

Training Manual of Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons)
on Gender Sensitization
(One Week)
2022



Bureau of Police Research and Development
Ministry of Home Affairs
NH-48, Mahipalpur
New Delhi- 110037

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Published by Bureau of Police Research & Development, Ministry of Home Affairs,

Mahipalpur, New Delhi, India

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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 and transgenders
LU-5	Crimes against women and the Indian Laws
LU-6	Women's Rights under the Indian Constitution
LU-7	Supreme Court Decisions on Gender Justice

DAY-3

- LU-8 Rights of the Transgender
- LU-9 Protection of Women from Domestic Violence
- LU-10 Sexual Harassment and the Law

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 Practices for Rehabilitation and Reintegration of Women Prisoners

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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 Prison Officers of the rank of Assistant Jailor to Superintendent of Prison which has seventeen Learning Units is to sensitize participants towards gender issues and develop gender sensitivity.

(FOR TRAINERS AND PARTICIPANTS)



COURSE GUIDE

**Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons)
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 practised 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

Prison Officers

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 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 Explain 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. Explain 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 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 – 6

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 – 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 Transgender

Unit – 9

Training Objective Explain the provisions under ‘Protection of Women from Domestic Violence Act, 2005’

- Enabling Objectives
1. Discuss the aims and objectives of the Protection of Women from Domestic Violence Act, 2005
 2. Discuss protections available for Women under the Indian Law
 3. Explain the provisions for ‘Protection of Women under Domestic Violence Act, 2005’

Unit – 10

Training Objective Explain the provisions for ‘Protection of Women under 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 for protection of women under Sexual Harassment of Women at the Workplace Act, 2013’

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. Discuss 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 and Counselling Skills

- Enabling Objectives
1. Describe Gender-Sensitive Communication
 2. Practice Gender-Sensitive Communication
 3. Practice Gender-Sensitive Communication and Counselling Skills

Unit – 17

Training Objective Explain the Role of National Commission of Women (NCW) for promoting Women’s Rights

- Enabling Objectives
1. Describe the powers and functions of NCW
 2. Describe the recommendations of NCW for Women Prisoners
 3. Explain the Role of National Commission of Women (NCW) for promoting Women’s Rights

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-2 0915 –1030	Recap Violence Against Women and Its Impact Types of Violence Against Women	4.1 4.2 4.3

DAY/TIME	CONTENT	OBJECTIVES
1045 - 1200	Crimes Against Women and the Indian Laws (Criminal Law Amendment Act, 2013)	5.1 5.2 5.3
1215 - 1330	Women's Rights under the Indian Constitution	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	
0915 – 1030	Rights of the Transgender	8.1 8.2 8.3 8.4
1045 - 1200	Protection of Women from Domestic Violence Act, 2005	9.1 9.2 9.3
1215 -1330	Sexual Harassment and the Law	10.1 10.2
1430 – 1530	Protection of Women from Sexual Harassment at Workplace Act, 2013 - I	10.3
1545 –1645	Protection of Women from Sexual Harassment at Workplace Act, 2013 - II	10.4

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 – 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 16.3
1215 – 1330	Role of National Commission for Women and Women's Rights	17.1 17.2 17.3
1430 – 1530	Feedback Session	
1545 – 1645	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 : 5.45 Hours (3.45 Hrs. 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 Officers
(Asst. Jailor to Superintendent of Prisons)
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
- Exercises
- References

For Participants

- Course Guide
- Handouts, Checklist
- 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 chose 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-1 Exercise 1
1200 - 1215	Break	
1215 – 1330	Session- III: Gender Roles and Gender Bias Gender Discrimination	Distribute HO-2 Exercise-2and 3

1330 - 1430	Lunch	
1430 –1530	Session- IV: Patriarchy – Movie Control, Power, Subordination and Domination	Distribute HO-3 Play the Ted talk clip of KamlaBhasin
1530 –1545	Tea Break	
	Session- V: Discussion on the Movie and on Patriarchy and Gender	Distribute HO-3&4 Exercise 4

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-5,6,7,8 Discuss the NFHS (National Family Health Survey).
1030– 1045	Tea Break	
1045 – 1200	Session- II: Crimes Against Women and the Indian Laws (Criminal Law Amendment Act, 2013)	Distribute : Criminal Law Amendment Act, 2016.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	Distribute S.C. judgments on Gender Justice
1530– 1545	Tea Break	
1545 - 1645	Session- V: Supreme Court Decision on Gender Justice-II	CL1

