

Access and Inclusion of Jail Inmates to Education through Open and Distance Learning for Skill Development and Competency Enhancement: Case of IGNOU Regional Centre Jaipur

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Abstract

Distance education has traditionally been viewed as ready way for prisoners to access education in correctional centres, delivering course content and resources to prisoners who are unable to undertake traditional face-to-face education (Salane, 2008). This is because conventional institutions do not have special education facilities to reach out to people behind bars. IGNOU and NIOS is offering education to jail inmates through its Study Centres for reaching out to jail inmates.

The objective of jail inmates' education should be the socialization of the jail inmates through education. Jail Inmates are a special group who has rights to equitable access to all basic benefits of the society. The ultimate object of education is the return of these jail inmates to society with skills & knowledge.

IGNOU announced its initiative 'Free Education for Jail Inmates' in 2010 session and waived off fees for all the Jail Inmates. This move has now been a significant milestone in encouraging and rehabilitating Jail Inmates in order to improve their quality of life through Special Study Centres established in jail across the country. There are more than 144 Special Study Centres established within the jurisdiction of 43 Regional Centres. Regional Centre Jaipur and Jodhpur have established 16 Special Study Centres in different jails of Rajasthan to cater to the educational requirements of the jail inmates leading to their socio-economic rehabilitation. Provisions have been made to operationalize every aspect of teaching-learning through student support services for all learners within the jail premises. IGNOU

established first SSC at Central Jail Jaipur in 2000 with 122 Jail Inmates admitted in various programmes of IGNOU. 5341 Jail Inmates were admitted in SSCs from the year 2000 to 2018. IGNOU also established a SSC at Mahila Jail Jaipur in 2013. 202 Mahila Jail Inmates were admitted in IGNOU's Programmes from 2013 to 2018.

INTRODUCTION

When planning for a year –Sow corn; when planning for a decade –Plants trees;when planning for life –Train and educate people.By Kwan-Tzu

The role of education is more vital and widely recognized in the modern concept of prisoners' education. Prisoners are integral part of our society and it is our duty to enable them to improve their health, skills, knowledge and capability for productive work. Therefore, it is necessary to make them eligible to command respect in the society after release from the jails. Education can play a great role to upgrade their knowledge and enhance their competencies. Confucious (551 -479 BC), the famous Chinese Philosopher, also believed that everyone should benefit from learning. He said, "Without learning, the wise become foolish, by learning the foolish become wise."

"Jail inmates Education" is gaining importance across the globe. Higher education to Jail inmates has proved to be reducing the *recidivism* (the re-arrest, reconviction or return to jail)which reduces the government expenditure. It is a sort of sending them to home, better than they come into prisons. So that they can get a gainful employment. Rather than going the earlier circle. So, Jail Inmates Education is a socially relevant and cost effective practices.

Standard Minimum Rules for the Treatment of Prisoners adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955and approved by the Economic and Social Council in 1957 and 1977says that provision should be made for the further education of all prisoners and it should be integrated with the educational system of the Country, so that, after their release they may continue their education without difficulty.

The Article 15, 17 and 46 of Indian Constitution safeguard the educational interests of the weaker sections of the Indian society like socially and educationally backward classes of citizens and scheduled castes and scheduled tribes.

Salane (2008) stated that distance education has traditionally been viewed as ready way for prisoners to access education in jails, delivering course content and resources to prisoners who are unable to undertake traditional face-to-face education.

The Open and Distance Learning system has changed the educational scenario across the world. ODL has emerged as an important and vital approach in education and promises to play an important role in ensuring access of higher education for all. ODL through IGNOU at the national level and 14 State Open Universities (SOUs) at the State levels has taken root in the Country.

