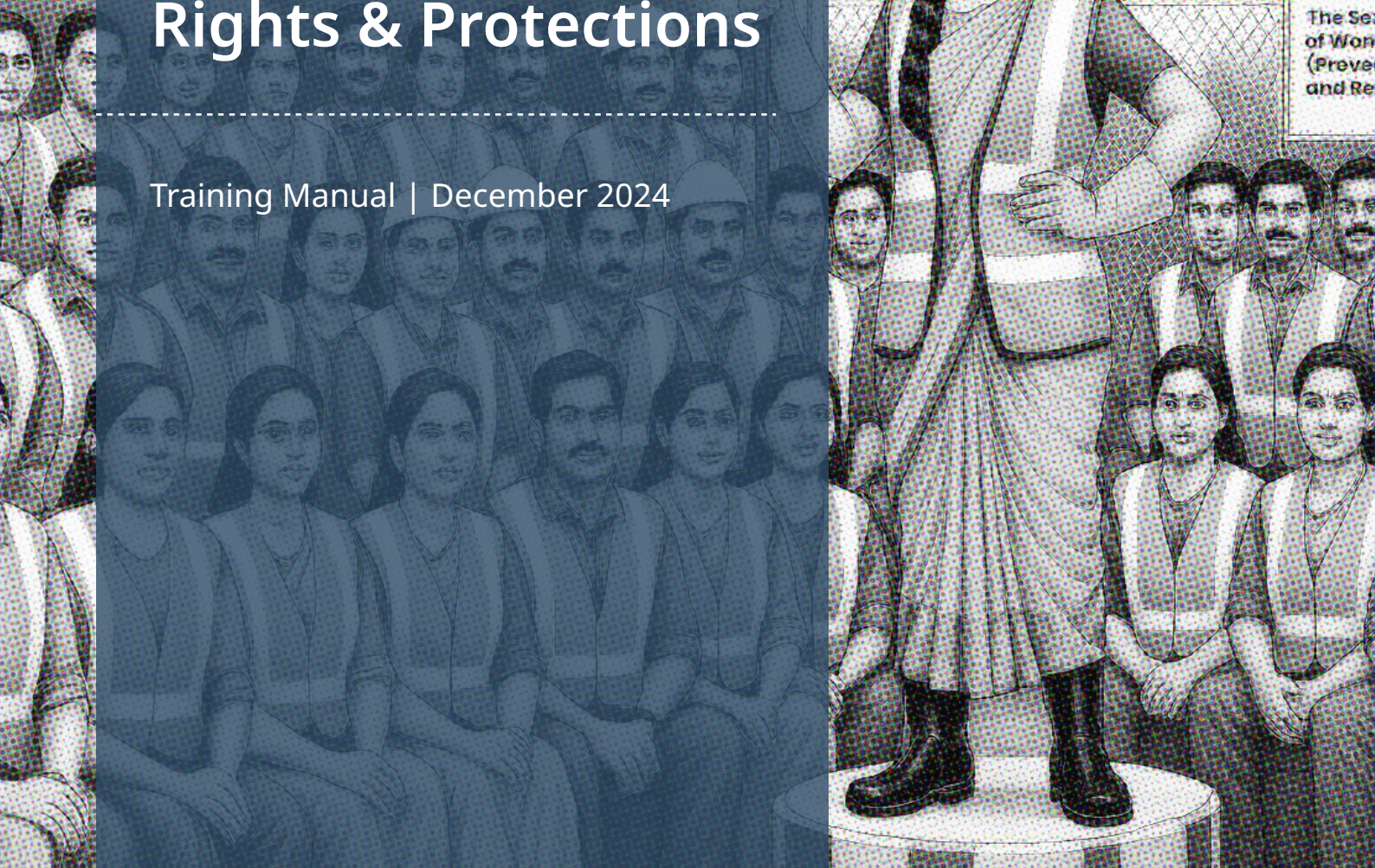


# Empowering Women Sanitation Workers: A Training Guide to Workplace Rights & Protections

Training Manual | December 2024



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# EMPOWERING WOMEN SANITATION WORKERS: A TRAINING GUIDE TO WORKPLACE RIGHTS AND PROTECTIONS

