



Study Of Educational and Vocational Training Programs For Reformation Of Prisoners: A Case Study Of The Central Jail, Delhi

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ABSTRACT

Prisons were primarily intended as institutions for punitive functions in India. The judiciary of post-independent India has focussed on inmate reformation and rehabilitation. In this context, the academic education and vocational trainings are important to reform prisoners. Prisoners, who are provided with academic education, and vocational trainings exhibit a greatly reduced likelihood of recidivism upon release. This study held on 118 convicts in central jail number 14, Mandoli prison complex (CJ-14), Delhi, using primary and secondary methods. Study aimed to examining the practice of academic education and vocational training programs in Delhi prisons. The scope of the study includes all central jails in Delhi. Study recommends to incorporate universal human value (UHV) education into academic education with the aim of fostering the comprehensive development of every prisoner, taking into consideration their social, psychological, economic, and cultural background.

Keywords: Education, Vocational Trainings, Prisoner, Reformation.

1. Introduction:

Education is the most important agent to inculcate right understanding and right skills in every human being to form a civilised and harmonious society. But it is also true that there is no society without crime and criminals. That is why prison is indispensable for every country. Although, there was no prison in the Vedic period, but the house of the accused served the purpose for jail and he was practically imprisoned in his own house till he managed to compensate the plaintiff.¹ In this context, education is highly required for prisoners to reform, rehabilitate and reintegrate them into the society after their release. The Model Prison Manual 2016 received formal approval from the Home Ministry of government of India and was thereafter issued to all States and Union Territories for their guidance. The prisoner population in India has experienced a substantial increased in recent years, according to Prison Statistics India 2022, a publication by the National Crime Report Bureau of India. The national penitentiary occupancy rate is projected to exceed 130 per cent in both 2021 and 2022. The aggregate count of prison facilities on a national scale in India rose from 1319 in 2021 to 1330 in 2022. As of December 31, 2022, the total count of incarcerated individuals in Indian prisons stands at 5,73,220. Among these, 5,49,351 are male prisoners, 23,772 are female prisoners, and 97 are transgender prisoners. Delhi has the highest reported occupancy rate of 184.5 per cent, followed by Uttarakhand at 183.3 per cent.

The literacy profiles of all the prisoners from the total population was- 2,28,369 prisoners (39.8 per cent) were below matriculation, 1,38,130 (24.1 per cent) were matriculation and above but below graduation, 41,432 (7.2 per cent) held a degree, 11,347 (2.0 per cent) were postgraduates, and 7,063 (1.2 per cent) held technical degrees or diplomas. As of December 31, 2022. Among the total prisoner population 1,46,879 prisoners (25.6 per cent) were illiterate. ² There is disparity between correctional education policies and the actual reality, due to the

¹ Nagla, B. K. (1989). Prison Administration in India. Indian Journal of Public Administration, 35(4), 1011-1021. <https://doi.org/10.1177/0019556119890414>

² Prison Statistics India (2022). National Crime Records Bureau (Ministry of Home Affairs), Government of India. <https://ncrb.gov.in>

inadequacy of resources and the negativity of the prison environment, the facilities failed to provide quality education to incarcerated young people, therefore, education was still a pipe dream at young prisoners' centres in Malawi.³ Efforts on educational and vocational and other welfare activities in all prisons in India, can be understood as: In 2022, a grand total of 1,622 convicted inmates underwent rehabilitation, 3,159 inmates received financial assistance on their release. Legal aid was made available to 1,83,320 inmates. During that same year, 46,786 prisoners benefited from elementary education, 39,888 from adult education, 12,780 from computer courses, and 5,169 from higher education. Additionally, in 2022, jail authorities provided vocational training to 42,769 inmates, non-governmental organizations (NGOs) provided medical counselling to 67,628 inmates, and legal counselling to 64,899 inmates in India. The aggregate budget allocated to prison facilities nationwide for the financial year 2022-23 was 8725.0 Crore out of which 0.8 per cent (21.14 Crore) spent on welfare activities, and 0.4 per cent (9.91 Crore) spent on vocational/educational trainings.

1.1 About Delhi Prisons: A small jail was situated in the Delhi Gate region of the city. In 1958, the prison was relocated from Delhi Gate to Tihar Village, which is located in the western area of New Delhi. At first, a single Central Jail was created, with the capacity to house 1273 prisoners, and it was under the administrative authority of the Punjab government. The devolution of authority to the National Capital Territory of Delhi occurred in 1966. A prison is a statutory establishment designated to provide secure housing for individuals who have been lawfully incarcerated due to antisocial behaviour. Its primary objective is to rehabilitate these individuals into contributing members of society once they have been released.