IGNOU with the support of the Central Government Ministry of Home Affairs and Governments of various States and Union Territories, offers its educational programmes to prison inmates through SSCs throughout the country. IGNOU has an extensive programmes of education and training for Jail inmates. IGNOU started its Centres in Jails way back in 1994 with one Centre in Tihar Jail with a nominal enrolment. Therefore, IGNOU announced its initiative 'Free Education for Jail Inmates' in 2010 session and waived off fees for all the Jail Inmates through its Special Study Centres across the country with following vision and objectives of IGNOU:

- To provide an opportunity for jail inmates to returns to main stream life with quality education and future development both morally and vocationally.
- To create the interest of jail inmates towards higher education.
- To access high quality education to all Jail inmates, who could not get the education due to their socio-economic conditions.
- To provide study materials and library facilities through IGNOU to all jails under the supervision of an IGNOU Coordinator and supporting staffs.
- To make provisions of teaching-learning transactions, including holding of examination for all learners within the jail premises.
- To offer need-based academic programmes to jail inmates so that they may get job opportunities to live peaceful life.
- To uplift their socio-economic conditions through the professional and vocational programmes.
- To provide an opportunity for jail inmates to get Jobs to returns to main stream life

This move has now been a significant milestone in encouraging and rehabilitating Jail Inmates in order to improve their quality of post release life from the Jails.

STATUS OF JAIL INMATES' EDUCATION IN THE COUNTRY

National Crime Records Bureau states that total number of 1401 Jails having 3,66,781 capacity with 4,19,623 Jail Inmates in the country, in which 4,01,789 (95.7%) are male inmates and only 17,834 (4.3%) female inmates.

Table 1: Total Number and Capacity of the Jails in the country as on 31.12.2015

Type of Jails	Total Number of the Jails in the country	Total capacity of the Jails in the country
Central Jails	134	1,59,158 (43.4%)
District Jails	379	1,37,972 (37.6%)
Sub Jails	741	46,368 (12.6%)
Women Jails	18	4,748 (1.3%)
Open Jails	63	5,370 (1.5%)
Borstal Schools	20	1,830 (0.5%)
Special Jails	43	10,915 (3.0%)
Other Jails	3	420 (0.1%)
Total	1401	3,66,781

Source: Prison Statistics India 2015 NCRB, Ministry of Home Affairs, GOI, New Delhi

The condition of literacy of prisoners in India is far from satisfactory which is obvious from the fact that 27.1 percent inmates were illiterate and 42.9 percent were educated below X standard in 2015. These two categories, when taken together, constituted 70 percent of total jail inmates' population. On the basis of analysis of educational standard, only 8.4 percent of the total inmates were holding graduate, post-graduate or some technical degrees.

Table No.2 Educational Standard of Prisoners in India in 2006 & 2015

Educational Standard	Number 2006	Percentage	Number 2015	Percentage
Illiterate	134069	35.9	36,406	27.1
Below class X	162015	43.4	57,610	42.9
Above X and below graduate	55746	14.9	28,941	21.6
Graduate	15523	4.2	7,167	5.4
Post-graduate	4148	1.1	2,460	1.8
Technical Degree/Diploma	1770	0.5	1,584	1.2
Total	373271	100	134168	100

Source: National Crime Records Bureau of India, Prison Statistics, 2006 & 2015

Therefore, education has been treated as a right of prisoners which has been incorporated in the various guidelines given by the United Nations, Supreme Court of India and National Human Rights Commission of India.

RATIONAL OF THE STUDY

Today it is the need of the democratic world to provide educational opportunities to the jail inmates for improvement in quality of life. Many studies advocated that Jail Inmates' education for reducing the offending, rehabilitating the jail inmates after release from the jails and decreasing cost of governments to bring them in to the main stream of the society.

Conventional education system has very limited access to provide educational opportunities to the Jail Inmates in the jails. Socio-economic conditions of the Jail Inmates and jail environment not more supports conventional educational system. Therefore, ODL system is the major tool for catering educational needs of the Jail Inmates. It can contribute effectively to develop their knowledge and skills for proving themselves as good human resource. It also helps to maintain and enhance the Gross Enrolment Ratio (GER) in higher education with present rate.

