from the Port – Port from the Order – Order from the Port	1
6.	For inspection – Port Arms – Ease Springs	1
7.	Examine from the port – Ease Springs, Port from the examine – Order from the examine	1
8.	Trail from the Order – Order from the Trail – Trail from the Slope – Slope from the Trail	1
9.	Secure from the Slope – Slope from the Secure	1
10.	Secure from the Order – Order from the Secure	1
11.	Change arms at the Slope and at the Trail	1
12.	Change Arm at the Secure	1
13.	Tighten Sling (Sling kas) and Loose Sling – (Sling dheel)	1
14.	On-Guard from the Slope – Slope from the On-Guard	1
15.	On-Guard from the Order – Order from the On-Guard	1
16.	High Port from the ON-Guard, from the Slope and from the Order	1
17.	Sling Arms and Shoulder Arms	1
18.	Attention – Stand at ease and stand easy with Rifle	1



19.	Turning and inclining with Rifle	1
20.	Dressing at the order and at the slope	1
21.	Dress up (Sajja), Left dress – Right dress and Centre dress	1
22.	Saluting at the halt (Butt Salute) (Front Salute) and at the march and message salute	1
23.	Saluting with the Rifle on the march to the right and left	1
24.	Marching in quick time with rifle	2
25.	Marching in slow time with rifle	1
26.	Turnings and diagonal march in slow and quick time	1
27.	Marching, Making time and halting in slow and quick time with rifle	1
28.	Turnings and Wheeling in slow and quick march with rifle	1
29.	Open and close order march in slow and quick time with rifle	1
30.	Dismissing, Break off (Swasthan) fall out (Line tor) fall in (Line Ban)	1
31.	Changing directions at the halt – slow and quick time	2
32.	Forming squad at the halt – slow and quick time	3
33.	Breaking into slow, quick and double time	1
34.	Saluting with rifle, message salute and saluting to the flank	1
35.	March at attention, March at stand at ease for route march	1
36.	Stepping out – Stepping short in quick time with arms	1
37.	Squad in line – Marching off in a single file and reforming in three ranks	1
38.	Squad advance in file from line and forming column off threes and lines with rifle	1
39.	Squad advance in file from column off threes and forming in line and in column of threes with rifle	2
40.	Squad drill with arms	10
41.	Demonstration of topics 1- 40 by trainees	2
<b>Total Duration</b>		<b>58</b>



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Outdoor</b>
<b>Module No.</b>	<b>OD-4</b>
<b>Module Title</b>	<b>Crowd Control Drills and Techniques</b>
<b>Duration</b>	<b>54 Periods (One Period – 45 Minutes)</b>
<b>Medium of Instruction</b>	<b>English / Hindi</b>

<b>Sl.No.</b>	<b>Topics / Items</b>	<b>Periods</b>
<b>A. Lathi</b>		
1.	Short lathi – Description – Attention, Stand at ease and stand easy	2
2.	Turnings and dressing at the halt with lathi	1
3.	Marching with lathi	1
4.	Saluting at the halt – Saluting at the march and message salute	1
5.	Saluting with a lathi – dismissing of squad at the halt	1
6.	Changing direction at the halt and in slow and quick time and forming squad at the halt in slow and quick time	1
7.	Lathi class opening – 1 to 4 exercises and closing the class	4
8.	Marching – Saluting to the front and message salute – saluting to the flank (Right and left)	2
9.	Practical use of lathi etc. for crowd control	8
<b>B. Nonlethal Weapons</b>		
10.	Taser guns / electric lathi – Introduction, effects etc.	3
11.	Water cannons - Introduction, effects etc.	3
12.	Teargas / tear Smoke - Introduction, effects etc.	3
13.	Practical exercises of Taser guns / electric lathi, Water cannons, Tear smoke etc. for crowd control/mob operation	24
<b>Total Duration</b>		<b>54</b>



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Outdoor</b>
<b>Module No.</b>	<b>OD-5</b>
<b>Module Title</b>	<b>Weapon Training</b>
<b>Duration</b>	<b>50 Periods (One Period – 45 Minutes)</b>
<b>Medium of Instruction</b>	<b>English / Hindi</b>

<b>Sl.No.</b>	<b>Topics / Items</b>	<b>Periods</b>
<b>303 Rifle</b>		
1.	Introduction, Characteristics, Identification and Types – Difference between .303 Rifle and .410 Musket	2
2.	Stripping – Names of the Parts and Assembling	2
3.	Sight setting	2
4.	Care and Cleaning	2
5.	Load and Unloading	2
6.	Lying position and Hold	2
7.	Aiming – I – Range and figure target	2
8.	Trigger Control	1
9.	Firing a Shot	1
10.	Aiming – II – Alteration of sights	1
11.	Bolt manipulation	1
12.	Demonstration of topics 1- 11 by trainees	2
<b>Sub-total Duration</b>		<b>20</b>
<b>9 mm Pistol</b>		
1.	Introduction, inspection of Pistol, Safety precautions, Stripping– Names of the Parts and Assembling, Drawing and returning the Pistol	4
2.	Care and Cleaning, Load and Unload, Loading of Magazine, unloading the Magazine, Firing positions, Make safe, Stoppages and immediate action	4



3.	Demonstration of topics 1- 2 by trainees	1
	<b>Sub-total Duration</b>	9
<b>AK. 47</b>		
1.	Introduction, Orientation, General data – Characteristics – Limitations	2
2.	Stripping – Names of the Parts and Assembling – Care and Cleaning	4
3.	Loading and Unloading, firing positions and carrying positions, stoppages and immediate actions.	3
4.	Demonstration of topics 1- 3 by trainees	2
	<b>Sub-total Duration</b>	11
<b>7.62 mm SLR</b>		
1.	Introduction, Characteristics General Description and data	1
2.	Stripping – Names of the Parts and Assembling	2
3.	Care and Cleaning	1
4.	Load and Unload – Aiming – Holding and Sight setting – Carrying positions	2
5.	Firing a Shot – Stoppages and Immediate Action	2
6.	Demonstration of topics 1- 5 by trainees	2
	<b>Sub-total Duration</b>	10
<b>Total Duration</b>		<b>50</b>



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Outdoor</b>
<b>Module No.</b>	<b>OD-6</b>
<b>Module Title</b>	<b>Firing Practice</b>
<b>Duration</b>	<b>24 Periods (One Period – 45 minutes)</b>
<b>Medium of Instruction</b>	<b>English / Hindi</b>

<b>Sl.No.</b>	<b>Topics / Items</b>	<b>Periods</b>
1.	303 Rifle	6
2.	9 mm Pistol	6
3.	AK 47	6
4.	7.62 mm SLR	6
<b>Total Duration</b>		<b>24</b>



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Outdoor</b>
<b>Module No.</b>	<b>OD-7</b>
<b>Module Title</b>	<b>Unarmed Combat and Self-defence Techniques</b>
<b>Duration</b>	<b>40 Periods (One Period – 45 Minutes)</b>
<b>Medium of Instruction</b>	<b>English / Hindi and Concerned Terminologies</b>

<b>Sl.No.</b>	<b>Topics / Items</b>	<b>Periods</b>
1.	Unarmed Combat & Self-defence Techniques	40
<b>Total Duration</b>		<b>40</b>



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Outdoor</b>
<b>Module No.</b>	<b>OD-8</b>
<b>Module Title</b>	<b>Additional Skills and Fitness Training</b> <ul style="list-style-type: none"> <li>▪ Games</li> <li>▪ Yoga/Meditation</li> <li>▪ Driving</li> <li>▪ Swimming</li> </ul>
<b>Duration</b>	<b>180 Periods (One Period – 45 Minutes)</b>
<b>Medium of Instruction</b>	<b>English /Hindi/Other Desirable Mode</b>

<b>Sl.No.</b>	<b>Topics / Items</b>	<b>Periods</b>
<b>Games</b>		
1.	Games of choice (Compulsory)	100
<b>Yoga / Meditation</b>		
1.	Basics of Meditation and Yoga	40
<b>Driving</b>		
1.	Driving: Theory & Two Wheeler Practical Classes	10
2.	Driving: Theory & Four Wheeler Practical Classes	20
<b>Swimming</b>		
1.	Basic Swimming Skills	10
<b>Total Duration</b>		<b>180</b>



## **Training Module for Field Visits**

<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Title</b>	<b>Field Visits</b>
<b>Duration</b>	<b>10 days</b>
<b>Medium of Instruction / Report Making</b>	<b>English / Hindi</b>

### **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)**

1. Introduction about the institute
2. Origin and history of the institute (if applicable)
3. Key functions of the institute
4. Administrative hierarchy of the institute
5. Infrastructure (Total area, No. of buildings/blocks/sections/wings/departments etc)
6. Statistics, if any
7. No of programmes run by the institute, if any
8. Apart from above details, reports on prison institutions visit should contain the following additional information:
  - a. Industries in the prison;
  - b. Agricultural work, prison garden etc.;
  - c. Prison products and outlets;
  - d. Details of reformation and rehabilitation programmes etc
9. Trainee officers own opinion on the visit and about the institution
10. Key learning points.



