



TEACHING AND LEARNING PRACTICES INSIDE THE WALLS OF PRISONS: A CONCEPTUAL STUDY

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Abstract

The present conceptual research paper focused on the study is to discuss the teaching and learning practices inside the walls of prisons. Prison work is demanding. It involves working with men and women who have been deprived of their liberty, many of whom are likely to be mentally disturbed, suffer from addictions, have poor social and educational skills and come from marginalized groups in society. Some will be a threat to the public; some will be dangerous and aggressive; others will try very hard to escape. None of them wants to be in prison. Therefore, it requires great skill and personal integrity to carry out this work in a professional manner. This means, first, that men and women who are to work in prisons need to be carefully chosen to make sure that they have the appropriate personal qualities and educational background. Then they need to be given proper training in the principles that should underlie their work and the human and technical skills that are required. Throughout their careers, they should be given opportunity to develop and expand these skills and to keep up to date with the latest thinking on prison issues. Further, prison staff generally work in an enclosed and isolated environment, which, over time, can make them narrow and inflexible. The way they are trained and managed needs to be designed to guard against this insularity. The staff also needs to remain sensitive to changes in the wider society from which their prisoners come and to which they will return. The present paper with prime objectives are (i) To understand the teaching and learning practices inside the walls of prisons. (ii) To analyses the role of prisons in the learning practices. (iii) To discuss the importance of education for enhancing the prison's role in the 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: *Teaching and Learning Practices, Walls of Prisons*



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Introduction:

Prisons are entrusted with the topmost and hardest task of safe guardianship and correction of malefactors, with the ultimate the end of icing safety and security of the society. In other words, prison play a significant, necessary part in controlling crimes and icing law and order in society. It is, thus, abecedarian as well as essential for a captivity picket to know the origin and roots of the institution in which he or she works. By knowing the history of origin and development of prison and imprisonment, and the part of prison in the ultramodern correctional frame, captivity minders shall identify their professional compass and nature of work. The identification, recognition and acceptance of their professional part by them is relatively important for the captivity departments to achieve their pretensions. thus, it'll be of great use as well as intriguing for captivity minders to know the elaboration and development of prison. This unit, in a nutshell, deals with origin and development of prison encyclopedically and the history of prison in India.

Objectives of the Research:

- (i) To understand the teaching and learning practices inside the walls of prisons.
- (ii) To analyses the role of prisons in the learning practices.
- (iii) To discuss the importance of education for enhancing the prison's role in the society.

Correlation between education reforms and rate of recidivism in an economy :-

In- captivity recuperation present moment depends on the governance enforcing them. Still, they generally include measures similar as Cognitive Behavioural remedy (CBT), academic education, employment medication and Substance Use Disorder Treatment(SUDT). Though these corrective interventions do help inre-integrating captures, several empirical studies have suggested that education programs have in far, played the most expansive part in reducing recidivism. In 2013, Rand Corporation conducted a study which set up that Convicts who completed educational programs were 43 less likely to return to incarceration within three times compared to those who didn't share. There are several factors which play a part in the rate of recidivism, but the most presumptive factor for reoffence is centred around the con's knowledge rate and vocational training. likewise, advanced recidivism significantly impacts the whole frugality because the country faces occasion costs by diverting duty plutocrat into the felonious justice system. Taxpayer's plutocrat which could rather be spent on free healthcare and public goods are now being spent on keeping an capture in captivity.

Existing Educational and Vocational Training Programs and their Impact:

In 2003, the Model Prison Manual emphatically attested to the need for furnishing educational installations to captures, stating that, “ Education is vital for the overall development of captures it leads to their recuperation and tone- adequacy It's a tool by which the knowledge, character and geste

of the capture can be moulded.