OBJECTIVES OF THE STUDY

1. To study status of access and inclusion of Jail Inmates in education through SSCs

2. To study programme-wise enrollment of Jail Inmates in IGNOU's Programmes
3. To study support services provided to the Jail Inmates for pursuing their study through SSCs

REVIEW OF RELATED LITERATURE

The following studies conducted earlier related to the present study have been presented and analyzed critically in this section:

Adams, Bennett, Flanagan, Marquart, Cuvelier, Fritsch, and Burton (1994) found in the study that **prison education is most effective in the prison for positive behavioral outcomes among the prisoners**. They suggested that these programs may be used intensively in the prison to overcome the difficulties faced by the prisoners after post release. **Garmon (2002)** studied that education in prisons is directly linked with recidivism. Helping these inmates for gaining education and start a new life has helped to reduce recidivism rates, thus saving a huge amount of money for local and state governments. **John (2003)** reported that Education and training should be integral to the resettlement of prisoners and its important contribution towards the Prison Service aim of reducing offending should be recognized and opportunities made available to all prisoners. **Bazos and Hausman (2004)** reported that **prison education is more cost-effective tool to literate and skill development of the prisoners**. It is also found that **prisoners who participated in the educational programmes**, they are about 10 to 20 percent less likely to re-offend than the average released prisoner and reduced the government investment of the rehabilitation of the prisoners. **Saif (2007)** found an overall positive attitude towards distance education by the Jail inmates. **Sharma (2009)** found that Special Study Centres of IGNOU provides opportunity of higher education to jail inmates for reformation/rehabilitation of the jail inmates to bring them back to the mainstream of the society. **Lahm (2009)** reported that correctional education programmes in the prisons more useful to the conditions of the prisoners. It helps to rehabilitate them to adjust with the mainstream of the society. **Esperian (2010)** found that education for current and former prisoners is a cost-effective solution to reducing, reoffending and improving public safety. The effect of education on recidivism has been well demonstrated, and even small reductions in reoffending can have a significant impact when spread across large numbers of participants. **Ojo (2012)** found that distance education is the most appropriate tool to fill a vacuum created by non-provision of education for prison inmates. Distance learning institutions should offer a variety of

educational programmes to prisoners who want to change their lives around, integrate themselves into mainstream society, and greatly increase their livelihoods of never returning to a life behind bars. **Baffour and Zawada (2012)** found that there was a positive relationship between perceptions of Jail inmates future chances of success in re-entering employment and re-integration into their communities, and ex-inmates' actual success in re-entering employment and re-integration into their communities. **Singh (2014)** reported IGNOU's intervention to provide education to the unreached, particularly to the jail inmates of Tihar Jail is more suitable for their education, emotional support, transformation and rehabilitation after serving their jail term. **Behan (2014)** found that education having a potential for transformation and change within prison is enhanced by understanding the motivational factors behind jail inmates' participation in education and enhanced new skills. **Chaudhary, Kharey, Gupta and Garg (2016)** found that ODL provides access of education and training to the socially, economically and geographically disadvantaged groups, in addition to women, minorities and Jail Inmates for inclusive development. **Garner (2017)** studied that IT based delivery of educational content to students, has the potential to benefit prisoners who cannot attend classes on campus. However, prisoners who have little or no access to internet, information technology, or computer hardware, face barriers in accessing such educational opportunities in the prisons. In an environment where it is recognized that improving educational outcomes is one of the keys to reducing recidivism, efforts must be made to reduce these barriers. **Dimri and Singh (2018)** found that more attention is required to meet various requirements of Jail inmates enrolled in different programmes of the IGNOU due to their socio-economic background, educational qualification, marital status and geographical location. Majority of the Jail inmates apprised the initiatives of the University. **Jain and Tripathi (2018)** found that prisoners' engagement in education reduces re-offending by developing knowledge and skills of critical thinking and more useful to use of their time and manage their stress level. Consequently, it enables them to contribute something positive and constructive to the society inside and outside the jail. It is also helpful in the overall human resource development of the nation.

IGNOU AND EDUCATION OF THE JAIL INMATES

IGNOU has played a major role in its 32 years of journey for qualitative and quantitative expansion of higher education system catering to all sections of the society. IGNOU is

the largest University in the world serving the educational aspirations of nearly cumulative 30 lakh learners in India and other countries through 21 Schools of Studies and a strong network of 67 Regional Centres including 6 Army Centres, 4 Navy Centres and 1 Assam Rifles Centre located all over India, more than 3000 Learner Support Centres and 28 overseas centres. The University offers more than 237 Certificate, Diploma, PG Certificate, PG Diploma, Degree and Doctoral Programmes.

IGNOU established 144 Special Study Centres in jails established within the jurisdiction of 45 Regional Centres across the country to cater to the educational requirements of the jail inmates leading to their socio-economic rehabilitation.