1.2 Educational and Vocational Trainings in Delhi Prisons: Society also desires protection against criminals. Imprisoned individuals are isolated from the general population to prevent them from engaging in criminal activities for a specific period of time. Moreover, society seeks retribution, it is the responsibility of the prison to create an unpleasant environment for those whose crimes have caused distress to others. In conclusion, the societal objective is to diminish the crime rate. Prisoners are inevitably released at some point; therefore, their reintegration into society following their release is crucial. Employment creation and identification is a crucial element in facilitating successful reintegration.⁴ Education is the most potent instrument for instilling in prisoner the proper understanding necessary for harmonious living. Some research says that religious education help prisoners to gain right direction to live life, provides hope to reform from life of crime to helps them to have some levels of personal well-being and peace of mind.⁵ The foundation of education lies in values, and the fundamental human desire for a joyful and prosperous existence cannot be achieved in the absence of values. Value education is an integral and crucial component of the overall educational system. Inculcating right understanding and right skills through education can guarantee the happiness of all living things. But in the absence of a suitable value framework, it becomes impossible to determine whether a particular action is right or wrong, desirable or undesirable. Therefore, it is crucial to possess a comprehensive understanding of the value domain. Education must be prioritised as a crucial component of reformative treatment in Delhi prisons. It entails not only imparting literacy skills to prisoners, but also inculcating values that are deemed advantageous to prisoner's reintegration into society. Consequently, it is the duty of the education system to offer incarcerated individuals thorough educational and employable programs.

- Implementing a range of educational initiatives encompassing health, academics, social and value-based education.
- Forging links between correctional education and conventional education.
- Evaluating the educational aptitude, interests, and capacities of newly admitted inmates through screening.
- Involvement in the activities of the Classification Committee.
- Implementation of a program for spiritual, sociocultural, and literacy development.
- Coordinating assessments and examinations, conducting periodic exams evaluations of inmates' academic progress, modifying educational curricula as required.
- Provision of adequate reading materials for library maintenance.
- Provision of audiovisual facilities.

The findings seek to provide significant insights for policymakers, educators, and stakeholders engaged in the development and enhancement of educational initiatives within the correctional facilities in Delhi. Gaining insight into the operational mechanisms of educational initiatives in central correctional facilities is crucial for facilitating the process of rehabilitation, diminishing the likelihood of reoffending, and encouraging favourable results for individuals involved in the criminal justice system.

³ Kajawo, S.C., & Johnson, L.R. (2023). The Right to Education: Is it a Reality or a Pipe Dream for Incarcerated Young Prisoners in Malawi. *Journal of Prison Education and Reentry*, 7(3).

⁴ Coyle, A. (2009). A human rights approach to prison management: Handbook for prison staff (2nd ed.). London, UK: International Centre for Prison Studies.

⁵ Ilechukwu, L. C., & Ugwuzor, F. O., (2017). Utilization of Religious and Philosophy Education in Uplifting the Image of Prison Inmates and Curtailing Ex-Prisoners' Recidivism in Enugu Prison Yard in Nigeria. *Sage Open*, July-September, 1(15), DOI: 10.1177/2158244017730109.

2. Literature Review:

The member states of the United Nations recognized the importance of education as a key motivation for the growth. They reaffirmed their commitment to provide high-quality education for everyone, as outlined in sustainable development goal number four (UNESCO, 2015; UN). Article 26(1) of the Universal Declaration of Human Rights states that those who are imprisoned have the entitlement to receive education (Coyle, 2002). The Nelson Mandela Rules, which serve as the UN's benchmark guidelines for the treatment of prisoners, underscore this requirement by stipulating that prison authorities must offer educational opportunities to young inmates. Priority is frequently given by prison education departments in the United Kingdom to fundamental literacy and numeracy programs, which are unquestionably crucial for addressing the prevalence of this type of educational deficiency. On numerous occasions, correctional facilities are unable to sufficiently equip prisoners with the specialised knowledge and credentials necessary to attend to the significant personal and social development requirements that are crucial for many inmates to approach the goals of sustainable employment and social integration (Clark, 2016).⁶ Given that a dearth of prior education does not necessarily indicate an absence of intellect, numerous inmates serving lengthy sentences excel academically and rapidly advance to higher levels when given the opportunity and support to do so (Pike & Hopkins, 2019).⁷ Inmates may begin enrolled in educational programs for many motives, including boredom, the desire to impress their loved ones, best use of their time, or the survival of a long prison sentence. Certain inmates complete the entirety of the fundamental education offered by the prison. Certain prisoners may possess prior credentials and elect to pursue further education either for their personal development or in preparation for a career transition upon their release (Champion & Noble, 2016).⁸

The value of education for prisoners surpasses any quantification based on bureaucratic concepts of 'assisting them in incarceration' or pedagogical objectives of 'imparting new knowledge'. Successful classroom learning in a prison setting is therefore focused on enabling and facilitating the process of accomplishment and personal growth, ultimately fostering the self-esteem of prisoners.⁹

The Nelson Mandela Rules, which were adopted by the UN General Assembly in 2015, establish that all prisoners must be treated with respect, acknowledging their inherent value and dignity. Additionally, the rules explicitly forbid any kind of discrimination based on factors such as gender, colour, race, language, sects, religion, or other beliefs, any living origin or nationality, birthplace, any other status. It is the responsibility of management of prison and any other government authorities to ensure that prisoners have access to education, vocational training, and a range of activities that encompass moral, value-based, spiritual, social, and health aspects.