*December 2024*

# Empowering Women Sanitation Workers: A Training Guide to Workplace Rights and Protections

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## Abbreviations

CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
FIR	First Information Report
Gol	Government of India
GoTN	Government of Tamil Nadu
ICC	Internal Complaints Committee
LCC	Local Complaints Committee
PoSH	Prevention of Sexual Harassment
SC/ST	Scheduled Caste/Scheduled Tribe
SDG	Sustainable Development Goals
TNUSSP	Tamil Nadu Urban Sanitation Support Programme
ULB	Urban Local Body
UN	United Nations
UNCRC	UN Convention on Rights of a Child





# Introduction

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# 1. Introduction

The Constitution of India has enshrined the principles of equality and rights of women in its Preamble (Article 14, 15 (1-4), 16, 29, 29A and 42), and Fundamental Rights, and Duties (Article 51A). India is also a signatory to several United Nations (UN) conventions, including the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the 1995 Beijing Platform for Action, and the 1948 Convention on the Rights of the Child. These commitments underscore the nation's dedication to protecting and empowering its women and girls. The ambitious 2030 Sustainable Development Goals (SDGs) have set the path for the empowerment of women by specifically addressing key challenges, such as poverty, inequality, and violence against women, under SDGs 5, 8 and 10.

In recent years, there has been a shift in the perception of women from being mere recipients of welfare benefits to key members of labour force, actively engaged in the development of the country. Employment Statistics (2023) states that 32.68 per cent of women in India, aged 15 or older, are a part of the labour force, against 77.2 per cent of men in the same age group. This number has steadily increased since 2017 when it was 23 per cent, with studies stating that the participation of women in the labour force could be as high as 86.2 per cent if entire data is documented in official records. It is to be noted that 93 per cent of women workers are employed in the informal sector, unprotected by laws (Gol, 2015).

Urban Local Bodies (ULBs) in India employ a significant number of women labour as informal workers across its various functions. This includes planning and development, public health, and infrastructure. ULBs execute their functions through the constitution of different Standing Committees such as taxation, finance and accounts, water supply, public works, planning and development, licenses and appeal, grievances and social justice. For its employees, ULBs are mandated to oversee recruitment of required number of employees, capacity building and performance management.

Deep-rooted patriarchal constructs continue to position women in disempowered social and economic hierarchies, restricting their ability to fully realise their rights. This also leads to increased violence against women in both public and private spheres, most of which remain unreported. The Prevention of Sexual Harassment (PoSH) Act (2013) is a significant step towards creating a safe and inclusive workplace. The Act mandates all organisations, including ULBs, to establish Internal Complaints Committees (ICCs) to handle complaints related to sexual harassment.

This guide aims to orient and sensitise women sanitation workers on the concepts of gender, patriarchy, violence against women, provisions of the PoSH Act, filing complaints, and redressal processes at their workplace. It also has a section on the rights of working women, with a focus on sanitation workers. The ULBs, being employers of a large sanitation workforce, are entitled to provide a safe working environment for their employees, especially women, who are disproportionately affected by workplace and sexual harassment, and other forms of gender-based violence. The trainings conducted based on this guide aim to make workplaces safe and benefit both workers and the ULBs alike, leading to mutual gains and improved productivity.

