

Training Manual of Specialised Course for Prison Officers

(Asst. Jailor to Superintendent of Prison)

on

Skill Development/Educational

Programmes in Prisons

(One-Week)

2022



BUREAU OF POLICE RESEARCH AND DEVELOPMENT

Ministry of Home Affairs

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Message

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

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

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

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

(Balaji Srivastava)

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DAY-1

LEARNING UNIT (LU)

LU-1	Philosophy of Skills and Educational Programmes
LU-2	Objectives of Skills and Educational Programmes
LU-3	Advantages of skill development programmes
LU-4	Advantage of skills / educational programmes for personality development of Inmates

DAY-2

LU-5	Comparison of work - life in Prison
LU-6	Rehabilitation and re-integration of Prisoner into society without any stigma
LU-7	Establishment of Skill Development- cum-Production Centers
LU-8	Role of Skills in changing the mindset of prisoners

DAY-3

- LU- 9 Skills as a tool to overcome the prisoners mental health issues
- LU- 10 Imparting demand-driven and market-oriented skills to prisoners for gainful employment
- LU-11 Establishment of Specialized Skill Development-Cum-Production centres for women prisoners
- LU-12 Relationship between Skill and sustainable livelihood

DAY-4

- LU-13 Certification of Prisoners for the skills acquired in Prisons
- LU-14 Establishment of Market oriented Skill Centers
- LU-15 Function of a Skill Development Centre

DAY-5

- LU- 16 Learning from a skill development centre
- LU- 17 Utilizing the Central and State Government Schemes for establishment of skill centers
- LU- 18 Best practices in skill development in other countries
- LU- 19 Panel Discussion on the feasibility of skill development centers in Prisons

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Emergence of the Course

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

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

Introduction

A Prison institution should to the maximum extent possible be based on the rehabilitation and reformation standards that function within the legal framework. Skill development of prison inmates is a crucial activity that weans inmates away from recidivism.

The objective of this one – week course of this training course is to explore and understand practical ways in which skill development and educational courses could be undertaken in prisons.

The Manual has nineteen Learning Units through which the participants would be challenged to identify the feasibility of establishing skill development and educational centres.

(For Trainers and Participants)

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INTRODUCTION

The course as titled Skill Development/Educational Programmes in Prisons is basically to train the prison and correctional officers of the country to motivate them to establish skill development centre and programmes and to include skill development modules in educational programmes of the prisons with an objective to reduce the recidivism rate of the country.

AIM OF THE COURSE

To impart knowledge and skills on skill development /educational programmes in prisons.

DESIGNED FOR

The prison and correctional officers which include officers from the rank of assistant Jailors to IG prisons and welfare officers, psychologists, social workers, law officers, Counsellors working in prisons

FACILITATORS

In-house Faculty / Guest Faculty which includes Prison and correctional officers, skill development Ministry representatives, skill development corporation heads and officers deputed by the corporation and senior prison officers.

STYLE OF THE COURSE

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

OBJECTIVES -At the end of training, participants will be able to-

Unit -1

Training Objective

Explain the philosophy of skills and educational programmes

Enabling Objective

1. Describe the concept of skill development in prisons
2. Explain the philosophy of skills

Unit -2

Training Objective

Explain the objectives of skills and educational programmes for prisoners

Enabling Objective

1. Explain the objective of Skills and educational programmes
- 2.Explain how the skill development enhances the mental health of the prisoners

Unit -3

Training Objective

Explain advantages of skill development and Educational programmes in prisons

Enabling Objective

1. Describe the advantages of skill development programmes.
2. Explain the outcome of skill development programmes

Unit -4

Training Objective

Explain the advantages of Skills and Educational programmes and personality development

Enabling Objective

1. Describe the relationship between personality changes and skill development
2. Explain the advantages of skills and educational programmes for personality development

Unit -5

Training Objective

Explain the comparison between the work and life in Prisons

Enabling Objective

1. Identify the comparison of the role of education, art and crafts, imparting vocational training /skill development for the reformation of the Prisoners
2. Explain the role of Prison Industries as a tool for reformation and rehabilitation of inmates

Unit -6

Training Objective

Explain the benefits of Rehabilitation and re-integration of Prisoners without stigma

Enabling Objective

1. List the benefits of Skills and educational programmes for rehabilitation of the Prisoner
2. Explain the role of reintegration in reducing recidivism

Unit -7

Training Objective

Identify the steps required for establishment of Skill Development-cum-Production Centers

Enabling Objective

1. Describe role of Skill Development- cum-Production Centers
2. Explain process to assess the background of prisoners for selection of right trade

Unit -8

Training Objective

Explain role of skills in changing the mindset of prisoners

Enabling Objective

1. Describe role of skills changing the mindset of prisoners
2. Explain the role of motivation analysis in the skill development of the prison inmates

Unit - 9

Training Objective

Identify the skills that act as one of the tool to overcome the mental health issues like depression and violent behaviour

Enabling Objective

1. Explain ways skills act as a tool to overcome the mental health issues like depression and violent behavior, etc.
2. Explain skills as improving self-discipline.

Unit -10

Training Objective

Explain imparting demand-driven and market-oriented skills to the prisoners for getting employment after release from the prison

Enabling Objective

1. Explain role of imparting the demand-driven and market-oriented skills
2. Explain the ways skills provide employment to inmates livelihood

Unit -11

Training Objective

Identify the need for the establishment of specialized skill development-cum-production centers for women prisoners

Enabling Objective

1. Explain the need for establishment of Specialized Skill Development-cum-Production centers for women prisoners

Unit -12

Training Objective

Explain the relationship between Prison Industries and sustainable livelihood

Enabling Objective

1. Identify the skills needed for sustainable livelihood
2. Explain the relationship between skills and sustainable living

Unit -13

Training Objective

Explain the need for providing certification to Prisoners in respect of the skills acquired in Prison

Enabling Objective

1. List the ways in which certification helps in acquiring employment for Prisoners
2. Explain the role of certificate in reducing recidivism

Unit -14

Training Objective

Explain the importance of setting up the market-oriented prison industries

Enabling Objective

1. Describe the importance of setting up market- orientated Prison Industry
2. List the advantages of setting up market –oriented prison industries.
3. Explain the role of prison officers in setting up market –oriented prison industries.

Unit-15

Training Objective

Explain the functioning of setting up the skill development centers

Enabling Objective

1. Describe the importance of setting up a skill development center
2. Explain the functions of a skill development center.
3. Explain the role of prison officers in setting up market –oriented prison industries.

Unit-16

Training Objective

Present the functioning the skill development centers

Enabling Objective

1. Present the importance of setting up a skill development center
2. Present in detail the functions of a skill development center
3. Present the role of prison officers in setting up market –oriented prison industries.

Unit -17

Training Objective

Identify the ways of utilization of Central and State Government Schemes for development of Prison Industries.

Enabling Objective

1. List the schemes under central and state government skill centres
2. Explain the list of Central/State Governmental Schemes for establishment of skill centers

Unit -18

Training Objective

List the skill development programmes in other countries

Enabling Objective

1. List the best skill development programmes available in other countries
2. Explain the ways in which those programmes could be introduced in Indian prisons.

Unit -19

Training Objective

To explain the feasibility of skill development centers in prisons

Enabling Objective

1. Describe the prerequisites for starting a skill development center in prison
2. Explain the feasibility of skill development center in prisons

ASSESSMENT: -

The priority during the Course on one-week orientation course for the participants is to develop their skills in skill development and educational programmes in prisons. Assessment is, therefore, concerned with informal feedback and advice to individual participants.

TIME TABLE

DAY/TIME	CONTENT	OBJECTIVES
DAY-1 0915-1030	Registration Inauguration of the Course Ice Breaking Session & Ground Rules Course Objectives and Expectations of participants	
1045-1200	Philosophy of Skills and Educational Programmes	1.1 1.2 1.3
1215 -1330	Objectives of Skills and Educational Programmes	2.1 2.2
1430 - 1530	Advantages of skill development programmes	3.1 3.2
1545 - 1700	Advantage of skills / educational programmes for personality development of Inmates	4.1 4.2
DAY/TIME	CONTENT	OBJECTIVES
DAY-2 0915 –1030	Comparison of work - life in Prison	5.1 5.2
1045 – 1330	Rehabilitation and re-integration of Prisoner into society without any stigma	6.1. 6.2.
1430 -1530	Establishment of Skill Development- cum- Production Centers	7.1. 7.2.
1545-1700	Role of Skills in changing the mind-set of prisoners	8.1. 8.2.
DAY/TIME	CONTENT	OBJECTIVES
DAY-3 0915 –1030	Skills as a tool to overcome the prisoners' mental health issues	9.1. 9.2.
1045 -1330	Imparting demand-driven and market-oriented skills to prisoners for gainful employment	10.1. 10.2.
1430 – 1530	Establishment of Specialized Skill Development- Cum-Production centres for women prisoners	11.1. 11.2
1545-1700	Relationship between Skill and sustainable livelihood	12.1. 12.2.