Providing aftercare to young individuals engaged in the juvenile justice system can potentially decrease the likelihood of them reoffending, but only in certain circumstances, also It has been asserted that providing favourable circumstances and proper attention can decrease the likelihood of repeat offenses among young individuals (Weaver & Derek, 2015). Implementing care programs can enhance the quality of life for juvenile offenders by reducing their likelihood of engaging in future criminal behaviour. Subsequent studies will be conducted to provide more insights for program development, aiming to create a conducive environment that promotes the overall well-being of juveniles.¹⁰

The primary catalyst for criminal behaviour is a deficiency in education and an inability to meet basic need. The reformation can be achieved by instilling right understanding to identify essential desires, and right feeling in the relationships. The fulfilment of convicts' physical needfulness can be ensure through right skills.¹¹ The governments should engage in the crucial task of reformation and rehabilitation of inmates to equip them with the necessary skills and education to reintegrate into society and contribute meaningfully.¹² The study examined 232 male prisoners to investigate the effects of Sudarshan Kriya meditation, found that this form of meditation can enhance the sense of well-being in individuals with non-psychotic psychiatric disorders. Additionally, they observed that practicing Sudarshan Kriya and related techniques can contribute to the improvement of positive

⁶ Clark, V. A. (2016). Predicting two types of recidivism among newly released prisoners: First addresses as "launch pads" for recidivism or reentry success. *Crime & Delinquency*, 62(10), 1364-1400.

⁷ Pike, A., & Hopkins, S. (2019). Transformative learning: positive identity through prison-based higher education in England and Wales. *International Journal of Bias, Identity and Diversities in Education (IJBIDE)*, 4(1), 48-65.

⁸ Champion, N., & Noble, J. (2016). What is prison education for? A theory of change exploring the value of learning in prison. Prisoners Education Trust.

⁹ Reuss, A. (1999). Prison(er) Education. *The Howard Journal*, 38(2), 113-127, ISSN 0265-5527.

¹⁰ Weaver, R. D., & Campbell, D. (2015). Fresh start: A meta-analysis of aftercare programs for juvenile offenders. *Research on Social Work Practice*, 25(2), 201-212.

¹¹ Gupta, M. K., & Tiwari, M. (2022). Effect Of Universal Human Values On Male Prisoners At Mandoli Central Jail, Delhi, India. *Journal of Positive School Psychology*, 7236-7248.

¹² Sharma, P. (2013). State Jail Industry Board and Sustainable Economic Rehabilitation of Prison Inmates. *Indian Police Journal*, Vol. April-June, 2013, 79-91.

well-being (PWB).¹³ The education can serve as a crucial instrument in equipping convicts with the necessary skills to appropriately engage in their socio-economic and familial obligations and, education enhances self-confidence and moral disposition, empowering prisoners to have faith in their own skills and facilitating successful social reintegration.¹⁴ In his 1942 publication, Schuyler observed that a primitive and spiteful mindset has been responsible for perpetrating crimes in society for centuries.¹⁵ As a remedy to address this predicament, incarcerating such individuals would be a viable approach, based on the premise that this strategy would effectively decrease criminal activity. However, it was not possible to accomplish that. Conversely, it is a truth that crime is escalating on a daily basis. Education has become a crucial aspect of a prisoner's life, enabling them to acquire the necessary skills and undergo transformation in preparation for their reintegration into society.

The evaluation of prison education in Europe, educators should cooperate with prison staff and other organizations to enhance existing educational programs in prisons, such as vocational training, life skills, and interventions related to criminal behaviour (Eide & Westrheim, 2023).¹⁶ In Norway, jail education follows the import model, where educational programs are brought into prisons from the regular school system. The import model involves the placement of teachers who work for the Norwegian Correctional Service in schools located outside of prisons, but their actual workplace is within an educational department inside a jail. Jail teaching and education in jail adhere to the same educational principles as ordinary education in Norway, and detained individuals possess the same rights within the education system as other citizens. Through engagement in educational programs while in jail, incarcerated individuals should have the opportunity to attain the necessary qualifications for employment or pursue additional study upon finishing their term, just like others who have not been detained. Correctional institutions possess distinct cultures that are unique to each facility. Institutions, by virtue of being residential spaces that isolate individuals from society, can foster distinct subcultures (Goffman, 1961).¹⁷ Both law enforcement personnel and incarcerated individuals possess distinct subcultures characterised by unspoken norms of conduct. Additionally, other professional groups such as educators, psychologists, chaplains, and others who operate with/in correctional facilities often develop their own distinctive subcultures. Educators must acquire the skills to effectively navigate and collaborate within and across these diverse cultural contexts. Frequently, the prevailing officer and prisoner cultures within a facility are inconsistent with education and conflict with the perspectives of educators. Consequently, these inconsistencies can generate anxiety for the correctional educator.

While classes in jail education often have a limited number of people, the student population in correctional facilities is varied and diverse. Correctional educators face challenges associated with inmate's fragmented educational backgrounds, cognitive impairments, and psychological disorders. Due to institutional limitations on class size and student mobility, it may not be feasible to allocate students to classrooms according to their educational level. Consequently, a significant number of classrooms are characterised by heterogeneity. In Canada, it is equally rare for educators to have prior experience in alternative or adult education when they come to correctional education. Correctional educators who lack prior training may encounter difficulties in addressing the requirements of their students (DelliCarpini, 2008).¹⁸ The Prison Education Project (PEP) was established in Scotland in 2011. PEP has provided aid to almost 7,000 prisoners in 14 correctional facilities in California, with the help of 2,400 volunteers consisting of university students and staff members. PEP has emerged as the most extensive correctional education program of its category in the United States. The California Department of Corrections and Rehabilitation and PEP have adopted a forward-thinking and inventive strategy to enhance and broaden educational options for students who are incarcerated. PEP volunteers harnessed the potency of language to effect a profound change. Language is the most potent means by which we can alter the internal state of humanity. If we question the efficacy of words to bring about change, we might reflect on our emotional response when someone commends, felicitates, or extols us for an achievement. Language possesses the ability to empower and bring about a positive change in the detained individuals, instilling in them greater confidence, inspiration, and hope for their future.