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-11
1030 – 1045	Tea Break	
1045- 1200	Session- II: Protection of Women from Domestic Violence Act, 2005	Show clip of Ring the Bell campaign on domestic violence Distribute HO-12
1200 – 1215	Break	
1215 – 1330	Session- III: Sexual Harassment and the Law	Distribute HO-13
1330 -1430	Lunch	
1430 – 1530	Session- IV : Protection of Women from Sexual Harassment at Workplace Act, 2013 - I	Distribute Bare Act of POSH Act. HO-14,15,16
1530 -1545	Tea Break	
1545 – 1645	Session- V: Protection of Women from Sexual Harassment at Workplace Act, 2013 - II	Distribute the CL-2

DAY – 4

Time	Content	Remarks
0900- 0915	Recap	
0915 – 1030	Session- I: Women Empowerment	Video Clip
1030 - 1045	Tea Break	
1045 – 1200	Session- II: Gender-Based Discrimination in Criminal Justice System	Discuss the crimes against women statistics and conviction rate,(NCRB website)
1200 – 1215	Break	
1215 – 1330	Session- III: Women Prisoners and Special Needs Bangkok Rules for Women Prisoners	Distribute Bangkok Rules.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	Invite women leader as Speaker
1030 - 1045	Tea Break	
1045 – 1235	Session- II: Gender-Sensitive Communication and Counselling Skills	Play video clips of advertisements. Show cuttings of advertisements with gender bias.
1235 – 1330	Session- III: Role of National Commission for Women and Women's Rights	
1330 -1430	Lunch	
1430 – 1530	Session IV : Feedback Session *	
1530 - 1545	Tea Break	
1545 – 1645	Session- V : Valedictory Address & Distribution of Certificates	

Course Ends

Note : * The Course Coordinator should compile the feedback of the participants.

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.)
- Movie clips
- Training

Day – 2

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

Day – 3

- Recap of Day-2
 - Training
- Post Lunch

- Group Work

Day – 4

- Recap of Day-3
- Training

Post Lunch

Field Visit

Training

Day – 5

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

Post Lunch

- Valediction
- Certificate
- Group Photo with Chief Guest

End of Course

PART – B

1. Course Grid
2. Learning Event

COURSE GRID

COURSE GRID

01 Concept of Gender	02 Gender Discrimination	03 Patriarchy
04 Violence Against Women	05 Crime Against Women and the Indian Laws	06 Women's Rights under the Indian Constitution
07 Supreme Court Decisions on Gender Justice	08 Rights of the Transgender	09 Protection of Women from Domestic Violence
10 Sexual Harassment and the Law	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 and Counselling Skills	17 Role of National Commission for Women and Women's Rights	

LEARNING EVENT

SPECIALISED COURSE FOR PRISON OFFICERS
(ASST. JAILOR TO SUPERINTENDENT OF PRISONS)
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'							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Min s.)	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 men Women and transgenders - 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 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. Movie and 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							
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) - Violence : Meaning and Types of violence – Physical, Mental, Psychological, Economic - Prevalence of VAW - Impact of 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					(25)			
3	Discuss violence against women in Life Cycle				(20)			
	Explain violence against women and its impact				(30)			

LEARNING EVENT

Unit	5							
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 (15)	In-House / Guest Faculty Expert on Law	Checklist Women Helpline	Q/A
2	State the provisions of the Criminal Law				(30)			
3	Describe the Indian Laws on Crimes Against Women				(30)			

LEARNING EVENT

Unit		6						
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 (Min s.)	Trainer	Performance Aid	Assessment
1	Describe the Women’s Rights to Equality under the Indian Cons titution	- Articles 14, 15, 16, 19, 21, 23, 39 - UN Convention on Elimination of all Discriminati on against Women (CEDAW), 1979 - Maternity Benefits Equal wages	Lecture-cum-Discussi on	White Board, Marker, Projection System	75	In-House Faculty Expert law faculty / lawyer specialising in Human Rights	Checkli st	Q/A
2.					(20)			
3.	Describe the provisions related to Women’s Welfare under the Indian Law				(25)			
	Explain the Women’s Rights under the Indian Constitution				(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 Shine vs. 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)			

