

Training Manual of Specialised Course for Prison Warders
(Warder to Chief Head Warder)
on
Gender Sensitization
(One Week)
2022



Bureau of Police Research and Development
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महानिदेशक

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Message

Capacity Building of the prison staff is one of the key components of Prison Reforms. This equips the Prison Officers and Staff with the essential knowledge, skills and attitude to diligently discharge their duties in varied and complex areas related to Prisons and Correctional Administration. The MHA has mandated the BPR&D to prepare Training Manuals which can be circulated to all States and UTs for training purposes.

Services of 11 Individual Consultants with subject matter expertise were hired in 2021 to prepare the 50 Prison Training Manuals for various categories of Staff in Prisons. Numerous rounds of stakeholder consultations were held to finalize the drafts. The Manuals have adopted the contemporary principles of training and learning for indoor and outdoor classes, field visits and practical sessions and these have been prepared in compliance with the national and international best practices, the laws of the land, and the technological advancements in Prisons & Correctional Administration. The drafts were also uploaded on the BPR&D website for inviting suggestions/feedback from the stakeholders and citizens.

I extend my special appreciation to the 11 Individual Consultants, the Special Consultant (Master Trainer, DoPT) and the members of the Monitoring Committee who were instrumental in the preparation of these 50 Prison Training Manuals.

I am sanguine that these Manuals will bring about standardization of the training procedures and contents to a large extent and also facilitate capacity building of the Officers and Staff of the Prisons and Correctional Administration in the country.

(Balaji Srivastava)

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DAY-1

LEARNING UNIT (LU)

LU-1	Concept of Gender
LU-2	Gender Discrimination
LU-3	Patriarchy

DAY-2

LU-4	Violence Against Women
LU-5	Women's Rights under the Indian Constitution
LU-6	Crime Against Women and the Indian Laws
LU-7	Supreme Court Decisions on Gender Justice

DAY-3

- LU-8 Rights of the Transgender
- LU-9 Sexual Harassment and the Law
- LU-10 Protective measures for women: Field visits to Nari Niketan / Women Police Station.

DAY-4

- LU-11 Women Empowerment
- LU-12 Women in the Criminal Justice System
- LU-13 Women Prisoners and Special Needs (Bangkok Rules and Model Prison Manual, 2016)
- LU-14 Field Visit - Best for Rehabilitation and Reintegration of Women Prisoners

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- LU-15 Women Leadership
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Emergence of the Course

The BPR&D has prepared 50 Prison Training Manuals for various ranks of Staff and Officers in Prison Administration under the categories viz., 05 Basic Courses, 08 In-Service Courses, 30 Specialized Courses, 02 Vertical Interaction Courses and 05 Handbooks for improving the quality and standardizing training of all Prison Officers and Staff across the country and to augment professional competency and capacity building of Prison Officers and Staff.

These Prison Training Manuals are objective oriented, learner centric and are outcome of several brainstorming sessions, consultative meetings (Online and Offline) and workshops for conceptualizing the drafts. Comments of the Monitoring Committee, Reports of Training Needs Analysis (TNA) for Prisons & Correctional Administration, National Training Policy (2012) have also been taken into account. In addition, various national and international practices, MHA Advisories, Landmark Judgements of the Apex Court and the High Courts, Statutory Acts/Rules have also been referred to in course of preparation of these training manuals. The design perspective of the Department of Personnel & Training, Government of India, has been adopted.

Introduction

Gender differences within society have associated implications for the criminal justice system. Women in the prison system constitute a vulnerable group due to their gender. Prison management has to be gender sensitive and responsive to the needs of women in custody. Gender sensitive prison management policies and practices should be responsive to the needs of women in a holistic manner. Gender biases have to be challenged in all decision making processes. Equal and equitable treatment and participation of women in the correctional system helps to promote diversity and inclusiveness and a safe environment.

The objective of this one-week course on Gender Sensitization for Warders which has sixteen Learning Units is to sensitize participants towards gender issues and develop gender sensitivity.

(FOR TRAINERS & PARTICIPANTS)



COURSE GUIDE

Specialised Course for Prison Warders

(Warder to Chief Head Warder)

on

Gender Sensitization

(One Week)

INTRODUCTION

Organizations need to be gender sensitive work places that respect diversity and are inclusive. The Prison Department and the role of Prison Officers is an area where gender sensitivity needs to be practiced in all aspects of its working. Training is an instrument to help the Prison Administration in meeting the requirements of gender sensitive organization.

AIM

To impart knowledge and skills on Gender issues and develop gender sensitivity.

DESIGNED FOR

Warders

FACILITATORS

In-House & Guest Faculty. The Guest Faculty can include serving / retired Senior Prison Officers, Gender experts, Legal experts, Management experts, Psychologists, etc.

STYLE OF THE COURSE

This Course encompasses a series of practical learning activities. The Course is delivered through multiple media, styles and activities with a ‘self-directed learning approach’ simulated by the use of field-based situations and sharing of best practices in prison management. Therefore, participants are acquainted to take responsibility, both for their own learning and in helping the development of other participants. Participants shall be encouraged to share their learning experience with others, and to give and received support and feedback.

OBJECTIVES

At the end of the training, the participants will be able to -

Unit – 1

Training Objective Explain the concept of ‘Gender and Sex’

Enabling Objectives

1. Describe difference between ‘Gender and Sex’
2. Explain the concept of Gender as a social construct

Unit – 2

Training Objective Identify Gender-based discrimination

Enabling Objectives

1. Describe Gender Bias
2. Describe Gender Roles and Gender Stereotypes
3. Reflect on Personal Beliefs on Gender Roles
4. Identify Gender-based discrimination

Unit – 3

Training Objective Explain the concept of ‘Patriarchy’

Enabling Objectives

1. Describe ‘Patriarchy’
2. Discuss Patriarchy and its role in subordination of women.
3. Explain ‘Patriarchy’ and its impact on Women

Unit – 4

Training Objective Explain violence against women and its impact

Enabling Objectives

1. Describe the types of violence against women

2. Discuss violence against women in Life Cycle
3. Explain violence against women and its impact

Unit – 5

Training Objective Explain the Women's Rights under Constitution of India

- Enabling Objectives
1. Describe the Women's Rights to Equality under the Indian Constitution
 2. Describe the provisions related to Women's Welfare under the Indian Law
 3. Explain the Women's Rights under the Indian Constitution

Unit – 6

Training Objective Describe Indian Laws on Crimes Against Women

- Enabling Objectives
1. State the prevalence of Crimes Against Women in India
 2. State the provisions of the Criminal Law Amendment Act, 2013
 3. Describe the Indian Laws on Crimes Against Women

Unit – 7

Training Objective Explain the Landmark Supreme Court Decisions pertaining to Gender Justice

- Enabling Objectives
1. State Landmark Supreme Court Decisions on Gender Justice
 2. Explain the Landmark Supreme Court Decisions pertaining to Gender Justice

Unit – 8

Training Objective Explain the legal Rights for Protection of Transgender

- Enabling Objectives
1. Define Transgender

2. Explain the issues faced by Transgenders and need for sensitization
3. Explain the issues faced by Transgenders in Prisons
4. Explain the legal Rights for Protection of Transgenders

Unit – 9

Training Objective Explain the provisions of ‘Protection of Women from Sexual Harassment of Women at the Workplace Act, 2013’ (POSH)

Enabling Objectives

1. Define Sexual Harassment
2. Discuss the impact of Sexual Harassment on Women
3. Describe the procedure and mechanisms for dealing with complaints under the POSH Act.
4. Explain the provisions of ‘Protection of Women from Sexual Harassment of Women at the Workplace Act, 2013’

Unit – 10

Training Objective Explain the safety and protective measures for women

Enabling Objective

1. Describe Government Policies for Protection of Women
2. Explain the role of women police station
3. Explain the measures taken for safety and protection of women

Unit – 11

Training Objective Explain the importance of Women Empowerment

Enabling Objective

1. Describe the indicators of Women Empowerment
2. Discuss Equality vs. Equity issues
3. Explain the importance of Women Empowerment

Unit – 12

Training Objective Explain Gender-Based Discrimination in the Criminal Justice System

Enabling Objectives

1. Describe the Gender Biases against Women Offenders

2. Describe the Gender Biases against Women Victims of Crime
3. Explain how Gender impacts Criminal Justice System.
4. Explain Gender-Based Discrimination in the Criminal Justice System.