DAY/TIME	CONTENT	OBJECTIVES
DAY – 4 0915 – 1030	Certification of Prisoners for the skills acquired in Prisons	13.1. 13.2.
1045– 1330	Establishment of Market oriented Skill Centers	14.1. 14.2.
1430 - 1700	Field visit to skill development centre or an NGO	15.1. 15.2.
DAY/TIME	CONTENT	OBJECTIVES
DAY – 5 0915 – 1030	Presentation on field visit -Group wise presentation on the observations as mentioned in the field visit instructions.	15.1. 15.2. 16.1. 16.2.
1045 - 1200	Best practices in skill development in other countries	17.1. 17.2.
1215 –1330	Utilizing the Central and State Government Schemes for establishment of skill centers	18.1. 18.2.
1430-1530	Panel Discussion on the feasibility of skill development centers in Prisons	19.1. 19.2.
1530-1700	Feedback Session and Valediction	

Note:

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

(For Trainers Only)

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TRAINER GUIDE



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INTRODUCTION

The ‘Trainer Guide’ on the one week course on the topic ‘*Skill Development/Educational Programmes in Prisons*’ is a comprehensive overview of the content and process of the Course. It is designed in a structured format that presents the assembled information and the planned activities with learning outcomes and enabling objectives. This Trainer Guide is for training the prisons and correctional officers who are part of the training academies and to handle training for the prison and correctional officers and serves as a “Map” for sequential implementation of various content segments.

The Trainer Guide also:

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

PRE-COURSE PREPARATION

For Trainer

Trainer guide

Glossary of terms

References

Resources

For Participants

Course Guide

Registration form

Feedback questionnaire

Pre-test questionnaire, Post-Test Questionnaire

DAYWISE TIME TABLE

DAY/TIME	CONTENT	REMARKS
DAY-1 0915-1030	Registration Inauguration of the Course Ice Breaking Session & Ground Rules Course Objectives and Expectations of participants	Icebreaker Distribute Course Guide and ask participants to read (10mins) and clarify doubts. Conduct an ice breaker form the ice breaker section.
1045-1200	Philosophy of Skills and Educational programmes	Conduct small group discussion on the philosophy behind skill development. Ask the officers to present
1215 -1330	Objectives of Skills and Educational Programmes	Present the objectives and invite the participants to add more of objectives from their experience
1430 - 1530	Advantages of skill development programmes	Divide the group into two and distribute a chart paper and pick pens and ask them to discuss and write the advantages one group and disadvantage s another group
1545 - 1700	Advantage of skills / educational programmes for personality development of Inmates	Arrange a PowerPoint presentation by showing pictures of industrialists and ask the participants to identify the industrialists like RATAN TATA,HENRY FORD, KARL MARX, SIGMUND FREUD and others and ask a question as

		what are the skills they had to be number one in business. Explain how education or their skills has changed their personality
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DAY/TIME	CONTENT	REMARKS
DAY-2 0915 –1200	Comparison of work - life in Prison	.
1215-1330	Rehabilitation and Re-integration of Prisoner into society without any stigma	
1430-1530	Establishment of Skill Development- cum- Production Centers	
1430 - 1700	Role of Skills in changing the mind-set of prisoners	
DAY/TIME	CONTENT	REMARKS
DAY-3 0915 –1030	Skills as a tool to overcome the prisoners' mental health issues	
1045 -1330	Imparting demand-driven and market-oriented skills to prisoners for gainful employment	
1430 - 1530	Establishment of Specialized Skill Development- Cum-Production centres for women prisoners	Video show on skill development training in women prisons
1545-1700	Relationship between Skill and Sustainable livelihood	

Day/Time	Content	Remarks
DAY – 4 0915 – 1030	Certification of Prisoners for the skills acquired in Prisons	Sample certificate may be shown. Ask the participants to design a certificate for the course.
1045– 1330	Establishment of Market oriented Skill Centers	Show videos on market oriented skill programmes
1430 - 1700	Field visit to skill development centre or an NGO	Instruction for field visit be issued The objective of the field visit be made clear. Distribute field visit form with instructions sheet. Inform about the presentation to be made in the next session.
Day/time	Content	Remarks
DAY – 5 0915 – 1030	Presentation on Prison Visit -Group wise presentation on the observations as mentioned in the field visit instructions.	Facilitate to select a group leader and present the topic
1045 – 1200	Utilizing the Central and State Government Schemes for establishment of skill centers	Make a list of state and central government schemes for skill oriented courses and distribute in class
1215-1330	Best practices in skill development in other countries	Video show on best prison industries and skill oriented programmes in other countries
1430-1530	Panel Discussion on the feasibility of skill development centers in prisons	Invite skill development officers' from Government and NGOs.
1545– 1700	Feedback Session and Valediction	Issue post-test form Issue feedback form Organise for oral feedback form participants

DAY-WISE TASKS

5-DAY COURSE

Day – 1

- Registration
- Inauguration
- Detailed Introduction
- Expectations of the course
- Course Overview
- Ground Rules
- Course Guide
- Distribution of the training kit (Training material, name badges, note pads, etc)
- Training
- Group Photo with Chief Guest, if any

Day – 2

- Recap of Day-1
- Training
- Group discussion

Post Lunch

- Playing of YouTube clips or videos on Best practises in skill development
- Training sessions

Day – 3

- Recap of Day-2
- Training

Post Lunch

- Training session

Day – 4

- Recap of Day-3
- Discussion on oversight mechanisms in Prisons
- Invite a released prisoner as a resource person, if possible
- Field Visit to skill development centre

Day – 5

- Recap of Day-4
- Report on Field Visit and Debriefing
- Training
- Learning points of all sessions

Post Lunch

- Panel Discussion
- Feedback session
- Valediction
- Certificate with Group photo

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

End of Course

PART – B

COURSE GRID

LEARNING UNITS

COURSE GRID

COURSE GRID

1 Philosophy of Skills and Educational programmes	2 Objectives of Skills and Educational Programmes	3 Advantages of skill development programmes	4 Advantage of skills / educational programmes for personality development of Inmates
5 Comparison of work - life in Prison	6 Rehabilitation and Re-integration of Prisoner into society without any stigma	7 Establishment of Skill Development-cum-Production Centers	8 Role of Skills in changing the mindset of prisoners
9 Skills as a tool to overcome the prisoners mental health issues	10 Imparting demand-driven and market-oriented skills to prisoners for gainful employment	11 Establishment of Specialized Skill Development-cum-Production centres for women prisoners	12 Relationship between Skill and Sustainable livelihood
13 Certification of Prisoners for the skills acquired in Prisons	14 Establishment of Market oriented Skill Centers	15 Functioning of a skill development centre	16 Learning from a skill development centre
17 Utilizing the Central and State Government Schemes for establishment of skill centers	18 Best practices in skill development in other countries	19 Panel Discussion on the feasibility of skill development centers in prisons	

LEARNING UNITS (LUs)

LEARNING EVENT

Unit		1						
Learning Unit		Philosophy of Skills and Educational programmes						
Training Objective		At the end of training, participants will be able to explain the philosophy of skills and educational programmes						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the concept of skill development in prisons	-Prisoners Development -Develop ethics and values -Complementary to educational and vocational programmes by providing real time skills. -Enhance the post-release employment opportunities -Successful re-entry into the community	Lecture-cum-Discussion	White Board, Marker, Projection system	45	In-House /Guest Faculty		Formative Q&A
2.	Explain the philosophy of skills							

LEARNING EVENT

Unit		2						
Learning Unit		Objectives of Skills and Educational Programmes						
Training Objective		At the end of training, participants will be able to explain the objectives of skills and educational programmes for prisoners						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the objective of Skills and educational programmes	- An effective tool for Prison management - Impart skills and provide real time work experience - Helps relieve the mental stress of Prisoners - Facilitates dynamic security	Lecture-cum-Discussion	White Board, Marker, Projection system	45	In-House /Guest Faculty		Formative Q&A
2.	Explain how the skill development enhances the mental health of the prisoners							

LEARNING UNIT

Unit		3						
Learning Unit		Advantages of skill development programmes						
Training Objective		At the end of training, participants will be able to explain advantages of skill development and Educational programmes in prisons						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the advantages of skill development programmes.	-Advantages of skill development programmes -Better Prison Management -Enhance the personality development and skills to the Prisoner	Lecture-cum-Discussion	White Board, Marker, Projection system	30	In-House /Guest Faculty		Formative Q&A
					45			
2.	Explain the outcome of skill development programmes	-To overcome ways to boredom -Prevent undesirable activities. -Provides man-power for various Prison services -Support to the Community -Skilled labour -Law-abiding citizens Reduce recidivism						

