

# Effect Of Universal Human Values On Male Prisoners At Mandoli Central Jail, Delhi, India

Manoj Kumar Gupta<sup>1</sup>, Dr. Manish Tiwari<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Humanities and Social Science, National Institute of Technology Patna, Bihar-800005, India. Email: [nitp.mkgupta@gmail.com](mailto:nitp.mkgupta@gmail.com)

<sup>2</sup>Assistant Professor Grade I, Department of Humanities and Social Science, National Institute of Technology Patna, Bihar-800005, India.

## ABSTRACT

A natural human desire for fearlessness in the society may be fulfilled by awakening human values in the entire humankind. The efforts have been taking to ensure the fear free society for ages. Due to lack of value based education, the criminal activities have been taking place in the society and increasing day by day. In this regard, the descriptive study with primary data method held on 163 male convicted prisoners which cover 26 per cent of Universe. The study aims to investigate the effect of universal human value (UHV) education, basic reasons behind crimes, and possible solutions for reformation and rehabilitation of male convicted prisoners. Although, the government and many social welfare organizations, have been working with several models from long time for reformation and rehabilitation of prisoners. But this study also may evolve a solution through Universal human value education to ensure right understanding in the mind of prisoners for stress free and happy living. The education of Universal human values through the process of self-exploration may leads to right understanding and right feelings in prisoners and may cause for significant reduction in feeling of opposition and stress in male prisoners. The result analysis shows 20.25 per cent positive effect of Universal human value education on the mind and behaviour of prisoner participants.

**Keywords:** Universal Human Values (UHV), Self-Exploration, Happiness, Reformation, Prisoner.

## Introduction

Araki, S. (2021), the education has long been recommended as the key to accomplish a harmonious living in society. People with higher levels of educational attainment are more likely than less educated counterparts to obtain preferable socio-economic statuses including fair occupations, higher earning, good and fit health (OECD, 2007). In fact, the article has discovered the overall positive relationship between education and well-being (Bailey, 2009; Chen, 2012; Hu, 2015; Nikolaev, 2018; Orepoulos & Salva-nes, 2011; Powdthavee et al., 2015; Rodriguez-Pose & von Berlepsch, 2014; Ruiu & Ruiu, 2019; Salinas-Jimenez et al., 2013). Value education is an important and integral part of the entire education. Value education can be inculcated right understanding and right feeling to ensure happiness for human living. But, without an appropriate value framework, we will not be able to decide whether a chosen action is desirable or undesirable, right or wrong. Hence there is a prime need for the right understanding of the value

domain. In this regard, Value Education is necessary as input to fulfill human need. Schuyler, J. (1942) stated that wild and revengeful stimulation mentality has been committing crime in the society from hundreds years. To deal with this situation, sending such people to the jail would be solution, on the theory that this method would reduce crime. But it could not been achieved so. On the contrary, there is the fact that crime is increasing day by day. Education has become an essential part of prisoner's life to make them competent and transform for their reentry into the society. Editorial (2006), Human basic aspirations framework should be similar to classical Maslavian pyramid of hierarchy for human needs. The development of competence at different layers for personal sharpness and organizational expertise would require us for fair understanding to recognize our basic aspiration as human beings.

'Human beings are one when they are right and are many when they are wrong' Nagraj A. (1977). Any problem gets solved only with resolution which can be

managed by the consciousness of every human being. Consciousness is perpetual and everlasting, it always yearns for happiness. The first step for that is to understand consciousness. This will hold the knowledge to realize entire existence. There are three aspects to it –knowledge, education, and the learned. Knowledge is ever present in the whole existence in which consciousness is submerged. Education is the acquisition of wisdom that happens in consciousness. The learned is the human being, who acquires this wisdom and lives accordingly. Wisdom is fundamental for human awakening. If wisdom reaches every human being then humankind shall be able to live with justice. Human living with justice necessitates resolution, prosperity, fearlessness and co-existential harmony. Justice in living for mankind means, fulfillment of values in relationships leads to continuous happiness in life. Only Justice can ensure fearlessness in the society therefore justice is the backbone for entire humankind. Justice starts from a family, moves to the society, and expands to the whole Earth.

### **Need of Universal Human Values (UHV)**

UHV tends right understanding (RU) to ensure harmony at all four levels of human living i.e. individual, family, society and nature/existence, and right understanding can lead to valuable participation in human-human relationship and mutual fulfillment with the rest of nature. The study is about the exploration of universal human values (UHV), all such values are same and intact in every human being irrespective of caste, creed, sect, gender, religion, nationality. Hence universal human values must be taught in education irrespective of time, place and situations and universally applicable for all human beings with common basic guidelines.

### **Basic Guidelines for UHV [4]**

Gaur, R.R., Sangal, R., & Bagaria, G. P. (2009), Value education is the process to facilitate the development of competence of human beings to live with continuous happiness and prosperity. So value based education is required to ensure such a holistic and sustainable solution for an individual and family to the entire world family. The basic guidelines for the value education are:

**Universal:** The value education must be universally applicable to all human beings irrespective of time, places and situations. Also, it cannot be restricted for some caste, creed, sect, gender, religion and

nationality etc., there should be oneness for the entire mankind, like fundamental human values.