Table 3: IGNOU Enrollment and Pass out percentage of Jail Inmates across the Country

Year	Total Admission	Jail Inmates admission	% Jail Inmates Admission	Jail Inmates Awarded Degree	% Jail Inmates Awarded Degree
2007-12	2187214	7772	0.33	199	2.56
2013	379348	11251	2.97	324	2.88
2014	407820	11224	2.75	317	2.82
2015	476405	10822	2.27	113	1.04
Total/Average	1263573	33297	2.66	754	2.25

Source: Chaudhary et al. (2016).

Table 4: Enrollment Status of Jail Inmates in last three years

S.No.	YEAR	ENROL
1	2015	15063
2	2016	16122
3	2018	14067
Total	Total Enrollment = 45252	

78, 549 Jail Inmates admitted in various programmes of IGNOU through SSCs in Jails. Mostly Jail Inmates got admission in BPP, six month bridge programme, due to their non-completion of 10+2 educational qualification. More than 70% Jail Inmates having qualification of below X standard. Therefore, IGNOU's BPP programme is proved a milestone to take higher education through it. Recently on Jail Inmate in Central Jail, Varanasi got Gold Medal in MA History. However, their pass out rate is not more encouraging in comparison of their admission.

STUDENT SUPPORT SERVICES FOR JAIL INMATES

Regular academic counselling sessions are provided either by the RC staff in some jails or nearby Study Centre counsellors are deputed to volunteer counselling sessions in some courses. Study material and library facilities are provided through IGNOU to all jails under the supervision of an IGNOU Coordinator and supporting staff. Assignments and exams are attempted by all students within the jail premises. IGNOU is also making efforts to provide study material in vernacular languages for some inmates. Prisoners are provided with radio & T.V to listen and watch the programme .So, in order to provide quality education in the jails and to circumvent the security and other barriers, the following mode, tools and technologies are being used:

- Preparing the pool of academic counsellors from educated Jail inmates
- Use of Gyan Vani and Gyan Darshan through Radio and TV are made available to the Jail Inmates
- IGNOU provides self-instructed Study Materials (SLM) to the Jail Inmates

IGNOU REGIONAL CENTRE JAIPUR: EDUCATION FOR THE JAIL INMATES

IGNOU established 16 Special Study Centres in Central & District Jails of Rajasthan to provide educational opportunities to the Jail Inmates under the jurisdiction of RC Jaipur and Jodhpur.

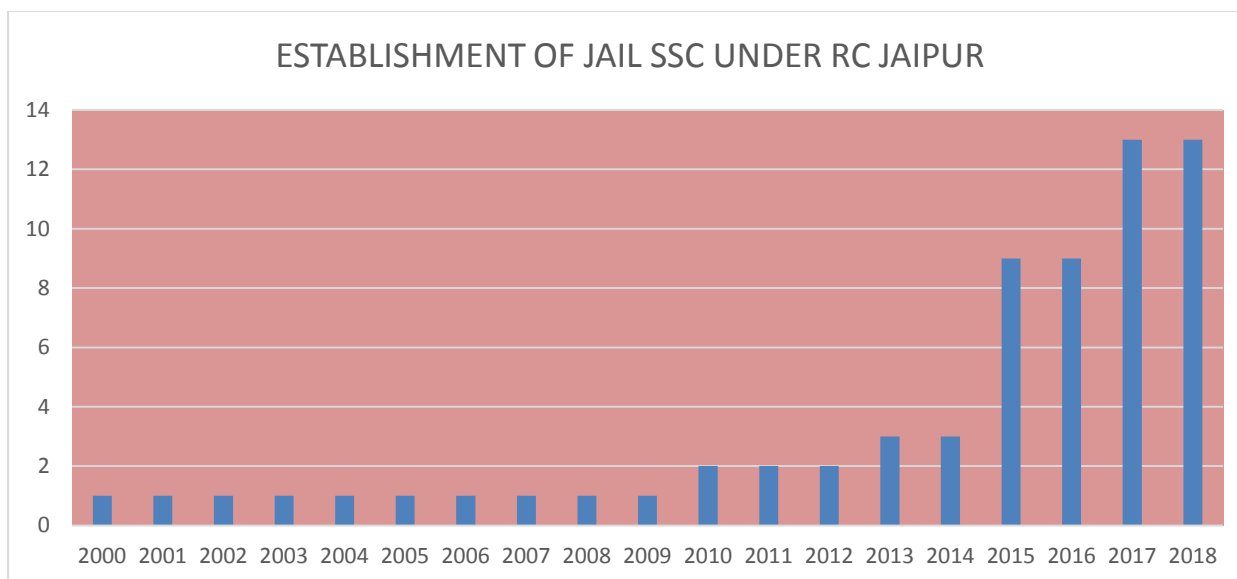
Table No.5 - Number of Jails and Capacity of Jail Inmates in Rajasthan