LEARNING EVENT

Unit		4						
Learning Unit		Advantage of skills / educational programmes for personality development of inmates						
Training Objective		At the end of training, participants will be able to explain the advantages of Skills and Educational programmes and personality development						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the relationship between personality changes and skill development	- Imparting discipline - Develop the right attitude - Proper development of mind through physical labour - Develop and improve self-confidence and self-reliance - To overcome depression - Learn the social skills like compatibility and co-existence with other inmates - Reduce violent behaviour, etc.	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House /Guest Faculty		Formative Q&A
2.	Explain the advantages of skills and educational programmes for personality development							

LEARNING EVENT

Unit		5						
Learning Unit		Comparison of work - life in Prison						
Training Objective		At the end of training, participants will be able to explain the comparison between the work and life in Prisons						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the comparison of the role of education, art and crafts, imparting vocational training /skill development for the reformation of the Prisoners	- Education, art & crafts, vocational training/skill development vis-à-vis industries, etc - Tools for Reformation/Rehabilitation of Prisoners; education, art & crafts, vocational / skill development and Prison Industries	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House / Guest Faculty		Formative Q&A
2.	Explain the role of Prison Industries as a tool for reformation and rehabilitation of inmates							

LEARNING EVENT

Unit		6						
Learning Unit		Rehabilitation and Re-integration of prisoner into society without any stigma						
Training Objective		At the end of training, participants will be able to explain the benefits of Skills and Educational programmes for rehabilitation and re-integration of Prisoners						
<i>Enabling Objectives</i>		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	List the benefits of Skills and educational programmes for rehabilitation of the Prisoner	- Employment upon release - Facilitates better standards of living - Economic security through occupation - Strengthens familial relations - Reduces recidivism	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House / Guest Faculty		Formative Q&A
2.	Explain the role of reintegration in reducing recidivism							

LEARNING EVENT

Unit		7						
Learning Unit		Establishment of skill development- cum-production centers						
Training Objective		At the end of training, participants will be able to identify the steps required for establishment of Skill Development-cum-Production Centers						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe role of Skill Development-cum-Production Centers	- Meaningful engagement - Real-time work experience - Stress relief - Physical exercise - Earning Wages - Certification of skill - Improving confidence levels	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Formative Q/A
2.	Explain process to assess the background of prisoners for selection of right trade	- Learn co-existence - Provide the Employment post release - Nature of the crime - Nature of sentence - Educational background - Occupation - Technical knowledge - Socio-economic background of the family						

LEARNING EVENT

Unit		8						
Learning Unit		Role of Skills in changing the mindset of prisoners						
Training Objective		At the end of training, participants will be able to explain role of skills in changing the mindset of prisoners						
Enabling Objectives At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe role of skills changing the mindset of prisoners	- Engaging in productive work - Rational thinking - Overcome mental health issues - Reduce violent behaviour - Enable positive thinking and outlook towards life - Improve self-confidence for better life after release	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Formative Q/A
2.	Explain the role of motivation analysis in the skill development of the prison inmates	-Motivation analysis as part of skill development -Sample motivation analysis forms						

LEARNING EVENT

Unit		9						
Learning Unit		Skills as a tool to overcome the prisoners mental health issues						
Training Objective		At the end of training, participants will be able to identify the skills that act as one of the tool to overcome the mental health issues like depression and violent behaviour						
<i>Enabling Objectives</i>		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
At the end of training, participants will be able to -								
1.	Explain ways skills act as a tool to overcome the mental health issues like depression and violent behaviour, etc.	- Inculcate work culture - Physical exercise - Remove idleness - Develop social interaction	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Formative
2.	Explain skills as improving self-discipline	- Improve social skills - Self-discipline						Q/A

LEARNING EVENT

Unit		10						
Learning Unit		Imparting demand-driven and market-oriented skills to prisoners for gainful employment						
Training Objective		At the end of training, participants will be able to explain imparting demand-driven and market-oriented skills to the prisoners for getting employment after release from the prison						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain role of imparting the demand-driven and market-oriented skills	- Imparting demand driven and market-oriented skills for obtaining gainful employment immediately after release from the prison - Skills provide employment, which facilitate sustainable livelihood	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Formative Q/A
2.	Explain the ways skills provide employment to inmates livelihood							

LEARNING EVENT

Unit		11						
Learning Unit		Establishment of Specialized Skill Development-cum-Production centres for women prisoners						
Training Objective		At the end of training, participants will be able to identify the need for the establishment of Specialized Skill Development-cum-Production centers for women prisoners						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Explain the need for establishment of Specialized Skill Development-cum-Production centres for women prisoners	- Impart specialised skills for women prisoners - Provide Meaningful work - The specialized skills imparted enable rehabilitation of women prisoners - Facilitate self-employment	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Formative Q/A

LEARNING EVENT

Unit		12						
Learning Unit		Relationship between Skill and Sustainable livelihood						
Training Objective		At the end of training, participants will be able to explain the relationship between Prison Industries and sustainable livelihood						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Identify the skills needed for sustainable livelihood	- Imparting demand-driven and market-oriented skills for obtaining employment immediately after release from the Prison - Skills imparted in Industries/Training centres facilitate in obtaining a gainful employment - Skills will also provide a sustainable livelihood.	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House / Guest Faculty		Formative Q&A
2.	Explain the relationship between skills and sustainable living							

LEARNING EVENT

Unit		13						
Learning Unit		Certification of prisoners for the skills acquired in Prisons						
Training Objective		At the end of training, participants will be able to explain the need for providing certification to Prisoners in respect of the skills acquired in Prison						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the ways in which certification helps in acquiring employment for Prisoners	- Certification recognizing the skills acquired to the Prisoner	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House /Guest Faculty		Formative Q&A
2.	Explain the role of certificate in reducing recidivism	- Details of the agencies that provide such certification like NSDC, etc.						

LEARNING EVENT

Unit		14						
Learning Unit		Establishment of Market oriented Skill Centers						
Training Objective		At the end of training, participants will be able to explain the importance of setting up the market-oriented Prison Industries						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (mins)	Trainer	Performance Aid	Assessment
1.	Describe the importance of setting up market-orientated Prison Industry	- Study regarding the setting up of a skill centers - Industries to be set up based on the labour market demand	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House / Guest Faculty		Formative Q&A
2.	List the advantages of setting up market – oriented prison industries.							
3.	Explain the role of prison officers in setting up market –oriented prison industries.							

LEARNING EVENT

Unit		15						
Learning Unit		Field visit to skill development centre or an NGO						
Training Objective		At the end of training, participants will be able to explain the functioning of setting up the skill development centres						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (mins)	Trainer	Performance Aid	Assessment
1.	Describe the importance of setting up a skill development centre	- Study regarding the setting up of a skill centers	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House / Guest Faculty		Formative Q&A
2.	Explain the functions of a skill development centre.	- Industries to be set up based on the labour market demand	Field visit					
3.	Explain the role of prison officers in setting up market –oriented prison industries.	- Functioning of a skill development centre						

LEARNING EVENT

Unit		16						
Learning Unit		Presentations on Field Visit						
Training Objective		At the end of training, participants will be able to present the functioning the skill development centres						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (mins)	Trainer	Performance Aid	Assessment
1.	Present the importance of setting up a skill development centre	- Study regarding the setting up of a skill centers	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House / Guest Faculty		Formative Q&A
2.	Present in detail the functions of a skill development centre.	- Industries to be set up based on the labour market demand	Field visit					
3.	Present the role of prison officers in setting up market –oriented prison industries.	- Functioning of a skill development centre						

LEARNING EVENT

Unit		17						
Learning Unit		Utilizing the Central and State Government Schemes for establishment of skill centers						
Training Objective		At the end of training, participants will be able to explain the ways of utilization of Central and State Government Schemes for development of Prison Industries						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the schemes under central and state government skill centres	-MSME -CDP (Cluster Development Programme), Scheme of Fund for Regeneration of Traditional Industries (SFURTI), -National Handloom Development Programme (NHDP), Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendra (PMKK) -Atal Incubation Centres, etc. -Procedure for utilization of afore mentioned schemes for the development of skill centers	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House / Guest Faculty		Formative Q&A
2.	Explain the list of Central/State Governmental Schemes for establishment of skill centers							

LEARNING EVENT

Unit		18						
Learning Unit		Best practices in skill development in other countries						
Training Objective		At the end of training, participants will able to list the skill development programmes in other countries						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	List the best skill development programmes available in other countries	-Best practices in skill development in countries like Japan, Singapore, Malaysia, UK and USA	Lecture-cum-Discussion	White Board, Marker, Projection system	75	In-House / Guest Faculty		Formative Q&A
2.	Explain the ways in which those programmes could be introduced in Indian prisons.							