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 (Min s.)	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 Domestic Violence							
Training Objective	At the end of training, participants will be able to explain the provisions under 'Protection of Women from Domestic Violence Act, 2005'							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Discuss the aims and objectives of the Protection of Women from Domestic Violence Act, 2005	- Definition of Domestic Violence - Types of Domestic Violence - Objectives of Domestic Violence Act, 2005	Lecture-cum-Discussion	White Board, Marker, Projection System	75 (30) (20) (25)	In-House / Guest Faculty Legal Expert	Women Helpline 1091	Q/A
2.	Discuss protections available for Women under the Indian Law	- Procedure for Complaint - Types of Relief : Monetary, Custody Protection order Residence order						
3.	Explain the provisions under Protection of Women from Domestic Violence Act, 2005							

LEARNING EVENT

Unit	10							
Learning Unit	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	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			(30)			
3.	Describe the procedure and mechanisms for dealing with complaints under the POSH Act	- How to complain - Provisions of POSH Law			(30)			
4	Explain the provisions of Protection of Women	- Inquiry Procedure by Internal Complaint Committee - Principles			(20)			
					(20)			
					(30)			

	from Sexual Harassment of Women at the Workplace Act, 2013	of Natural Justice - Prevention of Sexual Harassment - Case Laws						
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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	Lecture-cum-Discussion	White Board, Marker, Projection System	75	In-House / Guest Faculty		Q/A
2	Discuss Equality vs. Equity issues	- Indicators Social, Economic, and Political empowerment						
3	Explain the importance of Women Empowerment	- Equality vs. Equity - Empowerment of Women in India - Diversity, Equity, Inclusion						

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	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	- Women as Victims of Crime			(25)			
3	Explain how Gender impacts Criminal Justice System.	- Gender Stereotypes - Gender Complainants - Case Laws - National Expert Committee			(20)			
4	Explain	on						

	Gender- Based Discriminati on in the Criminal Justice Syst em.	Women Prisoners (Krishna Iyer), 1987						
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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. Upadhyaya 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.					(30)			
3.	Explain the reasons for separate provisions for women prisoners 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 (Min s.)	Trainer	Performance Aid	Assessment
1	Identify the rehabilitation needs of Women Prisoners	- Rehabilitation and	Field Visit		120	In-House Faculty	Field visit form	Q/A
2	Describe programmes for Rehabilitation and Reintegration of Women Prisoners	Reintegration programmes for						
3	Explain the programmes for Reintegration of Women Prisoners	women inmates.						
4.	Reflect on the Best Practices for Reintegration of Women Prisoners							
5.	Explain Best Practices for Reintegration of Women Prisoners							

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								
3	Discuss the challenges faced by Women Leaders Explain the importance of 'Women Leadership' in challenging gender stereotypes							

LEARNING EVENT

Unit	16							
Learning Unit	Gender-Sensitive Communication and Counselling Skills							
Training Objective	At the end of training, participants will be able to practice Gender-Sensitive Communication and Counselling Skills							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Min s.)	Trainer	Performance Aid	Assessment
1 Describe Gender-Sensitive Communication 2 Practice Gender-Sensitive Communication 3 Practice Gender-Sensitive Communication and Counselling Skills		-Communication : Verbal and Non-Verbal - Gender in Communication - 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	Lecture-cum-Discussion / Panel Discussion Exercise	White Board , Marker Projection System	75	In-House / Gender Expert / Communication expert/ Media person .		Formative Q / A

LEARNING EVENT

Unit	17							
Learning Unit	Role of National Commission for Women and Women's Rights							
Training Objective	At the end of training, participants will be able to explain the Role of National Commission of Women (NCW) for promoting Women's Rights							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe the powers and functions of NCW	- National Commission for Women (NCW) Act, 1990 - Powers and Functions of NCW - Report of NCW on Women Prisoners - Complaints and Inspection - Recommendations of NCW	Lecture-cum-Discussion	White Board, Marker Projection System	75	In-House / Guest Faculty	Helpline contact 181 172 1091 Whatsapp number for Domestic violence 7217735 372	Formative Q / A
2	Describe the recommendations of NCW for Women Prisoners							
3	Explain the Role of National Commission of Women (NCW) for promoting Women's Rights							

Glossary on Gender:

Sex: It is the biological and physiological term. It describes the differences between individuals as male or female. Sex characteristics are, universal and naturally unchanging, They are defined by genetic make-up such as chromosomes, external and internal genitalia, and hormonal status.

Gender: It is the collection of social, cultural, and psychological features that a society often considers as either masculine or feminine. It varies across cultures. It is learned, and is continually subject to change.

Gender roles: The different tasks and responsibilities and expectations that society defines and allocates to men, women, boys and girls. These are not necessarily determined by biological differences and therefore can change with time and in different situations.

Gender bias: An approach that treats boys and girls differently. For instance differential treatment, e.g. boys may get better education opportunities than girls.