## 1.1. Objectives of Training

The objectives of the training are to orient and sensitise the participants on,

- Concepts of gender and patriarchy
- Violence (and allied issues) against women, and vulnerability of women to violence

- Broad spectrum of workplace harassment
- Sexual harassment of women at the workplace
- Major provisions in PoSH Act, and Rights of the aggrieved woman
- Gender-based labour division
- Laws on women's rights, complaint procedure and redressal mechanisms

## 1.2. Structure of Training Modules

Table 1.1: Session Plan			
Sl.No.	Session	Method	Duration
0	Icebreaker	Participatory exercise using flashcards	15 minutes
1	Concepts of gender and patriarchy	Participatory exercise, presenting information on gender and patriarchy	1 hour
2	Introduction to the spectrum of workplace harassment and sexual harassment of women at workplace	<ul style="list-style-type: none"> <li>• Presenting information on various forms of harassment in the workplace</li> <li>• Storytelling (background of the Act)</li> <li>• Open discussion followed by presenting information on major provisions in the law</li> </ul>	1 hour
3	Connecting the dots: Violence and Harassment <ul style="list-style-type: none"> <li>• What is violence?</li> <li>• Why are women vulnerable to violence?</li> <li>• What are the different forms of violence?</li> </ul>	Group work <ul style="list-style-type: none"> <li>• Discussion on stories of women (violence in private and public spheres)</li> <li>• Recognising violence</li> <li>• Social beliefs around violence (trivialisation and normalisation of violence against women)</li> </ul>	1 hour
4	Working women's rights (with a focus on sanitation workers)	Participatory exercise, presenting information on women's rights <ul style="list-style-type: none"> <li>• Discussion on treatment of sanitation workers</li> <li>• Presentation on women's rights, relevant provisions, and redressal mechanisms</li> <li>• Presenting case study or real-life incidents (news screening)</li> <li>• Group discussion on perspectives of participants</li> </ul>	1 hour
5	Grievance Redressal Process	<ul style="list-style-type: none"> <li>• Discussion and presenting information on provisions and processes</li> <li>• Recall, recap and closing</li> </ul>	45 minutes

Source: TNUSSP, 2024

The training module is structured into five sessions, each with its distinct objectives. This guide includes duration of each session, detailed instructions for training, and necessary materials for an engaging

learning experience. Supplementary reading materials and presentations are also provided to support the trainer in effectively delivering the sessions.

Note to the trainer: Before the workshop, kindly go through the reading materials provided along with other reference materials. Kindly use participatory methods to facilitate discussions and address the queries and doubts of the participants. If you are unsure about the response, please inform them that you/ training organisers will get back to the participants with responses. Please refrain from providing incorrect information. Conclude every session with a summary. Additional aids like activity cards, flashcards, and exercises can be developed from the reading materials and presentations provided.





# Session Plan

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# Session Plan

## 2.1. Session 0: Introduction and Icebreaking activity

### 2.1.1. Session Overview

Duration: 15 minutes

Session Plan:

- Welcoming the participants
- Laying out the objectives of the workshop
- Establishing the participatory nature of the workshop and encouraging their active participation and inputs
- Conducting a round of introduction, if time permits
- Conducting the icebreaker activity

### 2.1.2. Activity: Icebreaker

The images in Table 2.1 are projected on the screen and participants are asked to state the gender of the professionals as soon as they see the images. The trainer should briefly engage with the participants to understand why they associate certain professions with a particular gender.

It is to be noted that since the target group for this training are women sanitation workers, limited presentation aid to be use [Annexure – 1 (English), Annexure – 2 (Tamil)], and it is suggested to keep all sessions interactive.