LEARNING EVENT

Unit		19						
Learning Unit		Panel Discussion on the feasibility of skill development centers in prisons						
Training Objective		At the end of training, participants will be able to explain the feasibility of skill development centers in prisons						
<i>Enabling Objectives</i> At the end of training, participants will be able to -		Content	Method	Media	Time (Mins)	Trainer	Performance Aid	Assessment
1.	Describe the prerequisites for starting a skill development centre in prison	-Prerequisites for starting a skill development centre	Lecture-cum-Discussion Panel Discussion	White Board, Marker, Projection system	75	In-House / Guest Faculty CEO Skill Development Corporation Senior prison officers		Formative Q&A
2.	Explain the feasibility of skill development centre in prisons	-Feasibility of skill development centers in prisons						

PART - C

RESOURCE MATERIAL

Section 1- Handout

Section 2 –Glossary of terms

Section 3- Ice Breakers and Activities

HAND-OUTS

HAND OUTS

HO-1-Introduction to Skill Development

HO-2-Ministry of Skill Development and Entrepreneurship

HO-3-Advantages of skill training

HO-4-Ministry of Skill Development

HO-5-Start-up Village Entrepreneurship Programme (SVEP) Launched To Support Entrepreneurs in Villages

HO-6-Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

HO-7- Schemes and initiatives under skill development

HO-8-Best Practices in skill development programs-International Collaborations

HO-9-National Policy for Skill Development and Entrepreneurship 2015

HO-10-Teaching prisoners practical work skills for a new chance in life

INTRODUCTION TO SKILL DEVELOPMENT

Skill Development can be defined as proficiency that is acquired or developed through training or experience. It strengthens the ability of individuals to adapt to changing market demands and help benefit from innovation and entrepreneurial activities. Skill building could also be seen as an instrument to empower the individual and improve his/her social acceptance or value. At national level, the future prosperity of any country depends ultimately on the number of persons in employment and how productive they are at work. Skilled human resource is essential for inclusive growth. Hence, skill development can be connected to a broader growth, employment and development mandating government interventions.

2. Skill in India: Current Scenario

As per Labour Bureau Report, 2014, the current size of India's formally skilled workforce is only 2 percent. This apart, there is also the challenge of employability of large sections of conventionally educated youth. The Indian education system has been churning out brilliant minds but lacking in the skill set required for specific job. There is huge gap between the talent that is coming out of colleges and universities and its suitability in terms of scope and standards of employable skills.

The available NSSO data shows that 15 – 24-year-old cohorts face higher risk of working poverty as they enter the labour market opting for low paid jobs and withdraw from the market when they fail to get suitable employment. This high level of unemployment can be due to failure to find job or lack of competency or training opportunity or low demands for skill acquired leading to skill mismatch.

3. Why India needs Skill Development?

- The skilled workforce is crucial for the success of recently launched missions - Make in India, Digital India, and Smart Cities.

- **Demographic Dividend:** With most of the major economies of world having sizeable ageing population, India has huge opportunity of serving the booming market. The ‘demographic window’ is only a span of few decades. The skilled youth is required to save demographic dividend from becoming demographic disaster.

- **Slowdown in China** - an opportunity: With China gradually vacating its factories, with rising Chinese wages and an appreciating Yuan, and also with internal demographic challenges of too few young people, India has an opportunity to become a factory of the world.

- **Sectoral mobilization:** Less number of people will be required to work in farming as productivity improves. This would result in sectoral mobilization of workforce from agriculture to secondary and tertiary activities.

- **Better Employment:** Skills are needed to those currently in colleges for them to be better employed.

- **Skill Capital of World:** To convert this vision into reality, India needs to create a skilled and productive workforce matching international standards of quality and productivity through integration of skills and training along with education.

(An extract from the stu Docu, vision IAS

<https://www.studocu.com/in/document/university-of-madras/arts-and-science/skill-development-lecture-notes-1/15095723>)

MINISTRY OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP
NOTIFICATION

New Delhi, the 1st January, 2021

No. H-22011/2/2014-SDE (Vol. IV): In exercise of the powers conferred by Clause 4 of the Notification No. H-22011/2/2014-SDE-I dated 15.07.2015 concerning Common Norms for Skill Development Schemes of the Government of India, the Common Norms Committee constituted for the purpose makes the following changes further to amend the Schedules of Annexure-1 of the Notification No. H-22011/2/2014-SDE (Vol.IV) dated 11.11.2020, namely:-

1. These amendments may be called Common Norms for Skill Development Schemes Fifth Amendment, 2021.

Amendments:

(1) The following sub-clause 1.2 is added to Clause 1 of SCHEDULE-I of Annexure-1:-

1.2 The base cost for different sectors is increased at 5%, rounded off to the next 10 paisa, of the amounts mentioned in Clause 1.1 of SCHEDULE-I with effect from **01.01.2021**

The base cost for the different sectors will be as under with effect from **01.01.2021:-**

(i) Rs. 49.00 per hour of training for trades/sectors listed in Category I of **SCHEDULE-II.**

(ii) Rs. 42.00 per hour of training for trades/sectors listed in Category II of **SCHEDULE-II.**

(iii) Rs. 35.10 per hour of training for trades/sectors listed in Category III of **SCHEDULE-II.**

(2) The following sub-clauses 1.3 and 1.4 shall be added below clause 1.2 of SCHEDULE-I of Annexure-1 regarding mobilization cost, namely:-

1.3 Cost of mobilization will be given to the agency undertaking mobilization activity. This mobilization cost is part of the training cost, and in case it is given to an agency different from the Training Partner, then the training cost would reduce by an equivalent amount.

1.4 In cases where training target is greater than 1,000, 3% will be the mobilization cost and where training target is less than 1,000, 4% will be the mobilization cost. If the Training Partner assists the mobilizing agency in reducing a long list given by the mobilization agency to the actual numbers taken in the batch, then the Training Partner will be entitled to receive 1% out of this 3% or 4% mobilization cost, as the case may be. That is, where the mobilization cost is 3%, it will receive one-third of the mobilization cost and where it is 4%, it will receive one-fourth of the mobilization cost. In case part of the total mobilization target is done by one agency and part by another, the mobilization cost would be shared proportionately between the two agencies.

(3) For clause 3 of SCHEDULE-I of Annexure-1, the following shall be substituted:

3. Boarding and Lodging Costs

For:

(a) Residential training, and/or

(b) In respect of all skill development training programmes where trainees from Special Areas (as defined in clause 5.1 of SCHEDULE-I) are trained outside these Special Areas, and/or

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(c) Training programmes, anywhere in the country where women trainees and Persons with Disabilities have to travel more than 80 kms from their homes to reach the nearest training centre (or 40 kms in case of Special Areas) and who are availing of boarding and lodging arrangements made for them.

Ministries will reimburse Boarding & Lodging Costs up to a maximum per trainee per day as per table below:

- i. X Category Cities/ Town per day per Trainee Rs.375/-
- ii. Y Category Cities/Town per day per Trainee Rs.315/-
- iii. Z Category Cities/Town per day per Trainee Rs.250/-
- iv. Rural Areas and any Area not notified as a municipal/town area Rs.220/-

(The List of categories of cities is given at SCHEDULE-III)

SHAKIL ALAM,
Economic Adviser

ADVANTAGES OF SKILL TRAINING

There are a number of good reasons why companies are willing to offer training. The figure shows the relative importance, to companies, of the various benefits of providing training – it presents the most frequently mentioned **reasons for offering training**. This data is based on a study (Why training pays) published in 2000 by the Federal Institute for Vocational Training (BIBB), the Institute of German Industry (Institut der Deutschen Wirtschaft - IW) and the Institute for Employment Research (IAB).

The most frequently mentioned reason for providing training: training can develop employees directly in line with company requirements. This assessment, mentioned by 94 % of all companies offering training, goes hand-in-hand with the view that practically oriented, directly applicable qualifications can be obtained only in «real-life» situations in companies. In particular, in-company training can develop the social skills and personal characteristics that are needed for successful work within a company.

Significantly, 90 % of companies offering training maintain that they cannot find skilled employees, with the desired skills and work habits, on the job market. These companies report difficulties in meeting their personnel requirements via recruiting from the general labour pool.

The third most important reason, mentioned by 80% of all companies, is that companies can prevent personnel fluctuation by offering training, since trainees develop ties to «their» company during their training period.

The fourth and fifth most important reasons, each mentioned by about three-fourths of all companies, are that a) by offering training companies can review trainees carefully and pick and choose the best ones for permanent positions, and b)

companies that offer training are less likely to make wrong hiring decisions, which can easily occur in consideration of people from outside the company.