Gender equity: An approach that results in just/ fair treatment of women and men, and recognition and appreciation of both women's and men's potential. For instance giving bicycles to girls to enable them to travel to a distant school and thereby reduce gender gaps in the drop-out rate.

Gender mainstreaming: The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.

Gender neutral: An approach to planning and policy making that assumes that the impact on women, men, girls and boys as if they were part of one homogeneous group. For instance, although men are usually taller than women, fixing the height of the podium in conference halls on the basis of the height of men.

Practical gender needs: Needs which are related to satisfying basic and material needs of women and men, girls and boys for their day-to-day survival, and which do not change gender patterns. For instance public provisioning of water inside the home or providing access to creche facilities at the workplace.

Strategic gender needs: Needs that are related to changing the situation of marginalised people, especially women, e.g. - registering land in the name of women and men as with joint pattas or addressing issues of domestic violence, legal rights, equal wages, and women's control over resources.

Gender gap: Differences between men and women in levels of achievement or access. This could for example be access to education or health care and treatment services or differentials in wages paid to women and men. These differentials may result from

customary practices, religious biases, social assumption, myths or taboos, among others.

Gender discrimination: Where one gender is favoured and the other becomes disadvantaged – e.g. sex selective abortion. **Gender oppression:** Where one gender dominates the other unjustly or even cruelly. For instance, domestic violence, rape, sexual harassment.

Gender stereotyping: The assignment of roles, tasks and responsibilities to a particular gender on the basis of preconceived prejudices. For instance the assumption that carpenters only be men or that nurses are necessarily women.

Source of the above definitions:

Ministry of Women and Child Development, Government of India

PART - C

1. RESOURCE MATERIAL
2. REFERENCE MATERIAL
3. APPENDICES

RESOURCE MATERIAL

Section - 1 Handouts

Section – 2 Checklist

Section – 3 Exercises

Section - 4 Videos & Films

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 of Women status
- HO - 6 Women 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 Crimes against under the Indian Penal Code (IPC)
- HO - 10 Women and Legal Framework
- HO - 11 Transgender
- HO - 12 Protection of Women against Domestic Violence Act (PWDVA), 2005 : Highlights
- HO - 13 Objects and Reasons
- HO - 14 Grievance Redressal Process
- 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

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:

rights 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.

It was ratified by India on July 9, 1993.

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 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.

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

- Immoral Traffic (Prevention) Act, 1956
- The Maternity Benefit Act 1961
- The Dowry Prohibition Act, 1961
- Special Marriage Act, 1954
- 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