¹³ Sureka, P., Govil, S., Dash, D., Dash, C., Kumar, M., & Singhal, V. (2014). Effect of Sudarshan Kriya on male prisoners with non psychotic psychiatric disorders: A randomised control trial. *Asian journal of psychiatry*, 12, 43-49.

¹⁴ Pestka, D. B. (2020). Meaning and Meaningless of Education for Convicts. *Select Aspects of Education for Convicts in Poland and in Europe*. *Social Science & Humanities Open*, 2(1), 100053, DOI: 10.1016/j.ssaho.2020.100053.

¹⁵ Schuyler, J. (1942, May). *Education in Prisons*. In *The Educational Forum* (Vol. 6, No. 4, pp. 403-407). Taylor & Francis Group.

¹⁶ EIDE, H. M. K., & Therese N. K. (2023). Being an Educator: Norwegian Prison Officers' Conception of their Role Regarding Incarcerated Persons' Education. *Journal of Prison Education and Reentry*, 7(3).

¹⁷ Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. AldineTransaction.

¹⁸ DelliCarpini, M. (2008). Creating Communities of Professional Practice in the Correctional Education Classroom. *Journal of Correctional Education*, 59(3), 219-230. <http://www.jstor.org/stable/23282675>

3. Research Methodology:

The research is descriptive and the collection of data is based on primary and secondary method both. The study was conducted on sample size 118 convicted prisoners out of total population of 221 prisoners in CJ-14, Delhi in the month of February 2023 by the permission of judge, (DLSA)/East & North East, Karkardooma court, Delhi. The schedule was used as a tool to record the responses of the convicted prisoners who had undergone academic education and vocational trainings during their sentence. The research objectives are:

(a) to know the practice of academic educational courses for prisoners in Delhi prisons.

(b) to know the vocational training programs for prisoners in Delhi prisons.

4. Analysis:

The educational background of the prisoners in all central jails in Delhi, and educational and vocational training facilities have been provided by the Delhi prison administration, the statistics from 2017 to 2022 is given below. The N.C.R.B. (National Crime Records Bureau, Ministry of Home Affairs of India) report named as "Prison Statistics India (PSI)". The survey indicates that the per centage of illiterate convicts in Indian prisons ranges from 21 to 26 per cent, while the per centage of prisoners who have not completed the 10th grade ranges from 36 to 41 per cent as recorded on 31st December every year from 2017 to 2022. Hence there were a majority number of prisoners i.e. 62 per cent, either illiterate or below matriculation.

4.1 Academic Education in Delhi Prisons: Providing education to convicts not only helps fix their psychological issues but also fosters the responsible behaviour and humble perspective in the direction of society. The educational profile of inmates is given in table 1.

Academic Education: A total of 18497 prisoners were identified on record on 31st December 2022 in Delhi central jails. The prisoners are being facilitated to pursue their studies through I.G.N.O.U. (Indira Gandhi National Open University) and N.I.O.S. (National Institute of Open Schooling). Padho Aur Padhao: Prisons are currently implementing basic literacy programs to impart essential reading and writing skills to inmates. At present 30 students are enrolled in this program. NIOS: Various correctional facilities have been designated as Accredited Agencies (AA) for the National Indian Open School, an autonomous organization under the Ministry of HRD, Government of India. These facilities are responsible for providing class 8th certification that aligns with NCERT texts and syllabus.

Table 1: Educational Profile of Prisoners in Delhi Prisons on 31st December from 2017 to 2022:¹⁹

Educational Standards	Illiterate	Below 10 th	10 th and 12 th pass	Graduate	Holding Tech. Degree/ Diploma	Post Graduate	Population 31 st December	During Year Prisoners Admitted in all Delhi jails
31-12-2017	3717	6225	4049	894	110	166	15161	59229
31-12-2018	3639	6111	4588	874	79	177	15468	60742
31-12-2019	3831	7121	5086	1060	139	297	17534	57116
31-12-2020	3587	6501	4737	815	123	232	15995	52650
31-12-2021	4833	6717	5302	1037	121	285	18295	73786
31-12-2022	4940	6301	5393	1406	132	325	18497	64212

The educational profile of all these prisoners from 2017 to 2022 as recorded on last day of the year in Delhi (including convicts, undertrial, detenues and others prisoners) is given in table 1.²⁰