These reasons go hand-in-hand with the sixth most important reason – that by offering company-specific training, companies can eliminate the costs they would normally have in «breaking in» new employees from outside the company.

The seventh most important reason, that companies can enhance their reputations by offering training, has a direct impact on revenue. The “this company offers training” (Dieser Betrieb bildet aus) symbol functions as a sort of seal of quality, and it fosters consumer confidence in companies' products.

MINISTRY OF SKILL DEVELOPMENT

The **Ministry of Skill Development and Entrepreneurship** is a Ministry of Government of India set up on 9 November 2014 to coordinate all skill development efforts across the country. Industrial training, apprenticeship and other skill development responsibilities were transferred from the Ministry of Labour and Employment to this newly made ministry on 16 April 2015. It aims to remove the disconnect between demand and supply of skilled manpower, to build the new skills and innovative thinking not only for existing jobs but also for jobs that are to be created.

The Ministry is in charge of providing and facilitating skill development initiatives and training infrastructure with the following institutions.

- Director General of Training (formerly the Directorate General of Training & Employment, Ministry of Labour and Employment)
- National Skill Development Corporation
- National Skill Development Agency
- National Skill Development Fund
- National Institute of Entrepreneurship and Small Business Development (NIESBUD)

Schemes

1. Pradhan Mantri Kaushal Vikas Yojana
2. UDAAN, a Special Industry Initiative for J&K
3. Start-up Village Entrepreneurship Programme (SVEP), to support entrepreneurs in rural areas to set-up enterprises at the village-level in non-agricultural sectors.

Start-up Village Entrepreneurship Programme (SVEP) Launched To Support Entrepreneurs in Villages

National Institute of Entrepreneurship and Small Business Development (NIESBUD), a premier organization of the Ministry of Skill Development and Entrepreneurship (MSDE), has signed a Memorandum of Understanding (MoU) with the Ministry of Rural Development (MoRD) to develop a sustainable model for promoting entrepreneurship at the grass roots by initiating the **Start-up Village Entrepreneurship Programme (SVEP)**.

SVEP aims to support [entrepreneurs in rural areas](#) to set-up enterprises at the village-level in non-agricultural sectors. The partnership will enable the rural community by helping them set up their trades and provide complete support till they are stabilized. This pragmatic intervention will provide knowledge, advisory and financial support to the public and will help create village-level community cadre.

[NIESBUD](#) is an autonomous organization engaged in training, consultancy, research, etc. in order to promote entrepreneurship and Skill Development.

Under the partnership of NIESBUD and MoRD, rural entrepreneurs will be able to access banking systems for receiving financial support for starting their enterprises, including support from MUDRA bank. Integrated ICT techniques and tools will also be provided for training and capacity building along with enterprise advisory services to augment the entrepreneurship ecosystem in India's villages.

Newly launched SVEP program will benefit the Self-Help Group (SHG) ecosystem of DAY-NRLM and the scheme not only supports existing enterprises but new enterprises as well.

In September last year, MSDE had [announced its plans for implementing a project on entrepreneurship](#) promotion and mentoring of micro and small enterprises in 6 temple towns of Puri, Varanasi, Haridwar, Kollur, Pandharpur and Bodh Gaya, to tap the entrepreneurial potential of first generation entrepreneurs, educated unemployed youth, school/college dropouts, women, youth from backward community etc.

(Source : News item from India

Web,2022<https://www.indianweb2.com/2022/03/start-up-village-entrepreneurship.html>*)*

PRADHAN MANTRI KAUSHAL VIKAS YOJANA (PMKVY)

The Union Cabinet had approved India's largest Skill Certification Scheme, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), on 20 March, 2015. The Scheme was subsequently launched on 15 July, 2015, on the occasion of World Youth Skills Day by Hon'ble Prime Minister, Shri Narendra Modi. PMKVY is implemented by National Skills Development Corporation (NSDC) under the guidance of the Ministry of Skill Development and Entrepreneurship (MSDE). With a vision of a "Skilled India", MSDE aims to skill India on a large scale with speed and high standards. PMKVY is the flagship scheme that is driving towards greater realisation of this vision.

Owing to its successful first year of implementation, the Union Cabinet has approved the Scheme for another four years (2016-2020) to impart skilling to 10 million youth of the country. This booklet contains the various Guidelines under the Scheme that participating agencies need to abide by.

The Guidelines mentioned in this booklet have the approval of the PMKVY Steering Committee and are effective from 15 July, 2016. These Guidelines include the following:

1. Short Term Training Guidelines

The Short Term Training imparted at PMKVY Training Centres (TCs) is expected to benefit candidates of Indian nationality who are either school/college dropouts or unemployed. Apart from providing training according to the National Skills Qualification Framework (NSQF), TCs shall also impart training in Soft Skills, Entrepreneurship, Financial and Digital Literacy. Duration of the training varies per job role, ranging between 150 and 300 hours. Upon successful completion of their assessment, candidates shall be provided placement assistance by Training Partners (TPs). Under PMKVY, the entire training and assessment fees are paid by the Government. Pay outs shall be provided to the TPs in alignment with the Common Norms. Trainings imparted under the Short Term Training component of the Scheme shall be NSQF Level 5 and below.

2. Recognition of Prior Learning Guidelines

Individuals with prior learning experience or skills shall be assessed and certified under the Recognition of Prior Learning (RPL) component of the Scheme. RPL aims to align the

competencies of the unregulated workforce of the country to the NSQF. Project Implementing Agencies (PIAs), such as Sector Skill Councils (SSCs) or any other agencies designated by MSDE/NSDC, shall be incentivised to implement RPL projects in any of the three Project Types (RPL Camps, RPL at Employer's Premises and RPL centres). To address knowledge gaps, PIAs may offer Bridge Courses to RPL candidates.

3. Special Projects Guidelines

The Special Projects component of PMKVY envisages the creation of a platform that will facilitate trainings in special areas and/or premises of Government bodies, Corporates or Industry bodies, and trainings in special job roles not defined under the available Qualification Packs (QPs)/National Occupational Standards (NOSs). Special Projects are projects that require some deviation from the terms and conditions of Short Term Training under PMKVY for any stakeholder. A proposing stakeholder can be either Government Institutions of Central and State Government(s)/Autonomous Body/Statutory Body or any other equivalent body or corporates who desire to provide training to candidates.

Online Certificate Course / Summer Training/ Internship Programme

NIELIT and AICTE have signed an MoU to initiate Employability Enhancement Training Programme. Under this program, NIELIT Haridwar centre is offering various Internship / Training courses, to make engineering graduates adequately equipped with required skills by means of intensive hands-on training on state of the art Electronics & IT to enable the Indian technical expertise globally acceptable.

(Source;pmkvyofficial.org)

SCHEMES AND INITIATIVES UNDER SKILL DEVELOPEMENT

Schemes/Initiatives+

1. Pradhan Mantri Kaushal Vikas Yojana 2.0 (PMKVY 2.0) 2016-20
2. Pradhan Mantri Kaushal Vikas Yojana 3.0 (PMKVY 3.0) 2020-21
3. Pradhan Mantri Kaushal Kendras (PMKK)
4. Jan Shikshan Sansthan (JSS)
5. Capacity Building Scheme
6. Udaan
7. School Initiatives and Higher Education
8. India International Skill Centres (IISCs)
9. Pre Departure Orientation Training (PDOT)

Long Term Training Schemes/Initiatives+

1. Craftsmen Training Scheme (CTS)
2. Crafts Instructor Training Scheme (CITS)
3. Advanced Vocational Training Scheme (AVTS)
4. Vocational Training Programme For Women
5. Schemes for Upgradation of ITIs
6. Flexi MoUs
7. STRIVE
8. Initiatives in the North East and LWE Regions
9. Dual System of Training (DST)
10. Polytechnics

Apprenticeship Training+

National Apprenticeship Promotion Scheme (NAPS)

Entrepreneurship Schemes+

1. National Entrepreneurship Awards (NEA)
2. Pilot Project on Entrepreneurship

Other Schemes/Initiatives+

- | | |
|--|--|
| <ol style="list-style-type: none"> a. SANKALP b. Aspirational Skilling Abhiyan c. Rozgar Mela | <ol style="list-style-type: none"> d. Indian Institute of Skills (IISs) e. Skill Loan Scheme |
|--|--|

BEST PRACTICES IN SKILL DEVELOPEMNT PROGRAMS

International Collaborations

1. Technical Intern Training Program (TITP) for Japan

TITP first commenced in 1993 in Japan, aiming to promote international cooperation with the aim of transferring professional skills to young and middle-aged youths of developing countries. TITP in India was officially launched from October 2017 as per the Memorandum of Cooperation (MoC) signed between the Ministry of Skill Development and Entrepreneurship (MSDE) and the Ministry of Justice, the Ministry of Foreign Affairs and the Ministry of Health, Labour and Welfare of Japan (Ministry of Japan). Under this project, NSDC has been designated by MSDE, as the “Monitoring Agency” to monitor and oversee TITP execution in India.