Type of Jails	No. of Jails	Capacity	Population	Convicts	Under Trails
Central Jails	9	9309	9910	4440	5432
High Security Jail	1	234	43	19	24
District Jails	24	6085	6520	405	6111
Sub Jails	60	4407	3566	17	3549
Women Jails	2	450	213	91	122
Juvenile	1	0	0	0	0
Open Air Camps	29	1337	897	897	0
Grand Total	126	21872	21149	5869	15238

Source: Rajasthan Govt. as on 30.06.18

One Special Study Centre was established in Central Jail Jaipur in 2000 to provide access of education to the Jail Inmates. 122 Jail Inmates admitted in various programmes of IGNOU. After a long gap, another Special Study Centre was established in Central Jail Ajmer in 2010 with 73 enrollment of the Jail Inmates.

Knowing demand of IGNOU's Programmes in Jails, IGNOU Regional Centre Jaipur also established a Special Study Centre in Mahila Jail, Jaipur for inclusion of Women Jail Inmates in education and rehabilitation after release from the Jails. 35 Women Jail Inmates got admission in BPP and Certificate programmes of IGNOU. There were 3 SSCs in 2013 and till 2018 total 13 SSCs were established in Bharatpur, Kota, Alwar, Sriganganagar, Hanumangarh, Baran, Karouli, Dholpur, Bhilwara, Jhalawar under the jurisdiction of RC Jaipur. IGNOU RC Jodhpur covered three districts i.e. Jodhpur, Bikaner (Fig.1)



PROGRAMME ACTIVATED IN JAIL CENTRES. POPULAR PROGRAMMES

Taking a positive approach of the statement of Mrs. Indira Gandhi, former P.M. of India, that education is a liberating and democratizing force. The Govt. of India keeping this fact in consideration established IGNOU in 1985 by an Act of Parliament to achieve the objectives of democratizing higher education with need-based academic programmes—Professional and Vocational in jails. The programmes are activated in different jail as per need of their local need from the following list of programme.

1. Bachelor Programme

1. Bachelor Preparatory Programme (BPP)
2. Bachelor's in Social Work (BSW)
3. Bachelor's in Tourism Studies (BTS)
4. Bachelor of Commerce (B.Com)

2. Certificate Programme

1. Certificate in Tourism Studies (CTS)
2. Certificate in Information Technology (CIT)
3. Certificate in HIV and Family Education (CAFE)
4. Certificate in Food and Nutrition (CFN)
5. Certificate in Nutrition and Childcare (CNCC)
6. Certificate in Human Rights (CHR)

3. Diploma Programme

1. Diploma in HIV and Family Education (DAFE)

4. Master Programme

1. Master of Commerce (M.Com)
2. Master's in Public Administration (MPA)
3. Master's in English (MEG)
4. Master's in Sociology (MSO)
5. Master's in Business Administration (MBA)

Jails Inmates get opportunity enroll in various academic programmes of IGNOU through SSCs in January and July session. IGNOU officials visit to IGNOU SSCs for promotional campaign for enrolling them in IGNOU's programmes as per their needs and educational qualification. As per admission status, it seems that mostly Jail Inmates take admission in BPP Programme as more than 70 percent Jail Inmates having qualification of below 10th Standard.