**Rational:** The UHV content can be challenge to any logical and reasoning ground. It is not based on blind beliefs and preconditions. It is not a set of sermons or Do's and Don'ts. It can be clearly understood.

**Natural:** If something is natural that means there is a provision in nature for its fulfillment and naturally acceptable to every human being without being forced and conditioned by others. When people live with such values, they feel natural within which leads to happiness in our lives.

**Verifiable:** All human beings want to check and verify anything which they are living with, to know whether it is true for them. So, one can verify these values on the ground of his natural acceptance. Also it can be validated in their living and observe its outcome whether it ensures happiness or not.

**All Encompassing:** The human values are not merely an academic exercise. The purpose of human values is to transform our consciousness and living. Hence, it covers all dimensions of human living, namely, thought, behaviour, work, and understanding/realization with the expansion from individual, family, society to nature/existence.

**Leading to Harmony:** The value education leads to individual harmony to mutual harmony in human-human relationship in the society and extends to entire nature/existence. The human living with natural acceptance leads to harmony, synergy, and happiness. In the present scenario, the criminal activities may threaten the harmonious human living in the society. People are most likely to commit the activities of crime to attain money, power and status in society, Hence crime has become a fatal social problem. In this regard, Imprisonment is a way of dealing with all those people who commit crimes by confining them to a jail. Reformation and rehabilitation of the offender is being regarded as an ultimate aim of the prison sentence. Apart from the criminal aspect, many prisoners manifest mental disorders in prison as a result of stresses of incarceration. In order to provide the sustainable solution of this problem, the study of the UHV content was offered as the proposals with the process of self-exploration to the prisoners to help them for reformation and harmony in their life.

## Literature Review

Reuss, A. (1999), The Woolf report (1999) into the prison disruptions of 1990: 'education has an important contribution to make to a prison regime'. Khurana and Dhar (2002), the effect of vipassana (It is the kind of meditation) meditation on quality of life, subjective well-being and criminal propensity among 262 prisoners (232 male and 30 females) of Tihar Jail, Delhi found a significant positive effect of vipassana meditation on quality of life, and evaluation of significant decrease in the criminal propensity using student t-test. The study showed a significant change because the level of criminal propensity came down and the subjective well-being went up after a two month intervention. Marefat et al., (2011), aimed to evaluate the effects of Yoga exercises on addicts' depression and anxiety for the period of five weeks in rehabilitation and found that although Yoga has a positive effect, and the effects on the body, especially nervous and respiratory system, glands and hormones that cause to reduce depression and anxiety. But the results suggested that yoga has insignificant effect on an addict's trait and anxiety in the rehabilitation period and anxiety in addicts were very severe and yoga exercises cannot affect it and it was suggested that yoga exercises are a complementary therapy alongside treating clients' depression and anxiety.

Sharma, P. (2013), reformation and rehabilitation of prisoners is an important activity which is done by governments to make prisoners competent enough so that they can ensure valuable participation again in the society. The purpose of rehabilitation is to re-enabling or making prisoners fit again to resettle or reentry into the society. Reformation and rehabilitation of prisoners in a principle laid down in the UN standard minimum rules, 1955, which is the basis of the correctional policy of the government of India also.

Kumar S.D. et al. (2013) objective was to assess the health status of convicted prisoners in a central jail of south India and found that there were 252(84 percent) prisoners who had anemia. The study concluded that there is an urgent requirement for the health care services for the prisoners in India. Sureka et al., (2014) conclude in a study that investigated 232 male prisoners on the practice of Sudarshan Kriya (It is a kind of meditation, evolve by Sri Sri Ravishankar) that such meditation can increase feeling of wellness with a non-psychotic, psychiatric disorder and the practice of Sudarshan Kriya & related practices helps in improving positive Well Being (PWB) although the effect of SK&P on Self Control and vitality is

insignificant. Zeng et al., (2014), focused on awareness through Goenka's Vipassana Meditation(GVM) with a valuable technique of monitoring emotional activities through bodily sensation, guided by Goenka's tapes and spread across more than fifty countries been used in the prison systems of several countries for prisoners' general rehabilitation. Kostina (2015) analyzed the universal human values in cross-cultural perspective with Russians living in and outside the Russian federation and foreign citizens. Study included attitude to nationality, national values and traditions, universal values and traditions, socio-cultural interaction among representatives of several countries and concluded that the basic values of cooperation, communication and kindness brings the people and nations together and reduces misunderstandings and intolerance.

The Nelson Mandela Rules for Prisoners, UN General Assembly Adopted in (2015), stated that every prisoner must be treated with respect because of their inherent values and dignity and no discrimination on the grounds of race, colour, gender, language, religion, political or other opinion, national or social origin, birth or any other status. Also the prison administrations and other competent authorities must offer education, vocational training and other activities including moral, spiritual, social and health based in nature. Ali, M.A. & Ranadive, J.D. (2015) states that there is an urgent need to facilitate the technology enrichment in prison for the benefit of humanity and the reformation of prisoners in jails.