TITP journey so far:

- MoC signed between Govt. of India and Govt. of Japan – October 2017
- NSDC appointed as the Implementing and Monitoring Agency for TITP, MSDE – Nov 2017
- NSDC invited JITCO and Japan Embassy to conduct the first TITP awareness workshop
- 12 interns trained by CII in consortium with Nihon Technology landed in Osaka, Japan -July 2018
- Total of 5 interns (3 by CII and 2 by Lohia Corp) landed in Japan. TITP seminar held in Nagoya, Japan. All Sending Organization and over 30 SVOs participated in the same – Sep 2018
- Functional Recovery Care (FRC) delegation visited India to promote the concept of FRC for Care Workers -Dec 2018
- Seminar on TITP by OTIT held in New Delhi – Jan 2019
- 12 interns trained by CII in consortium with Nihon Technology reached Japan – Feb 2019

- 9 interns trained in Care worker job category sent to Japan by Navis Nihongo in March, April & May 2019
- 6 interns trained by CII in consortium with Nihon Technology reached Japan – Feb 2019

Other Highlights:

- Total number of Sending Organizations empaneled so far: 24
- Total number of trainees placed as interns in Japan: 44

MSDE and the Government of Japan, signed a Memorandum of Cooperation (MoC) in Japan in October 2017 to allow the participation of Indian youth under TITP

PM of India, Shri Narendra Modi and PM of Japan, Mr Shinzo Abe meeting the CEO of GRA, Inc (Implementing Organization) where the candidates trained by Lohia Corp Ltd. are undergoing training in Japan. Both PMs showcasing the Strawberry cultivated by Indian Interns.

First batch of 15 candidates trained by Confederation of Indian Industry (CII) in consortium with Nihon Technology Pvt. Ltd. in April 2018.

Interns from India welcomed by Supervising Organization and NAVIS NIHONGO in Japan.

2. India International Skill Centre

One of the top priorities of the country, is creating a working population with skills at par with their counterparts in other parts of the world. To achieve this goal, India International Skill Centre (IISC) program was envisioned. Ministry of Skill Development & Entrepreneurship (MSDE) under the ‘Skill India’ Mission is setting up IISCs through National Skill Development Corporation (NSDC) to provide skill training and certification benchmarked against international standards to Indians aspiring to work overseas. In the pilot phase, few IISCs were launched and some important lessons were learnt during the operationalization of the pilot phase. The pilot was successfully completed on 2nd July 2018.

IISC Pilot Milestones:

- 14 Centres Operational
- 583 Candidates Trained
- 459* Candidates Assessed

- 286 Candidates Certified
- 62% Pass Percentage
- 63 Candidates placed overseas

Learning from the pilot and based on MSDE's policy guidance, a revised sustainable, market-driven operational model has been developed. Feedback is being gathered from all key stakeholders on this new 'IISC Network Model' which NSDC envisions launching soon.

Building blocks of India International Skill Centre:

- Counselling and guidance + Foreign Employment Support
- Skill Testing & certification aligned in International Standards
- Incremental skill training & PDOT
- Implement G2G agreements, for training and certification
- Language training (via country partnerships or employer demand)
- Future opportunities in international skilling/certification

Pre-Departure Orientation Training:

Ministry of External Affairs (MEA) and Ministry of Skill Development and Entrepreneurship (MSDE) signed a Memorandum of Understanding (MoU) on 2nd July 2016, to implement Pravasi Kaushal Vikas Yojana (PKVY), a scheme designed to offer skill training to Indians seeking jobs overseas.

PKVY institutionalizes a framework to provide Pre- Departure Orientation Training (PDOT) to the Indian workers migrating overseas every year.

Pre-Departure Orientation Training (PDOT) is the training given to potential Indian migrants before they leave India to work overseas for better acclimatization of migrant workers to the language, culture, the emigration process, welfare measures and do's and don'ts of the destination country. Ministry of External Affairs (MEA) in collaboration with Ministry of Skill Development and Entrepreneurship (MSDE) is conducting 1-day PDOT for the migrant workers.

Highlights:

- Candidates trained 46,980 as on 13th June 2019

- 52 Trainers trained
- 6 Centres operational
- 4 Cities (Delhi, Mumbai, Kochi, Lucknow)

Trainers attending PDOT Training of Trainers

PDOT manual being released by Secretary MSDE and Secretary MEA

Engagements with Singapore

a. MoU signed with Temasek Foundation International and Singapore Polytechnic on 31st May 2018. Singapore Polytechnic (SP) with the support of grant from Temasek Foundation International (TFI) is collaborating with NSDC to strengthen the training of trainers and assessors program pertaining to short term skilling across India and develop Quality Assurance Frameworks for the performance monitoring of the Trainer and Assessor Academies.

Capacity Building Workshop with Singapore Polytechnic & Team Foundation International

Component 1: Study Trip to Singapore

Component 4: Workshop in New Delhi

Workshop in progress, Singapore

b. MoU signed between NSDC and National University of Singapore's Institute of System Sciences (NUS-ISS) in May 2018 to collaborate in adequately skilling India's workforce in emerging technologies such as Big Data Analytics, Artificial Intelligence and Robotics.

c. MoU signed between NSDC and Enterprise Singapore to provide Singapore companies with an opportunity to connect with investors and partners in India's skill development ecosystem.

d. MoU signed amongst NSDC, Terra Orient Skills Academy Private Ltd. and Singapore Polytechnic in Feb 2019 for setting up of COEs for Advanced Skilling. Training of trainers has already commenced who would then be deployed in the COEs.

e. A delegation from Singapore, led by Singapore's Minister of Education, Mr. Ong Ye Kung, visited New Delhi from 6 – 7 June 2019. A minister level meeting was organized by Ministry of

Skill Development and Entrepreneurship (MSDE) on 6th June 2019 to interact with the delegation from Singapore. Objective of the visit was to understand the skills ecosystem in India and see how best Singapore could find opportunities to partner Indian skills stakeholders. Key officials from MSDE, MEA, NSDC and SSC Chairmen were in attendance.

Meeting between the Hon'ble Minister for Skill Development and Entrepreneurship, Government of India and the Hon'ble Minister for Education, Government of Singapore

Meeting with the Singapore Delegation led by the Minister of Education, Singapore at IHC, New Delhi

3. Collaboration with UAE

In line with providing international opportunities to the Indian workforce, NSDC has been actively working with relevant stakeholders in the UAE.

a. MoU between National Qualifications Authority, Govt. of UAE and MSDE for benchmarking Qualifications, Assessment and Certification leading to incentivization by UAE Government for hiring skilled certified workers from India. First phase of benchmarking 13 UAE Skill Qualifications to 15 Indian Qualifications is complete.

b. NSDC participated in the India – UAE Partnership Summit on 30-31st October in Dubai to showcase skilling initiatives with a focus to establish linkages with employers for hiring skilled certified workers from India. Lastly, the model for technical collaborations to deliver assessment & certification in UAE is being finalized.

c. MoU signed amongst NSDC, Emirates Driving Institute (EDI) and Youth Chamber of Commerce (YCC) in April 2019 to setup International Driver Training Institutes (DTIs) in India to promote migration of skilled drivers from India.

4. Other Partnerships

MOU with People of Indian Origin Chamber of Commerce and Industry (PIOCCI) to strengthen international skilling efforts by conducting outreach activities, understanding skill needs in different countries, establishing further partnerships through PIOCCI member to benefit Indian youth and serve to identify gainful job opportunities overseas.

Collaboration with UNESCO-UNEVOC

Launch of NSDC-UNEVOC Centre

Following NSDC's acceptance as the newest member to the UNEVOC Network in June 2018, the NSDC-UNEVOC Centre was officially launched on 7th March 2019. Mr. Shyamal Majumdar, Head -UNESCO UNEVOC awarded Dr. Manish Kumar, MD&CEO, NSDC with the UNEVOC plaque, officially recognizing NSDC as a UNEVOC Centre in the presence of Ms. Juthika Pathankar, Additional Secretary, Ministry of Skill Development and Entrepreneurship, international TVET practitioners and other distinguished guests.

International Greening TVET Workshop

5-day international workshop on Greening of Job Roles and Curricula was organized jointly by NSDC and UNESCO-UNEVOC from 4th to 8th March 2019 in New Delhi. The workshop sought to address policy and training needs for integrating sustainability and green concepts into occupational standards and fostering an understanding on how to effectively move from occupational standards to curriculum planning and design.