Unit – 13

Training Objective Explain the provisions of Bangkok Rules for Women Prisoners

- Enabling Objectives
1. Describe the special needs of Women Prisoners
 2. Explain the reasons for separate provisions for Women Prisoners
 3. Explain the provisions of Bangkok Rules for Women Prisoners

Unit – 14

Training Objective Explain the programmes for Reintegration of Women Prisoners

- Enabling Objectives
1. Identify the rehabilitation needs of Women Prisoners
 2. Describe programmes for Rehabilitation and Reintegration of Women Prisoners
 3. Explain the programmes for Reintegration of Women Prisoners
 4. Reflect on the Best Practices for Reintegration of Women Prisoners
 5. Explain Best Practices for Reintegration of Women Prisoners

Unit – 15

Training Objective Explain the importance of ‘Women Leadership’ in challenging gender stereotypes

- Enabling Objectives
1. Discuss the importance of Women Leadership in challenging gender stereotypes
 2. Discuss the challenges faced by Women Leaders
 3. Explain the importance of ‘Women Leadership’ in challenging gender stereotypes

Unit – 16

Training Objective Practice Gender-Sensitive Communication Skills

- Enabling Objectives
1. Describe Gender-Sensitive Communication
 2. Practice Gender-Sensitive Communication skills

ASSESSMENT

The priority during the Course is to assist participants to develop their skills. Assessment is, therefore, concerned with informal feedback and advice to individual participants.

TIME TABLE

DAY/TIME	CONTENT	OBJECTIVES
DAY-1 0915-1030	Registration Inauguration of the Course Ice Breaking Session & Ground Rules Course Objectives and Expectations of participants	
1045-1200	Introduction to Gender Gender and Sex Difference Gender as a Social Construct Gender Stereotypes	1.1 1.2
1215 -1330	Gender Roles and Gender Bias Gender Discrimination	2.1 2.2 2.3 2.4
1430 - 1530	Patriarchy – Movie Control, Power, Subordination and Domination	3.1 3.2
1545 - 1645	Discussion on the Movie and on Patriarchy and Gender	3.3

DAY/TIME	CONTENT	OBJECTIVES
DAY-2	Recap	4.1
0915 –1030	Violence Against Women and Its Impact Types of Violence Against Women	4.2 4.3
1045 - 1200	Women’s Rights under the Indian Constitution and Special Laws for Women	5.1 5.2 5.3
1215 - 1330	Crimes Against Women and the Indian Laws (Criminal Law Amendment Act, 2013&Criminal Law Amendment Act, 2018	6.1 6.2 6.3
1430 -1530	Supreme Court Decision on Gender Justice – I	7.1
1545 - 1645	Supreme Court Decision on Gender Justice – II	7.2
DAY – 3	Recap	8.1
0915 – 1030	Rights of the Transgender	8.2 8.3 8.4
1045 - 1200	Sexual Harassment and the Law : Protection of Women from Sexual Harassment at Workplace Act, 2013 - I	9.1 9.2
1215 -1330	Protection of Women from Sexual Harassment at Workplace Act, 2013 - II	9.3 9.4
1430 – 1530	Protective Measures for women : Field visits to Nari Niketan / Women Police Station	10.1 10.2
1545 –1645	Protective Measures for women : Field visits to Nari Niketan / Women Police Station	10.3

DAY/TIME	CONTENT	OBJECTIVES
DAY – 4	Recap	11.1
0915 – 1030	Women Empowerment	11.2 11.3
1045– 1200	Women in the Criminal Justice System	12.1 12.2 12.3 12.4
1215 – 1330	Women Prisoners and Special Needs Bangkok Rules for Women Prisoners	13.1 13.2 13.3
1430 – 1530	Field Visit – Prison -Best Practices for Rehabilitation and Reintegration of Women Prisoners – I	14.1 14.2 14.3
1545 - 1645	Field Visit – Best Practices for Rehabilitation and Reintegration of Women Prisoners – II	14.4 14.5
DAY – 5	Recap	15.1
0915 – 1030	Women Leadership	15.2 15.3
1045– 1200	Gender Sensitive Communication and Counselling Skills	16.1 16.2
1215 – 1330	Feedback Session	
1430 – 1530	Valediction	

Note :

Session I	0915 - 1030
Session II	1045 - 1200
Session III	1215 - 1330
Session IV	1430 - 1530
Session V	1545 - 1645
Yoga	0630 - 0730
Library	1700 - 1730
Sports	1730 - 1830
Tea Break	1030 - 1045 1530 - 1545
Break	1200 - 1215
Breakfast	0800 - 0845
Lunch	1330 - 1430
Dinner	1930 – 2100

Indoor : 5 Hours 45 Minutes (3 Hours 45 Minutes in morning + 2 Hrs. in evening)

Outdoor : 1 Hr.

Library : ½ Hour

Tea / Break : 45 Minutes

Breakfast : 45 Minutes

Lunch : 1 Hr.

Dinner : 1 ½ Hr.

(FOR TRAINERS ONLY)



TRAINER GUIDE

Specialised Course for Prison Warders

(Warder to Chief Head Warder)

on

Gender Sensitization

(One Week)

INTRODUCTION

The ‘Trainer Guide’ is a comprehensive overview of the content and process of the Course. It is designed in a structured format that presents the assembled information and the planned activities with learning outcomes. Trainer Guide serves as a “Map” for sequential implementation of various content segments.

The Trainer Guide also:-

- Helps continuous recall;
- Provides scope for storing illustrations, faculty questions, anticipated participants questions and appropriate responses;
- Contains details of points for briefing & debriefing of case study, exercises, Films, etc.;
- Serves as a reminder to administer exercises; and
- Guides on the use of media.

Pre-Course Preparation :

The following must be ensured :

1. Get an idea on number and list of participants from the Course Coordinator
2. Resource Kit, Name plates, Name badges of participants be kept ready.
3. Photocopies of Handout, exercises for participants should be kept separately and distributed before the session.
4. Brief introduction about Resource Persons / Guest Speakers
5. Permissions for field visit to prison

For Trainer

- Trainer Guide
- Glossary of Terms/ Exercise Role Play
- References

For Participants

- Course Guide
- Handouts, Checklist, Exercise, Video & Films and Case Study
- Assessment Questions

DAY-WISE TIMETABLE

DAY – 1		
Time	Content	Remarks
0915 – 0930	Registration	Registration form-1 and Distribute Course Guide to participants
0930 – 1000	Inauguration	
1000-1030	Session –I : Ice–Breaking Session Ice-Breaking Exercise: The name plates / name tags of participants should keep in one corner and the participants should be asked to pick up any name tag of a person who they do not know all and all introduce themselves. The trainer can choose any icebreaker. Course Objectives Detailed Introduction Name, Designation, Years of Service, Place of Posting	Ice-Breaking Activity Name Tags and Name Plates of Participants. They should get to know each other.
1030-1045	Tea Break	
1045-1200	Session- II: Concept of Gender Gender and Sex Difference Gender as a Social Construct Gender Stereotypes	Distribute HO-01 Exercise – 01
1200 - 1215	Break	
1215 – 1330	Session- III: Gender Roles and Gender Bias Gender Discrimination	Distribute HO-2 Exercise - 02

1330 - 1430	Lunch	
1430 –1530	Session- IV: Patriarchy – Movie Control, Power, Subordination and Domination	Distribute HO-3
1530 –1545	Tea Break	
1545 – 1645	Session- V: Discussion on the Movie and on Patriarchy and Gender	Discuss some Hindi /regional language movies showing patriarchy-e.g.-Lajja, Pink, Thappad, English Vinglish.

