



A STUDY OF PRISON EDUCATION PROGRAMS AND NEOLIBERAL AGENDA OF THE STATE

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Abstract

India is a country that has a complex relationship with its prisoners. Present conceptual research paper based on a study of prison education programs and neoliberal agenda of the state. The prison education program includes both general education and vocational education for the enhancing the quality of society. As per the prison education studies across the world have indicated that education during incarceration has long term benefits for entire societies. Prison Education is any educational activity that occurs inside prison in India. Programs can include basic literacy programs, secondary school equivalency programs, vocational education, and tertiary education for prison. Apart from these programs other activities such as rehabilitation programs, physical education, and arts and crafts programs may also be considered a form of prison education. The present paper focused on the prison education programs in India and neoliberal agenda of the state with prime objectives are (i) To understand the concept of prison education. (ii) To discuss the Role of neoliberal agenda of the state. (iii) To analyse the role of prison education for enhancing the quality of society. The methodology of the research is a different type involving an interpretative, conversation, observation and study secondary sources, like books, articles, journals, thesis, university news, expert opinion, and websites, etc.

Key words: - Prison Education and Neoliberal agenda

Introduction:

Prison reforms in India are a much-batted subject matter and have been the point of converse for numerous panels appointed by the Government of India. still, despite numerous suggestions made on multiple occasions, the ground-position situation with respect to prison reforms remains caliginous and stagnant. This paper seeks to study the elaboration of incarcerations in India from the middle of the nineteenth century and the colourful challenges in the Prison institutions in India and their reform.

As per the reference of Macaulay's Minute of 1835 laid down the foundations of Prison system in India as we see it moment. latterly, a commission called the Prison Discipline Committee was set up to look into the prison system in India. The Committee submitted its report in 1838 recommending the rigorous treatment of convicts rejecting philanthropic

requirements and reforms. Development must be seen in the environment of an imperialistic foreign rule.

In the same period, the Construction of the Central incarcerations began pursuant to Macaulay's Minute and advanced fleetly between 1836 and 1838. Contemporary incarcerations in India are therefore, a heritage of the British as they still stand continuing their nearly two hundred time old function.

The enactment of the Prison's Act in 1861 and 1894 mark yet another corner event in the history of incarcerations in India. This social law forms the base for the present jail operation and administration. The review of Prison problems that had ante ceded the Act was continued latterly also. In 1919- 1920 the Indian Jail Committee for the first time in India's social history declared reform and recuperation to be the objects of Prison administration. This heritage was carried on by numerous post-independence panels.

A crucial change that was introduced during social times was the perpendicular division of legislative and administrative powers made by the Government of India Act, 1935. This law transferred the subject matter of" incarcerations" from Central list to State list. The significance of this event lies in the fact that in the post- independence period this division of powers gave rise tonon-uniformity in Prison laws and operation across colorful States of India. In 1951 Government of India invited a UN expert, Dr Reckless to study jails in India and suggest operation and policy reforms. Dr. Reckless submitted his report entitled," Jail Administration in India" and contended for reforms and modification of the outdated jail primers.

Modern Prison Manual:

In 1957 An All- India Jail Manual Committee was appointed by the Government of India to prepare a Jail Manual which submitted its report in 1960. This forms the bedrock of Prison operation in India untiltoday. In 1972, the Union Home Minister appointed a Working Group to make suggestion with respect to prison operation in India. The Group made recommendations to frame a important- demanded public Policy on incarcerations and bracket of incarcerations lodging different orders of convicts.

The Committee on Jail Reforms under Justice Mulla was set up by the Government of India in 1980 to review the laws, rules, regulations for guarding society and reforming malefactors. The Mulla Committee submitted its report in 1983. The problems stressed by

the Committee and the reforms suggested by it are applicable indeed moment and preponderate in any converse on Prison reforms in India.

It suggested that the Government is duty bound to give staid living Conditions for captures and gave a philanthropic opinion vis a vis prison reforms that had heretofore been fastening more on security aspects. The Justice Krishna Iyer Committee of 1987 taking a analogous station stressed the plight of women captures and emphasized the need to inaugurate further women in the Police Services and operation to inculcate a gender-sensitive approach in prison operation.

Latterly on, The National Police Commission made a recommendation in 1977 to overhaul the legislative frame by making a new Police Act to replace the two- hundred- time-old Police Act of the nineteenth century.

Objectives of the Study:

- (i) To understand the concept of prison education.
- (ii) To discuss the Role of neoliberal agenda of the state.
- (iii) To analyse the role of prison education for enhancing the quality of society.

The methodology of the research is a different type involving an interpretative, conversation, observation and study secondary sources, like books, articles, journals, thesis, university news, expert opinion, and websites, etc.

Need for Prison Education:

- ✓ Studies across the world have indicated that education during incarceration has long term benefits for entire societies.
- ✓ In fact, a report in the USA suggested that individualities who shared in any form of educational programmes in prison were 43 less likely to return to jail. This is substantially because, among other factors, prison education has shown to have significant particular benefits in the form of advanced chances of employment post release, lesser political engagement and volunteerism, and bettered health issues.
- ✓ On the other hand, ex-convicts who have low situations of education are frequently unfit to find work or social support systems, therefore adding their chances of committing crimes and dropping out the prison system.
- ✓ Advanced recidivism affects the entire population of a country because it diverts plutocrat and coffers to the felonious justice system that could rather be spent on other community reform programs.