Greening TVET Workshop Participants

Greening TVET Workshop

Participants of the Greening TVET workshop at the NSDC-UNEVOC Centre launch with Head, UNESCO-UNEVOC and ILO, Director, India.

Finland

a. An MoU was signed between NSDC and EDUFI (National Development Agency) on January 23, 2019 to strengthen TVET through the promotion and facilitation of knowledge exchange, new innovations and connecting providers from both sides within the vocational education and training sector.

b. An MoU was signed between NSDC and Omnia (international commercial arm of four Finnish organizations with outstanding expertise in education, training, and development cooperation) for capacity building workshops, development of entrepreneurship modules, joint certification courses for labor mobility, etc.

A delegation from India, led by Mr. Manish Kumar, MD&CEO, NSDC with the Ambassador of India to Finland and Estonia.

Other Knowledge-Exchange/Capacity Building Workshops

Apart from the initiatives highlighted below, NSDC has hosted several countries keen on learning from Indian Skilling experience such as Morocco, Afghanistan, PASET countries, Jamaica, Sri Lanka, China, Rwanda, Nigeria, Kenya etc.

Sweden

A delegation of the Ministry of Skill Development and Entrepreneurship (MSDE) represented by Hon'ble Secretary Dr K.P. Krishnan and National Skill Development Corporation (NSDC) held G2G and B2B discussions in Stockholm during their visit in November 2018.

Maldives

Officials from NSDC with His Excellency, Mr. Akhilesh Mishra, Ambassador of India to Maldives. Various areas to strengthen Maldivian TVET system such as exchange study visits, capacity building, developing courseware, joint courses/certifications etc., wherein India can provide support services were discussed.

Jordan & Lebanon

A delegation of Ministry of Skill Development and Entrepreneurship (MSDE) and National Skill Development Corporation (NSDC) led by Hon'ble Secretary Dr K.P. Krishnan visited two countries in Middle East – Jordan and Lebanon to explore knowledge partnerships from 19-26 March 2019.

(Meeting with the Hon'ble Prime Minister of Jordan, Mr. Omar al-Razzaz)

National Policy for Skill Development and Entrepreneurship 2015

Today, India is one of the youngest nations in the world with more than 62% of its population in the working age group (15-59 years), and more than 54% of its total population below 25 years of age. Its population pyramid is expected to “bulge” across the 15–59 age group over the next decade. It is further estimated that the average age of the population in India by 2020 will be 29 years as against 40 years in USA, 46 years in Europe and 47 years in Japan. In fact, during the next 20 years the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%. This poses a formidable challenge and a huge opportunity. To reap this demographic dividend which is expected to last for next 25 years, India needs to equip its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country.

Our country presently faces a dual challenge of paucity of highly trained workforce, as well as non-employability of large sections of the conventionally educated youth, who possess little or no job skills. Ministry for Skill Development and Entrepreneurship (earlier Department of Skill Development and Entrepreneurship notified in July 2014) has been set up in November 2014 to give fresh impetus to the Skill India agenda and help create an appropriate ecosystem that facilitates imparting employable skills to its growing workforce over the next few decades.

Apart from meeting its own demand, India has the potential to provide skilled workforce to fill the expected shortfall in the ageing developed world. As India moves progressively towards becoming a global knowledge economy, it must meet the rising aspirations of its youth. This can be partially achieved through focus on advancement of skills that are relevant to the emerging economic environment. The challenge pertains not only to a huge quantitative expansion of the facilities for skill training, but also to the equally important task of raising their quality.

Skill development, however, cannot be viewed in isolation. Skills are germane to, but not always sufficient for securing adequate economic dividends. Skills need to be an integral part of employment and economic growth strategies to spur employability and productivity. Coordination with other national macroeconomic paradigms and growth strategies is therefore critical.

2 It is estimated that during the five year period from 2004-05 to 2009-10, only 2.7 million net additional jobs were created in the country. For a skills strategy to be successful it should be complemented by commensurate creation of jobs in the primary, secondary and tertiary sectors which will be a key outcome of overall economic growth including entrepreneurship cutting across all sectors. The Indian capacity for harnessing entrepreneurship has not been fully realized — the MSME (micro, small and medium enterprises) sector contributes to only 17% of GDP as compared to 85% in Taiwan, 60% in China and 50% in Singapore. Given the realities of rapidly changing economic landscape in the country, entrepreneurship opportunities have emerged as an important source of meeting the aspirations of the youth. An all-inclusive approach to strengthen the entrepreneurship development scenario in the country which is competent, quality conscious,

market savvy, innovative and has globally competitive entrepreneurs, needs to be carefully mentored and encouraged.

Recognizing the imperative need for skill development, National Skill Development Policy was formulated in 2009. Given the vast paradigm shift in the skilling and entrepreneurship ecosystem in the country and the experience gained through implementation of various skill development programmes, there is an imminent need to revisit the existing policy. Moreover, the 2009 Policy itself provides for review every five years to align the policy framework with the emerging trends in the national and international milieu.

National Policy for Skill Development and Entrepreneurship 2015 supersedes the policy of 2009.

The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link skilling with demand centres. In addition to laying down the objectives and expected outcomes, the policy also identifies the overall institutional framework which will act as a vehicle to reach the expected outcomes.

Skills development is the shared responsibility of the key stakeholders' viz. Government, the entire spectrum of corporate sector, community based organizations, those outstanding, highly qualified and dedicated individuals who have been working in the skilling and entrepreneurship space for many years, industry and trade organisations and other stakeholders.

The policy links skills development to improved employability and productivity in paving the way forward for inclusive growth in the country. The skill strategy is complemented by specific efforts to promote entrepreneurship in order to create ample opportunities for the skilled workforce.

Teaching prisoners practical work skills for a new chance in life

(Source: An extract from UNODC

<https://www.unodc.org/dohadeclaration/en/news/2019/03/teaching-prisoners-practical-work-skills-for-a-new-chance-in-life.html>

19 March 2019 - "All prisoners shall be treated with the respect due to their inherent dignity and value as human beings," states the first of the Basic Principles of the [Nelson Mandela Rules](#) (the United Nations Standard Minimum Rules for the Treatment of Prisoners), of which UNODC is the guardian. But to contribute to a more lawful and peaceful world, the *raison d'être* of the [Global Programme for the Implementation of the Doha Declaration](#), the assurance of dignity during imprisonment may not be sufficient to avoid reoffending and another incarceration. This possibility may increase if, upon release, ex-convicts find themselves in the same circumstances that potentially contributed to their illegal activities in the first place, and to their arrest. That is why it is crucial to think ahead and to prepare prisoners for their reintegration into society.

UNODC's espousal of this psychology has taken it to prison facilities around the world, supporting Member States with a tried and tested method: strengthening prisoners' resolve by teaching them vocational skills which they can practice in work schemes during their sentence, and which can help them find work upon their release. After they have paid their debt to society, the ability of ex-prisoners to find work is undoubtedly a factor which contributes significantly to their dignity and self-reliance, their sense of belonging, and the diminished likelihood of their recidivism.

Tailoring projects to local needs and working closely with prison administrators to gauge the best avenues for rehabilitation in their respective locations, the Global Programme is launching new projects in the State of Palestine, Morocco, Tunisia, Indonesia and El Salvador. They will teach prisoners a variety of useful vocations, and help them improve their self-esteem, decision-making capacities, and confidence in their future. Importantly, these vocations will increase their employability and offer them better work prospects, or better entrepreneurial skills to support them in the case of self-employment. Enabling their smooth transition from incarceration to freedom, prison administrations

provide convicts with external certification for their practical training, with documents which do not indicate that the skills were learned in prison.

In the State of Palestine, an advanced Technical, Vocation and Educational Training (TVET) programme supported by UNODC will teach and certify male prisoners on electrical installations in Jericho, following a training-of-trainers for prison officers. In addition to training the prisoners and giving them certificates from the Ministry of Labour, the training partners have committed to facilitate work placement for a number of men after their liberation. Given the relatively high level of unemployment in the State of Palestine, currently estimated at around 26 per cent, the promise of job offers will have a positive impact on the overall rehabilitation and social reintegration process.

This training approach to rehabilitation is also being put to good use in Morocco, albeit in a very different sector: the delicate and intricate art of silver jewellery, one of the country's best-known crafts. As part of the programme "Opportunity and Creativity," male prisoners will undergo training in what has become the third most important Moroccan craft in terms of sales. An important objective of this training, for which prisoners with low levels of education and negligible previous work experience will be given priority, is to enhance their chances for successful self-employment following release. At the same time, the project is a first step in the establishment of a silver jewellery manufacturing and marketing facility, employing inmates and generating revenues for them.