**The following are the important institutions suggested to include in the field visit module:**

Sl. No.	Institutions	Dur.
1.	Central Prison	1 day
2.	Special Prison for Women / Open Prison	1 day
3.	Borstal School	½ day
4.	District Jail, Sub-Jail etc.	½ day
5.	Mental Health Centre / Prisoners Ward in General Hospital	½ day
6.	Juvenile Justice Board and Child Welfare Committee/ Special Home / After care Home	½ day
7.	District Police Office and District Crime Records Bureau / Police Control Room	½ day
8.	One-Stop Crisis Centre	½ day
9.	Armed Reserve Police Camp / Police Station (including Juvenile Police Unit) / Police Training School	½ day
10.	Forensic Science Lab / Regional Probation Office	½ day
11.	District Collector Office	½ day
12.	Fire and Rescue Services Station (Demo of Fire Fighting Equipments)	½ day
13.	NGOs working in Prisons	½ day
14.	District Court, CJM Courts, Human Rights Court etc.	½ day
15.	District Legal Services Authority or Taluka Legal Services Committee / Office of the Public Prosecutor	½ day
16.	State Human Rights Commission	½ day
17.	Any other institutions, as deemed relevant	1 day
<b>Total Duration</b>		<b>10 days</b>



### Training Module for Study Tour

<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>I</b>
<b>Module Title</b>	<b>Study Tour</b>
<b>Duration</b>	<b>15 days</b>
<b>Medium of Instruction / Report Making</b>	<b>English / Hindi</b>

### Introduction to the Module

Every batch of trainee officers shall be sent on study tour as part of their basic training. Through this they are exposed to the 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. The study tour shall be of 15 days duration and covering prisons and allied institution in at least 5 states. Upon completion of the study tour, a detailed tour report shall be submitted by the trainee officers in the prescribed format (**See Appendix-III & IV**).

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

<b>Sl. No.</b>	<b>Institutions</b>	<b>Minimum No. of Institutions to be visited</b>
1.	Prison Headquarters and Call on DG/IG Prisons	In 3 States
2.	Central Prison	5
3.	Special Prison for Women	2
4.	District Prison	2
5.	Special Sub-Jail / Sub-Jail	2
6.	Open Prisons/Open Camp	2
7.	State Prison Training Institute	1
8.	Institutions such as: NHRC; High Courts; BPR&D; NCRB; NICFS; NISD; NALSA; NCW; NCSC/ST/ etc.	5
<b>Total</b>		<b>22</b>



## Training Modules for Specialised Short-term Programme

<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Specialised Short-term Programme</b>
<b>Module No.</b>	<b>SSP-1</b>
<b>Module Title</b>	<b>Integrated Criminal Justice System (ICJS) and Prison Administration</b>
<b>Duration</b>	<b>2 Days</b>
<b>Medium of Instruction</b>	<b>English</b>

### Overview

The Inter-operable Criminal Justice System (ICJS) aims to integrate the Crime and Criminals Tracking Network and Systems (CCTNS) with the e-courts and e-prisons databases in the first instance and with the other pillars of the criminal justice system - Forensics, Prosecution, Juvenile homes and a nationwide Fingerprint data base of criminals. The integration will be achieved by providing access to the Judiciary, Police and Prisons through a desktop dashboard to facilitate expeditious and informed decisions and aid investigations. Training on the key aspects of ICJS including functioning of E-courts and E-prisons deemed very essential.

#### **Materials required for the sessions:**

White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, other materials as specified by the trainers etc.

<b>Sl.No.</b>	<b>Topics / Sessions</b>	<b>Duration</b>
1.	Integrated Criminal Justice System – An overview	1.5 hrs
2.	Crime and Criminals Tracking Network and Systems	1.5 hrs
3.	E-Committee for monitoring use of Information Technology and Administrative Reforms in the Indian Judiciary	1.5 hrs
4.	E-Courts	1.5 hrs
5.	E-Prisons	1.5 hrs
6.	Practical Demonstrations	4.5 hrs
<b>Total</b>		<b>12 hrs</b>

**Note:** As this training programme needs to have access to ICJS database/E-courts/ E-prisons logins, **only professionally competent and authorized officials from National Informatics Centre (NIC) / other approved organizations shall be engaged** to handle the sessions.



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Specialised Short-term Programme</b>
<b>Module No.</b>	<b>SSP-2</b>
<b>Module Title</b>	<b>Personality Development</b>
<b>Duration</b>	<b>3 Days</b>
<b>Medium of Instruction</b>	<b>English</b>

### **Overview**

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The influence of employees' personality upon the functional efficiency of an organization and has been widely recognized. The personality of individuals can also be modified to a certain extent. Accordingly, professionals in various fields started to design courses that will help develop certain positive aspects in personality. This module is specifically designed to cater to the demands of a training course on personality development organized for officers working in the prisons department, and the key objective is to improve their functional efficiency. When effectively operationalised, the module topics should ensure that participants are given adequate opportunity to gain skills that will help improve their personality and functional efficiency.

#### **Materials required for the sessions:**

White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, other materials as specified by the trainers etc.

<b>Sl.No.</b>	<b>Topics / Sessions</b>	<b>Duration</b>
1.	Communication skills within Organization	1.5 hrs
2.	Interpersonal Relations	1.5 hrs
3.	Group Dynamics and Team Building	1.5 hrs
4.	Motivation skills and Leadership	1.5 hrs
5.	Etiquettes	1.5 hrs
6.	Time Management	1.5 hrs
7.	Conflict Management and Stress Management	1.5 hrs
8.	Performance Appraisal	1.5 hrs
9.	Enhancing the Power of Mind and Positive Thinking	1.5 hrs
10.	Public Speaking Skills	1.5 hrs
11.	Professional Ethics and Morality	1.5 hrs
12.	Feed back of the Course	1.5 hrs
<b>Total</b>		<b>16 hrs</b>

**Note:** As this programme is intended to instil certain specialized skills and competencies to the prison officers, **only professionally qualified and experienced trainers with proven track record shall be engaged** to handle the sessions.



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Specialised Short-term Programme</b>
<b>Module No.</b>	<b>SSP-3</b>
<b>Module Title</b>	<b>Prison Emergencies and their Management</b>
<b>Duration</b>	<b>3 Days</b>
<b>Medium of Instruction</b>	<b>English</b>

## **Overview**

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. It is therefore needless to assert that prison department should accord greater importance to prevention and control of major incidents. The principal objective of this programme is to discuss various emergency situations in prisons and to inform the trainee officers the importance and methods of developing a strategic framework to effectively deal with such situations.

### **Materials required for the sessions:**

White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, other materials as specified by the trainers etc.

<b>Sl.No.</b>	<b>Topics / Sessions</b>	<b>Duration</b>
1.	Safety and security in prisons: An overview of Prison Emergencies	1 hr
2.	Hostage situations	2 hrs
3.	Escapes and outbreaks	2 hrs
4.	Fire accidents	1 hr
5.	Deaths and other medical emergencies in prisons (including self-harming)	3 hrs
6.	Hunger strikes and mass agitations	2 hrs
7.	Riots, inmate clashes and assault on staff – Dealing with formation of groups /gangs.	3 hrs
8.	Dealing with high risk offenders in prisons	2 hrs
9.	Prison incidents: Dynamic security, Staff accountability and Legal implications – Procedures to be followed after occurrence of incidents like preservation of evidence, intimation, enquiry etc.	2 hrs
10.	Developing a strategic framework to deal with prison emergencies	2 hrs
<b>Total</b>		<b>20 hrs</b>

**Note:** As this programme is intended to instil certain specialized skills and competencies to the prison officers, **only professionally qualified and experienced prison officers and other experts with proven track record shall be engaged** to handle the sessions.