Jones et al., (2016) focused on the important contribution of values towards understanding how social-ecological systems function for improving the management system in a real sense. The study enabled researchers to engage in constructive dialogue around the nature and functions of values within social-ecological systems (SES). We find 10 typologies of values defined by Stephen Kellert in this article, such as aesthetic, dominionistic, ecologic, scientific, humanistic, moralistic, naturalistic, negativistic, spiritual, symbolic, and utilitarian. Prasad (2017) studied human nature, values and how to inculcate value in human beings to attain sustainable development. He proposed that values must be cultivated and practiced within but with no external pressure. He explains that moral values of thoughtfulness, generosity, honesty, impartiality, courage, love of truth and self-control are the ideal ones and are taught through mutual interaction and inter-communication. Schinkel and Ruyter (2017)

investigate the concept of moral progress and conclude that moral progress is a coherent notion and should be conceived of as development that is evaluated positively on the bases of relatively stable moral criteria. There is a strong possibility of substantive moral progress through the improvement of moral view or the principles adhered to. This might even take the form of a conversion and can ensure moral progress in both children and adults. Schinkel, A. & Ruyter, D.J.D. (2017), the right place for moral development is in individuals and can start from childhood to adulthood of every human being for holistic harmony. In reality moral progress is possibly achievable. This is a foundational assumption of moral education.

Bozick, R., Steele, J., Davis, L., Turner, S. (2018) states that the value in providing prisoners with educational programs and other enriching activities while they serve their sentences if the aim of program is to minimize recidivism. Shanthini (2018) emphasized that Human Values are an innateness of human beings which guides everyone for right behaviour to ensure peace and harmony in the society, irrespective of the culture, religion and nationality. The study aimed at understanding the significance of human values in life through fifty adolescents. The Study found that there is a close significant relationship between age and the initiatives to enhance human values but no significant relationship between gender and changes in human values over the years. Hence, Parents, educational institutions and communities should educate adolescents, basic human values to ensure happiness. Naragatti and Hiregoudar (2019) studied Brahma Kumary Sahaj Raj-Yoga (It is a technique of meditation) meditation which aims at building a healthy, wealthy, happy, and value based society, where everyone will naturally enjoy their life with greatest worth and dignity and all kinds of freedom. They found that the practice of Sahaj Raj-Yoga has many health benefits and enhances the cognitive capacities such as concentration, memory and focus. It helps to develop positive thinking thereby reducing all types of stress. Norms, Values and Human Conditions: An Introduction. (2019) brings to light a putative structure of normativity and to understand the normative character of our moral life by focusing on a special theme called values, norms and human condition. Pestka D. B. (2020) study investigates the meaning and meaninglessness of education for convicts and concludes that the education can be an important tool to prepare convicts for participating in their social and family life responsibly. Education

improves self-esteem and moral attitude; it helps convicts to believe in themselves and their own capabilities, and successful social re-adaptation. Buettner D. et. al. (2020) investigated the ways to greater happiness for a country and individuals. Study concludes that happiness can be raised in a country, in particular to invest in happiness research, to strengthen social bonds, to promote good governance, to invest in education, and foster economic growth. And individuals can raise their happiness, by focusing on your healthy social relationship, learning of meaningful things, and an active life.

On the basis of the above literature review, certainly, it is clear that some research studies like Vipassana meditation, Sudarshan Kriya meditation, and Brahma Kumaris Sahaj Raj-Yog, Yoga Exercises, and Nelson Mandela rules for prisoners, focused to reduce stress and anxiety in prisoners and ensuring feeling of well beings. While some other research studies have been emphasized to understand human values of adolescents, Universal Human Values in Cross culture, Human values for managing social-ecological system, Values for sustainable development, to understand the nature and character of normativity. But further research is needed to inculcate the right understanding in the mind of human beings which may ensure happiness and justice in the human living. Authors recognized that without right understanding, happiness and justice cannot be ensured in human relationships.

### **Objectives and Research Problem**

This research study contains certain constructive objectives for the reformation of the prisoners through UHV. The main objectives of this research study are as follows:

- To find basic reasons behind crime.
- To know the possibilities of reformation in prisoners.
- To discuss Universal Human Values with prisoners.
- To know the effect of UHV education on prisoners.

Research problems are recognized after reviewing the number of research papers. People get released from jail, but due to lack of right understanding, repeat crime. The program for their transformation for their constructive participation in society is needed. Hence, Authors proposed a further research study on the bases of UHV education for prisoners. The inculcation of right understanding in the mind of prisoners through process of self-exploration and self-verification of

UHV content on the basis of natural acceptance may ensure happiness and justice to ensure harmonious living. This may resolve all kinds of issues either related to health or related to mind. The fulfillment of the proposed research gap may leads to following outcomes:

- To have clarity about basic human aspirations in life.
- To ensure the right understanding and right feeling to live in relationships.
- To ensure awakening about Universal and natural human values in the self.
- To make prisoners realize their responsibilities towards the family, society, Nature.