Table No.6 Enrollment Status of Jail Inmates in SSCs under IGNOU RC Jaipur

SESSION	23112	23122	23123	23125	23126	23127	23128	2317	2388	23146	23149	G.Total
2000	-	-	-	-	-	-	-	122	-			122
2001	-	-	-	-	-	-	-	202	-			202
2002	-	-	-	-	-	-	-	54	-			54
2003	-	-	-	-	-	-	-	52	-			52
2004	-	-	-	-	-	-	-	60	-			60
2005	-	-	-	-	-	-	-	134	-			134
2006	-	-	-	-	-	-	-	77	-			77
2007	-	-	-	-	-	-	-	83	-			83
2008	-	-	-	-	-	-	-	57	-			57
2010	-	-	-	-	-	-	-	63	73			136
2011	-	-	-	-	-	-	-	71	63			134

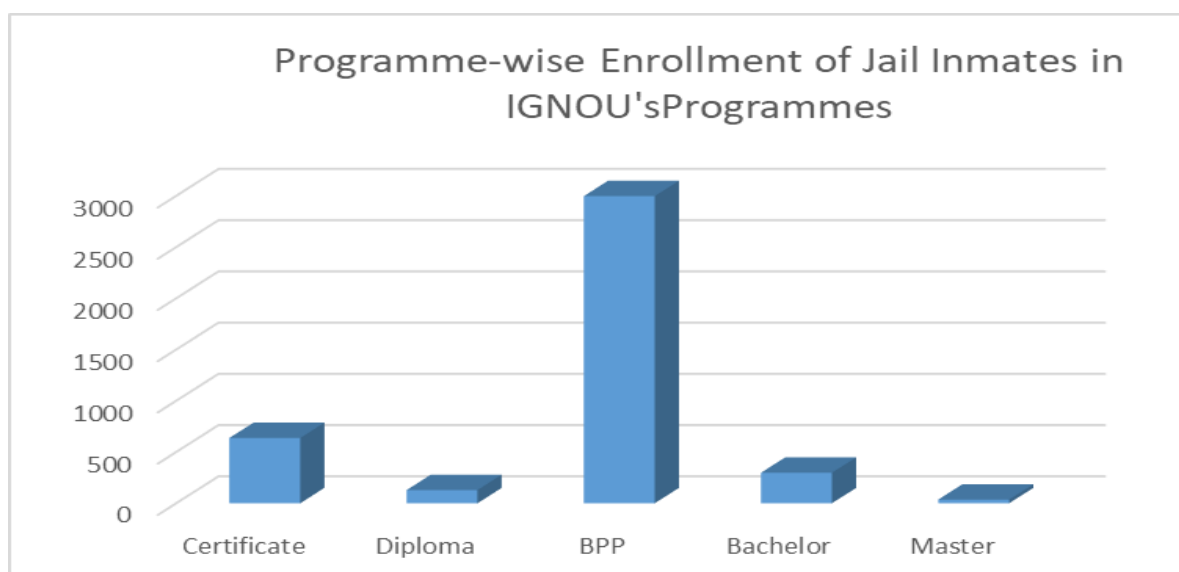
2012	-	-	-	-	-	-	-	56	33			89
2013	35	-	-	-	-	-	-	99	32			166
2014	43	-	-	-	-	-	-	73	19			135
2015	42	484	62	19	68	54	3	220	22			974
2016	31	123	263	115	70	108	121	295	69			1195
2017	26	87	214	82	52	94	218	233	71	31		1108
2018	25	0	98	30	55	51	104	116	57		27	563
Grand Total	202	694	637	246	245	307	446	2067	439	31	27	5341

Table no.7 Programme-wise Enrollment Status of the Jail Inmates in SSCs

ACISE	-	-	-	-	-	-	1	-	-	1
BA	-	6	33	4	14	30	-	154	40	281
BCOM	-	1	-	-	-	-	-	11	-	12
BPP	134	640	381	130	157	181	199	990	185	2997
BSW	-	-	-	-	-	-	-	1	-	1
BTS	-	-	-	-	-	-	-	4	-	4
CAFÉ	-	-	-	-	-	-	-	17	-	17
CAL	-	-	-	-	-	-	-	1	-	1
CCP	-	-	-	-	-	-	-	48	-	48
CDM	5	-	-	-	-	-	-	60	-	65
CES	-	-	-	-	-	-	-	3	1	4
CFE	-	-	-	-	-	-	-	5	-	5
CFN	-	-	-	1	1		1	38	57	98
CFS	-	-	-	-	-	-	-	2	-	2
CHBHC	-	-	-	-	-	-	1	-	-	1
CHR	1	-	1	3	-	-	-	149	14	168