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Specialised Short-term Programme</b>
<b>Module No.</b>	<b>SSP- 4</b>
<b>Module Title</b>	<b>Gender Sensitization</b>
<b>Duration</b>	<b>3 Days</b>
<b>Medium of Instruction</b>	<b>English</b>

### **Overview**

Gender sensitization is a basic requirement for the normal development of an individual. Without being sensitive to the needs of a particular gender, an individual may refrain from understanding the opposite gender and in some acute cases even him or herself. Prison officers need to develop and exhibit a gender sensitive approach in their profession. This course is intended to sensitize and help them have necessary knowledge and skills in gender related issues.

#### **Materials required for the sessions:**

White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, other materials as specified by the trainers etc.

<b>Sl.No.</b>	<b>Topics / Sessions</b>	<b>Duration</b>
1.	Social Construction of Gender	1.5 hrs
2.	Crime, Women, and Violence Against Women	1.5 hrs
3.	Representation of Women in Media	1.5 hrs
4.	Gender and Human Rights Abuses in Prisons	3 hrs
5.	Gender Sensitivity and Prison Personnel	1.5 hrs
6.	Gender-sensitive Prison Management - Women and Third Gender – Women Friendly Prisons	1.5 hrs
7.	The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.	3 hrs
8.	Institutional Mechanisms for Grievance Redressal of Women Staff	1.5 hrs
9.	Management of Women Prisoners: From the Field- Case Studies	3 hrs
<b>Total</b>		<b>18 hrs</b>

**Note:** As this programme is intended to instil certain specialized skills and competencies to the prison officers, **only professionally qualified and experienced trainers/faculty with proven track record in Gender Sensitization shall be engaged** to handle the sessions.



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Specialised Short-term Programme</b>
<b>Module No.</b>	<b>SSP-5</b>
<b>Module Title</b>	<b>Search Procedures and Techniques</b>
<b>Duration</b>	<b>1 Day</b>
<b>Medium of Instruction</b>	<b>English</b>

### **Overview**

Searches are undertaken in prison institutions to rid them of undesired items and contrabands, which can be used to compromise the security of the prison. Contrabands inside a prison institution can have disastrous effects on the security and orderly running of the institution. It is therefore the responsibility of prison officers to be alert for contrabands at all times. They need to be aware of what to look for, where to look for it, and how to look for it so that searches are effective. This short-term programme helps trainee officers sharpen their searching skills to ensure that prisons get rid of all contrabands. This programme is divided into sub-sections that deal with techniques for clothed body searches, unclothed body searches and cell or area searches. The lecturing / presentation session shall be followed with a visit to nearby prison institution to have demonstration and practical sessions on how to conduct searches.

#### **Materials required for the sessions:**

White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, service rules, other materials as specified by the trainers etc.

<b>Sl.No.</b>	<b>Topics / Sessions</b>	<b>Duration</b>
1.	<b>Contrabands:</b> Prohibited articles – Smuggling, Usage and Prevention: An overview. <b>Searches:</b> Reasons for searching; Principles of searches; Importance of Searches: Channels for the Inflow of Contrabands - Types of Searches: Strip or Visual Search; Security search/check (1. Locks and doors, 2. Bars and grills, 3. Windows and screens, 4. Electrical outlet and fixtures, 5. Wash rooms, 6. Supply, storage and cleaning rooms, 7. Miscellaneous areas and equipment); Routine search; Surprise search - Principles of Searching-1) Systematic, 2) Thorough, 3) Objective - Searching of visitors - Searching of staff - Searching of prisoners. <b>Procedures:</b> Procedures to be followed after confiscation/seizure of contrabands.	4.5 hrs
2.	Demonstration / Practical at Prison	3 hrs
<b>Total</b>		<b>7.5 hrs</b>

**Note:** As this programme is intended to instil certain specialized skills and competencies to the prison officers, **only senior officers having expertise and substantial experience in searches and contrabands seizing shall be invited to handle the sessions.**



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Specialised Short-term Programme</b>
<b>Module No.</b>	<b>SSP-6</b>
<b>Module Title</b>	<b>First Aid and CPR</b>
<b>Duration</b>	<b>1 Day</b>
<b>Medium of Instruction</b>	<b>English</b>

### Overview

Medical emergencies can happen every day, in any setting including prisons. People are injured in situations like falls or accidents, or they develop sudden illnesses, such as heart attack or stroke. Prison officers are in charge of several hundred people on a 24/7 basis, it is possible that they might have to deal with an emergency situation someday. This short-term programme is intended to provide basic knowledge and skills required to deal with emergency medical situations.

#### **Materials required for the sessions:**

White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, other materials as specified by the trainers etc.

<b>Sl.No.</b>	<b>Topics / Sessions</b>	<b>Duration</b>
1.	Before Giving Care and Checking an Injured or Ill Person - Cardiac Emergencies and CPR - Other Emergencies – Choking; Electric Shock; Poisoning (Artificial, Animal bites, Snake bites and Stings, Plants etc.); Lightning; Falling; Wounds, Fractures and Burns etc.	3 hrs
2.	Demonstration of various first aid/CPR methods and hands-on sessions including transportation of patients and injured.	3 hrs
<b>Total</b>		<b>6 hrs</b>

**Note:** As this programme is intended to instil certain specialized skills and competencies to the prison officers, **only qualified and experienced medical and paramedical professionals/trainers with proven track record shall be engaged** to handle the sessions.



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Specialised Short-term Programme</b>
<b>Module No.</b>	<b>SSP-7</b>
<b>Module Title</b>	<b>Prevention of Suicides in Prisons</b>
<b>Duration</b>	<b>1 Day</b>
<b>Medium of Instruction</b>	<b>English</b>

## Overview

Prison suicide is a major problem today. Prison inmates are more likely than people in the general population to have the most common risk factors for suicide. Prison officers need to be aware of their role in identifying and preventing inmate suicide. They must be able to recognize warning signs that signals inmates may be considering and contemplating suicide.

The prison officers must be able to respond correctly to suicidal behaviour. They also need to follow-up on and monitor inmates who have been identified as potentially suicidal. This specialized training programme is intended to inform staff about the importance of staff's efforts to prevent suicides and provide basic skills and techniques for identification and responding to suicides in prisons.

(Suicide is an issue which is closely connected with medical care and safety. Hence it is suggested that programmes on **Medical Emergencies, First Aid and CPR** and **Prevention of Suicides in Prisons** are combined and conducted on the same day.)

### **Materials required for the sessions:**

White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, service rules, other materials as specified by the trainers etc.

<b>Sl.No.</b>	<b>Topics / Sessions</b>	<b>Duration</b>
1.	Suicide in Prisons: Introduction - Preventing Prison Suicides: Role of Prison Officer	1.5 hrs
2.	Identifying Suicidal Inmates - Responding to Suicidal Inmates – Monitoring: Following-up on Suicidal Inmates - Following suicide-coping for self and others.	4.5 hrs
<b>Total</b>		<b>6 hrs</b>

**Note:** As this programme is intended to instil certain specialized skills and competencies to the prison officers, **only experienced senior officers, medical and other professionals having considerable expertise in suicide detection and prevention (especially in prison setting) shall be engaged** to handle the sessions.



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Specialised Short-term Programme</b>
<b>Module No.</b>	<b>SSP-8</b>
<b>Module Title</b>	<b>Building Maintenance and Electrical Safety</b>
<b>Duration</b>	<b>1 Day</b>
<b>Medium of Instruction</b>	<b>English</b>

### Overview

Building Maintenance includes general repairs to buildings and preventive maintenance of systems and equipment. It is important for prison officers to know about basic building maintenance. They have to make sure that prison buildings, walls and other structures are in good condition in order to ensure their own and prisoners' safety as well as prevent escapes and accidents. Similarly, safe measures to prevent electricity related accidents are also required. Working with electricity can be dangerous. Electricity has long been recognized as a serious workplace hazard. Necessary precautions must be taken to protect inmates and staff from dangers such as electric shock, electrocution, fires, and explosions. This specialized session is intended to provide them basic knowledge and skills in these topics.

#### **Materials required for the sessions:**

White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, other materials as specified by the trainers etc.

<b>Sl.No.</b>	<b>Topics / Sessions</b>	<b>Duration</b>
1.	Basics of building maintenance: General repairs – Preventive maintenance	3 hrs
2.	Electricity: Safety Measures; Precautions; Do's and Don'ts	3 hrs
<b>Total</b>		<b>6 hrs</b>

**Note:** As this programme is intended to instil certain specialized skills and competencies to the prison officers, **only professionally qualified and experienced engineers / safety experts with proven track record shall be engaged** to handle the sessions.