IGNOU Program: Providing incarcerated individuals with the opportunity to pursue higher education by enrolling in a range of degree and technical courses given by IGNOU at Tihar prison. Computer Classes: Shakti Samadhan offers both basic and advanced computer training courses. Spoken English Program: Spoken English Program is run by jail authority. Library: The E-library is operated by CJ-06 in conjunction with the Indian Vision Foundation. A wide range of literature, periodicals, electronic devices, and newspapers are accessible to prisoners. The library in prison serve to the convicts as a 'whole person' in respect of physiologically, psychologically and spiritually.²¹ The detailed information about educational facilities provided to the prisoners in all central jails Delhi from 2017 to 2022 is given in table 2:

¹⁹ Prison Statistics India (2017). National Crime Records Bureau (Ministry of Home Affairs), Government of India. <https://ncrb.gov.in>

²⁰ Prison Statistics India (2018). National Crime Records Bureau (Ministry of Home Affairs), Government of India. <https://ncrb.gov.in>

²¹ Mishra, S., Chaudhuri, M., Dey, A. K., Tiwari, R., & Singh, R. (2021). Prison libraries serving the 'whole person': A qualitative study. *Journal of Librarianship and Information Science*, 1(10), DOI: 10.1177/09610006211008956.

Table 2: Education departed to the prisoners in Delhi prisons from 2017 to 2022:²²

Year	Elementary Education	Adult Education	Higher Education	Computer Course	Total
2017	1726	475	829	171	1475
2018	2167	943	1024	230	2197
2019	1652	827	1288	449	2564
2020	1371	1288	1422	647	3357
2021	1189	422	2719	224	4554
2022	2856	1142	432	689	5119

The progressive efforts towards academic education can be seen in six years from 2017 to 2022, in the central jails in Delhi as described above in table 2. ²³

4.2 Vocational Trainings in Delhi Prisons: Vocational training is a crucial aspect of prison reforms, serving as a significant rehabilitation measure. Currently, the training of inmates in diverse occupational skills within Prison Institutions has gained significant importance in nearly all States/Union Territories. Vocational training programs and courses have been provided at the central jails located in Delhi. The table labelled as 'Table 3' provides a comprehensive breakdown of the six-year period from 2017 to 2022. Various vocational programs, such as agriculture, carpentry, canning, tailoring, weaving, soap and phenyl production, and handloom making, are being implemented in central jails to facilitate the rehabilitation, reformation, and reintegration of prisoners into the society. The issue of rehabilitation and re-entry is currently a prominent concern in the field of corrections in prison. There were two objectives that were, to know about educational and vocational training programs in Delhi jails, and challenges of prisoners to re-entering into the society. The both the research objectives achieved partially.

Table 3: Total count of incarcerated individuals who participated in vocational training programs in Delhi (From 2017 to 2022)²⁴

Year	Agriculture	Carpentry	Canning	Tailoring	Weaving	Soap and Phenyl making	Hand-Loom	Others	Grand Total
2017	0	208	0	458	190	0	0	6100	6956
2018	0	318	0	0	176	48	0	9093	9635
2019	0	188	0	445	153	74	0	10001	10861
2020	0	840	0	526	427	0	0	5104	6897
2021	0	117	0	466	57	0	0	3124	3764
2022	118	178	40	261	245	5	75	2252	3174

Prisoners are provided with skill development opportunities in several fields such as tailoring, weaving, carpentry, oil extraction, bakery item production, file cover creation and printing, as well as basic computer classes. During the year 2022 more than 100 new inmates have learnt the above mention skills.

The fashion lab and textile unit provide various facilities such as boutique, screen painting, textiles block printing. The courses of basic Indian wear have organised with partnership to the pearl academy NGO. The section of jewellery and weaving is managed by CJ-6 inmates who produce purses, caps, thread tops, and imitation jewellery. These products are sold in Tihar emporia and other stores. The pottery (clay items making, like clay pots) and candle making unit is operated by central jail number six offenders who produce a variety of candle and pottery items. Subsequently, these things are transported to Tihar emporia, many jails, and various court's outlets. The inmates operate a pickle and namkeen unit where they produce a variety of Namkeen items such as Kaju masala, Namakpara, and Sattukachori. They also make different types of pickles including Lemon, Mix Veg, Chilly, and Mango. Subsequently, these things are transported to Tihar emporia, many jails and various court's outlets. The Sanitary Pad Factory is operated by CJ-6 in partnership with Pahal NGO, where incarcerated individuals receive training to manufacture sanitary pads. This department caters to the internal requirements of the prisoners.

There are some manufacturing and production units in Delhi central jails to produce goods. There is provision of earning for prisoners and make them self-dependent and employable. The daily wages are given to prisoners as per their skills.

²² Prison Statistics India (2019). National Crime Records Bureau (Ministry of Home Affairs), Government of India. <https://ncrb.gov.in>

²³ Prison Statistics India (2020). National Crime Records Bureau (Ministry of Home Affairs), Government of India. <https://ncrb.gov.in>

²⁴ Prison Statistics India (2021). National Crime Records Bureau (Ministry of Home Affairs), Government of India. <https://ncrb.gov.in>

Wages in Delhi Prisons: Daily wages for convicts in Delhi has been categorised in three ways. First category consists of skilled prisoners who are paid Rs. 308 per day, second category comprises of semi-skilled prisoners earning rupees 248 per day and third category is of un-skilled prisoners who are paid to the tune of rupees 194 per day for their services as per PSI-2022.