DAY – 2

Time	Content	Remarks
0900 – 0915	Recap	Ask Participants to Recap and Note on Flip Chart the learning points
0915 – 1030	Session- I: Violence Against Women and Its Impact Types of Violence Against Women	Distribute HO-4,HO-5,HO-6. Show clips from movie - Provoked,Thappad,Darlings.
1030– 1045	Tea Break	
1045 – 1200	Session- II: Crimes Against Women and the Indian Laws (Criminal Law Amendment Act, 2013)	Distribute HO-9
1200 – 1215	Break – Stretch Exercise	
1215 -1330	Session- III: Women’s Rights under the Indian Constitution	HO-10
1330 –1430	Lunch	
1430 – 1530	Session- IV: Supreme Court Decision on Gender Justice-I	HO-11
1530– 1545	Tea Break	
1545 - 1645	Session- V: Supreme Court Decision on Gender Justice-II	

DAY – 3

Time	Content	Remarks
0900 - 0915	Recap	Ask Participants to Recap the learning points and Note them on Flip Chart
0915 – 1030	Session- I: Rights of the Transgender	Distribute HO-12
1030 – 1045	Tea Break	
1045- 1200	Session- II: Sexual Harassment and the Law Protection of Women from Sexual Harassment at Workplace Act, 2013 - I	Distribute HO-13
1200 – 1215	Break	
1215 – 1330	Session- III: Protection of Women from Sexual Harassment at Workplace Act, 2013 - II	Distribute HO-14,15,16
1330 -1430	Lunch	
1430 – 1530	Session- IV : Protective Measures for Women : Field Visits Women Police Station	
1530 -1545	Tea Break	
1545 – 1645	Session- V: Field Visit – Protective Measures for Women : Field Visits Women Police Station	

DAY – 4

Time	Content	Remarks
0900- 0915	Recap	
0915 – 1030	Session- I: Women Empowerment	Ask what does empowerment mean? /Group Discussion
1030 - 1045	Tea Break	
1045 – 1200	Session- II: Women in Criminal Justice System	
1200 – 1215	Break	
1215 – 1330	Session- III: Women Prisoners and Special Needs Bangkok Rules for Women Prisoners	Distribute HO-17
1330 –1430	Lunch	
1430 – 1530	Session- IV: Field Visit – Best Practices for Rehabilitation and Reintegration of Women Prisoners – I	Field Visit Form
1530 – 1545	Tea Break	
1545 – 1645	Session- V: Best Practices for Rehabilitation and Reintegration of Women Prisoners – II	

DAY – 5

Time	Content	Remarks
0900 - 0915	Recap	
0915 – 1030	Session- I: Women Leadership	
1030 - 1045	Tea Break	
1045 – 1200	Session- II: Gender-Sensitive Communication Skills	Show some news clips.
1215 – 1330	Session- III: Feedback Session *	Distribute Feedback Form
1330 -1430	Lunch	
1430 – 1530	Session- V : Valedictory Address & Distribution of Certificates	

The Course coordinator should compile the feedback of the participants and submit to the Head of the Training Institute.

Course Ends

DAY-WISE TASKS

5-DAY COURSE

Day – 1

- Registration
- Inauguration
- Detailed Introduction
- Expectations of the course
- Course Overview
- Ground Rules
- Course Guide
- Distribution of the training kit (Training material, Name badges, Course Guide, Note pads, etc.)
- Training

Day – 2

- Recap of Day-1
 - Training
- Post Lunch
- Training

Day – 3

- Recap of Day-2
 - Training
- Post Lunch
- Field visit to Women Police Station

Day – 4

- Recap of Day-3
- Training

Post Lunch

Field Visit to Women Prison

Day – 5

- Recap of Day - 4
- Learning points of all sessions
- Training
- Feedback session

Post Lunch

- Valediction
- Certificate
- Group Photo

End of Course

PART – B

Course Grid

Learning Event

COURSE GRID

COURSE GRID

01 Concept of Gender	02 Gender Discrimination	03 Patriarchy
04 Violence Against Women	05 Women's Rights under the Indian Constitution	06 Crime Against Women and the Indian Laws
07 Supreme Court Decisions on Gender Justice	08 Rights of the Transgender	09 Sexual Harassment and the Law
10 Protective Measures for Women : Field Visit to Nari Niketan/Women Police Station	11 Women Empowerment	12 Women in the Criminal Justice System
13 Women Prisoners and Special Needs (Bangkok Rules and Model Prison Manual, 2016)	14 Field Visit - Best Practices for Rehabilitation and Reintegration of Women Prisoners	15 Women Leadership
	16 Gender-Sensitive Communication Skills	

LEARNING EVENT

SPECIALISED COURSE FOR PRISON WARDERS
(WARDER TO CHIEF HEAD WARDER)
ON
GENDER SENSITIZATION
(ONE WEEK)
LEARNING EVENT

Unit	1							
Learning Unit	Concept of Gender							
Training Objective	At the end of training, participants will be able to explain the concept of ‘Gender and Sex’							
<i>Enabling Objectives</i> At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe difference between ‘Gender and Sex’	- Gender vs Sex : An analytical tool - Feminine and Masculine Characteristics - Difference between sex roles and gender roles. - Socialization and Gender	Lecture-cum-Discussion	White Board, Marker, Projection System	150	In-House / Guest Faculty with Gender expertise		Formative Q/A
2.	Explain the concept of Gender as a social construct				(30)			
					(60)			
					(60)			

LEARNING EVENT

Unit	2							
Learning Unit	Gender Discrimination							
Training Objective	At the end of training, participants will be able to explain Gender-based discrimination							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe Gender Bias.	- Gender discrimination in all structures of the society - Gender Bias - Impact of Gender Roles for both men and women - Gender Stereotypes - Gender Discrimination	Lecture-cum-Discussion	White Board, Marker, Projection System	75 (30)	In-House / Guest Faculty with expertise on Gender		Q/A
2	Describe Gender Roles and Gender Stereotypes		Exercise		(45)			
3	Reflect on Personal Beliefs on Gender Roles		Video clips of gender role					
4	Explain Gender-based discrimination		Advertisements					

LEARNING EVENT

Unit	3							
Learning Unit	Patriarchy							
Training Objective	At the end of training, participants will be able to explain the concept of ‘Patriarchy’							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe ‘Patriarchy’	- Patriarchy Meaning - Gender Equality - Effects of Patriarchy on Society - Challenging Patriarchy	Lecture-cum-Discussion.	White Board, Marker, Projection System	120	In-House / Guest Faculty Expert on Gender		Formative Q/A
2	Discuss Patriarchy and its role in subordination of women		Movie and Discussion					
3	Explain ‘Patriarchy’ and its impact on Women							

LEARNING EVENT

Unit	4							
Learning Unit	Violence against women							
Training Objective	At the end of training, participants will be able to explain violence against women and its impact							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe the types of violence against women	- Definition of Violence Against Women (VAW)	Lecture-cum-Discussion	White Board, Marker, Flip Chart	75	In-House / Guest Faculty who are experts on Gender Issues	Check List	Quiz Q/A
2	Discuss violence against women in Life Cycle	- Violence : Meaning and Types of violence – Physical, Mental, Psychological, Economic			(25)			
3	Explain violence against women and its impact	- Prevalence of VAW - Impact of VAW			(20) (30)			

LEARNING EVENT

Unit	5							
Learning unit	Women's Rights under the Indian Constitution							
Training Objective	At the end of training, participants will be able to explain the Women's Rights under Constitution of India							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the Women's Rights to Equality under the Indian Constitution	- Articles 14, 15, 16, 19, 21, 23, 39 - UN Convention on Elimination of all Discrimination against Women (CEDAW), 1979 - Maternity Benefits Equal wages	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House Faculty Expert law faculty / lawyer specialising in Human Rights	Checklist	Q/A
2.	Describe the provisions related to Women's Welfare under the Indian Law				(20)			
3.	Explain the Women's Rights under the Indian Constitution				(25)			
					(30)			

LEARNING EVENT

Unit	6							
Learning Unit	Crimes against women and the Indian Laws							
Training Objective	At the end of training, participants will be able to describe Indian Laws on Crimes Against Women (CAW)							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	State the prevalence of Crimes Against Women in India	-NCRB Statistics - CAW in India : Trends and Patterns - Criminal Law Amendment Act, 2013 - Sexual Crimes - Dowry related Crimes - IPC & Special Laws, Trafficking Sections 370, 370A	Lecture-cum-Discussion	White Board, Marker Projection System	75	In-House / Guest Faculty Expert on Law	Checklist Women Helpline	Q/A
2	State the provisions of the Criminal Law Amendment Act,2013				(15)			
3	Describe the Indian Laws on Crimes Against Women				(30) (30)			