Figure 2.1: Flash Cards for Icebreaker Activity

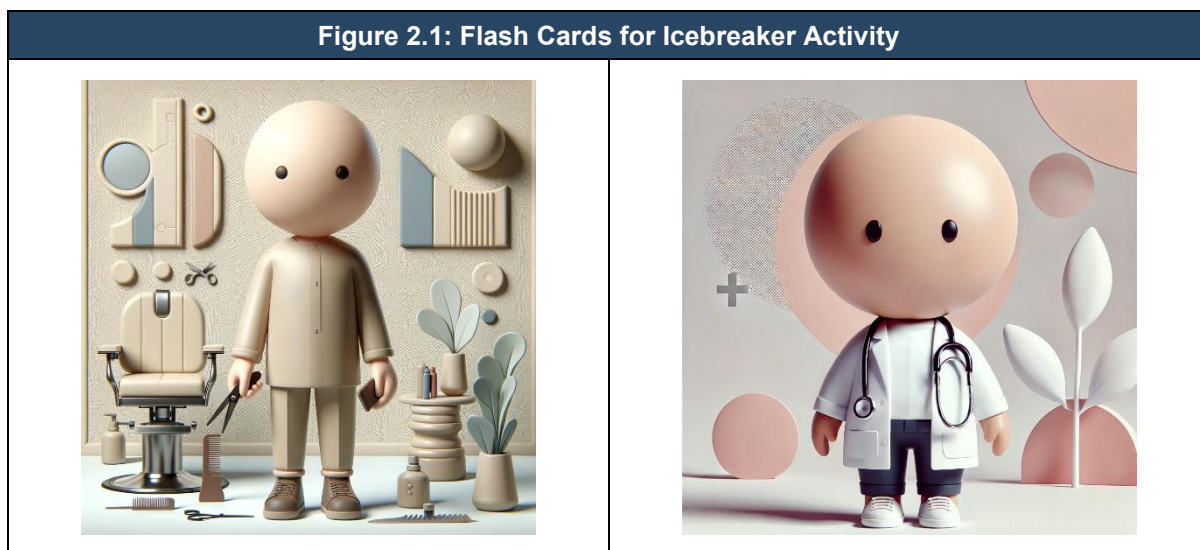


Figure 2.1: Flash Cards for Icebreaker Activity



Source: TNUSSP, 2024

## 2.2. Session 1: Understanding concepts of gender and patriarchy

### 2.2.1. Session Overview

- Key takeaways for participants
  - Concept of gender inequalities
  - Understanding how patriarchy leads to violence
- **Methods:** Participatory exercise and presenting information
- **Materials:** Placards with statements, Slide 1-6 in Annexure 2 (Tamil)

### 2.2.2. Activity 1 (30 minutes): What is Gender?

Prepare placards with each statement as indicated in the Table 2.2. Show each placard and enquire whether the participants agree or disagree with the statement. Encourage them to discuss on why they agree or disagree. Make note of any significant points that emerge in the discussion.

Table 2.1: Statements on gender	
Sl. No.	
1	Girls are more emotional than boys.
2	Cooking is a woman's job.
3	Men are better decision-makers than women.
4	A bride must be less educated than the groom.
5	Women rear children better than men.
6	Women cannot handle jobs in management as they are weak.
7	Boys should not cry.
8	Men grow beard.
9	Restrictions imposed on girls are for their safety.
10	Women have wombs.

Source: TNUSSP, 2024

You will observe that for statements that are biological in nature, such as 'women have wombs' or 'men grow beard', most participants agree and there is little discussion, whereas arguments arise for statements that are social in nature. If participants consider these socially constructed practices as a given, generate discussions around it. For example, if they agree that cooking is a woman's job, you can further probe by asking questions like, "Do women know cooking inherently or do they need to learn it? If cooking can be learnt, can anyone learn to cook irrespective of their gender? Do men cook? Who are the chefs at restaurants?". You can also highlight that cooking, as unpaid work, is mostly done by women, but for paid jobs, it is men who are hired as chefs.

You can summarise the discussion by indicating that the statements were of two types, biological and social, and that while everyone agreed on the biological aspects of gender, there were arguments on social statements. You can conclude by stating that while we are born with our bodies, most activities are assigned to us based on social constructs that can change over time. You can also induce discussions by comparing current scenario and restrictions posed on women 50 years ago to demonstrate the dynamic nature of social constructs. You can use this to explain the difference between sex and gender.

### 2.2.3. Activity 2 (30 minutes): What is Patriarchy?

Draw two corners, and mark one as M (for man) and the other as W (for woman). Request 10 participants to volunteer, and organise them in a semicircle. Inform them that you are going to ask 'Who' questions (Table 2.3) one by one, for which they should not answer verbally but move to the respective corners of M or W.