<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Module Category</b>	<b>Specialised Short-term Programme</b>
<b>Module No.</b>	<b>SSP-9</b>
<b>Module Title</b>	<b>Basics of General Office Procedure, Service Rules Financial Regulations, Vigilance and Anti-Corruption Measures in Prisons</b>
<b>Duration</b>	<b>3 Days</b>
<b>Medium of Instruction</b>	<b>English</b>

### **Overview**

Prison officers, in their day-to-day affair, have to deal with several files and other documents. It, therefore, necessary for them to know basics of filing procedure, review of performance, observance of punctuality, maintenance of proper office decorum, confidentiality and secrecy of papers, etc. They are also required to know financial rules, service rules etc. This session is aimed to provide to them with basics of general office procedures, financial regulations and service rules. This course also intended to impart basic awareness about vigilance and anti-corruption measures in prisons.

#### **Materials required for the sessions:**

White board, marker, LCD projector, computer, power point presentations, printed handouts on each topics, videos, service rules, other materials as specified by the trainers etc.

<b>Sl.No.</b>	<b>Topics / Sessions</b>	<b>Duration</b>
1.	General Office Procedure	3 hrs
2.	Service Rules	3 hrs
3.	Financial Regulations and Management – E-tender – Latest Govt. Orders on Financial Matters.	4.5 hrs
4.	Departmental Enquiry - Report Writing - Drafting Skills etc.	4.5 hrs
5.	Vigilance and anti-corruption	3 hrs
<b>Total</b>		<b>18 hrs</b>

**Note:** As this programme is intended to instil certain specialized skills and competencies to the prison officers, **only experienced senior officers having expertise in service rules financial management and administrative matters shall be engaged** to handle the sessions.



## **Training Module for Phase-I: Stage-II of Training**

Phase-I: Stage-II of the Basic Training will be of one month duration (9<sup>th</sup> Months of the Training). This Stage is dedicated for conduction of examination, evaluation, practice of passing out parade etc. A general outline of Phase-I: Stage-2 is given below:

### **Examination, Evaluation and Passing out Parade**

#### **Allocation of Days in Phase-I: Stage-II**

<b>Sl. No.</b>	<b>Purpose</b>	<b>No. of Days Allotted</b>
1.	Firing test / examination	1 day
2.	Outdoor examination	1 day
3.	Written examination for indoor modules	10 days
4.	Viva voce	1 day
5.	Ceremonial parade practice (POP)	10 days
6.	Passing Out Parade	1 day
<b>Total Number of Days</b>		<b>24 days</b>

### **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**

<b>Sl.No</b>	<b>Subject</b>	<b>Duration</b>	<b>Max. Marks</b>
<b>Indoor</b>			
1.	Prison and Correctional Administration	3 hrs	100 marks
2.	Criminology and Victimology	3 hrs	100 marks
3.	Penology and Alternatives to Imprisonment	3 hrs	100 marks
4.	Psychology	3 hrs	100 marks
5.	Sociology and Social Work	3 hrs	100 marks
6.	Criminal Laws and Special Acts	3 hrs	100 marks
7.	Human Rights and Good Prison Management	3 hrs	100 marks



8.	Constitution of India	1.5 hrs	50 marks
9.	Criminal Justice System	1.5 hrs	50 marks
10.	Forensic Science	1.5 hrs	50 marks
11.	Management Principles for Prison Officers	1.5 hrs	50 marks
12.	Technology in Prison Administration	1.5 hrs	50 marks
	<b>Sub-Total (Indoor)</b>		<b>950 marks</b>
<b>Outdoor</b>			
13.	Physical Training	30	
14.	Squad Drill	30	
15.	Knowledge and Ability	30	
16.	Command and Control	20	
17.	Sword Drill	5	
18.	Lathi Drill	15	
19.	Shooting	40	
20.	Sports and Games	10	
21.	Unarmed combat	20	
	<b>Sub-Total (Outdoor)</b>		<b>200 Marks</b>
<b>Other Forms of Assessment</b>			
22.	Internal Assessment	50 marks	
23.	Viva-Voce	100 marks	
24.	Director Assessment	100 marks	
	<b>Sub-Total (Other Forms of Assessment)</b>		<b>250 marks</b>
	<b>Grand Total</b>		<b>1400 marks</b>



## Question Paper Pattern

### **1. For the Subjects Covered Under Indoor Main Modules:**

- Question paper will comprise of three parts, Part – A (50 marks); Part – B (30 marks) and Part – C (20 marks).
- Part A will have 25 objective type questions of one word answers (without choice) carrying 2 marks each. The questions should be prepared in the following format:
  - 5 questions in match-the-following format;
  - 5 questions in choose the correct answer format;
  - 5 questions in True or False format;
  - 5 questions in Fill in the blanks format; and
  - 5 questions in one- word answers.
- Part B will have 10 short note type questions, out of which 6 questions to be answered, each answer carries 5 marks.
- Part C will have four essay type questions, out of which 2 questions to be answered, each answer carries 10 marks.

### **2. For the Subjects Covered Under Indoor Subsidiary Modules:**

- Part B will have 7 short note type of questions out of which the trainee officers have to answer for 4 questions each answer carries 5 marks. Part C will have two essay type questions out of which 1 answer to be written each answer carries 10 marks.
- Question paper will comprise of three parts, Part – A (20 marks); Part – B (20 marks) and Part – C (10 marks).
- Part A will have 10 questions for one word answers (without choice) carrying 2 marks each. The questions should be prepared in one or two of the following format:
  - Match-the-following format;
  - Choose the correct answer format;
  - True or False format;
  - Fill in the blanks format; and
  - One- word answers.
- Part B will have 7 short note type questions, out of which 4 questions to be answered, each answer carries 5 marks.
- Part C will have two essay type questions, out of which one question to be answered, answer carries 10 marks.

### **Setting of Question Paper:**

Confidentially and reliably prepared question paper is the basic tool for unbiased examination. Sometimes question papers are under debate for their level of standard and reliability. The work of question paper setting and evaluation is very important



in any training set up, particularly when trainee officers come from different educational backgrounds. As question paper preparation is highly confidential, it should always be done by external examiners such as senior prison officers for the subject of Prison and Correctional Administration and subject experts for other subjects either from Universities or locally reputed colleges with proven track records.

### **Evaluation of Answer Papers:**

To avoid controversies and also to have transparency, evaluation of answer sheets should also be done by external examiners such as senior prison officers and subject experts from Universities or locally reputed colleges with proven track records.

### **Revaluation of Answer Papers:**

The Director / Head of Training Academy shall avail the services of an expert in the concerned subject for revaluation of any answer sheet/s in case of any request/ appeal over the evaluation of such answer sheet/s subject to payment of prescribed revaluation charges by the trainee officer.

### **Minimum Marks and Attendance Required Passing the Examination:**

Minimum percentage of marks required for successful completion of the course is 40% in each subject.

A minimum of 85% class attendance is required to pass the training successfully.

### **Grace Marks:**

The head of the training institute is empowered to grant grace marks to the failed trainee officers on the following scale and conditions:

- A trainee officer who has failed in any number of subjects may be given grace marks, up to 5 marks for the failed subjects, so as to pass him in all the subjects. The final mark after grace marks may not exceed minimum pass mark required (i.e., 40 marks)
- If a trainee officer has passed in all the subjects except one, then a maximum of 10 marks can be given as grace marks to failed subject so as to make him pass. The maximum marks so obtained shall not exceed the minimum marks required for pass (i.e., 40 marks)
- The maximum grace marks given to the candidate in all subjects together, shall not exceed a total of 20 marks.

### **Internal Assessment:**

Internal assessment is done by the faculty members and instructors, who are handling indoor and outdoor subjects. Internal assessment marks are given by the



faculty members and instructors (after conferring and discussion among themselves) on criteria basing on the discipline, respect, punctuality in indoor and outdoor classes, attendance during training, behaviour in class room, ground, hostel and mess, smartness, turn out in uniform and positive attitude towards training.

### **Viva Voce:**

Viva voce is conducted as the final step of evaluation to have an overall assessment of the trainee officers' performance. It is conducted in a face-face manner to examine the officer's knowledge and understanding of the indoor and outdoor subjects. It is to determine what was learnt during training and what is the knowledge generated by the individual to affiliate him to prison work.