CIB	-	-	-	-		1	-	6	-	7
CIG	-	-	-	-	-	-	-	19	1	20
CIHL	-	-	-	1	-	-	-	-	-	1
CIT	-	-	-	-	-	-	1	-	3	4
CNCC	5	-	-	-	-	-	-	14	-	19
CNM	-	-	-	-	-	-	-	5	-	5
COF	-	-	-	-	-	-	-	1	-	1
CPF	-	-	-	-	-	-	-	2	-	2
CPLT	-	-	1	-	-	-	-	-	-	1
CRD	-	-	-	-	-	-	-	21	-	21
CTE	-	-	-	-	-	-	-	12	-	12
CTPM	-	-	-	1	2	-	-	6	4	13
CTS	-	1	-	-	-	-	-	119	-	120
CWHM	-	-	-	-	-	-	-	1	-	1
DAFE	-	-	-	-	-	-	-	6	-	6
DBPOFA	-	-	-	-	-	-	1	-	-	1
DCE								3	-	3
DECE								1	-	1
DIPP	-	-	-	1	-	-	-	2	-	3
DNHE	-	-	-		-	-	-	5	-	5
DPLAD	-	-	-	1	-	-	-		-	1
DRD	-	-	-		-	-	-	1	-	1
DTS	-	-	-	1			1	53	-	55
DWED	2	-	-	-	-	-	-	-	-	2
MAH	-	1	1	-	-	-	-	2	-	4

MARD	-	-	1	-	-	-	-	2	-	3
MEC	-	-	-	-	-	-	-	1	-	1
MEG	-	-	-	-	-	-	-	6	1	7
MHD	2	-	-	-	-	-	-	4	4	10
MPA	-	-	-	-	-	-	-	1	-	1
MPS	-	-	1	2	-	-	1	4	-	8
MSO	-	-	-	-	-	-	-	2	-	2
PGCEDS	-	-	-	-	-	-	-	1	-	1
PGDCJ	-	-	-	-	1	-	-	1	-	2
PGDDM	-	-	-	1	-	-	-	-	-	1
PGDESD	-	-	-	-	-	-	-	1	-	1
PGDIBO	-	-	-	-	-	-	1	3	-	4
PGDIPR	-	-	-	-	-	-	-	1	-	1
PGDRD	2	-	-	1	-	-	-	32	-	35
PGDSLM	-	-	-	-	-	-	-	1	-	1
PGDT	-	-	-	-	-	-	-	5	-	5
G. Total	151	649	419	147	175	212	207	1827	310	4097



EDUCATIONAL IMPLICATIONS

This article may be proved as one of the substantial contribution for realizing the educational need and aspirations of the Jail Inmates and accordingly to provide the support for molding their life for better living and make them self-sufficient in the mainstream society.

This study may also be provided inputs/suggestions to the IGNOU and Jail functionaries to understand the difficulties faced by the Jail Inmates and suggest measures to provide them better education.

CONCLUSION

Access of higher education to jail inmates is one of the most remarkable steps through Open and Distance Learning. Prisons are highly security zones where entry to the outsiders is restricted to the large extent. Security is the primary concern of the prison officials." Jail inmates Education" even though is practiced widely, but is within these parameters of security.

The Government of India has made various policies to upgrade the life standard of the jail inmates, through IGNOU, it is being achieved. Presently 144 Special Study Centres are offering various programmes to the jail inmates across the country on free of cost. This move has been a significant milestone in encouraging and rehabilitating prisoners in order to improve their quality of life post release. IGNOU is offering "Free Education" to the Jail Inmates (Prisoners) by waiving off the programme fee, exam fee and prospectus cost. Jail inmates' education is a socially relevant and cost effective. This is an opportunity for jail inmates to returns to main stream life with quality education & future development both morally and vocationally.

Need-based academic programmes for jail inmates are helpful to get job opportunities to live peaceful life and uplifting their socio-economic conditions through the professional and vocational programmes. This an opportunity for jail inmates to get Jobs to returns to main stream life through Campus Placement Cell IGNOU, New Delhi.

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