### Methods

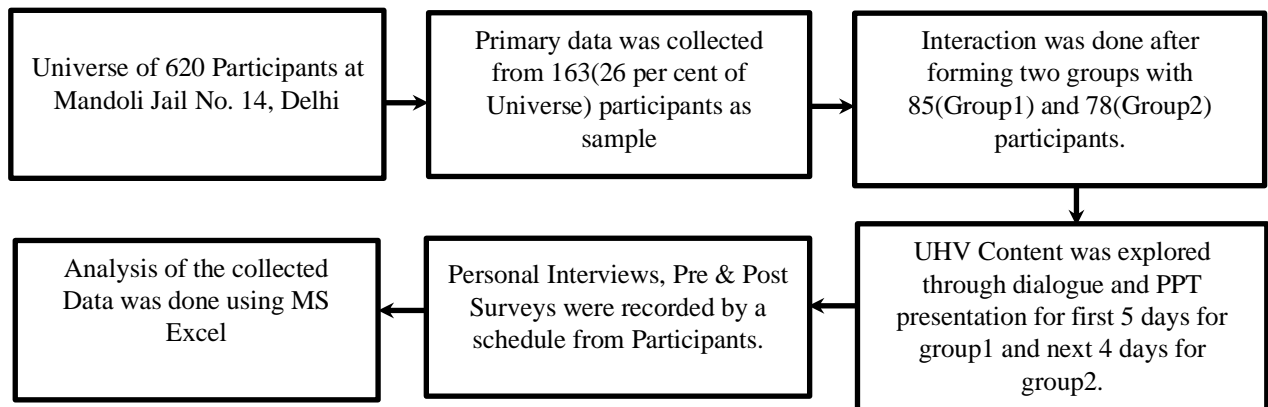
This is a descriptive research study cum explanatory with the universe 620 prisoners approximately and the sample was of 163 male prisoners which were categorized into two groups. The group1 has 85

participants and group2 has 78 participants. The UHV exploration sessions were organized from 13th to 14th march 2021, 2nd to 4th April 2021 for group1 and for group2 on 17th to 18th September 2021 and 1<sup>st</sup> and 2<sup>nd</sup> October 2021. It was a 45 hours study which was successfully completed over 163 male prisoners in two groups. The workshop duration was from 8:30 am to 4:30 pm on each day.

### Data Collection Method, Sampling Method and Analysis Tools

The primary data collection method was used with the purposive sampling method for data selection. The primary data was collected with the schedule tool at location Mandoli Central Jail no. 14, Delhi. Further Microsoft Excel was used for data analysis and data presentation. The research process which includes step by step actions is shown through the following flow chart:

**Figure 1: Flow Chart of the Research Process**



### Scope of the study

The study will cover Mandoli central jail number-14, Delhi. The sample size will be 26 per cent of all male prisoners in jail (Universe). The male prisoners who have committed different types of crimes and further classify in different age groups and their educational, economical background. The scope of this study is to cover the all dimensions- realization, thought, behaviour and work of human living at individual, family, and society levels.

### About the Universe (Prisoners)

The research study was held on convicted male prisoners in central jail number 14, Mandoli, Delhi which was made operational in oct. 2016, with sanction capacity of 588 inmates in four wards But, there were 620 approximate prisoners residing which

were considered as the universe and 163 prisoners were considered as a research sample. There is one factory having the bakery unit, LED unit, tailoring unit, and carpentry unit inside the jail. There is a free Legal AID Cell for legal assistance and also a computer center for vocational computer training programs.

### Prisoners' Engagement in the Jail

The prisoners worked in the factory on daily wages as per their skills. There are three categories of daily wages paid workers in jail i.e. skilled, semi-skilled and unskilled. These prisoners work in the factory and save hard income money for their family. The prisoners also contribute in different types of work like –‘MochiPanja’(‘Mochi’ means cobbler and ‘Panja’ means group of working peoples), ‘Safai

Panja'(cleaning group of prisoners), Carpenter Panjaetc and 'Sevadaars'(convicted prisoners who are serving for a particular work in jail) at 'Langar'(A place where food is cooked for all prisoners), 'Chakkar'(A center building block inside the jail and connected to all wards, majorly for reporting and solving the primary issues of the prisoners get resolved), 'Doddi'(It is the administrative building block of a particular jail).

### **Permission for the Research by Competent Authority**

This research study started after having ethical permission of honorable Ld. District & Sessions judge/Chairman (DLSA)/East, Karkardooma courts, New Delhi and jail authorities and concern superintendent of Mandoli central jail number-14. The direction was given to the superintendent of jail number 14 to facilitate the research person for interaction with prisoners through workshops, in the order number Ref. No. 13/DLSA/KKD/East/21/1515 to 1527 on 09.03.2021 and Ref. No. 13/DLSA/KKD/East/21/5402 to 5414 on 10.09.2021.