Table 2.2: 'Who' questions for session 1	
Sl. No.	
1	Who wakes up first in any family, in general?
2	Who has a long day of work (paid and unpaid work), in general?
3	Who owns the property or assets in family?
4	Who takes major decisions in family?
5	Who gets the meals ready at home? Who serves the food?
6	Who cleans the toilet at home?
7	Who is considered as the head of the family?
8	Who has authority over money in the house?
9	Whose residence changes after marriage?
10	Who are the founders of religion?

Source: TNUSSP, 2024

After the activity, divide the volunteers into two groups and facilitate a discussion with the help of the following points to explain patriarchy:

- Who has more freedom?
- Who has more restrictions?
- Who has the decision-making authority?
- Do you think men have privileges and women have disadvantages in these systems? Why?

## 2.3. Session 2: Harassment at workplace

### 2.3.1. Session Overview

- Key takeaways for participants
  - Understanding workplace and sexual harassment
  - PoSH Act and its major provisions
- **Methods:** Storytelling, discussion, and presenting information
- **Materials:** Case handouts

### 2.3.2. Activity 1 (15 minutes): Discussion on workplace harassment

- Introduce workplace harassment using the following points:
  - It encompasses a wide range of unwelcome behaviours, actions, or communication within a work environment.
  - It is not confined to a single type of behaviour but includes a spectrum of actions that can degrade a healthy and respectful work atmosphere.

- Briefly discuss some of these actions:
  - Verbal Harassment: This involves spoken or written communication that is offensive, demeaning, or threatening.
  - Physical Harassment: This includes any form of unwelcome physical contact or invasive actions, such as pushing, shoving, touching, or any behaviour that makes an individual feel physically threatened or unsafe.
  - Psychological Harassment: This refers to actions that manipulate or undermine an individual's emotional or mental well-being. Examples include constant criticism, isolation, psychological intimidation, or threats to job security.
  - Cyberbullying: This is the harassment or intimidation of colleagues through digital communication channels.
  - Discrimination: This involves treating employees unfairly based on their gender, caste, religion, or other protected characteristics.

### Scenario for Optional Discussion

A woman working as a solid waste collector under a contractor faces frequent verbal abuse from her supervisor. He often makes derogatory remarks about her gender and work, and assigns her the most strenuous tasks. He also threatens her with dismissal from job, if she complains. The continuous mistreatment not only affects her self-esteem but also makes her feel unsafe and unsupported in her workplace.

#### 2.3.3. Activity 2 (30 minutes): Storytelling

Introduce sexual harassment at the workplace as a specific subset of workplace harassment and narrate the following story.

*This is a real-life story that happened in a Rajasthani village, thirty years ago. Rajasthan was a state struggling with issues such as child marriage, early pregnancies, and poor maternal and child health. The state government assigned community workers with the responsibility of preventing child marriages, which occurred often. A female community worker, in the village Bhateri, came to know about a child marriage planned in a dominant caste family. She intervened and stopped the marriage at that time; however, the family went somewhere else to marry off their 9-month-old daughter. The community worker and her family were troubled in many ways, and it culminated in raping her as a gang. With great effort, she filed a complaint with the police. As the Indian criminal legal system has many issues, her case is still pending in the Supreme Court, after 30 years of the alleged crime. However, social workers, and activists came together to support her, stating that the lady worker was sexually assaulted because she did her duties. The question they raised was 'who is responsible for her safety at work?' She had already informed the administration that she was troubled by the dominant caste family, but no steps were taken for her safety. Unsatisfied with the Rajasthan High Court's verdict, the social organisations moved the Supreme Court to seek guidance on women's safety at the workplace. In its 1997 landmark judgement, the Supreme Court issued guidelines to be followed at all workplaces and emphasised that the employer was responsible for safety of their women employees at their workplace. Subsequently, Prevention of Sexual Harassment at the Workplace was passed in 2013. This is a story of how a law was passed by making lawmakers recognise the issue of sexual harassment at workplace. A female worker from Bhateri, despite justice eluding her so far, stood resolute for other women, and her battle shaped India's law against sexual harassment at workplace (Munial, 2023).*

- Facilitate a discussion based on the story.
- Prompts for discussion:
  - 1) Do women face such harassment?
  - 2) Have you heard or seen anything like unwanted touch, advances, or comments? What does an aggrieved woman do?
  - 3) Do such issues get resolved?
  - 4) Are women at fault?