A senior prison officer in the rank of Deputy Inspector General of Prisons or above shall be invited as external examiner for the Viva Voce. The external examiner will, together with internal examiners, carry out a detailed oral examination of the trainee officer and provide an assessment about the trainee officer's performance. A thorough examination is also done on all the reports prepared by the trainee officer, viz., Field visit report, Study tour report, Assignments etc. during Viva Voce.

### **Director's Assessment or Assessment of the Head of the Training Institute/Academy**

Director or head of the training institute will have powers to award 100 marks basing on his assessment of the trainee officers during Viva. These marks are awarded basing on the overall performance (as observed by the director/head) of officers in indoor, outdoor, discipline and interest shown in all the activities throughout the training.

### **Passing out Parade Practice:**

Normally, the training should culminate in a Passing out Parade. Ceremonial parade practice for at least a period of fifteen days shall be conducted in this regard.

### **Best All Rounder Medal:**

Medals are awarded in recognition of those who have performed well in training, exhibited good behaviour and shown positive attitude towards training. Medals will boost the morale of officers and develop a sense of belongingness to the department. Best All Rounder Medal should be awarded to an officer who has performed extremely well in examinations and consistently well in overall training.



### **Eligibility criteria for Best All Rounder:**

1. The trainee officer should have passed in all subjects and secured first class or distinction; should not have been given grace marks to pass in a subject or subjects.
2. The trainee officer should not have involved in any misbehaviour and should not have come to any adverse notice during the entire training period including phase - 2 and phase-3 training

### **Best in Outdoor Medal:**

There shall be a Medal for best in Outdoor for all the batches.

### **Other Medals**

Basing on the need and availability, medals can be awarded in other subjects such as Best in Subjects (overall or individual subjects), and Best in shooting etc.

### **Disqualification for award of medal:**

Trainee officer with persistent misconduct during training period may be disqualified even when he or she scores highest mark in subject/ subjects and the same may be awarded to next candidate who scores the 2<sup>nd</sup> highest mark with good conduct and character, by overlooking the first candidate.



## **VII. Introduction to Phase-II of Training: Institutional Attachment**

It is essential that every trainee prison officer should have practical knowledge of the operational areas and responsibilities they are going to undertake on completion of their training. This Second Phase of training, i.e., **Institutional Attachment**, will help them to have exposure to field of prisons and correctional administration. This is also a module for application of the knowledge imparted to them through the theoretical training in the first 9 months (First Phase of Training) in the training institution. During the Institutional Attachment period, the trainee officers will be assigned to different types of prisons, from Sub Jails to Central Prisons and other stakeholder institutions in criminal justice system such as police, prosecution, courts etc. for a prescribed duration. During this period, the trainee officer will remain under the administrative control of the training academy. The training academy shall continue to supervise the performance of trainee officers by engaging its faculty members (Faculty Coordinators for Field Attachment) to supervise such field attachment through constant touch with institutions of attachment. The faculty will also visit the institutions of attachment and the trainee officers and report the progress to the head of training academy. However, the responsibility of daily supervision and guidance for the trainee officers will remain with the head of respective prisons / institutions.

### **Confidential Report by the Head of Prisons/Institutions of Attachment**

On completion of such field attachment, the training academy shall seek a confidential report from heads of those institutions for assessing the trainee officer's field performance.

#### **Note:**

*The trainee officer shall follow the superintendent/head of the institution everyday on his rounds and take down notes which will be submitted to Superintendent daily along with the details of work assigned to him and learning points for his perusal. This will be finally submitted to training institute in the form of a report.*



### Training Module for Institutional Attachment

<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>II</b>
<b>Module Title</b>	<b>Institutional Attachment</b>
<b>Duration</b>	<b>3 Months (75 Working Days)</b>
<b>Medium of Instruction / Communication</b>	<b>English / Hindi / Vernacular</b>

<b>Day/s</b>	<b>Programme</b>	<b>Dur.</b>
1 <sup>st</sup> day	<ul style="list-style-type: none"> <li>▪ <b>Visit to State Prison Headquarters</b> for orientation about the overall functioning of the Prison Department and organization of headquarters.</li> </ul>	1 day
2 <sup>nd</sup> day	<ul style="list-style-type: none"> <li>▪ <b>Visit to office of the Deputy Inspector General of Prisons</b> and orientation.</li> </ul>	1 day
3 <sup>rd</sup> day	<ul style="list-style-type: none"> <li>▪ <b>Commencement of attachment at Central Prison.</b></li> <li>▪ Meeting with the Superintendent and other senior officers.</li> <li>▪ General orientation. <i>(In case of women trainee officers exclusively recruited to work in Women Prisons, instead of Central Prison such women trainee officers may be attached to Women Prison and follow the following pattern of attachments).</i></li> </ul>	1 day
4 <sup>th</sup> - 6 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Warders' Duties</li> </ul>	3 days
7 <sup>th</sup> -9 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Head/Chief Warder's Duties</li> </ul>	3 days
10 <sup>th</sup> -12 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Main Gate Operations</li> </ul>	3 days
13 <sup>th</sup> -15 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Kitchen and Food Supply</li> </ul>	3 days
16 <sup>th</sup> -18 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Prison Industries</li> </ul>	3 days
19 <sup>th</sup> -21 <sup>st</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Interview Management</li> </ul>	3 days
22 <sup>nd</sup> -24 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Prison Hospital and Medical Care</li> </ul>	3 days
25 <sup>th</sup> -27 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Central Tower Duty</li> </ul>	3 days
28 <sup>th</sup> -30 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Remission</li> </ul>	5 days
31 <sup>st</sup> -32 <sup>nd</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Establishment</li> </ul>	2 days



33 <sup>rd</sup> -34 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Canteen Management.</li> </ul>	2 days
35 <sup>th</sup> -36 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Library, School, Other Recreational Facilities etc.</li> </ul>	2 days
37 <sup>th</sup> -39 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with Jailor's Office</li> </ul>	3 days
40 <sup>th</sup> day	<ul style="list-style-type: none"> <li>▪ <b>Commencement of attachment at Open Prison.</b></li> <li>▪ Meeting with the Superintendent and other officers.</li> <li>▪ General orientation.</li> </ul>	1 day
41 <sup>st</sup> -43 <sup>rd</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with various sections/areas in the open prison.</li> </ul>	3 days
44 <sup>th</sup> day	<ul style="list-style-type: none"> <li>▪ <b>Commencement of attachment at District Prison.</b></li> <li>▪ Meeting with the Superintendent and other officers.</li> <li>▪ General orientation.</li> </ul>	1 day
45 <sup>th</sup> -47 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with various sections/areas in the district prison.</li> </ul>	3 days
48 <sup>th</sup> -50 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ Attached with <b>Special Sub Jail/Sub Jail.</b></li> <li>▪ Orientation and learning of key aspects of general management and administration.</li> </ul>	3 days
51 <sup>st</sup> -52 <sup>nd</sup> days	<ul style="list-style-type: none"> <li>▪ Learning of Activities done by NGOs (Prison related)</li> </ul>	2 days
53 <sup>rd</sup> -54 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ <b>Attached with Police Station</b></li> </ul>	2 days
55 <sup>th</sup> -56 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ <b>Attached with District Police Office</b></li> </ul>	2 days
57 <sup>th</sup> -58 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ <b>Attached with District Collector &amp; District Magistrate Office</b></li> </ul>	2 days
59 <sup>th</sup> -60 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ <b>Attached with District Court</b></li> </ul>	2 days
61 <sup>st</sup> -62 <sup>nd</sup> days	<ul style="list-style-type: none"> <li>▪ <b>Attached with CJM Court</b></li> </ul>	2 days
63 <sup>rd</sup> -65 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ <b>Attached with Taluk / District / State Legal Services Authority</b></li> </ul>	3 days
66 <sup>th</sup> -67 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ <b>Attached with Office of the Public Prosecutor</b></li> </ul>	2 days
68 <sup>th</sup> -69 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ <b>Attached with JJB and CWC</b></li> </ul>	2 days
70 <sup>th</sup> day	<ul style="list-style-type: none"> <li>▪ <b>Attached with Forensic Science Lab</b></li> </ul>	1 day
71 <sup>st</sup> -73 <sup>rd</sup> days	<ul style="list-style-type: none"> <li>▪ <b>Attached with PWD office</b></li> </ul>	3 days
74 <sup>th</sup> -75 <sup>th</sup> days	<ul style="list-style-type: none"> <li>▪ <b>Report back to Central Prison and Completion of Institutional Attachment.</b></li> </ul>	2 days
	<b>Total Duration</b>	<b>75 days</b>



## **VIII. Introduction to Phase-III of Training: Debriefing and Performance Appraisal on Trainee Officers' Institutional Attachment**

A 2-week long Phase-III is included as the last part of Basic Training of Prison Officers. On completion of the Phase-II of training, i.e., Institutional Attachment, the trainee officers will report back at the training academy for this Phase-III. The key objective of this Phase-III is feedback on Institutional Attachment and Debriefing.