4.3 Visit of Central Jail-14 Delhi:

The author visited many times in the CJ-14, Delhi in the month of January 2023 for research purpose, with the permission of Judge, (DLSA)/East & North East, Karkardooma district court, Delhi by the order No. 13/DLSA/KKD/East/23/4187431.

Key Observation:

The Author visited and interacted with 172 convicts in groups from 8:30 am to 4:30 pm on 05-02-2023 at Mandoli central jail (CJ) No. 14, Delhi. Some of the facts and observations are given below:

- **Population:** Total population of inmates was 221 out of which, 30 were under trial prisoners and 191 convicted prisoners as per lock-up record.
- **Wards:** The residential facility for prisoners is divided into three wards for better administration. 65 prisoners were living in ward number one, 142 prisoners were living in ward number two, and 14 prisoners were residing in ward number three.
- **CCTV:** There were total of 393 CCTV installed for security purpose out of which 388 were working successfully and five CCTV not working as per the data recorded on 5th February 2023.
- **Electrician:** There were six electrician in the jail.
- **Sports:** The prison administration has introduced a number of sports for the physical well-being of the inmates. 24 inmates participated in Volleyball and Badminton.
- **Yoga:** There were eight inmates participated in Yoga classes. There is a big meditation hall for Yoga.
- **Factory:** There is a factory in CJ-14, Mandoli complex, consisting of Bakery, LED Unit, Tailoring Unit, Carpentry Unit etc.

Health: Several activities focusing on health care and sanitation, yoga and meditation were regularly organised throughout the year in the jails of Delhi.

The Author observed on 5th February 2023 that many educational and vocational training programs are running in central jail no. 14. The institution facilitates the inmates with various academic courses through IGNOU Centre. In addition to this, classes for a number of other recreational activities like music, painting, Pado-Padao classes, courses for electrician and plumbing, separate spacious halls for stitching and weaving, and separate classroom for computer training classes are available to the prisoners.

Legal Aid is also available with facilities for drafting, typing, counselling, guidance about various types of applications, appeal etc. With the lapse of time the demand of legal aid and advice is increasing considerably.

Personal Interview of convict in Central Jail-14, Delhi:

The interview of a convict (AJ) was conducted in central jail no. 14, Mandoli complex, Delhi in February 2023, he responded every question of author. AJ was 27 years old graduate belongs to Delhi, when he committed crime under section 302 IPC. He has been serving the prison for 21 years for different tasks as per jail manual. AJ has completed a number of Academic and Vocational Training courses with the help of jail administration, which are- Bachelor of Social Work (B.S.W.), Diploma in Aids & Family Education (DAFE), Certificate in Food and Nutrition (CFN), Certificate in NGO Management (CNM), 'Computer' course by MSME (Ministry of Micro, Small & Medium Enterprises), 'Food and Cheff' course from Tourism Ministry of India, 'Tailoring course from PMKVY (Pradhan Mantri Kaushal Vikas Yojana), and The Convict is currently pursuing a course of Master in Social Work Counselling (MSWC). AJ(Convict) feels guilty for an unfortunate accident occurred in his life. At that time, he participating as Sevadar (Sahayak) and in many activities in the jail like teaching to other inmates under 'Pado-Padao' program, as counsellor for prisoners who are drug addicted, also participated in many plays on 'Drugs' education and also contribute by serving in 'GumSum Panja' in jail.

5. Result and Discussion:

Confining criminals in prisons is a primary form of punishment practised in almost all the countries. In Delhi prison system, there are 16 central jails, out of which there are two women central jails and 14 male central jails. Although, capacity of the 16 central jails in Delhi is 10026 prisoners as of 2022, and prison occupancy rate in Delhi is highest 184.5 per cent among all Indian prisons. The administration of Delhi central jails has been organising several educational and vocational training activities throughout the year for the reformation and rehabilitation of the prisoners. The provision of academic education is categorised in four types, viz. elementary education, adult education, higher education, and computer education for prisoners in Delhi prisons. The elementary education was provided to 2856 prisoners, adult education provided to 1142 prisoners, higher education provided to 432 prisoners and computer education provided to 5,169 prisoners in the year 2022. But the result of this research stated that there are 52.5 per cent convicts did not take any kind of academic education or vocational trainings. While it is proven that education and vocational trainings can

inspire a sense of skillfulness positive self-concept and the possibility of ensuring a prosocial life in prisoners.²⁵ The table 5 stated that the almost five per cent of the convicts did either plumbing or tailoring course in CJ-14.

5.1 The socio-demographic information of the 118 convicts from CJ-14, Delhi is given in table 4:
Frequency Table-Socio demographic information

Table 4: Frequency Table

Category	Frequency	Per centage
IPC Section		
302-Murder	74	62.7
376-Rape	25	21.2
Others	19	16.1
Education		
illiterate	37	31.4
8th Pass	40	33.9
10th Pass	21	17.8
12th Pass	16	13.6
Graduate	4	3.4
Crime-committing Age		
18 to 27 Years	59	50
28 to 37 Years	33	28
38 to 47 Years	16	13.6
Above 47 Years	10	8.5
Marital Status		
Married	57	48.3
Unmarried	61	51.7
Income Prior to Jail		
0 to 10000 pm	62	52.5
10001 to 20000	38	32.2
20001 to 30000	14	11.9
Above 30000	4	3.4
Occupation Prior to Jail		
Government Job	2	1.7
Private Job	34	28.8
Self-Employment	31	26.3
Labour	39	33.1
Unemployment	3	2.5
Agriculture	9	7.6
Years in Prison		
3 to 7 Years	32	27.1
8 to 12 Years	55	46.6
13 to 17 Years	21	17.8
Above 18 Years	10	8.5