### **Study and Content delivery to the Prisoners**

Authors interacted with prisoners on nine different days in the duration of four months at Mandoli central jail number-14, Delhi. The study was held in two groups, the first group had 85 participants and the second group had 78 and 5 participants were common in both groups. The first group of 85 participants took sessions on 13<sup>th</sup> & 14<sup>th</sup> March 2021 and 2<sup>nd</sup> to 4<sup>th</sup> April 2021, and the second group of 78 participants took the sessions on 17<sup>th</sup> & 18<sup>th</sup> September 2021 and 1<sup>st</sup> & 2<sup>nd</sup> October 2021 from 8:30 am to 4:30 pm. A total of 163 prisoners participated in the workshops including both groups. Before discussing the UHV content, the researchers recorded the responses through a schedule method by the prisoner participants in both groups.

### **Process of UHV Education**

The UHV content was discussed through the process of self-exploration. The whole content was presented in the form of proposals and discussed with the help of a power point presentation. Gradually the content of UHV was discussed on how one can ensure the right understanding, right feelings to deal with unfavorable situations in life. Property for self-verification and validation for right is intact in every human being by birth. Every thought can be verified whether right or wrong through the process of self-exploration on the two steps. Let assume a thought "We must have a

feeling of respect to every human being irrespective of caste, creed, religion, nationality, gender". First is to verify this thought on the bases of your natural acceptance, if it is naturally acceptable and makes us comfortable in our inner state of self (I) then check the second step which is to validate experientially the same thought and live accordingly i.e. one must have the feeling of respect to others in behaviour and work and behaviour leads to mutual happiness in human relationships and prosperity with nature, hence the assumed thought is right naturally.

Participants raised many real life questions and addressed by the researcher on the basis of natural acceptance. Very soon the participants started resolving within and responded positively. This research study is an attempt to evaluate the effectiveness of UHV education on 163 male prisoners. Authors observed the increase in their right understanding which was expressed in their behaviour. Though, participants had so much resistance to the police administration and judiciary system initially. The researchers facilitated the participants for self-exploration of UHV through the proposals.

### **Harmony in Individual**

Only the right understanding can ensure the right feelings in relationship and ability to identify required physical facilities for harmonious living. The discussion took place over the right understanding in the self, the right feeling in a relationship is more important than the need of physical facilities in human life. Many participants took deep interest in the discussion, and countered the proposals of the research person with their own logic. The participants agreed that relationships with right feelings like trust, respect and affection are more important than accumulating money but money is also required to fulfill physical needs.

**Human Goal:** There is only one human goal which is to be continuously happy and prosperous for the entire mankind. The discussion focused on understanding the meaning of happiness and prosperity. As proposed, happiness is the state or a situation in which human beings live with harmony and synergy without any contradiction within (self) which is naturally desirable by the entire mankind. Another proposal about the meaning of prosperity, most of the people assume that the accumulation of physical facility is the prosperity which is not true. So the real meaning of being prosperous was proposed as

“The prosperity is the feeling of having more than required physical facilities and which includes two things, first one must have right understanding to identify his/her required physical needs in right quantity, and secondly one must have right skill to produce and make available his/her required physical needs in right quantity.”

**Human Being:** Human Being is the coexistence of self (I or Consciousness) and Body. To understand the human being, there is a need to understand the coexistence of two realities namely self (I) and human body. These two entities are completely different and have different needs and types. The need of self(I) is continuous happiness which is continuously desirable and fulfilled through right understanding and right feelings but on the other hand the needs of the human body are physical facilities which are temporary and fulfilled through physico-chemical things. Self is the consciousness unit while the human body is a material unit. The realization of the self (consciousness) and body separately were practiced by closing eyes and focusing on the thoughts and many participants were able to see the activities in the self (I). Some of the prisoner participants shared about their experience and activities of the inner state of mind during observing their thoughts. The experience of activities in thought was different from the experience of the human body and other material objects.

**Natural Acceptance:** The ‘Natural Acceptance’ is the basic desire of human beings which is the same for all human beings and never changes with respect to time, place and situations. The human living on the basis of natural acceptance ensures natural feelings in the relationships, which leads to happiness. Natural acceptance cannot get influenced by preconditioning or any belief. The questions were asked by the many participants, how to control our anger and stay in our natural acceptance. Actually, anger is not a natural feeling; it is an outcome of absence of some natural feelings. In this regard, A short film named “Right Here, Right Now(2003)” written and directed by filmmaker Anand Gandhi, Shown to the participants through a projector to understand feelings in a relationship after that many participants gave very positive responses in the discussion after watching the short film.

**Identification of Basic Physical Needs:** The education makes human beings able to have clarity about human goal, identification of required physical needs. There is a process to know what is really right and wrong for an individual? So a value based education is

compulsory for mankind to ensure right understanding to identify required physical facilities and right quantity and right skills to make it available. There is a process of self-exploration on the ground of self-verification and experiential validation, to know whether a particular thought is right or wrong on the ground of natural acceptance.