### **Assessment and Evaluation**

There shall also be an assessment and evaluation on the performance of trainee officers' institutional attachment during this phase (last 2 days are earmarked for this. See the table below).

This assessment and evaluation will be done by a panel consisting of the Director/ Head of the training academy and faculty coordinators for field attachment.

A maximum of 100 marks allotted for this phase.

### **Method of Assessment and Evaluation and Marks**

Evaluation of	Maximum marks
Confidential report submitted by the heads of prisons/ institutions of attachment	20
Reports on filed attachment submitted by the trainee officer	30
Presentations by the trainee officer during debriefing	50
<b>Total</b>	<b>100</b>



## Training Module for Debriefing and Performance Appraisal on Trainee Officers' Institutional Attachment

<b>Training Manual Title</b>	<b>Training Manual of Basic Course for Prison Officers</b>
<b>Training Phase</b>	<b>III</b>
<b>Module Title</b>	<b>Debriefing and Performance Appraisal on Trainee Officers' Institutional Attachment</b>
<b>Duration</b>	<b>2 Week (12 working Days) *</b>
<b>Medium of Instruction</b>	<b>English</b>

<b>Day/s</b>	<b>Programme</b>	<b>Dur.</b>
1 <sup>st</sup> day	▪ Report at the Academy ▪ Orientation about the Phase-III	1 day
2 <sup>nd</sup> day	▪ General Overview of Institutional Attachment and Submission of Reports (own reports about institutional attachment and report from supervising officer).	1 day
3 <sup>rd</sup> -4 <sup>th</sup> day	▪ Debriefing on Attachment at Central Prison.	2 days
5 <sup>th</sup> day	▪ Debriefing on Attachment at District Prison.	1 day
6 <sup>th</sup> day	▪ Debriefing on Attachment at Open Prison.	1 day
7 <sup>th</sup> day	▪ Debriefing on Attachment at Special/Sub Jail.	1 day
8 <sup>th</sup> day	▪ Debriefing on Attachment at Police Institutions	1 day
9 <sup>th</sup> day	▪ Debriefing on Attachment at Judicial Institutions	1 day
10 <sup>th</sup> day	▪ Debriefing on Attachment at other Institutions	1 day
11 <sup>th</sup> -12 <sup>th</sup> day	▪ Assessment and evaluation	2 days

\*If the number of trainees is less than 30, then the debriefing period will be reduced to one week.

### **Preparation of Final Rank List and Fixing of Seniority**

The final rank list of trainee officers will be prepared on completion of this Phase. The ranking will be done after totalling the marks secured in Phase-I (out of 1400) and Phase-III (out of 100). i.e., total marks secured out of 1500 marks.

This rank list will be sent to the concerned state headquarters for fixing of the seniority of the trainee officer.



## Part-C APPENDICES

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### **Appendix-I** **About Advisory Committee for Training Institute**

**Purpose:**

Advisory committee plays a key role in examining the quality of training and recommending changes that are required to be made in the training curriculum. The suggested advisory committee consists of an equal representation from the prison department as well as academicians. Professionals from the field and subject experts from academics review training methodology and content from time to time and suggest changes wherever necessary.

**Formation of advisory Committee:**

1. The advisory committee will consist of the Director / head of the training institute, senior prison officers and subject experts in the concerned subjects. The Director / Head of the institute will be the Member-Secretary.
2. Total number of members in the advisory committee in normal course is seven to eight members. A minimum of three senior officers should be part of committee and Subject experts in Criminology, Psychology, Law and Sociology/ social work should also be part of the committee.
3. Among the experts one will be selected as Chairman, Advisory committee to conduct the meeting. Other senior officers and subject experts will be the Members of the Board of Studies.
4. The term of Advisory committee will be three years from the date of reconstitution.
5. The Advisory committee shall advise the training institute on the Syllabus, development of training manuals and other aspects of training.
6. The Advisory committee shall meet once in a year and eligible for moderate honorarium, TA and DA as fixed by the concerned state governments
7. The quorum for the meeting will be Chairman, 3 Members and Member – Secretary i.e. 5 Members.
8. It shall also be open for the Member-Secretary of the Advisory committee to obtain the opinion of the Board of Studies by circulation in consultation with the Chairman, Advisory committee



## **Appendix-II** **Handbook for Trainee Officers**

### **Introduction:**

Training in Correctional methods and Prison Management is being imparted to you with an intention to improve the existing conditions in Prisons and other related institutions. As you are aware, great costs are involved in training you. While you are under training, you should remember that your behaviour is being evaluated every moment and this evaluation matters much in your life. Training is facility. It is a continuous process. It equips you well to face people, to face situations, to encounter challenges or injustice and it keeps you prepared to face anything that comes in your way. Please do take it with the right spirit and try to derive the maximum benefit out of it. Please do not forget that you are representing not only yourself but your institution and your State. Any negative image created by you will tell upon the others too.

### **General Instructions to Trainee Officers:**

The trainee officers are instructed to strictly observe the following rules and regulations during their training period at the academy/ Institute in order to maintain the discipline and decorum of the institute as a whole.

1. The trainee officers shall at all time show proper respect to the officers of the Institute, teaching faculty and instructors and all other officers of higher ranks by wishing appropriately.
2. Trainee officers shall not enter the office on any account. They are advised to contact officers or teaching faculty only who in turn will help them to solve their problems.
3. Trainee officers shall not smoke in the premises of the training institute.
4. All the trainee officers shall follow the dress code prescribed in the Mess.
5. Trainee officers shall maintain absolute discipline, conduct and order both in the Institute and outside.
6. 85% attendance is compulsory in both theory and outdoor to enable the officer to appear for the final examination.
7. No Casual Leave / Earned Leave shall be granted except in emergency circumstances.
8. The Trainee Officers can be granted Casual Leave and permission on Institute Holidays at the discretion of the Director/ Head of the training institute for sufficient reasons. Trainee officers are directed to contact the lecturer in charge of training for leave and permission.
9. Trainee Officers are solely responsible for all the articles issued to them such as articles provided in the rooms / dormitory and outdoor materials, games articles, Library books etc., and the loss and damage will be borne by them.
10. One of the trainees will be required to perform the functions of the duty officer every day, as per the detailed list put up by the Warden.
11. Trainee officers are required to participate actively and necessarily in Seminars, Group Discussion etc., during the training.



### **Daily Routine for the Trainee Officers:**

#### **A. Out-door Activities**

05.50 a.m	Fall in
06.00 a.m -06.40 a.m	P.T.
06.40 a.m -06.55 a.m	Change of Uniforms
07.00 a.m – 08.00 a.m	Parade & Musketry
08.00 a.m- 09.00 a.m	Bath and Breakfast
05.00 pm- 06.00pm	Karate / Games /Yoga / Driving etc.,

#### **Note:**

- 1) Outdoor activities shall commence at 6.00 a.m. during summer and 6.30 a.m. during winter.

#### **B. Indoor Activities**

09.00 a.m- 09.50 a.m.	Library
10.00 a.m – 11.30 a.m	First session
11.30 a.m – 11.45 am	Tea Break
11.45 am – 01.15 p.m	Second session
01.15 p.m – 02.00 pm	Lunch Break
02.00 p.m.-02.30 p.m.	Rest / Library
02.45 p.m.- 04.15 p.m	Third session
04.15p.m.-04.30 p.m	Evening Tea/ Coffee Break
04.55 p.m	Fall in
05.00 pm- 06.00 pm	Games / Karate / Yoga etc.
08.00 pm – 08.50 p.m	Dinner
09.00 p.m. /09.30 p.m. (on Saturdays & Sundays)	Roll Call

#### **Note:**

- i) Sunday is a holiday for the Institute.
- ii) All the trainee officers from uniformed service shall attend P.T., Parade, Musketry, Karate and games and Officers of Non-Uniformed Service will attend P.T. and Games.
- iii) There will be Yoga / Meditation on Tuesdays and Karate classes on Thursdays.
- iv) On Friday a 'Shramadaan' will be conducted from 6.30 a.m to 8.00 a.m. All the trainees including those who are exempted from outdoor shall attend the Shramadaan.
- v) No Lecture sessions on Saturday afternoon. However other related works if allotted are carried out by the Trainee officers.
- vi) Trainee officers should submit the reports assigned to them in time.