LEARNING EVENT

Unit	7							
Learning Unit	Supreme Court Decisions on Gender Justice							
Training Objective	At the end of training, participants will be able to explain the Landmark Supreme Court Decisions pertaining to Gender Justice							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	State Landmark Supreme Court Decisions on Gender Justice	- Equal wages – PUDR vs. UOI, 1982 - Gaurav Jain vs. UOI, 1997 - Vishaljeet vs. UOI, 1990 - C.B. Muthamma vs. UOI and Ors., 1979 - Vishaka vs. State of Rajasthan, 1977 - Air India vs. Nargesh Meerza, 1981 - Laxmi vs. UOI - Joseph Shiny. UOI, 2018 - ABC vs. State of NCT of Delhi, 2015	Lecture-cum-Discussion	White Board, Marker Projection System	120	In-House / Guest Faculty Legal Experts	Checklist	Q/A
2.	Explain the Landmark Supreme Court Decisions pertaining to Gender Justice				(60)			
					(60)			

LEARNING EVENT

Unit	8							
Learning Unit	Rights of the Transgender							
Training Objective	At the end of training, participants will be able to explain the legal rights for Protection of Transgender							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define Transgender	- Meaning of Transgender	Lecture-cum-Discussion	White Board, Marker Projection System	75	In-House / Guest Faculty Legal Experts		Q / A
2	Explain the issues faced by Transgender and need for sensitization	- Define Transgender - Transgender Socio-cultural historical perspective			(10)			
3	Explain the issues faced by Transgender in Prisons	- Issues faced by Transgender and need for sensitivity			(15)			
4	Explain the legal Rights for Protection of Transgender	- Transgenders in prisons - Protection of Rights of Transgender (2016)			(35) (15)			

LEARNING EVENT

Unit	9							
Learning Unit	Protection of Women from Sexual Harassment and the Law							
Training Objective	At the end of training, participants will be able to explain the provisions of 'Protection of Women from Sexual Harassment of Women at the Workplace Act, 2013' (POSH)							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define Sexual Harassment	- Definition of Sexual Harassment	Lecture-cum-Discussion	White Board, Marker Projection System	195	In-House / Guest Faculty / Legal Expert	Checklist Flowchart	Q/A
2	Discuss the impact of Sexual Harassment on Women	- Impact of Sexual Harassment			(30)			
3.	Describe the procedure and mechanisms for dealing with complaints under the POSH Act	- How to complain			(30)			
	Explain the provisions of Protection of Women from Sexual Harassment of Women at the Workplace Act, 2013	- Provisions of POSH Law			(20)			
		- Inquiry Procedure by Internal Complaint Committee			(20)			
4		- Principles of Natural Justice			(30)			
		- Prevention of Sexual Harassment			(35)			
		- Case Laws			(30)			

LEARNING EVENT

Unit	10							
Learning Unit	Protective Measures for Women: Field visit to Nari Niketan / Women Police Station							
Training Objective	At the end of training, participants will be able to explain protective measures for women							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the Govt. Measures for Protection of Women in need	-Field Visit -Observations -Report Writing	Field Visit		120	In-House / Guest Faculty Legal Expert	Women Helpline 1091	Q/A
2.	Explain the measures taken for protection of women in need							
3.	Explain the role of Nari Niketan for Women							

LEARNING EVENT

Unit		11						
Learning Unit		Women Empowerment						
Training Objective		At the end of training, participants will be able to explain the importance of Women Empowerment						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe the indicators of Women Empowerment	- Meaning of Women Empowerment - Indicators Social, Economic, and Political empowerment - Equality vs. Equity - Empowerment of Women in India - Diversity, Equity, Inclusion	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Q/A
2	Discuss Equality vs. Equity issues							
3	Explain the importance of Women Empowerment							

LEARNING EVENT

Unit	12							
Learning Unit	Women in the Criminal Justice System							
Training Objective	At the end of training, participants will be able to explain Gender-Based Discrimination in the Criminal Justice System							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe the Gender Biases against Women Offenders	- Gender Bias in Law - Women as Offender - Women as Victims of Crime - Gender Stereotypes - Case Laws - National Expert Committee on Women Prisoners (Krishna Iyer), 1987	Lecture cum discussion / Panel discussion	White Board, Marker Projection System	75 (30)	In –House / Guest Faculty/ Lawyer / Legal Expert / Gender Expert		Q/A
2	Describe the Gender Biases against Women Victims of Crime				(25)			
3	Explain how Gender impacts Criminal Justice System.				(20)			
4	Explain Gender-Based Discrimination in the Criminal Justice System.							

LEARNING EVENT

Unit	13							
Learning Unit	Women Prisoners and Special Needs (Bangkok Rules and Model Prison Manual, 2016)							
Training Objective	At the end of training, participants will be able to explain the provisions of Bangkok Rules for Women Prisoners							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the special needs of women prisoners	- Special Needs of Women Prisoners - Bangkok Rules - Model Prison Manual, 2016 – Provisions for Women - R.D. Upadhayaya Judgment on women prisoners with children inside prisons and its implementation in prisons	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House Faculty / Prison officer	Link of Supreme Court Judgement	Q/A
2.	Explain the reasons for separate provisions for women prisoners				(30)			
3.	Explain the provisions of Bangkok Rules for Women Prisoners				(30) (15)			

LEARNING EVENT

Unit	14							
Learning Unit	Field Visit – Best Practices for Rehabilitation and Reintegration of Women Prisoners							
Training Objective	At the end of training, participants will be able to explain the programmes for Reintegration of Women Prisoners							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Identify the rehabilitation needs of Women Prisoners	- Rehabilitation and Reintegration programmes for women inmates.	Field Visit		120	In-House Faculty	Field visit form	Q/A
2	Describe programmes for Rehabilitation and Reintegration of Women Prisoners							
3	Explain the programmes for Reintegration of Women Prisoners							
4.	Reflect on the Best Practices for Reintegration of Women Prisoners							
4.	Explain Best Practices for Reintegration of Women Prisoners							

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LEARNING EVENT

Unit	15							
Learning Unit	Women Leadership							
Training Objective	At the end of training, participants will be able to explain the importance of ‘Women Leadership’ in challenging gender stereotypes.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Discuss the importance of Women Leadership in challenging gender stereotypes	- Women Leaders in different fields (Political, Business, Services, CJS, Sports) - Challenges faced by Women Leader - Role Model - How Gender affects Leadership - Women Leadership for Gender Equality - Women challenging the barriers.	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty / Women Leader		Q&A
2	Discuss the challenges faced by Women Leaders							
3	Explain the importance of ‘Women Leadership’ in challenging gender stereotypes							

LEARNING EVENT

Unit	16							
Learning Unit	Gender-Sensitive Communication Skills							
Training Objective	At the end of training, participants will be able to practice Gender-Sensitive Communication Skills							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe Gender- Sensitive Communication	- Communication : - Verbal and Non-Verbal - Gender in Communication	Lecture-cum-Discussion / Panel Discussion Exercise	White Board, Marker Projection System	75	In-House / Gender Expert / Communication expert/Media person .		Formative Q / A
2	Practise Gender- Sensitive Communication							
3	Practise Gender- Sensitive Communication Skills	- Importance of Dignity Guidelines - Fair Visibility - Women in Decision making - Do not reinforce Gender stereotypes - Diversity : Gender Responsive Language - Do not victimize Patronise – Present Facts, Be Open						

PART - C

Resource Material

Reference Material

Appendices

RESOURCE MATERIAL

Section - 1 Handouts

Section – 2 Checklist

Section – 3 Exercises

Section - 4 Videos & Films

Section – 5 Case Study

Section – 1

HANDOUTS

Section-1

HO - 1	Gender and Sex Difference
HO – 2	Gender Bias
HO - 3	Patriarchy
HO - 4	UN and Women’s Rights
HO - 5	Facts and Figures
HO - 6	Women’s Rights are Human Rights
HO - 7	Convention on Elimination of all forms of Discrimination Against Women (CEDAW), 1979
HO - 8	Violence Against Women
HO - 9	Constitution and Women’s Rights
HO-10	Crimes against Women under the Indian Penal Code (IPC)
HO - 11	Women and Legal Framework
HO - 12	Transgenders
HO - 13	Objects and Reasons of Law on Sexual Harassment
HO - 14	Grievance Redressal Process-SHW Act
HO - 15	The Procedure : Steps to Conduct an Inquiry
HO - 16	Examples of Sexual Harassment
HO - 17	The United Nations Bangkok Rules on Women Offenders and Prisoners (2010)

Gender and Sex Difference

Gender	Sex
■ <i>psychological term</i> ■ <i>our awareness and reaction to biological sex</i> ■ determined by biological, psychological and sociological factors ■ Masculine and feminine are psychological terms which refer to a person's gender ■ Changes over time ■ Largely learnt	■ <i>biological term</i> ■ <i>functional differences between males and females and their reproductive potential</i> ■ determined by genes ■ male and female are biological terms ■ Naturally unalterable ■ Largely innate

Gender Bias

- Behavior that is acceptable in men often is considered unacceptable in women and vice versa.
- A woman in a traditionally masculine job may be called a ‘manly, ‘hard to work with’ or ‘too ambitious’ – for the same behavior that helps a man establish himself as ‘assertive’ and ‘having leadership potential.’
- Norms that women should be inclusive and nurturing.