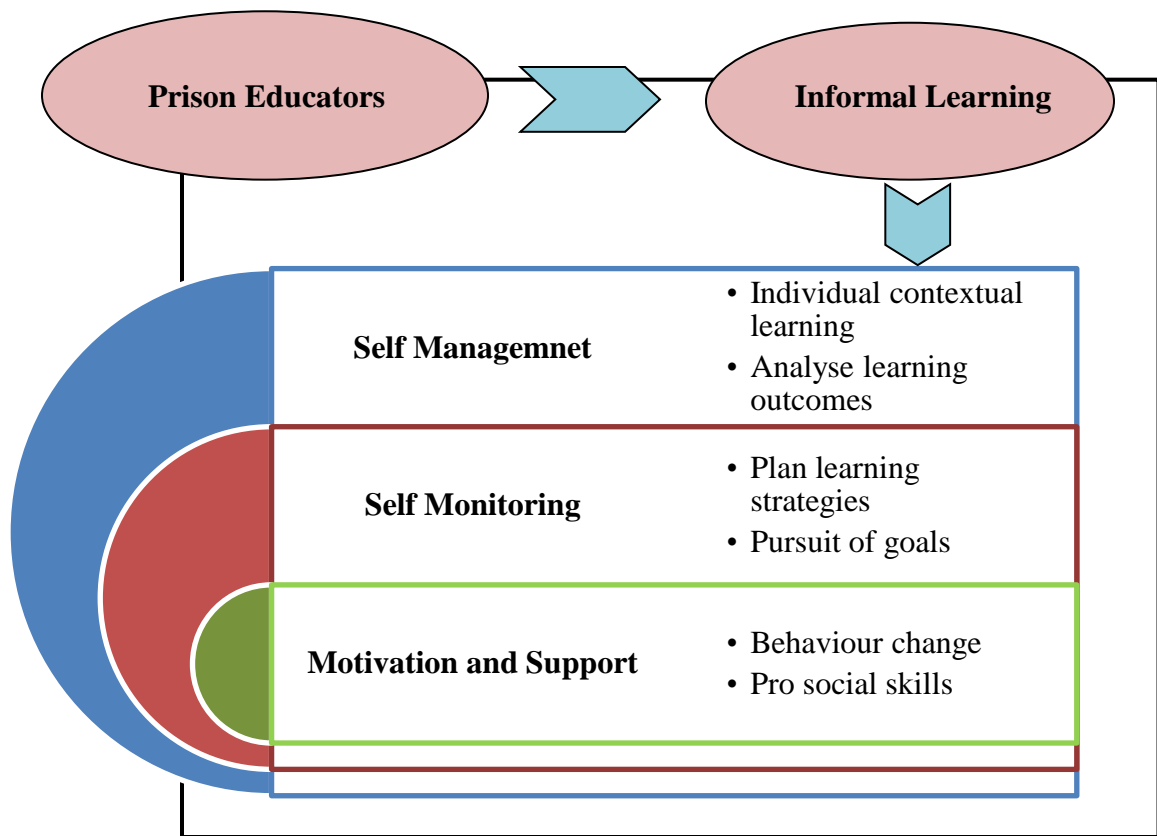
- ✓ It helps a internee to acclimate to the social terrain and his ultimate resettlement in society. ”
- ✓ also, the National Human Rights Commission, in their periodic report of 2004- 05 issued broad guidelines stating that captures must have access to reading accoutrements and other educational installations to nurture their chops and overall personality development.
- ✓ It stated that every captivity should maintain a library that's commensurable to the number of captures housed, with special attention being paid to the development of suitable recreational and educational accoutrements for women captures or for those who may be youthful or illiterate. The report also stressed the need to curate educational programs grounded on the educational and artistic background of the convicts.
- ✓ Eventually, it stated that “ In assessing the content of reading accoutrements , the supervisor of the Jail should be guided by law; he shouldn't exercise his discretion arbitrarily ”.
- ✓ Despite these and other recommendations by transnational bodies similar as the UN, there's veritably little information available about whether educational programmes are available to captures and their nature.
- ✓ Although the National Crime Records Bureau releases data in its periodic reports about the number of convicts who served from educational and vocational training programs that time, there's no information about the criteria used to determine these benefits.
- ✓ likewise, the vocational training offered to convicts is infrequently salutary to them after release, with limited job prospects and earning implicit in those separate fields. While the 2003 Model Prison Manual

suggested that vocational courses be upgraded on a regular base, studies have shown that this has veritably infrequently been the case.

preceptors are frequently untrained and low- paid, tools and outfit are unapproachable, raw accoutrements are short, and the performing goods produced are thus unacceptable, farther performing in lack of interest or provocation among convicts.

Teaching and Learning Practices:

The idea that education can endue the learner with the chops, values and stations necessary for active citizenship has come to percolate mainstream educational converse. The purpose of this exploration is to present the classroom operation issues faced by captivity preceptors and introduce strategies applied by captivity preceptors managing them within the formal education system in corrective service.



Vocational training programs in Indian incarcerations, thus, present as rather corrective than corrective upon close analysis. The lack of individual agency to pick a program, the denial of choice on whether to work at each, and the stingy stipend, suggest that the

current programs are tokenistic, being only to meet certain government guidelines rather than for the interest of captures.

Educational Programs:

Education is one way to reconnect confined individualities with the moral community, and it has been argued that the pedagogy or andragogy of care is an effective way of maximizing educational issues. (Knowles, 1988). Education can be a gateway to social and profitable mobility.