### Hostel Regulations

1. The rooms of the trainee officer and the Hostel premises will be inspected by the Director at 9.30 a.m on Tuesdays in addition to the surprise visits by Deputy Director and also by Director.
2. Trainee Officers shall take utmost care of the furniture and other items provided for them in their rooms. Under no circumstances should any item be removed from the hostel or tampered with.
3. The trainee officers are responsible for the damage or loss of any articles supplied to them. Full cost for the damages or loss will be recovered from them.
4. The trainee officers shall stay in the respective rooms allotted to them and shall not change rooms under any circumstance unless permitted by the Director / Head of the training institute
5. Trainee officers shall use water and electricity economically and carefully. They shall switch off the lights and fans, when they leave their rooms. They will be suitably fined if they fail to do so.
6. Trainee officers are advised not to keep valuable things in their rooms and if they do so, it shall be purely at their responsibility and risk.
7. Guests of the trainee officers shall not be permitted to stay in Hostel Rooms.
8. Female Visitors shall be allowed only in the Visitor's lounge of the Institute.
9. No male trainee officer shall enter female trainees' room and no female trainee officer shall enter male trainees' officers room on any account.
10. No trainee officer shall tamper with T.V. & Video installed in the hostel.
11. Gambling of any nature and taking alcohol are not permitted inside the hostels.
12. There will be roll call every night at 09.00 pm and at 09.30 pm on Saturdays and Sundays by the Warden
13. Every trainee officer shall be present in his room after roll call during night. He shall obtain prior written permission from the Warden if he/ she wants to return late to the hostel or if he/ she remains out.
14. Beyond the roll call time, every trainee officer is expected to remain in his room and shall not play songs through mobile, lap top etc., to the disturbance of others.

### Mess Regulations

Food will be served during the following timings:

Sl.No.	Time	Mess
1.	5.30 a.m to 5.45a.m	Bed Tea/ Coffee
2.	8.00 a.m to 9.00 a.m	Breakfast
3.	1.15p.m to 2.00 p.m	Lunch
4.	4.30 p.m to 4.45 p.m.	Tea/ Coffee
5.	8.00 p.m. to 9.00 p.m.	Dinner

**Note:**

1. On Saturdays and Public Holidays, dinner will be served up to 9.30 p.m.
2. Limited Guests of the trainees officers are permitted to dine in the mess on payment, at the discretion of the Warden. For this, prior written permission should be obtained from the Warden, well in advance.
3. Food will never be served in the rooms of the trainee officers, except under special circumstances like illness, with the permission of the Warden. Similarly food will not be carried to Guests of the trainee officer outside the Mess.
4. Mess timings should be strictly adhered to and any trainee officer coming after the mess timings shall not be served the tea, breakfast or any meal.
5. There is a mess committee formed by the warden consisting of Mess Secretary and mess committee members to discuss issues relating to mess, menu and food.
6. No trainee officer shall involve himself in unnecessary arguments and discussion with the cooks and the hostel servants regarding quality and quantity of the food served to them and any complaints about the servants of the mess shall be reported to the hostel warden, through the mess secretary or the duty officer.
7. Every day one officer is detailed as duty officer, by the warden. The duties of the duty officer are as follows:
  - i) To present the trainee officers to the M.I. & K.I for morning P.T. Parade & evening Games & Karate classes.
  - ii) To see that the bed coffee is prepared and kept ready for the trainee officers.
  - iii) To be present, to supervise that the food is prepared in a clean, healthy and tasty manner and the food is equally distributed among all the trainee officers in time.
  - iv) To maintain the Duty register and record all the important events of the day. The duty officers report book should be submitted to the Warden & Deputy Director daily.
  - v) To supervise the activity in the Kitchen and in the dining hall so that there is no untoward incidents and to report if any to the Warden and to record in the Duty Register immediately.
  - vi) To stop pilferage at the dining hall, by anybody and to report, if any, to the warden.
  - vii) To hand over charge and duty officers book to the next day's officer during the night.
  - viii) To carry out any other such specific duties assigned to him by the director, deputy director and warden.
8. The trainee officers shall not enter the Kitchen and the Store room at any cost and disturb the mess arrangements.
9. The trainee officers shall maintain utmost cleanliness of the Mess premises. Throwing the eatables while eating, by throwing over cigarette butts, spitting the pan, throwing letters or bits of paper etc., is prohibited.
10. The officers should not wash their hands in the court yard of the Mess or in the plates.
11. A sum of Rs.1,000/- shall be paid as Caution Money Deposit on the day of reporting by every trainee officer, which will be refunded at the end of the course.



## **Appendix-III**

### **Model Time Table (Weekly)**

		Day				
Sat	Fri	Thu	Wed	Tue	Mon	
		Fall in				5.50
	Shramdhān	P.T.				6.00- 6.40
Route march / road run		Dress change				6.40- 6.55
		Parade				7.00- 8.00
		Breakfast				8.00- 8.50
		Library				9.00- 9.50
		Class-1				10.00- 10.45
		Break				10.45- 10.55
		Class-2				10.55- 11.40
		Break				11.40- 11.50
		Class-3				11.50- 12.35
		Break				12.35- 12.45
		Class-4				12.45- 1.30
		Lunch				1.30- 2.30
Maintenance of Uniform kits		Class-5				2.30- 3.15
		Break				3.15- 3.30
		Class-6				3.30- 4.15
		Games/Self defence/Yoga etc.				5.00- 6.00
		Dinner				8.00- 8.50
		Roll call				9.00

**Appendix-IV****Format of Field Visit / Study Tour Report****Cover Page**

Name of the trainee officer : \_\_\_\_\_

Batch No. : \_\_\_\_\_

Roll No. : \_\_\_\_\_

Lecturer in charge of the visit : \_\_\_\_\_

Name of the Institute/organization : \_\_\_\_\_

Time and Date of visit : \_\_\_\_\_

Subject for which visit is made : \_\_\_\_\_

Signature of the trainee officer

**Evaluation by Lecturer in Charge of Visit**

Overall comments of the lecturer about the report: .....  
 (E- Excellent, V.G – Very Good, G- Good, S- Satisfactory)

Signature of the Lecturer i/c of visit with date

Signature of Deputy Director



### **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. Administrative hierarchy of the institute
5. Infrastructure (Total area, No. of buildings/blocks/sections/wings/departments etc)
6. Statistics, if any
7. No of programmes run by the institute, if any
8. Report for prison institutions should contain the following additional information
  - 8.a ) Industries in the prison
  - 8.b) Agricultural work , Semi open prison , Prison Garden etc
  - 8.c) Prison products & outlet
  - 8.d) No of Reformation / Rehabilitation programmes run by the institute
9. Comments on the visit and about the institution
10. Learning points



## Appendix-V

### 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. They will take all instructions from the officer incharge (Team Leader) of the group only.
3. The trainee officers shall strictly follow the timings fixed by the officer with regard to visits.
4. All the trainees shall stay together at places as arranged by the officer incharge.
5. They shall be present at the place of accommodation by 10.30 p.m. daily for roll call.
6. Every day one officer trainee will be made as Duty Officer and shall assist the team leader in all matters.
7. The Officers should not exhibit any behaviour 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 like Director General of Prisons and Deputy Inspector General of Prisons etc., They shall be in uniform during their official visits.
8. If any trainee officer misbehaves or disobeys or comes to adverse notice of the officer incharge he /she shall be discharged from the tour immediately by the officer incharge with a telephonic message to the Director/ head of the training institute . Severe action will be taken against the trainee officer concerned.
9. 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.
10. The duty officer trainee shall be in uniform on duty day and also during field visits.
11. The Team leader, who is accompanying the group will not be responsible for any act which is in contravention of above instruction.



## Appendix-VI

### General Feed Back Form (Training)

**1. Please rate the accommodation provided to you during your training.**

Accommodation	Rating				
	Excellent	V.Good	Good	Fair	Satisfactory
Basic facilities in the hostel					
Water facilities					
Lighting facilities					
Furniture provided					
Availability of drinking water					
Hygiene					
Sanitation					
Grievance Compliance					
Recreation Facilities					
Emergency Handling					
Medical facilities/ Services					
Transport Facilities					

Other Comments if any:

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**2. Please rate the boarding facilities provided to you during your training.**

Facilities	Rating				
	Excellent	V.Good	Good	Fair	Satisfactory
Food					
Quality					
Quantity					
Hygiene					
Punctuality					
Service					
Menu					



Other Comments if any: \_\_\_\_\_

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**3. Please rate the class room facilities provided to you during your training.**

Facilities	Rating				
	E	VG	G	F	S
Lighting Facilities					
Seating Arrangements					
Audio-Visual Aids					
Course Material					
Course Schedule					
Whether Classes are taken as per the time table	Yes / No				

Other Comments if any: \_\_\_\_\_

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**4. Please rate the performance of the resource persons who handled classes**

Sl.No	Name of the Resource Person	Comment			
		E	VG	G	S
1.					
2.					
3.					