Let the participants know that the woman in the story was at the forefront of the struggle to bring laws against sexual harassment at the workplace and inform them that their grievances of workplace sexual harassment can be redressed at their workplace itself. Explain the major provisions in the law.

(Refer Annexe 1, Slide no. 9-12)

## 2.4. Session 3: Connecting the dots - Violence and Harassment

### 2.4.1. Session Overview

- **Key takeaways for participants**
  - Various manifestations of violence
  - Importance of recognising the type of violence
- **Methods:** Case reading and discussion
- **Materials:** Handout of case stories

### 2.4.2. Activity 1 (30 minutes): Case Discussion

- Divide participants into groups of 6-8 members.
- Depending on the number of groups, hand out one case story to each group.
- Ask the participants to read the story aloud to their group and have a discussion with each group using the pointers provided, for 15 minutes.
- Ask them to nominate a presenter who can present the discussion to the bigger group in 2-3 minutes.
- Based on key discussion points, explain violence against women and elucidate the following points,
  - Women are especially vulnerable to violence due to their socially disadvantaged position and can face violence in private (family) as well as public spheres such as sexual harassment in the workplace.
  - Violence against women is not recognised since it is trivialised, even normalised, in our society.
- Discuss the reasons why women tolerate violence.

Additional cases for sexual harassment, caste-based harassment, and material on the Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989 are also provided for reference.

### 2.4.3. Case stories for group work

(**Note to the trainer:** These are indicative stories. Please feel free to develop locally relevant and relatable stories)

#### Box 2.1: Case stories for session 3

##### **Nature of case story: Sexual**

Lakshmi has been working as a sanitation worker for the past five years. She is known for her hard work, dedication, and efficiency in her job. Her colleagues and residents in the area she serves have praised her excellent work. Lakshmi aspires to grow in her career, and hopes to get promoted to a supervisory role someday.

Recently, Lakshmi's boss called her to his office and told her that there was an opening for a supervisor position. He said that if she wanted the promotion, she would have to 'make him happy' in return. Lakshmi was shocked and offended by his inappropriate demand. She told him that she had earned the promotion through her hard work and that she would not engage in any unethical or illegal activity.

Her boss became angry and told her that without 'cooperating' with him, she would never get promoted, no matter how well she performed her duties. He said that he had promoted many women in the past who had agreed to his terms. Lakshmi realised that she was being treated unfairly because of her gender, and that her boss was exploiting his position of power to harass her.

##### **Points for discussion**

- What kind of harassment is Lakshmi facing?
- How is gender discrimination playing a role in this situation?
- What could be the impact of such harassment on Lakshmi's career and well-being?
- What should Lakshmi do in this situation?
- Can she file a complaint under the PoSH Act?

### Box 2.1: Case stories for session 3

#### Inputs for the trainer

- Lakshmi is facing sexual harassment and gender discrimination at her workplace. Her boss is using his position of power to demand sexual favours in exchange for a promotion, which is a clear violation of the PoSH Act.
- Gender discrimination is evident as her boss is denying her the promotion, solely based on her gender, despite her excellent performance in work.
- The harassment can have a severe impact on Lakshmi's mental health, self-esteem, and career progression. It can also create a hostile work environment for her.
- Lakshmi should firmly reject her boss's advances and report the incident to the ICC, or the Local Complaints Committee (LCC), if her workplace does not have an ICC.
- Lakshmi can file a complaint under the PoSH Act. If her workplace has an ICC, she can file the complaint with them. If not, she can approach the LCC at the district level.