### **Harmony in the Family**

Family is the group of human beings having a relationship with right feelings in the self(I).The harmony in the relationship among the family members can be ensured through fulfillment of natural feelings. There are nine definite established natural feelings: “Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude and Love” which are intact in every human being. The brief description of these feeling is as follows:

**Trust:** Trust is the fundamental value among all human values because without trust no value can be ensured. Trust means to be assured that the intention of every human being is pure and same but competence may be different so we should trust on the intention of every person which should be naturally accepted but need to evaluate the competence part rightly. Hence trust in intention.

**Respect:** Respect is a natural feeling and desirable in relationships naturally. Respect means the right evaluation of every human being on the basis of three things. i. ‘Purpose: To live with continuous happiness’, ii. ‘Potential: having activities of desire, thought and expectation’, iii. ‘Program: To live at all levels- Individual, Family, Society and Nature/existence)’. Naturally every human being is the same hence every human being must have the feeling of similarity for others which is called respect. Respect can’t be evaluated on the basis of physical strength, caste, creed, religion, nationality, gender, money etc. But unfortunately most of the time people live either in the state of over evaluation or in the under/otherwise evaluation which leads to either ego or depression in the relationship and in the long run this kind of thinking creates disharmony in the family and then in society.

**Affection:** Affection is the natural feeling of being related to others. Accept other beings as relatives. To have a feeling of affection with others one needs to have the feeling of trust and respect as prerequisite feelings otherwise affection cannot be ensured in relationships. In the absence of affection in

relationships, the opposition and jealousy occurs for others.

**Care:** Care is the natural outcome of having feelings of affection in the relationships. Care means feeling the responsibility of nurturing and protecting one's body as my relative.

**Guidance:** Guidance is also the natural outcome of having feelings of affection in the relationships. Guidance means the feeling of ensuring right understanding in the self (I) of others. If I feel others are my relatives, then I need to have feelings to make others responsible.

**Reverence:** Reverence is a feeling of acceptance of others excellence. An excellence is to be in a state of continuous happiness with complete understanding of harmony in the entire existence. We can have a feeling of reverence for those who have complete understanding of harmony at all four levels of living, which are individual, family, society, and nature/existence.

**Glory:** Glory is a feeling of acceptance for those who have made efforts for excellence. People are known or unknown, associated with us or not associated, does not matter where they are putting efforts for excellence. Ultimately the efforts for excellence make society harmonious as whole.

**Gratitude:** Gratitude is a feeling of acceptance for those who made efforts for my excellence. Those people who are putting efforts to make me excellent directly or indirectly from the society. Living with a feeling of gratitude removes a sense of ego from one's inner state of living naturally.

**Love:** Love is the complete value for human living. Love is the natural feeling of being related to all human beings, to every unit in the entire nature and existence. It can be expressed in the form of compassion. Love is the height of affection, relatedness in completeness. Love is not infatuation or physical attraction with others.

The harmony in the family is possible by living with nine natural feelings in a relationship. Also justice can be ensured in the family by recognizing and fulfilling these nine natural feelings.

### Harmony in the Society

Trust is the foundation human value for all the other natural values in human relationship either within the family or in the society. A harmonious society can be established if the complete human target is achieved. So every human being needs to attain a comprehensive human target which can be understood at four levels. First level is to have the right understanding in every

individual, second level is to ensure prosperity in every family, third level is to ensure trust (fearlessness) in the society, and fourth level is to have understanding of co-existence in the entire nature/existence.

The comprehensive human target can be achieved if every individual, even entire education system works on the following five dimensions:

i. 'Education – Sanskar': The education inculcates right understanding while Sanskar is the practice of living, in harmony at individual, family, society, and nature/existence level.

ii. 'Health – Sanyam': The human body is an instrument of self (I) and if body act according to self(I) and body parts are in harmony, health get ensured through sanyam (Sanyam is the feeling of responsibility in the self(I) towards the body for nurturing, protecting and right utilization of the body.

iii. 'Justice – Preservation': Justice is the recognition and fulfillment of universal human values in relationships and evaluation leading to mutual happiness which further ensures fearlessness in society.

iv. 'Production – Work': Production is the outcome of physical facilities through work on the rest of nature and the work is the efforts or labour a human being does in nature. One must have the right understanding and the right skills to know what to produce and how to produce, leading to prosperity.

v. 'Exchange – Storage': Exchange and storage of physical resources for mutual fulfillment without any lust of profit maximization should be practiced in any healthy society. This practice ensures prosperity in every family and fearlessness in the entire society.

Working on these five dimensions, harmonious human living can be ensured in the whole society and human targets can be achieved. The practice session was the last activity for all days in which the observation of thoughts within the self (I) with closing eyes, was practiced. In the end, after conduction of all sessions, the interviews and written feedback of inmate participants as well as jail officials were recorded.