Patriarchy

What do men Control in Patriarchy?

- Case Studies of States/UTs to be prepared by Trainer
- Write-ups by participants on their own experiences
- Exchange write-ups between participants
- Group Discussion

UN and Women's Rights

In spite of these international agreements, the denial of women's basic human rights is persistent and widespread. For instance:

- Over half a million women continue to die each year from pregnancy and childbirth-related causes.
- Rates of HIV infection among women are rapidly increasing. Among those 15-24 years of age, young women now constitute the majority of those newly infected, in part because of their economic and social vulnerability.
- Gender-based violence kills and disables as many women between the ages of 15 and 44 as cancer. More often than not, perpetrators go unpunished.
- Worldwide, women are twice as likely as men to be illiterate.
- As a consequence of their working conditions and characteristics, a disproportionate number of women are impoverished in both developing and developed countries. Despite some progress in women's wages in the 1990s, women still earn less than men, even for similar kinds of work.
- Many of the countries that have ratified CEDAW still have discriminatory laws governing marriage, land, property and inheritance.
- *Source -unfpa.org*

Facts and Figures

- Globally, 750 million women and girls were married before the age of 18 and at least 200 million women and girls in 30 countries have undergone FGM.
- The rates of girls between 15-19 who are subjected to FGM (female genital mutilation) in the 30 countries where the practice is concentrated have dropped from 1 in 2 girls in 2000 to 1 in 3 girls by 2017.
- In 18 countries, husbands can legally prevent their wives from working; in 39 countries, daughters and sons do not have equal inheritance rights; and 49 countries lack laws protecting women from domestic violence.
- One in five women and girls, including 19 per cent of women and girls aged 15 to 49, have experienced physical and/or sexual violence by an intimate partner within the last 12 months. Yet, 49 countries have no laws that specifically protect women from such violence.
- While women have made important inroads into political office across the world, their representation in national parliaments at 23.7 per cent is still far from parity.
- In 46 countries, women now hold more than 30 per cent of seats in national parliament in at least one chamber.
- Only 52 per cent of women married or in a union freely make their own decisions about sexual relations, contraceptive use and health care.
- Globally, women are just 13 per cent of agricultural land holders.
- Women in Northern Africa hold less than one in five paid jobs in the non-agricultural sector. The proportion of women in paid employment outside the agriculture sector has increased from 35 per cent in 1990 to 41 per cent in 2015.
- More than 100 countries have taken action to track budget allocations for gender equality.
- In Southern Asia, a girl's risk of marrying in childhood has dropped by over 40 per cent since 2000.

Source - United Nations - www.un.org

Women Rights are Human Rights

The United Nations and Women's Right

- 1946: The United Nations established a Commission on the Status of Women.
- Since 1975: The UN has held a series of world conferences on women's issues, starting with the World Conference of the International Women's Year in Mexico City.
- 1975: First World Conference in Mexico City (International Women's Year)
- 1979: Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)
- 1980: The second in Copenhagen
- 1985: The third in Nairobi.
- 1995: At the Fourth World Conference on Women in Beijing, *The Platform for Action* was signed. This included a commitment to achieve "gender equality and the empowerment of women".
- Inclusion of Gender Equality and Women's Empowerment is one of the eight Millennium Development Goals.

Convention on Elimination of all forms of Discrimination Against Women (CEDAW), 1979

Adopted by the UN General Assembly in 1979 Convention on Elimination of Discrimination Against Women (CEDAW) clarifies the fact that the 1948 Declaration of Human Rights also includes women.

By 2005 this had been signed by 179 countries.

Women's rights include:

- right to life, liberty, security of person and freedom from violence and degrading treatment and freedom of movement;
- legal equality and protection by the law including women's equal rights to make decisions in their family regarding marriage and children, property and resources;
- right to own property and freedom from deprivation of property;
- freedom of thought, opinion and association;
- right to work, freedom from exploitation and right to rest and leisure;
- right to a standard of living adequate for health and right to education including special care for mothers.

Source- CEDAW and the status of implementation of the CEDAW articles in India.

https://nhrc.nic.in/sites/default/files/Women%E2%80%99s%20Rights%20in%20India%20complete_compressed.pdf

Violence Against Women

The United Nations defined “Violence against Women” in 1993 in Declaration on the Elimination of Violence against Women. It defines it as any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

Gender-based violence is a phenomenon deeply rooted in gender inequality, and continues to be one of the most notable human rights violations within all societies. Gender-based violence is violence directed against a person because of their gender. Both women and men experience gender-based violence but the majority of victims are women and girls. Gender-based violence and violence against women are terms that are often used interchangeably as it has been widely acknowledged that most gender-based violence is inflicted on women and girls, by men

Types of Violence:

1. Criminal violence (rape, murder, abduction, kidnapping, dowry death)
2. Domestic Violence (sexual abuse, wife battering, maltreatment at home)
3. Social Violence (eve-teasing, forcing wife or daughter-in-law for the female infanticide, forcing widow to commit sati, etc).

Things to remember:

- Violence against girls/women is a global problem, occurs in all countries and societies, irrespective of differences in their economic, social and political status.
- Violence does not comprise of random acts. It is associated with deep inequalities

between women and men.

Girls and women experience different forms of violence through their life cycle:

- Gender-biased sex selection, female foeticide neglect of girl child, forced early marriages, sexual abuse, dowry-related violence, trafficking, discrimination against widows, etc.
- Violence occurs both in private sphere and in public sphere.
- Sexual harassment in public places, streets, bus stops, transport systems, etc.
- Serious threat of cybercrimes and cyber-bullying, hate
- Other such sites of violence include – home, educational institutions, community and work spaces.

Constitution and Women's Rights

Article 14: Ensures equality before the law and equal protection of the laws by the State

Article 15: Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.

Article 21: No person to be deprived of his life or personal liberty except according to procedure established by law.

Article 39(e): State to follow principles of policy securing the health and strength of workers, men and women, and children, are not forced by economic necessity to enter vocations unsuited to their age or strength.

Article 42: State to make provisions for securing just and humane conditions for work and for maternity relief.

Article 47: State to raise the level of nutrition and the standard of living of its people and to improve public health.

Article 51A: Fundamental duties - It shall be the duty of every citizen of India—(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

Crimes against under the Indian Penal Code (IPC)

- ❖ Dowry Prohibition Act: any property or valuable (direct or indirect) given before, at or after the marriage
- ❖ Section 304B: Death of a woman within 7 years of her marriage
- ❖ Section 498A: When husband or his family subjects woman to cruelty (“intentional” behaviour that causes serious injury or harassment for dowry)
- ❖ Section 376: Rape law
- ❖ Section 294: Obscene acts and songs
- ❖ Section 354: Intent to outrage a woman’s modesty
- ❖ Section 354-A : Sexual Harassment
- ❖ Section 354-B : Assault with intent to disrobe a woman
- ❖ Section 354-C : Voyeurism
- ❖ Section 354-D : Stalking

Women and Legal Framework

Women specific Legislations

- Special Marriage Act, 1954
- Immoral Traffic (Prevention) Act, 1956
- The Maternity Benefit Act 1961
- The Dowry Prohibition Act, 1961
- Equal Remuneration Act, 1976
- The Factories (Amendment) Act, 1986
- Indecent Representation of Women (Prohibition) Act, 1986
- The Commission of Sati (Prevention) Act, 1987
- Legal Services Authorities Act, 1987
- National Commission for Women Act, 1990
- Pre-Conception and Pre natal Diagnostic Technique PNDT Act, 1994
- The Maternity Benefit Act, 1961 (Amended in 1995)
- Protection of Women from Domestic Violence Act, 2005
- The Prohibition of Child Marriage Act, 2006
- The Protection of Children from Sexual Offences Act, 2012
- Sexual Harassment Women at Workplace (Prohibition, Prevention, Redressal Act 2013)
- The Criminal Law (Amendment) Act, 2013
- The Criminal Law (Amendment) Act, 2018
- Medical Termination of Pregnancy (Amendment) Act, 2021

Transgender

A note on third gender: Transgender (TG) is generally described as an umbrella term for persons whose gender identity, gender expression or behaviour does not conform to their biological sex. TG may also take in persons who do not identify with their sex assigned at birth, which include Hijras/Eunuchs who describe themselves as "third gender" and they do not identify as either male or female.