Educational Programs further than three- fourth of the captivity population in Indian incarcerations is below high class while the remaining captivity population has comparatively better educational qualifications. The lower knowledgeable captures aren't only given introductory education but they're also encouraged to upgrade their vocational qualifications. Formal education programs are offered to the captures with the help of National Open School, Indira Gandhi National Open University, State Open Universities, Distance Education Boards and specialized courses in collaboration with the Technical Training Institute of colorful countries. The Government is giving training to educated captures to enable them to educate lower educated and illiterate captures. Special attention is given to illiterate capture so that he may be suitable to read and write his name within a week time. Advance educational avenues are available to internee so that if they want to pursue advanced studies they may do so through open universities specialized institution. Special attention is given for the internee appearing for colorful competitive examinations. Examination figure and course figure are borne by the Captivity administration in case of poor captures. The IGNOU Study Centres are running inside some of the jails which is furnishing advanced education to the convicts as well as to the captivity staff in different academic as well as professional Courses.

Stress Relieving Programs:

The prisoners are regularly sensitized on health issues like HIV and Drugs. A number of programmes of spiritual/moral education are also run in most prisons with the active help of the community and NGOs. Classes of following strategies-

- Yoga and Meditation courses for the Prisoners with the help of NGO's,
- Charitable Trust, Religious leaders and Institutions.

- Moral lectures/Religious discourses conducted by spiritual leaders of various organizations.
- Art of Living Courses
- Panic Healing courses
- vipassana, are being organized in Indian prisons to reduce stress in prisoners.

Cultural Programmes:

The prisoners also actively take part in cultural and sports programmes in the prisons.

- All important festivals irrespective of caste, creed and religion like Dussehra, X-mas, Id-ul-Fiter, Ratha Yatra, Raksha Bandhan etc. are being celebrated by the prison inmates in the jails.
- National days like Independence Day, Republic Day and Gandhi Jayanti are being celebrated by the inmates of all jails.
- Sports meets, Quizzes, Essay & Song competitions and other cultural programmes are being organized among the inmates.
- T.V. sets have been provided to the prisoners for their awareness on daily news events, entertainment, knowledge enhancement and momentary engagement.
- Drama, Sangeet Samaroha, Melody Programme, Dance, Palls song and Bhajan Samaroh etc. are also being organized among the inmates of different jails.

Skill Structure Programs:

The incarceration of doomed person in captivity not only lead to his stigmatization but also causes his social disorientation owing to his having remained virtually cut- off from social intercourse with the rest of the society. Loss of job, if employed, and loss of means of livelihood are also one of the high ill consequences of the incarceration. Hence, the most important single factor which can grease his reintegration with the society and help his relapse into the crime after release is the profitable recuperation. Training of captures in colorful vocational chops in the Captivity has entered a lot of significance in nearly all the States/ UTs. These training programmes give openings for the incarcerations convicts to engage themselves in fruitful hobbies during the term of their judgment in incarcerations. Training for captivity convicts not only affords value for one's work but also makes the captures learn chops which would enable them to follow a vocation after their release from the captivity. The training installations available in Indian

incarcerations depend on the original conditions. Vacuity of raw material, original request requirements, demands and marketing of finished products substantially decide the vocational training installations available in any captivity demesne. Vocational training programmes are being run in conventional trade like, carpentry, black smithy, acclimatizing, plumbing, bakery, bottom wear and tear timber, leather goods, rearmost recreation like Data Entry Operations, typing, desktop printing, electrician, beauty salon, soft toy timber, wheel president refurbishing, yoga tutoring, telephone form & conservation etc. All these vocational training programs enhances employability eventuality of the captures after their release and help in their recuperation.

Conclusion:

It's apparent that captivity education in India is an institutionalized insufficiency, it's hardly commanded and regulated in policy and finds indeed less significance in practice. captures face systemic walls in reintegrating back to society, therefore continuing the cycle of incarceration. veritably many studies live to assess the nature of being programs and their issues. The same taboos and conceptions that prejudice the general population against cons and ex-convicts also help captures from chancing openings for recuperation, as the government as well as civil society infrequently invest in their education and upskilling. The programs that do live are scattered and small in scale.

It's imperative, thus, to prioritize captivity education in policy, estimate being programs for effectiveness, as well as gauge them up to be profited by each and every capture in the country. A program analogous to the Sarva Shiksha Abhiyan or the National Adult Education Program, or a statutory body like the UGC can bring education in incarcerations under their marquee so that the class that's followed has real world advantage for convicts. also, vocational training should be effective and give chops that are salutary in the world outside incarcerations. Both educational and vocational training programs should be designed keeping in mind the different situations and kinds of education, artistic backgrounds, interests, periods, genders, and capacities of convicts. Convicts should be suitable to choose which programs to be a part of, and paid acceptable stipend for their labor. It's only when captures are given the tools necessary to restrict into society after their incarceration is over, can a captivity system be truly corrective in practice.

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