Protection of Women against Domestic Violence Act (PWDVA), 2005 : Highlights

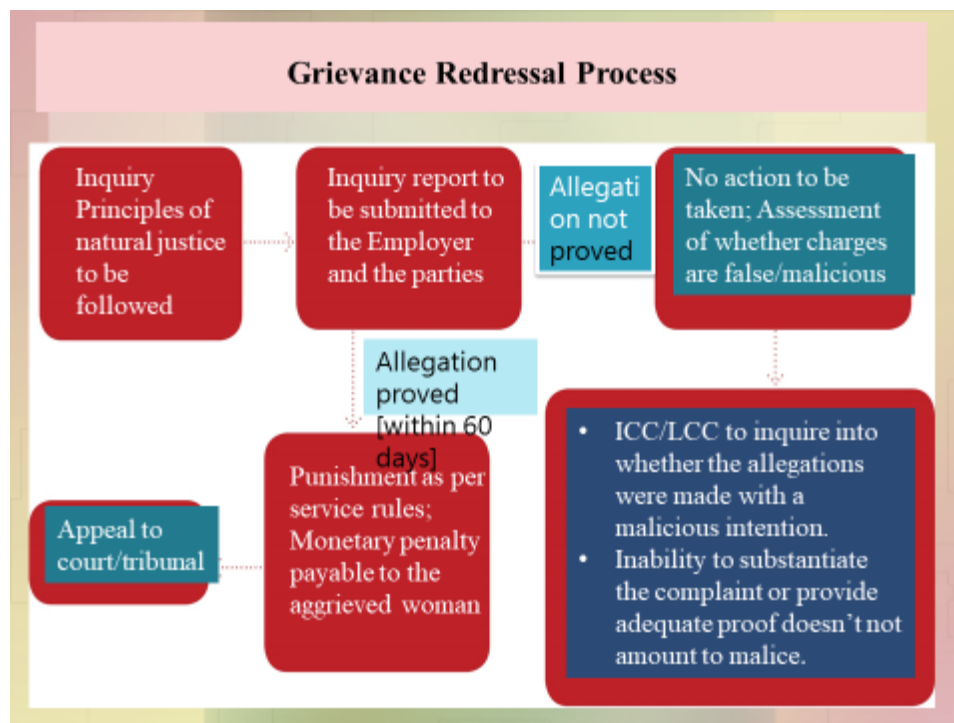
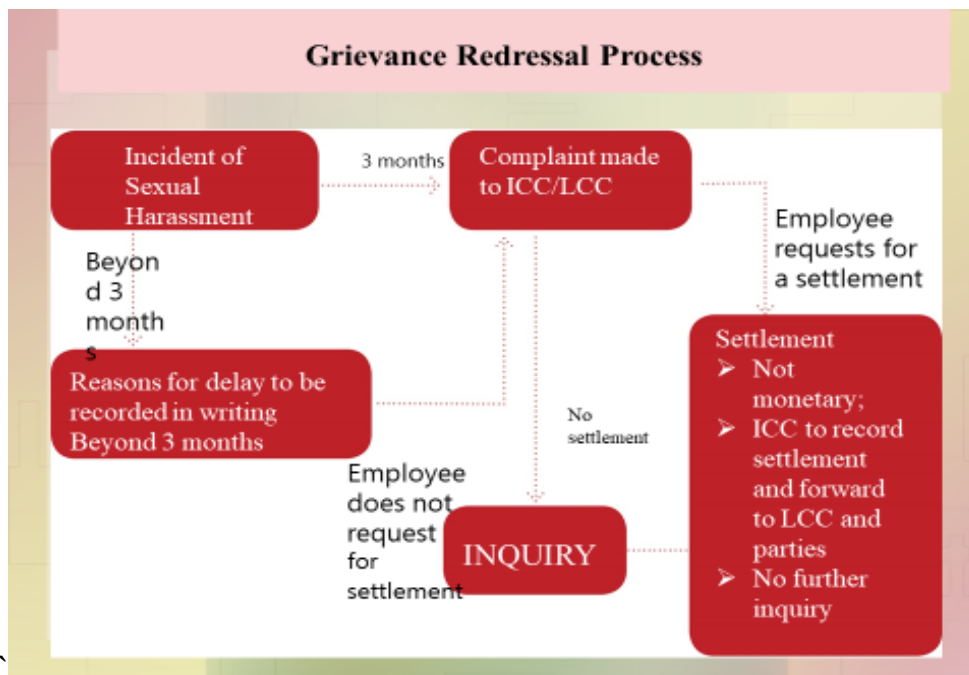
- Rights-based (civil) law
- Advocates the right to live with dignity
- First law in India to define Domestic Violence (DV) in a comprehensive way.
- Legal right to live a life free of violence
- Government accountable to stop Domestic Violence (DV)
- Emergency orders to stop Domestic Violence (right to residence, protection orders)

Objects and Reasons

- Sexual Harassment of Women (SHW) is a violation of women's right to equality, life and liberty.
- Article 14 and 15 prohibit discrimination
- Article 19 (1) (g) F.R. to practise any profession.
- Article 21 Right to Life and Personal Liberty
- Article 11 of CEDAW requires 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.

Sec. 19

(a) **provide a safe working environment** at the workplace which shall include safety from the person coming into contact at the workplace.

(b) **display at any conspicuous place in the workplace, the penal consequences of sexual harassment;** and the order constituting, the Internal Committee under sub section (1) of section 4.

(c) organize workshops and awareness programmes at regular intervals for sensitizing the employees with the provisions of the Act and orientation programmes for the members of the Internal Committee in the manner as may be prescribed.

(d) provide necessary facilities to the Internal Committee or the Local Committee as the case may be, for dealing with the complaint and conducting an inquiry;

(e) assist in securing the attendance of respondent and witnesses before the internal Committee or the Local Committee, as the case may be;

(f) make available such information to the Internal Committee or the Local Committee, as the case may be, as it may require having regard to the complaint made under sub-section (1) of section 9;

(h) cause to initiate action, under the Indian Penal Code or any other law for the time being in force, against the perpetrator if the offender is an employee and if the woman so desires;

(i) treat sexual harassment as a misconduct under the service rules and initiate action for such misconduct;

(j) monitor the timely submission of reports by the Internal Committee.

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.