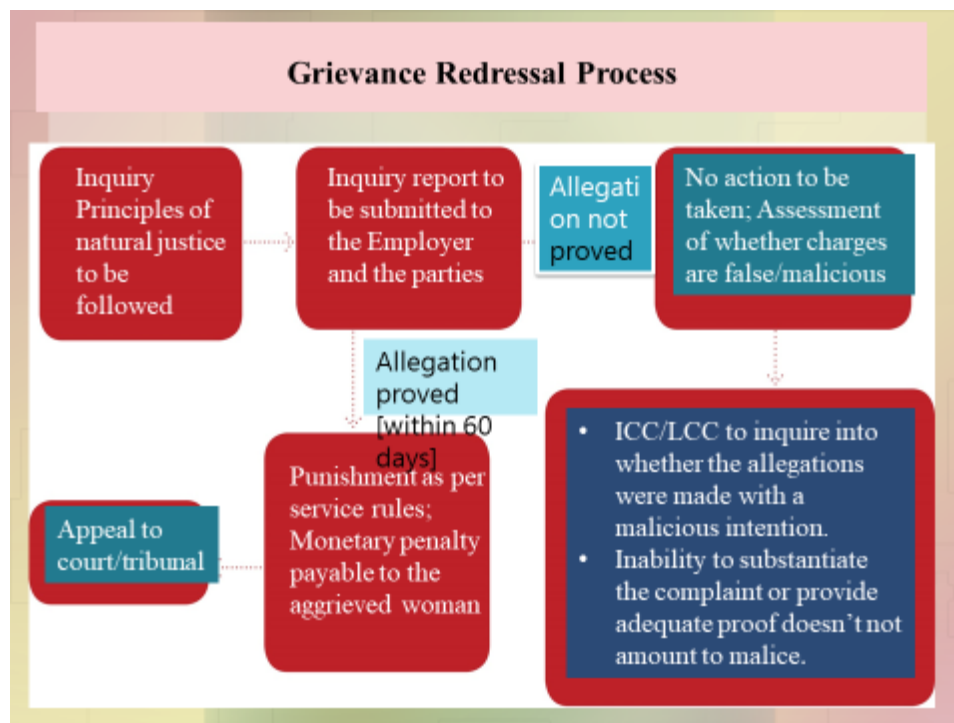
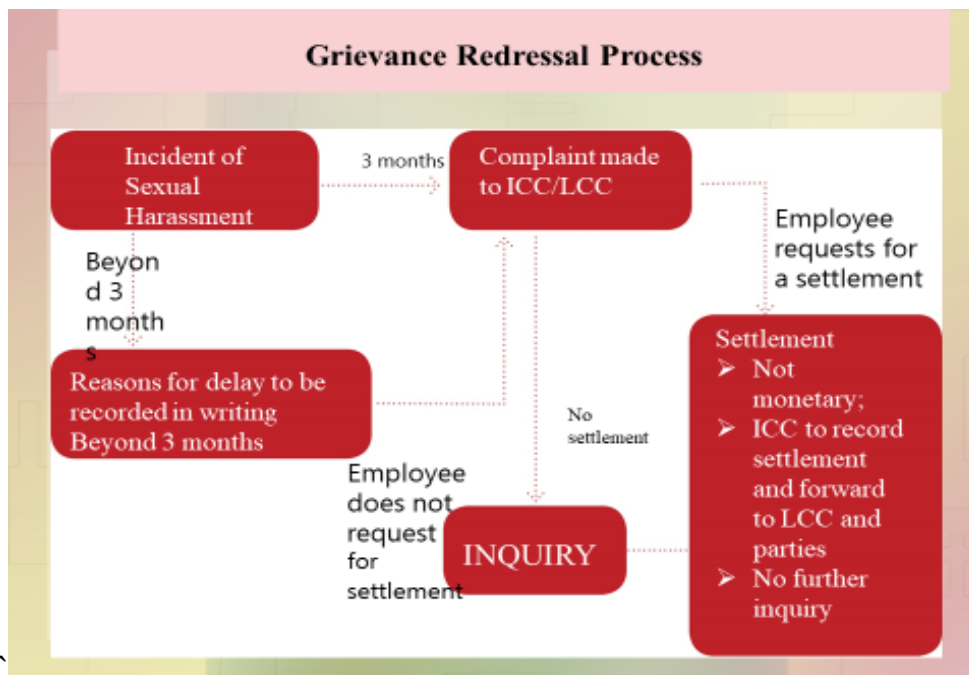
Hijras are not men by virtue of anatomy appearance and psychologically, they are also not women, though they are like women with no female reproduction organ and no menstruation. Since Hijras do not have reproduction capacities as either men or women, they are neither men nor women and claim to be an institutional "third gender". Among Hijras, there are emasculated (castrated, nirvana) men, non-emasculated men (not castrated/akva/akka) and inter-sexed persons (hermaphrodites). TG also includes persons who intend to undergo Sex Re-Assignment Surgery (SRS) or have undergone SRS to align their biological sex with their gender identity in order to become male or female. They are generally called transsexual persons. Further, there are persons who like to cross dress in clothing of opposite gender, i.e. transvestites. Resultantly, the term "transgender", in contemporary usage, has become an umbrella term that is used to describe a wide range of identities and experiences, including but not limited to pre-operative, post-operative and non-operative

Objects and Reasons

- Sexual Harassment of Women (SHW) is a violation of Women's right to equality, life and liberty.
- Article 14 and 15 - Prohibition of discrimination
- Article 19 (1) (g)- F.R. to practise any profession.
- Article 21 - Right to Life and Personal Liberty
- Article 11 of CEDAW requires the State to take all appropriate measures to eliminate discrimination against women in the field of employment
- More women joining the workforce in organized and organized sector.

SH

Grievance Redressal Process



The Procedure : Steps to Conduct an Inquiry

- Step 1 : Statement of Woman
- Step 2 : Article of Charges
- Step 3 : Written Statement of Respondent
- Step 4 : Plead Guilty or innocent
- Step 5 : Non-cooperation of Respondent
- Step 6 : Examining of witnesses and documents

Examples of Sexual Harassment

Some Examples of Behaviour that Constitute Sexual Harassment at the Workplace:

- Making sexually suggestive remarks or innuendos.
- Serious or repeated offensive remarks, such as teasing related to a person's body or appearance.
- Offensive comments or jokes.
- Inappropriate questions, suggestions or remarks about a person's sex life.
- Displaying sexist or other offensive pictures, posters, MMS, SMS, WhatsApp, or e-mails.
- Intimidation, threats, blackmail around sexual favours.
- Threats, intimidation or retaliation against an employee who speaks up about unwelcome behaviour with sexual overtones.
- Unwelcome social invitations, with sexual overtones commonly understood as flirting.
- Unwelcome sexual advances which may or may not be accompanied by promises or threats, explicit or implicit.
- Transmitting or posting emails, texts, or pictures of a sexual or other harassment-related nature.
- Playing sexually suggestive music.

The United Nations Bangkok Rules on Women Offenders and Prisoners (2010)

The profile of women prisoners :

Treating women offenders in the same way as men will not achieve gender equality. The circumstances in which women commit criminal offences are different from men.

The facts :

A considerable proportion of women offenders are in prison as a direct or indirect result of multiple layers of discrimination and deprivation.