The demographic information of the 221 convicts which was collected from central jail no. 14, Delhi, is presented in the table (Table 1). The crime categories are IPC 302 (62.7 per cent) imposed for murder, and followed by IPC 376 (21.2 per cent) imposed on prisoners for rape cases. When it came to education, a large proportion of convicts (31.4 per cent) was illiterate, 51.8 per cent completed matriculation and below, and 17 per cent had completed their intermediate and beyond. The bulk of 59 per cent of the overall population, fall under "Below 28 years" age group at the time when they -In terms of marital status, the population is split roughly equally between those who are 48.3 per cent married and 51.7 per cent unmarried. Regarding their employment status prior to serving jail time, daily wage workers comprised the highest proportion (33.1 per cent), and jobless (2.5 per cent), and 28.8 per cent were doing private job. And the 52.5 per cent prisoners earning up to ten thousand (in Rupees) per month, and 84.7 per cent prisoners of the total population were earning up to twenty thousand per month prior to jail. Regarding the length of their sentences, 72.9 per cent of convicts were given terms more than seven years as given in table 1.

²⁵ Jain, K. S. R. R. (2020). Effective and Humane Restoration of Prisoners with Special Reference to India. *Journal of Victimology and Victim Justice* 3(1), DOI: 10.1177/2516606920904296.

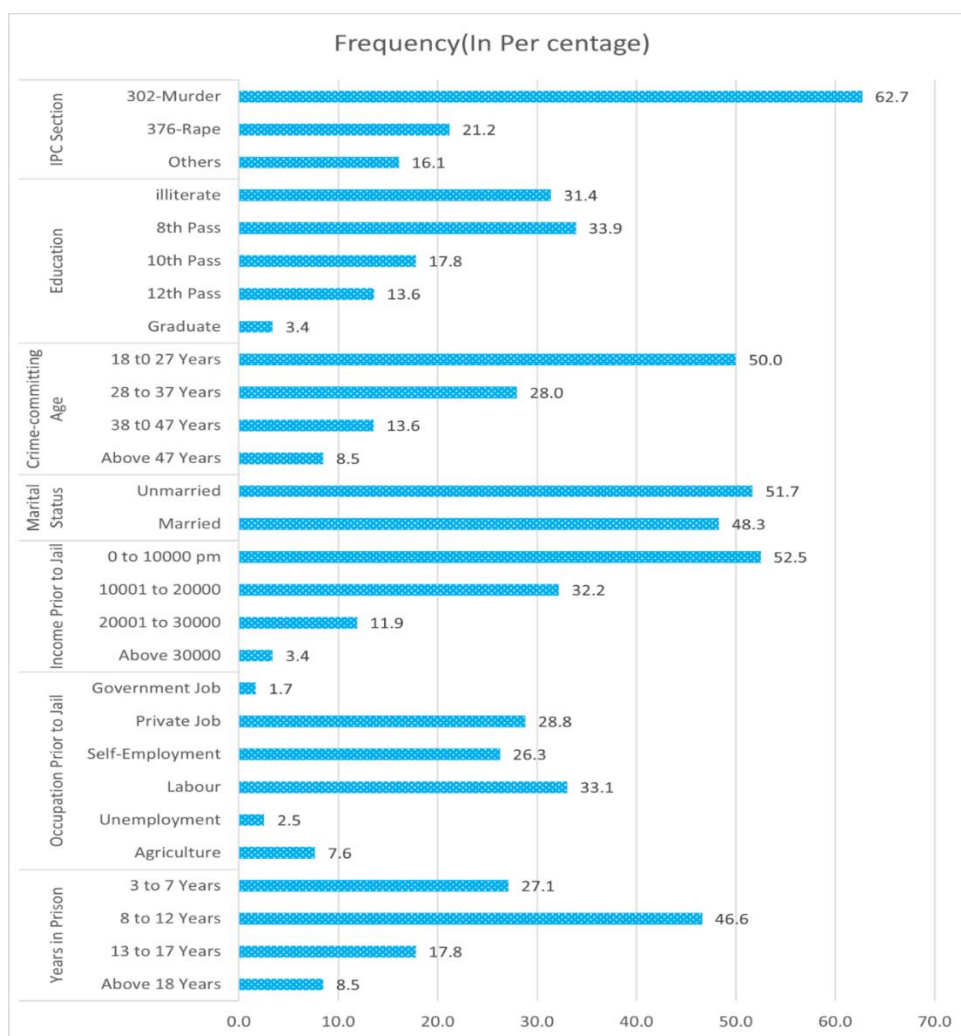


Figure 1: Socio-demographic information about the convicts in CJ-14, Delhi.

Most of the convicts belong to 18 years to 27 years of age. The crime was more prevalent in younger age groups.²⁶

5.2 The information of 118 convicts who have taken either academic education or/and vocational trainings in jail during their sentence. The detail is given in table 5.