Section – 2

CHECKLIST

CL-1 Landmark Supreme Court Judgments on Gender Justice

CL-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

EXERCISES

- EX- 2 : Tick the correct option
- EX- 3 : Identify the articles, activities and roles attached to boys/men/girls/ women
- EX- 4 : Fill up the table of the biologically and socially determined roles of boys/men/
girls/women
- EX- 5 : Gender stereotype: Tick the correct answer

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.

Identify the articles, activities and roles attached to boys/men/girls/ women from the following :

Articles	Boys/Men	Activities	Boys/Men	Roles	Boys/Men	Girls/Women
Car keys		Cooking		Chef		
Bike		Washing Clothes		Tailor		
Auto-rickshaw		Reading newspaper		Pilot		
Screw-driver		Breast-feeding babies		Housewife		
Stove		Bathing children		Breadwinner		
Tie		Fixing the electric bulb		Nurse		
Lipstick		Knitting sweaters		Mother		
Briefcase		Rowing the boat		Barber		
Broom		Sweeping		Politician		
				Head of the family		
				Plumber		

Fill up the following table of the biologically and socially determined roles of boys/men/
girls/women:

Consign	Biologically determined roles	Socially determined roles
At home		
At workplace		
At Community		

Points to Ponder:

- Why do we associate certain articles/activities/roles with girls/women, and some with boys/men?
- Which of the activities above have any biological basis?
- Which activities do not have any biological basis and yet are performed by either men or women only

Gender stereotype: Tick the correct answer

1. Girls should be obedient and cute, are allowed to cry (True/False)
2. Boys are expected to be brave and not cry (True/False)
3. Women are better housekeepers and men are better with machines (True/False),
4. Boys are better at mathematics and girls more suited to nursing (True/False)
5. Women are generally expected to dress in typically feminine ways (True/False)
6. Women are to be polite, accommodative, and nurturing.(True/False)
7. Men are generally expected to be strong, aggressive, and bold(True/False)
8. Women are bad drivers (True/False)
9. Men can't change diapers (True/False)
10. Women are better caregivers (True/False)
11. Men are stronger (True/False)

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=TX XVfGAzcYw> KamlaBhasin – Ted and Talk Patriarchy Dehumanises Men | KamlaBhasin | TEDx RamanujanCollege
- <https://www.youtube.com/watch?v=zmNz0cTcxFU>- Bell Bajao - Ring Ring

REFERENCE MATERIAL

LIST OF REFERENCE BOOKS/JOURNALS/REPORTS

Bhasin, K. (1997). What is a girl? What is a boy. New Delhi: Jagori.

Bhasin, K. (2016). Conversations with Adolescents (I), Life Skills: The Art of Living. Illustrations by Vandana Bist and Surabhi Singh. New Delhi: UNFPA.

Bhasin, K. (2016). Conversations with Adolescents (II), Understanding Adolescence and Sexuality. Illustrations by Vandana Bist and Surabhi Singh. New Delhi: UNFPA.

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

<http://hdr.undp.org/en/content/human-development-report-2000>

UN Women Training Centre Glossary

<https://trainingcentre.unwomen.org/mod/glossary/view.php?>

<https://www.niti.gov.in/verticals/sustainable-dev-goals>

<http://www.unicef.in/Whatwedo/23/Violence-Against-Children>

https://www.unodc.org/documents/ropan/Manuals/Training_Curriculum_on_Women_and_Imprisonment_v1.pdf

Breakthrough-SANAM workbook on masculinities by Urvashi Gandhi

http://menengage.org/wp-content/uploads/2016/03/Breakthrough_SANAM-MasculinitiesWorkbook.pdf

<https://nalsa.gov.in/acts-rules/the-legal-services-authorities-act-1987>

<http://ncw.nic.in/>

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 NargeshMeerza&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)1SCC286*
- *Mackinnon Mackenzie and Co. Ltd. V. Audrey D’Costa (1987)*
- *Additional District & Sessions Judge X v High Court of M.P(2015)4SCC91.*

Further Reading :

1. The Constitution of India 1949
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 |
| 2. My Friend, My Enemy | - | Ismat Chughtai |
| 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

Note for the Facilitator for 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 challenges faced by them as Prison Administrators and how they were handled. 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

Participants should be divided into groups of 5-6 members of all ranks and they should brainstorm and discuss what goals to set for Prison Management (e.g. imparting education and vocational training to prisoners 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.

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.....			
.....				

FEEDBACK FORM
(Name of the Training Institute)
(Title of the Course)
(Dates of the Course)

(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

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	Very Good	Good	Fair
4	3	2	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.

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>