Similarly, training in traditional crafts is being implemented with UNODC's support in Indonesia, but with an added twist; female prisoners will participate in a training cycle, provided by [Second Chance Foundation](#), to learn the techniques of traditional batik production (a method of dyeing and decorating fabric with wax and dye which has been practiced for centuries) in an eco-friendly manner, using natural wood barks and leaves as colorants. Even before their release from prison, inmates who have completed the training will be afforded the possibility of working at the production facility, receiving remuneration based on after sales profit.

The protection of the environment is also at the heart of another innovative project about to begin in Tunisia, where UNODC is supporting the recycling of waste and the manufacture of plastic products in the prison of Mornaguia. After the original plastic waste has been gathered in 27 prisons around the country, it will be converted into the adequate raw material which is then

transported to Mornaguia for the production of flower pots. This project is particularly relevant when considering the employment prospects of liberated convicts, with more than 300 recycling companies currently operating in Tunisia.

Similar rehabilitation projects have already been supported by UNODC in a variety of fields, including the ['Building Freedom' construction training for female prisoners in Bolivia](#), assisting Tajikistan to enable the training and employment of male prisoners in metalwork and furniture manufacture, supporting baking, shoe-making and sewing vocational trainings for male and female prisoners in Kyrgyzstan, supporting a multi-purpose vocational training facility and a post-release registration center in Zambia, developing a soap manufacturing and a hydroponics project in Namibia, and giving male and female prisoners in El Salvador access to university studies.

The projects stem from UNODC's [Roadmap for the Development of Prison-based Rehabilitation Programmes](#), released by the Global Programme in December 2017; it is a practical guide which assists prison administrations in developing high-quality and sustainable rehabilitation programmes, and which details the process by which prisoners are prepared for liberation and reintegration. The Roadmap guides Member States on giving prisoners new skills and work experience through constructive activities, in line with international standards and norms.

Additional information:

UNODC's work in [prisoner rehabilitation](#)

[Roadmap for the Development of Prison-based Rehabilitation Programmes](#)

[The Nelson Mandela Rules](#)

[UNODC prison tools and publications](#)

GLOSSARY OF TERMS AND ABBREVIATIONS

GLOSSARY OF TERMS AND ABBREVIATIONS

PSW- Prison Social workers

UTRC- Under Trial Review Committee

BOV -Board of Visitors

NLSA-National Legal services Authority

DSLA- District Legal Service Authority

BPR&D-Bureau of Police Research & Development

ICPS-International Centre for prison studies

WPB-World Prison Brief

NCRB-National Crime Records Bureau

NHRC-National Human Rights Commission

SHRC-State Human Rights Commission

MHA-Ministry of Home Affairs

UNODC-United Nations Office on Drugs and Crime

JJACT-Juvenile Justice Act

ICPS-International Centre for Prison Studies

PSI-Prisons Statistics India

WHO-World Health Organisation

NMR-Nelson Mandela Rules

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

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

TRAINING MANUAL RELATED TERMS

TRAINING MANUAL

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

TRAINING MODULE

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

LECTURING METHOD

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

PARTICIPATORY METHOD

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

PPT; Power Point Presentation.

Q & A; Question and Answer.

ROLE-PLAY

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

GROUP DISCUSSION

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

PRISON RELATED TERMS

PRISON

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

PRISONERS

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

CORRECTIONAL OFFICERS

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

BRAINSTORMING

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

Section 3

Ice Breakers and Activities

Ice breakers and Activities

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

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

7. Keep a jar with chits with names of the participants written in it. Ask each one to take a chit and sit near that person and have a conversation for one minute and finally introduce that person.
8. Ask the participants to find out from five participants three (unique) things in their appearance and dress and inform them so that interaction will develop.
9. Place some balloons in one corner of the room preferably different colours and ask everyone to choose one colour and ask why they liked that colour and ask them to connect it with one quality of theirs and introduce their name, designation, state and No.of.years of experience.
- 10.Make them stand in semicircle and ask them to connect their name with a positive name means an adjective, quality of theirs like peaceful Pandu, Angel Anitha, Smart Shiva, Super Sundar, Beautiful Bhuvaneswari, Bold Binoy..,
- 11.If you could be any animal or a flower or a bird or a material like TV, Fridge in the world, what would you choose to be and why?
- 12.If you could rename yourself, what name would you pick and why?
13. What is the role of education in preventing incarceration?-Group Activity question.
14. Divide the group into a group of 5-7 participants and give a thread roll and one small ball or a paper cup in their hands. Place the ball in the centre of each group and ask them to plan to lift the ball or paper cup using the thread but without breaking the thread.

APPENDICES

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

REGISTRATION FORM

(Name of the Training Institute)

(Name of the Course)

(Dates)

PARTICIPANT DETAILS

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

ORGANIZATION DETAILS

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

RESIDENTIAL DETAILS

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

Signature
Name
Date

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

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

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

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

APPENDIX- 4

FEEDBACK FORM

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

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

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

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

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

Yes

No

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

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

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

Very	Quite	Of limited	Not at all
------	-------	------------	------------

Useful 4	Useful 3	Use 2	Useful 1

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

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

6. Practical Orientation of the course.

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

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

Substantially 4	Considerably 3	Fairly 2	Not at all 1

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

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

9. To what extent are you satisfied with the following:
(The Training Institution may please block the parameters not applicable)

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

g) Interaction with the staff of the Institute

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

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

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

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

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

15. If yes, kindly spell them out briefly?

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

Date:

Name:

Designation:

Place:

Organisation:

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

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

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

FIELD VISIT REPORT FORMAT

Format of Field Visit Report

Name of the trainee officer :

Batch No. :

Officer in charge of the visit :

Name of the Institute/organization visited :

Time and Date of visit :

Subject for which visits made :

Signature of the trainee

Signature of the officer in charge of the visit

Structure of the Report

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

Sample Motivation Analysis Form

SAMPLE MOTIVATION ANALYSIS FORM-VOCATIONAL PROGRAMMES

Sl.No	Motivation Analysis	Responses
1.	Name of the inmate	
2.	Age	
3.	Education of the inmates	Primary /High /Higher sec/UG/PG/Others Specify -----
4.	Extra qualifications	
5.	Skills Known	
6.	Work programme allotted to the inmate	
7.	Level of Interest in the work programme allotted to the inmate	1) Highly interested 2) Interested 3) Partially interested 4) Somewhat interested 5) Not at all interested
8.	Willing to work	1) Highly interested 2) Interested 3) Partially interested 4) Somewhat interested 5) Not at all interested
9.	Willing to learn a new trade	1) Highly interested 2) Interested 3) Partially interested 4) Somewhat interested 5) Not at all interested
10.	Health issues in carrying the work allotted	
11.	Do you have sufficient training for the work allotted to you?	1) Fully trained 2) Partially trained 3) Not trained

12.	Work programme is important for me	1) Yes 2) No
13.	I have prior experience in the work allotted to me	1) Yes 2) No
14.	I am feeling happy to work	1) Yes 2) No
15.	I feel motivated to work after counselling	1) Highly interested 2) Interested 3) Partially interested 4) Somewhat interested 5) Not at all interested

SAMPLE MOTIVATION ANALYSIS FORM-ACADEMIC PROGRAMMES

Sl.No	Motivation Analysis	Responses
1)	Name of the inmate	
2)	Age	
3)	Education of the inmates	Primary /High /Higher sec/UG/PG/Others Specify -----
4)	Extra qualifications	
5)	Skills Known	
6)	Academic programme allotted to the inmate	
7)	Level of Interest in the Academic programme allotted to the inmate	1) Highly interested 2) Interested 3) Partially interested 4) Somewhat interested 5) Not at all interested
8)	Willingness to learn	1) Highly interested 2) Interested 3) Partially interested 4) Somewhat interested 5) Not at all interested

9)	Willing to learn a vocation	1) Highly interested 2) Interested 3) Partially interested 4) Somewhat interested 5) Not at all interested
10)	Health issues in learning a course	
11)	Do you have sufficient training for the Academic programme allotted to you?	1) Fully trained 2) Partially trained 3) Not trained
12)	Academic programme is important for me	1) Yes 2) No
13)	I have prior experience in the course allotted to me	1) Yes 2) No
14)	I am feeling happy to learn	1) Yes 2) No
15)	I feel motivated to Academic programme after counselling	1) Highly interested 2) Interested 3) Partially interested 4) Somewhat interested 5) Not at all interested

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

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

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

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

Group Discussion :

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

Cull out the important points that emerge from the discussion

Action Plan :Group Work Activity

Prison based Rehabilitation programs

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

APPENDIX - 9

PRISON STATISTICS INDIA – 2021

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

Prisoner Types and Demography

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

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

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

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