BANGKOK RULES

- The Bangkok Rules, or formally, “The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders”, is a set of 70 rules focussed on the treatment of female offenders and prisoners adopted by the United Nations General Assembly on 22 December, 2010.

Women Prisoners in India :

Women prisoners are about 5% of the total prison population in India. They deserve to be handled differently in jails. The Model Prison Manual, 2016 prescribes detailed guidelines to deal with women prisoners. These are based on Bangkok Rules.

The Apex Court has also issued guidelines to deal with women prisoners in R.D. Upadhyaya vs. State of Andhra Pradesh (1998) 5 SCC 696, AIR 1999 SC 2183. These guidelines include following observations :

- (i) When a woman prisoner is found, or suspected, to be pregnant at the time of admission or later, the lady Medical Officer shall report the fact to the Superintendent. Gynaecological examination of the female prisoner shall be performed in the District Government Hospital. Proper pre-natal and ante-natal care shall be provided.
- (ii) Adequate and timely food including supplemental nutrients, a healthy environment and opportunities for regular exercise shall be provided to pregnant women, babies, children and breast-feeding mothers.
- (iii) Births in prison shall be registered at the local birth registration office. The fact that the child has been born in prison shall not be recorded as the place of birth.
- (iv) Female prisoners shall be allowed to retain, in moderation, certain ornaments of small value such as mangal sutras, bangles and toe rings.

CHECKLIST

CL-1 Landmark Supreme Court Judgments on Gender Justice

CI-2 Timelines of Inquiry Process under POSH Act,2013.

Landmark Supreme Court Judgments on Gender Justice

- C.B.Muthumma vs U.O. India(1979)-Indian Foreign service Rules
- Tukaram v. State of Maharashtra [AIR 1979 SC 185]
- Air India vs NargeshMeerza&others (1981)
- State of Punjab v. Gurmit Singh [AIR 1996 SC 1393]
- Geeta Hariharan v. RBI [1992] 2 SCC 288
- Vishaka and others vs. State of Rajasthan 1997
- Charu Khurana vs. UOI 2015 – right to Equality Film make-up artists
- MCW Female Workers SLP (Civil)12797 of 1998
- Mrs. Neera Mathur V. Life Insurance Corp of India and Anr.(1992)1SCC286
- Mackinnon Mackenzie and Co. Ltd. V. Audrey D’Costa (1987)
- Additional District & Sessions Judge X v High Court of M.P(2015)4SCC91.
- Medha Kotwal Lele v. Union of India, (2013) 1 SCC 297
- Seema Lepcha v. State of Sikkim, (2013) 11 SCC 641
- D.S. Grewal vs Vimi Joshi &Ors Civil Appeal No. 7355 2008
- Independent Thought vs Union Of India W.P.(CIVIL) NO. 382 OF 2013

Timelines of Inquiry of Complaints of Sexual harassment under the POSH Act

Sl .No.	Inquiry Process	Time Period
1	Submission of Complaint	Within 3 months of the last incident
2	Notice to the Respondent	Within 7 days of receiving copy of the complaint
3	Completion of Inquiry	Within 90 days
4	Submission of Report by ICC / LCC to employer / DO	Within 10 days of completion of the inquiry
5	Implementation of recommendations	Within 60 days
6	Appeal	Within 90 days of the recommendations

Section – 3

EXERCISES

EX-1

EX-2

Section – 3**EX – 1**

Tick the correct option

Correct	Incorrect	Gender Equality
	X	Means treating men and women the same
X		Means providing equal opportunities, resources, and rewards for men and women.
X		Aims to redress power imbalances between men and women.
	X	Is something only women can understand and work toward
X		Means that a person's access to opportunities and life chances is neither dependent on, nor constrained by, their sex.

Activity 1: Individual exercise (40 mins)

Time: 10 mins for individual task and 30 mins for discussion in plenary

1. Ask each participant to draw a 24-hour clock and indicate the way each of them spend their time.
2. Ask participants to share the following in plenary for discussion:
 - How much time do you spend at work?
 - How much time do you spend on leisure?
 - What else occupies your time?
 - What is the difference (trend and pattern) between the time spent by men and women participants on different activities?
3. Ensure that both male and female participants share their activity profile.
4. Facilitator should conclude with reference back to gender roles and emphasize that such roles:
 - Are socially constructed
 - Determine social and economic activities
 - Differ from biological roles of men and women
 - Differ across regions and cultures
 - Changeable over time /generation

Section – 4

VIDEOS & FILMS

Section – 4

- <https://www.youtube.com/watch?v=6LObv-Auqog> - BhedBhav | A Short Film On Gender Inequality | Why Not | Life Tak(7 minutes movie) English Vinglish.
- <https://www.youtube.com/watch?v=5h238RcVUxc> - 5 Best Ads to Empower Women on this Women's Day | WHY & WHAT
- <https://www.youtube.com/watch?v=TXXVfGAzcYw> Kamla Bhasin – TedTalk Patriarchy Dehumanises Men | Kamla Bhasin | TEDxRamanujanCollege
- <https://www.youtube.com/watch?v=zmNz0cTcxFU>- Bell Bajao - Ring Ring

CASE STUDY

Case Study

Case study. Break the training group into two groups. Assign the case below to each of the groups and ask them to consider the following questions:

- (a) What are the obstacles for the rehabilitation of women prisoners in this case?
- (b) Which measures could be taken to overcome these obstacles?
- (c) Who are the actors that could play a role in overcoming obstacles to rehabilitation?
- (d) Do you encounter similar issues or additional challenges at your own institution?

Case 1. A prison currently accommodates 1,000 inmates, 45 of them women. The female inmates are housed in a separate barrack of the prison. Regular programmes for vocational training and education are offered in the main building, which includes a small gym, physical games area.. While there is too little space to hold these programmes in the women's portion , female prisoners are able to carry out work that is deemed most suitable for women. Some prepare food for the inmates while others are assigned to cleaning duties.

REFERENCE MATERIAL

REFERENCE

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Sangat (2018) #PropertyForHer Campaign. Words by Kamla Bhasin. Illustrated by Sijaya Gupta.

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Some Case Laws

- *C.B.Muthumma vs U.O. India(1979)-Indian Foreign service Rules*

- *Tukaram v. State of Maharashtra* [AIR 1979 SC 185]
- *Air India vs Nargesh Meerza & others* (1981)
- *State of Punjab v. Gurmit Singh* [AIR 1996 SC 1393]
- *Geeta Hariharan v. RBI* [1992] 2 SCC 288
- *Vishaka vs. State of Rajasthan*
- *Charu Khurana vs. UOI 2015 – right to Equality Film Make-up Artists*
- *MCW Female Workers SLP (Civil) 12797 of 1998*
- *Mrs. Neera Mathur V. Life Insurance Corp of India and Anr.* (1992) 1 SCC 286
- *Mackinnon Mackenzie and Co. Ltd. V. Audrey D’Costa* (1987)
- *Additional District & Sessions Judge X v High Court of M.P.* (2015) 4 SCC 91.

Further Reading :

1. The Constitution of India
2. Indian Penal Code, 1860
3. Code of Criminal Procedure, 1973
4. The Indecent Representation of Women (Prohibition) Act, 1986
5. The Dowry Prohibition Act, 1961 (28 of 1961) (Amended in 1986)
6. National Commission for Women Act, 1990
7. Protection of Human Rights Act, 1993
8. Protection of Women from Domestic Violence Act, 2005
9. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013
10. The Criminal Law (Amendment) Act, 2013
11. The Criminal Law (Amendment) Act, 2018
12. Transgender Persons (Protection of Rights) Act, 2019

Reading

1. *Seeing Like a Feminist* - Nivedita Menon

“Promoting Good Practices and Standards”