### Data Analysis

Socio-demographic characteristics of the study were assessed. The data were entered into the computer using Microsoft Excel and analyzed using Microsoft Excel. The following data were collected into consideration when analyzing the results of schedule(questionnaire) study through the various characteristics of the respondents like- age, educational qualification, marital status, occupation,



monthly income. The sample data distribution based on such criteria is presented in tabular form below:

Table 1 : Socio-demographic profile of the study

Age (In Years) →	20 - 35	35 – 50	50 – 65	65 – 80
Numbers of participants	65	81	16	1
Total No. of participants(N)	Minimum Age	Maximum Age	Mean Age	SD
163	23	73	39.02	20.05

Table 2 : Socio-demographic variable of the study

		Number of participants in study (N=163)	Percentage ( per cent)
Participant's Education:	Primary	51	31.29
	Matric	88	53.99
	Senior Secondary	18	11.04
	Graduate & above	6	3.68
Father's Education:	Primary	60	36.81
	Matric	74	45.4
	Senior Secondary	15	9.2
	Graduate & above	14	8.59
Marital Status:	Married	66	40.49
	Unmarried	97	59.51
Income before coming in jail	0	6	3.68
	Income<= 15000	127	77.91
	Income >15000	30	18.4
No. of years in jail	Below 5 years	20	12.27
	5 to 10 years	84	51.53
	10 t 15 years	48	29.45
	More than 15 years	18	11.04
IPC Act.	302	95	58.28
	376	37	22.7
	Others	30	18.4
Occupation before coming in jail:	1. Gov. Job	1	0.61
	2. Private Job	51	31.29
	3. Business	37	22.7
	4. Daily Wages	64	39.26
	5. Unemployed	10	6.13

According to Table 1: The total participants were 163 with a mean age of 39 years. Minimum age was 23 year while maximum age was 73 years, but the maximum number of prisoners lies between 35 to 50 years at present time. The mean of age 39 years, standard deviation is 20.05, and coefficient of standard deviation is 0.5138. The coefficient of variation of the age of prisoners is 51.38.

According to Table 2: The education of 85.19 per cent prisoners of the total sample was matric or below matric and it was also observed that 82.21 per cent of their parents are under matric. So the lack of education is a big factor in committing crime in society. On the other hand, 59.51 percent of unmarried people and 40.49 per cent married commits crime. The source of income to fulfill the physical needs is also necessary

for every human being but if we analyze the occupation and income of the prisoners then 74 per cent of the people are either unemployed or doing labour on daily wages and 81.59 per cent prisoners were either earning zero or less than 15000 rupees per month. The study also observed that 58.28 per cent

prisoners committed crimes under section 302 IPC and 22.7 per cent of the prisoners committed crimes under section 376 IPC and 18.4 per cent in others. So the analysis finalizes two things i.e. 'Lack of education' and 'lack of employment' are the big causes for crime in society.

Table 3: Analysis of some questions from schedule (Questionnaire):

Response of some questions by the participants:	Before UHV Workshops (in percent)	After UHV Workshops (in percent)
Q1. Money is more important than human-human relationships.		
Strongly agree	26.38	3.68
To a large extent	26.99	13.50
To some extent	19.63	23.31
Strongly disagree	26.99	59.51
Q2. What is your fundamental desire?		
Richest Person	6.13	1.84
Happy with money	12.88	6.13
Most famous	5.52	3.68
Happy with human relationships	75.46	88.34
Q3. Who has the responsibility to ensure harmony in the society?		
Police	9.82	3.68
Judiciary	15.34	5.52
Some people	4.29	0.0
All the people	70.55	90.80
Q4. Money ensures respect in society.		
Strongly agree	34.97	11.66
To a large extent	26.99	17.18
To some extent	19.63	15.34
Strongly disagree	18.4	55.83
Q5. What is the most important thing for you?		
Money	3.68	1.23
Human relationship	60.12	41.1
First relation then money	25.15	53.99
First Money then relations	11.04	3.68
Q6. Human values based living is possible today.		
Strongly agree	20.86	38.65
To a large extent	20.25	23.31
To some extent	35.58	31.90
Strongly disagree	23.31	6.13
Q7. Who is responsible for your imprisonment?		
Family members	3.07	0.0
Police	19.02	14.11
Myself	6.75	11.04
Society	12.27	6.13
Adverse Situations	58.9	68.71
Q8. Your life has been completely spoiled.		
Strongly agree	17.79	6.13
To a large extent	30.67	21.47

To some extent	25.77	38.65
Strongly disagree	25.77	33.74

According to table 3: A question was asked 'What is the most important thing for you'? So there is a shift from 25.15 per cent to 53.99 per cent in the prisoners who wanted to live with human relationship on first priority rather than money. The statement 'Human values based living is possible' was responded 'strongly agreed' by 20.86 per cent prisoners before the workshop while 38.65 per cent strongly agreed after the workshop. There is a shift from 6.75 per cent to 11.04 per cent prisoners who accept that they are responsible for their imprisonment while shift from 58.9 per cent to 68.71 per cent of prisoners who said

that adverse situations were responsible for their imprisonment.