Table 5: Frequency table for Academic Education and Vocational Training

Academic Education and Vocational Training Courses Completed by Prisoners in Central Jail 14, Delhi		
Category of Course	Frequency	Percentage (%)
Primary Education	1	.8
Elementary Education	3	2.5
Higher Education	2	1.7
Computer Course	5	4.2
Carpentry	28	23.7
Tailoring	6	5.1
Weaving	3	2.5
Soap and Phenyl Making	1	.8
Electrician	5	4.2
Plumbing	2	1.7
None	62	52.5
Total	118	100.0

²⁶ Kumar, S. D., Kumar, S. A., Pattankar, J. V., Reddy, S. B., & Dhar, M. (2013). Health status of the prisoners in a central jail of South India. Indian journal of psychological medicine, 35(4), 373-377.

In the table 5, the maximum number of prisoners (52.5 per cent) had not done any educational course and vocational training. The large part of the sample of prisoners did carpentry course, and followed by tailoring (5.1 per cent). Although, there were few numbers of convicts who completed academic education courses in prison.

The Central Jail 14, Delhi, prisoner frequency table for Academic Education and Vocational Training courses shows the prison's educational and vocational landscape. Notably, 52.5 per cent of the jailed population did not take any courses, suggesting a deficit in education or occupational training. Carpentry is the most popular course, with 23.7 per cent of inmates having studied it. Tailoring and computer courses are also popular, with 5.1 per cent and 4.2 per cent population shares, respectively. Less than three per cent of prisoners take Primary, Elementary, and Higher Education courses. The most popular educational and vocational choice among jailed people is carpentry, which may reflect its practicality and demand in prison. The poor academic course participation may encourage more investigation into jail educational access and incentives.

Education and Vocational Trainings Provided to Convicts in Central Jail 14, Mandoli, Delhi

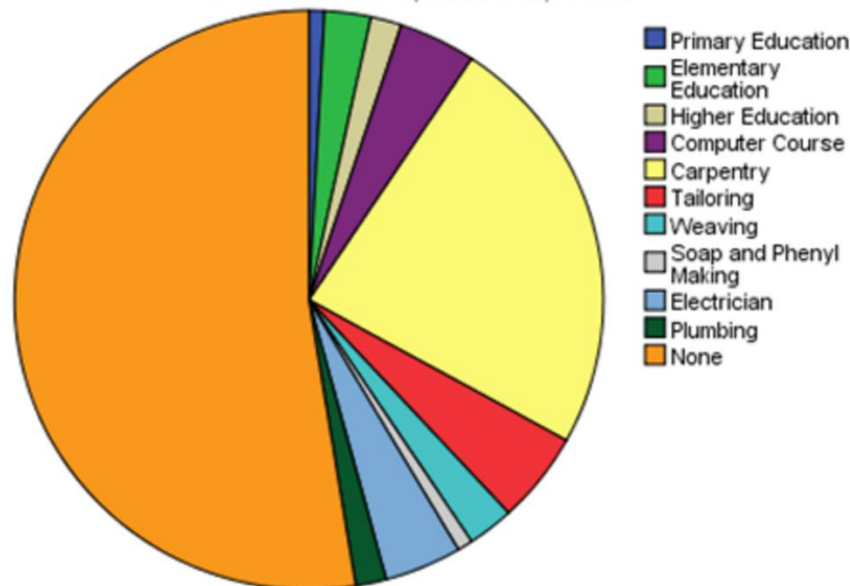


Figure 2: Information of 118 convicts undergone through education and vocational trainings

6. Conclusion:

In the contemporary era, prisons are regarded as correctional centres with the philosophy of rehabilitation and reintegration. Reintegration of a prisoner would not be possible without proper restoration process. Restoration is only possible through regular value-based academic education and vocational training to make prisoners employable after their release. The study on sample size 118 convicts over the population of 221 in CJ-14, Delhi, implies that 31.4 per cent convicts were illiterate, and 51.7 per cent were metric or below metric pass. Unfortunately, only 52.5 per cent convicts have not taken benefit of educational and vocational training programs which have been provided by the prison administration. There are approximate 90 per cent convicts in Delhi prisons, who were with lack of requisite academic education or employability skills. Hence, there is a high need to address the fundamental causes of criminal behaviour, continuous value-based academic education and regular vocational trainings in correctional settings not only to provide convicts with job-oriented skills but also to promote the right understanding about self-development, social development, and harmonious behaviour, which leads to lowers the probability of recidivism after release. The study observes that the budget allotted on education and other welfare activities is inadequate. Other factors like universal human value education, higher academic educational courses and continuous long term vocational courses are lacking. Future studies should examine these variables in further detail, possibly taking into account how social support systems along with the regular education and vocational training may provide the chances for post-release employment.

7. Recommendations and Limitations:

There is urgent need to introduce UHV with continual academic education and long-term vocational training programs for convicts in accordance with developments, especially technical enrichment. The necessity of activating and updating the teaching methods used in training in modern ways that keep pace with the modern

era will help to the prisoners to facilitate their re-entry into the society. The time and security constraints in the jail are limitation for the study.

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The authors declared no conflicts of interest with respect to the research, authorship and publication of this research article.

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