- | | | |
|--|---|------------------------------|
| 2. My Friend, My Enem | - | IsmatChughlai |
| 3. My Story | - | Kamla Das |
| 4. Fragrance of Peace | - | Irom Sharmila |
| 5. Dangerous Sex, Invisible Labour | - | Prabha Kotiswaran |
| 6. Me Hijra, Me Laxmi | - | Laxmi Narayan Tripathi |
| 7. Chup Breaking the Silence About India's women - | | Deepa Narayan |
| 8. Law and Gender Inequality : The Politics of Women's Rights in India – | | Flavia Agnes |
| 9. What is Patriarchy | | – Kamla Basin |
| 10. The Vigil | | – Sarah Joseph |
| 11. Everyone Loves a Good Hanging | | – K.R. Meena |
| 12. Lean in Women, Work and the Will to Lead | | – Sheryl Sandberg |
| 13. In the Company of Women | | – Grace Bonney |
| 14. Becoming | | – Michelle Obama |
| 15. Indomitable | | – Arundhati Bhattacharya |
| 16. Women Political Leadership in India | – | Archana Kumai and P.K. Verma |
| 17. 30 Women in Power | – | Naina Lal Kidwai |
| 18. Half a Billion Rising | | – Anirudha Dutta |
| 19. Indra Nooyi. A Biography | | – Annapoorna |

APPENDICES

- 1. REGISTRATION FORM**
- 2. PRE-COURSE ASSESSMENT**
- 3. POST-COURSE ASSESSMENT**
- 4. FEEDBACK FORM**
- 5. COURSE COORDINATOR’S REPORT**
- 6. FIELD-VISIT FORMAT**
- 7. NOTE FOR THE FACILITATOR ON PANEL DISCUSSION**
- 8. PRISON STATISTICS, 2021 (IN BRIEF)**

(Name of the Training Institute)

(Name of the Course)

(Dates)

REGISTRATION FORM

PARTICIPANT DETAILS

1. Name :
2. Date of birth :
3. Male/Female
- 4.. Qualifications :
(a) Academic
(b) Professional
5. Designation :

ORGANIZATION DETAILS

6. Department/Organization :
7. Address
8. Telephone No.
9. E-mail id :

RESIDENTIAL DETAILS

10. Address
11. Telephone No.
12. Mobile No.
13. Emergency contact details:

Signature
Name
Date

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

S. No.	Name of Unit (As given in the Course Grid)	Pre-Assessment (Knowledge-level before training)		
		Absolutely Yes	Not Sure	No knowledge
_____	_____	_____	_____	_____
1.	Are you aware of.....			
2.	Do you have an understanding of.....			
.....				

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

S. No.	Name of Unit (As given in the Course Grid)	Post-Assessment (Knowledge-level after-training)		
		Absolutely Yes	Not Sure	No knowledge
1.	Are you aware of.....			
2.	Do you have an understanding of.....			
.....				

**(Name of the Training Institute)
(Title of the Course)
(Dates of the Course)**

FEEDBACK FORM

(To be filled-in by individual participants at the end of the Course)

1. To what extent the Objectives of the Course were met

To a great extent 4	To some extent 3	To a limited extent 2	Not at all 1

2. Did you receive advance intimation from the Institution about the Course. if so, did you respond to the Institution?

Yes

No

3. What do you think about the structure and organization of the Course to meet the objectives?

Very well Structured 4	Well Structured 3	Some-what structured 2	Un-structured 1

4. How useful this training would be to you immediately in your job?

Very Useful 4	Quite Useful 3	Of limited Use 2	Not at all Useful 1

5. How useful this training is likely to be for the future jobs you may handle?

Very Useful 4	Quite Useful 3	Of limited use 2	Not at all Useful 1

6. Practical Orientation of the course.

Highly Practical Oriented 4	Practically Oriented to a Great extent 3	Practically Oriented to a Limited extent 2	Not Practically Oriented 1

7. How far have you been benefited from interaction with the other participants in the Course?

Substantially 4	Considerably 3	Fairly 2	Not at all 1

8. How far was the Course Material supplied relevant and related to the Course Contents?

Extremely Relevant 4	Considerably Relevant 3	Fairly Relevant 2	Not at all relevant 1

9. To what extent are you satisfied with the following:

(The Training Institution may please block the parameters not applicable)

Satisfied fully 4	Satisfied to a large extent 3	Satisfied to a limited extent 2	Not satisfied 1

- a) Reception & Transport

- b) Residential
Accommodation
- c) Food Quality & Service
- d) Classroom facilities
- e) Library facilities
- f) Computer facilities
- g) Interaction with the staff
of the Institute

10. Feedback on the Training/Faculty:
(Kindly fill up the Annexure)

11. Which parts of the Course did you find most helpful?

12. Which parts of the Course did you find least helpful?

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

14. Did the Course give you any specific ideas Yes/No
about improvements in your working
situation when you get back.

15. If yes, kindly spell them out briefly?

16. Any other comments/observations you wish to make about the Course

Date:

Name:

Designation:

Place:

Organisation:

COURSE COORDINATOR'S REPORT
on
(Name of the Training Course)
(Duration)

1. Name of the Training Institution :
2. Whether the Course was conducted :
In the Institute's Campus or elsewhere
3. Title of the Course :
4. Duration of the Course :
5. Number of participants :
(Attach final list of participants)
6. Details of Training Facilitators :
(Name/Designation/Organization)
(In-House/Guest)
7. States/UTs represented :
8. Details of Sessions with working hours :
9. List of Training Material distributed :
10. Details of Methods/Methodology used:
11. Feedback of participants :
(Attach copies of Feedback Forms)
12. Summary of the Feedback :
13. Summary of the Pre/Post Assessments :
14. Any areas of improvement noticed :
15. Overall impression of the Course :
Coordinator

Signature
(Name of the Course Coordinator)
Designation
Date
(Mobile Number/E-mail)

FIELD VISIT REPORT FORMAT

Format of Field Visit Report

Name of the trainee officer :

Batch No. :

Officer in charge of the visit :

Name of the Institute/organization visited :

Time and Date of visit :

Subject for which visit is made :

Signature of the trainee

Signature of the officer in charge of the visit

Structure of the Report

- Introduction about the institute
- Origin and history of the institute
- Primary duties and functions of the institute
- Officer with whom interacted
- Report of the Visit [write summary of learnings from the visit] \
- Any other Comments/ remarks about the visit and the learnings from the visit.

APPENDIX-7

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

Invite a member from each of the agencies to have a panel discussion

While conducting the panel discussion, faculty should act as a Moderator

The Moderator should introduce the theme and then the panellists. Each panellist can be given around 15 minutes time to speak and discuss the role of their agencies and areas where coordination is required. After all panellists have spoken, the panel should be open for discussion with question from the participants. The key points of each speaker should be summed up by the moderator and the discussion should be concluded by the moderator well within time. The participants should be instructed to ask specific questions to the panellists.

Group Discussion :

Each Participant should be encouraged to participate. Establish Ground Rules first. Cull out the important points that emerge from the discussion

Action Plan : Group Work Activity

Prison based Rehabilitation programs

Participants should be divided into groups of 5-6 members of all ranks (warder, to Superintendent) and all should brainstorm and discuss what goals to set for prisoner rehabilitation programs in a particular prison. Action Plan should be time bound and can be short term, medium term and long term. Work Sheets, Flip chart sheets and sketch pen should be distributed to all the groups and facilitator should ensure that all contribute their ideas. Each goal should make clear the responsibility-what you can do at your level (e.g. at Deputy Superintendent level), what can be done by others (e.g. at headquarters). Further review of action is essential. Make clear that there is a start and end date to the action, so the Plan is time bound.

PRISON STATISTICS INDIA – 2021

Total Number of Prison Inmates as on 31.12.2021		
Male	:	5,31,025
Female	:	22,918
Transgender	:	91
Prison Population	:	5,54,034

Prisoner Types and Demography

Convicts		Undertrials		Detenues		Others	
Male	117846	Male	409346	Male	3381	Male	452
Female	4990	Female	17745	Female	88	Female	95
Transgender	16	Transgender	74	Transgender	01	Transgender	00
Total	122852	Total	427165	Total	3470	Total	547

Number of Jails, Capacity, Population and Occupancy Rate in India at the end of 2021

Type of Jail	Number	Authorized Capacity	Population of Inmates	Occupancy Rate (%)
Central Jail	148	193536	239311	123.7
District Jail	424	163606	254214	155.4
Sub Jail	564	45436	46736	102.9
Special Jail	41	7473	6582	88.1
Open Jail	88	5953	2178	36.6
Women Jail	32	6767	3808	56.3
Borstal School	19	1775	745	42.0
Others	03	1063	460	43.3
Total	1319	425609	554034	130.2

Source: NCRB, MHA (2021) <https://ncrb.gov.in/en/prison-statistics-india-2021>