**5. Please record your suggestions for further development of the training programme.**

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Name /Signature of the Trainee Officer (Optional)



**Appendix- VII**  
**Format for Director's Assessment**

**Name of the Trainee Officer:**

<b>Performance Item</b>		<b>Score</b> [Excellent -5; Very Good – 4; Good – 3, Satisfactory – 2; and Poor – 1]				
<b>Indoor Activities</b>						
1.	Attendance	5 (E)	4 (VG)	3 (G)	2 (S)	1(P)
2.	Punctuality					
3.	Turn-out					
4.	Behaviour with Co-trainee officers					
5.	Interaction with Faculty					
6.	Leadership Qualities					
7.	Discipline					
8.	Performance During Study Tours					
9.	Performance During Field Visits					
10.	General Attitude					
<b>Outdoor Activities</b>						
11.	Attendance					
12.	Punctuality					
13.	Turn-out					
14.	Interest in Games & Sports					
15.	Participation In PT & Parade					
16.	General Behaviour in Outdoor Classes					
<b>Others Activities</b>						
17.	Behaviour in the Mess					
18.	Performance as Duty officer					
19.	Punctuality					
20.	Etiquette					
<b>Total Score (Maximum 100 marks)</b>						

**Director**



**Appendix-VIII**  
**Format for Detailed Mark Statement of the Trainee Officer**

**Name of the Trainee Officer:**

<b>Sl. No.</b>	<b>Indoor</b>	<b>Marks Secured</b>	<b>Max Marks</b>
1.	Prison and Correctional Administration		100
2.	Criminology and Victimology		100
3.	Penology and Alternatives to Imprisonment		100
4.	Psychology		100
5.	Sociology and Social Work		100
6.	Criminal laws and Special Acts		100
7.	Human Rights and Good Prison Management		100
8.	Constitution of India		50
9.	Criminal Justice System		50
10.	Forensic Science		50
11.	Management Principles for Prison officers		50
12.	Technology in Prison Administration		50
	<b>Subtotal (I)</b>		<b>950</b>
	<b>Out-Door</b>		
13.	Physical Training		30
14.	Squad Drill		30
15.	Knowledge and Ability		30
16.	Command and Control		20
17.	Sword Drill		5
18.	Lathi Drill		15
19.	Shooting		40
20.	Sports and Games		10
21.	Unarmed combat		20
	<b>Subtotal (II)</b>		<b>200</b>
	<b>Assessments</b>		
	Internal Assessment by Faculty		50
	Viva Voce		100
	Director's Assessment		100
	<b>Subtotal (III)</b>		<b>250</b>
<b>Total marks secured on completion of Phase ( I+II+III )</b>			<b>1400</b>
<b>Debriefing on institutional attachment</b>			<b>100</b>
<b>Total marks for final ranking</b>			<b>1500</b>

**Date:**

**Signature of Director/Head**



## The Staff Pattern of the Model Prison Officers and Staff Training Academy

As per the directions of the Hon'ble Supreme Court of India in the PIL In Regarding Inhuman Conditions in 1382 Prisons of India, the BPR&D constituted a Drafting Committee to prepare a model training manual for training of prison officers and prison warders. During the deliberations of the said Committee, it was proposed that along with the model manual, the Committee should also draft the human resource and infrastructure requirements to implement the induction training for prison officers and warders. Without having robust human resources and physical infrastructure, the training manual will be implemented in a watered down manner without having the desired impact which the Hon'ble Supreme Court so rightfully desires.

The following table provides the framework for appointment of faculty, staff and infrastructure requirements for a prison training academy. Such Academies can be set up (or existing academies can be strengthened) at the regional / state level for a cluster of states to train officers and staff at the induction and refresher levels. State governments may refer this framework as a model and dovetail it as per their regional requirements.

<b>Sl. No</b>	<b>Category of Post</b>	<b>Cadre Strength</b>	<b>Qualification/Eligibility</b>
1.	Director	1	Academician of repute of the rank of Professor of Criminology, Correctional Administration, Social Work or related discipline OR Officer of the rank of Inspector General of Prisons with relevant experience in the field of prison administration and/or correctional administration
2.	Deputy Director	1	Academician of the rank of Associate Professor of Criminology, Correctional Administration, Social Work or related discipline OR Deputy Inspector General of Prisons with relevant experience in the field of prison administration, correctional administration



3.	Additional Director (Administration)	1	Person with post graduate qualification in public administration, management, or related discipline with minimum ten years of experience in administration in a government organisation or NGO OR Officer of the rank of Superintendent of Central Prison with relevant administrative experience
4.	Additional Director – Academic (Professor cadre)	1	Doctorate in Criminology, Law, or Correctional Social Work with proven academic track record with a specialization in prisons and/or correctional administration
5.	Accounts Officer	1	As prescribed by the concerned state
6.	Assistant Professors (Criminology, Sociology and Social work, Psychology and Law and Human Rights	4	As prescribed by the UGC and with knowledge/experience of prisons and/or correctional administration.
7.	Assistant Director - Research and Development Wing (Associate Professor cadre)	1	Ph.D. Degree in Criminology/ Sociology/ Psychology/or Social Work – with 5 years experience in Research work in prisons and correctional administration
8.	Research Officers ( Assistant Professor Cadre)	2	Ph.D. Degree in Criminology (or) Sociology/ Psychology/ Social Work with 3 years research experience in prisons and/or correctional administration.
9.	Research Assistants	2	M.Phil Degree in Criminology or Sociology/ Psychology/ Social Work Statistics with 3 years research experience in prisons and/or correctional administration.
10.	Administrative Officer	1	As prescribed by the state government norms



11.	Librarian	1	As prescribed by the state government norms
12.	Assistants	4	As prescribed by the state government norms
13.	Stenographers	2	As prescribed by the state government norms
14.	Junior Accountants	2	As prescribed by the state government norms
15.	Musketry Instructor	1	As prescribed by the state government norms
16.	P.T. & K.I	1	As prescribed by the state government norms
17.	Junior Assistants	4	As prescribed by the state government norms
18.	Jr.Asst.-Cum-Typists	4	As prescribed by the state government norms
19.	Care Taker	1	As prescribed by the state government norms
20.	Staff Nurse	1	As prescribed by the state government norms
21.	Electrician/ Plumber	1	As prescribed by the state government norms
22.	Drivers	4	As prescribed by the state government norms
23.	Office Attendants	3	As prescribed by the state government norms
24.	Attendants	3	As prescribed by the state government norms
25.	Gardeners	3	As prescribed by the state government norms
26.	Cooks	3	As prescribed by the state government norms



27.	Hostel Attendants	4	As prescribed by the state government norms
28.	Sweepers	4	As prescribed by the state government norms
29.	Chowkidars	4	As prescribed by the state government norms
30.	Medical Officer	1	As prescribed by the state government norms
31.	Hostel Warden	1	One of the Assistant Professors should act as Hostel Warden for 2 years by rotation on payment of a moderate honorarium

### **The basic Infrastructure required for the model academy**

1. An air-conditioned Administrative Block in 3 floors with provision for chambers/ office space for faculty, officers, staff, smart class rooms, conference halls, computer centre, Research and Development Wing and a Library.
2. An air-conditioned Auditorium for 200 participants with modern acoustics and technology.
3. A full-fledged Hostel in 5 floors providing for accommodation for 150 trainee officers, kitchen, dining hall, gymnasium, recreation room and provision for separate rooms for Musketry Instructor, Pharmacist, Warden and store rooms. The hostel will also provide for separate A/C rooms for senior officers.
4. A Guest House with provision for 6 suites and 10 A/C rooms on twin sharing basis.
5. Outdoor facilities, like swimming pool, tennis court, volley ball court, landscaping etc.,
6. Staff quarters for Director, Additional Directors, Deputy Directors, Assistant Directors, Associate and Assistant Professors, and other staff.
7. Provision for installation of solar power generator.