In the last question of table 3, it can be observed that 17.79 per cent participants strongly agree with the statement 'Your life has completely spoiled' but after the workshop it was reduced to 6.13 per cent. Forty questions were asked to the prisoners through a schedule from which eight responses were selected for analysis in table 3. There is partial fulfillment of the hypothesis of the study observed. The transformation before and after responses is clearly showing that there is a strong possibility for prisoner's transformation.

Table 4: Analysis of eight questions asked as mentioned in table 3

Question Number	Right Responses before workshop (in %)	Right Responses after workshop (in %)	Positive Shift (in %)
1	26.99	59.51	32.52
2	75.46	88.34	12.88
3	70.55	90.80	20.25
4	18.40	55.83	37.43
5	25.15	53.99	28.84
6	20.86	38.65	17.79
7	6.75	11.04	4.29
8.	25.77	33.74	7.97

According to table 4, the positive shift in prisoners can be observed from 4.29 per cent to 37.43 per cent. The overall average positive transformation in the prisoners is 20.246 per cent as per the above eight questions which were asked to the prisoners. It is a very significant transformation in the right understanding of the prisoners.

The feedback of some jail officials was recorded at the end regarding the effect of universal human values education on participant prisoners in the jail number 14. The analysis of observation is presented in the tabular form.

Table 5: Feedback of Jail Officials (Central Jail No. 14, Mandoli Prison Complex, Delhi, India)

Twelve (12) Jail Officials (One Superintendent, Two Head Warder, and Nine Warder)					
Questionnaire for Jail Officials	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1. The Conduction of workshops on universal human values for Prisoners is really required.	2	10	0	0	0
Q2. The behaviour is better after attending the universal human values Workshops.	0	10	2	0	0
Q3. The effect of universal human values on prisoners, reflected in their work also.	1	9	2	0	0

Q4. What is the overall positive transformation (in %) in prisoners who attended the workshops on universal human values?	Mean average of 26.26 % (10% to 50 %)
Q5. Would you like to recommend such workshops for prisoners in future?	100% Jail Officials recommended universal human value education to the prisoners.

According to table 5, the feedback of jail officials, the mean average positive effect of universal human values on prisoners is 26 per cent. All the jail officials recommend such workshops for the prisoner's welfare, as they stated in their feedback.

### Results and Discussion

According to figure 1, the transformation in prisoners can be observed with the help of responses to some questions which were asked to the prisoners before and after the workshops. After self-exploration of UHV, participants shifted from 26.99 per cent to 59.51 per cent to strongly disagree with question number 1 which shows that people are having relationships on higher priority than money. Similarly, there are prisoners positively shifted from 75.46 per cent to 88.34 percent to be happy with human relationships as a fundamental desire. There is a positive shift from 70.55 per cent to 90.8 percent prisoners who strongly agree with "to ensure harmony in the society is a responsibility of all people." There was a positive shift from 18.4 percent to 55.83 percent of prisoners to strongly disagree with the statement 'Money ensures respect in the society', which clearly shows positive transformation in the minds of the prisoners' participants.

This study may transform the prisoners from their conflict and disharmonious mental state to resolve and to ensure harmonious state partially under certain restricted environment in the prison. The schedule (questionnaire) was formed using likert scales measures technique which is one of the non-comparative scaling techniques. After assessment of schedule on likert-scale measures, study found there is 20.246 per cent positive transformation in the mind of the prisoners after attending the UHV workshops. The feedback of twelve jail officials also says that there is 26.26 per cent positive change in behaviour and work of the prisoners after attending the UHV workshops.

### Conclusion

In this research article, all the objectives were partially achieved and observed the strong possibilities of reformation in the prisoners to become responsible towards the family, society, and nature after

completion of their imprisonment. UHV sessions had brought clarity of basic aspirations and study observed that the main reason behind the crime is lack of education and inability to fulfill basic needs. The reformation is possible through inculcating right understanding to recognize basic aspirations and right feelings in the relationship. An inculcation of right skills is also required for fulfillment of physical needs of prisoners. The average positive effect of UHV education observed was 20.24 per cent on prisoners, which was evaluated through the analysis of pre and post workshop schedules method. Also as per the recorded feedback of twelve jail officials, the positive change was observed in the behaviour of prisoners who attended UHV workshops. The effect of UHV education on male prisoners was significantly positive which may help them to reintegrate in the society after release.

### Limitations

- Actually, the research persons should have control over the prisoner participants so that the purpose of research should not be diluted. Unfortunately, it could not happen fully as per the requirement. However, the jail authorities cooperated in this regard. But it was found that usually, some prisoners did not come back in the next session after the lunch break.
- Since 85 percent of prisoners participants were either illiterate or under 10th pass, faced difficulties to understand the real meaning of questions in schedule although all the questions were written in Hindi language.
- The content of UHV could not be self-explored continuously as needed, due to their busyness in assigned work by the jail authorities inside the jail.

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The authors declare that they have no conflict of interest.

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