- ✓ Increased criminality also has intergenerational effects, with children of prisoners being more likely to have unstable family systems, lower economic resources, higher tendency of delinquent behaviour and eventually turning into criminals themselves.
- ✓ Investing on prison education, therefore, has a significantly high return value, and ultimately saves taxpayers' money.

Prison Education Programs and Neoliberal Agenda:

The prison system in India is overburdened and underfunded, with numerous incarcerations operating at double or triadic their capacity. There are multitudinous issues with the prison system, including overcrowding, lack of coffers, and poor conditions. According to the National Crime Records Bureau, there were over 4 lakh captures in India as of 2019, with 70 of them being undertrials. The prison population in India is also disproportionately made up of marginalized communities.

- ✓ It was surprising to note that prison education and other corrective measures were wholly overlooked and left out in India's felonious justice system.
- ✓ This miracle was substantially astonishing because prison education measures similar as the Bard Prison Initiative in the United States and several others across the globe have definitively proven to be effective in reducing recidivism.
- ✓ Research conducted by the U.S. Condemning Commission(USSC) set up thatex-convicts who had attained a council degree had a rearrest rate of19.1 whereas those who didn't finish a high academy degree had a stunning rearrest rate of60.4.
- ✓ There is, without a mistrustfulness, a need for education programs in prison because of the social and profitable weal it brings into society.
- ✓ If there are abundant studies furnishing data on the success of similar programs, a question arises as to why has India not successfully enforced them into their prison institutes? Why have educational programs begun across the nation and yet, this measure of reformation is still considered as substantially neglected. Qaiser Hayat, in his 1983 composition 'Prison Education in India' set up plenitude of factors which disintegrated prison education reforms.
- ✓ Low preceptors ' hires, deficit of reading accoutrements , shy backing, and the overall poor directors' stations towards the programs incontrovertibly discouraged the continuance on education in incarcerations.

Performative aspects of Prison Education in Indian:

NCRB's 2019 Prison Statistics do mention the number of captures who advantaged from education and vocational training. Still, these figures are proportionally bitty compared to the number of captures present in the country. Out of the total number of captures in India at the end of 2019, lower than 22 of convicts advantaged from either abecedarian, adult, or advanced education and lower than 12 entered vocational training. Not only are these statistics poor, but the number of convicts educated in incarcerations also dropped from the time before (in 2018, roughly 23 of captures were educated in incarcerations) 19. unacceptable results from prison education in the country is a pressing issue which must be dealt with soon for the sake of public weal and safety. A aggregate of cons were released in 2019, and because there's a lack of prison reformation, unregenerated ex-convicts will re-offend and beget detriment to innocent people.

- ✓ The situation of releasing unreformed captures fully fails to look after the reason why incarcerations live in the first place, which is to avoid crime on the thoroughfares.
- ✓ The Indian felonious justice system doesn't outrightly ignore prison education or recuperation as a proposition of discipline.
- ✓ The country has espoused several measures which aim to reform its cons. A rise in general mindfulness, public information and transnational pressure backed in the appointment of State panels similar as the Bombay and U.P Jail Reforms Committee.
- ✓ It's the State Government's responsibility to manage and maintain incarcerations, but the Ministry of Home Affairs ('MHA ') does intrude by advising on colourful issues concerning incarcerations and prison convicts.
- ✓ The MHA published premonitory guidelines for educational programmes for prison convicts. The guideline stated that "there should be a trouble to achieve total knowledge among captures across the country.
- ✓ It has, thus, recommended that there should be installation of correspondence courses in vocational disciplines in the incarcerations." The MHA continually recommends changes in prison administration through publishing prison primers and acts.
- ✓ Nonetheless, if the country is espousing styles to ameliorate prison reformation, trouble toward the program's perpetration must be directed.

Conclusion

Though colourful panels and acts have been passed aiming to ameliorate the capture education openings in India, the root of the problems is left unsolved. It isn't enough for a legislative body to give guidelines; they must structure it in such a way that prison reform measures are being actually applied and followed through. The incapability to give a suitable terrain for education and recuperation means that captures will be stuck in a vicious cycle; from being a prey of criminogenic threat factors to the incapability to land a stable job and income. Education in incarcerations, without a shadow of mistrustfulness, have proven continuously to help the reduction of recidivism worldwide. The impact of reforming a internee is profoundly salutary to the society and frugality. The society benefits with a further excellent quality of life, and the frugality's fund doesn't drain in prison institutions. For India to reap the fruitfulness of prison education, being programs and programs must be estimated to assess its functional effectiveness. Unfortunately, the programs and laws legislated in the country aren't efficiently executed, making similar 'monumental' work towards reformation legislation fully meaningless. Prison education in India, chased as an 'institutionalized insufficiency', must be turned into a roaring success so that the nation can enjoy its benefits.

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