#### Nature of case story: Sexual

Sundari works in a micro-composting centre. Her supervisor is an elderly man. He is friendly with everyone. Recently, Sundari noticed that whenever he talks to her, he touches her arm or shoulder. At first, she thought it was just a friendly gesture, but as it continued, she started to feel uncomfortable. Her female colleagues think that she is assuming things and the 'elderly gentleman' had no bad intention. However, Sundari was still not convinced. She thought about quitting the job, but she had to make ends meet. She did not want to make a big deal out of it, but she couldn't shake off the feeling that he was crossing a boundary.

#### Points for discussion

- If Sundari was a man, would this have happened to her?
- What could be the impact of such harassment?
- What do you think she should do in this situation?

### Box 2.1: Case stories for session 3

#### Inputs for the trainer

- Sundari is being harassed by her supervisor, who is an elderly man. The definition of sexual harassment under the PoSH Act is any unwelcome act, sexual in nature, be it physical, verbal, or non-verbal. Even if her supervisor does not mean to cause harm, Sundari feels uncomfortable, which is what matters. By touching her while talking, he is creating an uncomfortable work environment.
- **Impact:** Fear and trauma. She is traumatised by her unsafe work environment and fears losing her job, which would place her in a difficult situation.
- The PoSH Act provides for a district-level redressal mechanism for the unorganised sector. While ICCs are constituted at workplaces having more than 10 employees, the law also provides for a district-level LCC for addressing concerns from the unorganised sector. Sundari is an informal worker employed by a contractor. In such a situation, she can file the complaint with LCC, if there is no ICC.

#### Nature of case story: Sexual

Selvi works as a sanitation worker. She is employed by a contractor who has been awarded a tender by the ULB to provide sanitation services. A supervisor, under the contractor, manages the accounts and pays the workers. Recently, Selvi found that he had paid her more than the actual salary. Assuming that she might be wrong in her calculation, she let it go. But when it began to happen often, she confronted her supervisor, who offered to compensate her even more in exchange for sexual favours. She said no, but he has been after her since then. He keeps sending her romantic messages, images, and even porn clips. She does not like him at all, but she fears that if she says no, it may affect her work and payment.

#### Points for discussion

- What kind of harassment Selvi is going through? Do you think it is sexual harassment?
- What could be impact of such harassment?
- What do you think she should do in this situation?
- Can she file complaint under PoSH Act?

### Box 2.1: Case stories for session 3

#### Inputs for the trainer

- Selvi is being harassed by her supervisor. The definition of sexual harassment in the PoSH Act states that any unwelcome act of sexual nature, physical, verbal, or non-verbal is sexual harassment. By sending her romantic messages, images, and porn clips, he is creating an uncomfortable work environment.
- **Impact:** Fear and trauma. She is traumatised by her unsafe work environment and fears losing her job, which would place her in a difficult situation.
- The PoSH Act provides for a district-level redressal mechanism for the unorganised sector. While ICCs are constituted at workplaces having more than 10 employees, the law also provides for a district-level LCC for addressing concerns from the unorganised sector. Selvi is an informal worker employed by a contractor. In such a situation, she can file the complaint with LCC, if there is no ICC.

#### Nature of case story: Sexual harassment

Meena and Padma are studying in 9th standard. They must walk two kilometres to reach the school. Recently they have been harassed by young men on their way to school. They make dirty comments about the girls. The girls were scared but didn't tell their parents, as they were afraid that their parents would stop them from going to school. Seeing that the girls were tolerating the catcalls, courage of the road-side Romeos increased. One of them pulled Padma's dupatta and the other held Meena's hand. Girls ran away screaming, and told their parents. However, their parents scolded Padma and Meena, stopped them from attending school, and made them stay at home. Padma's parents have started preparing for her marriage. Meena fears of same consequences, if the issue is not resolved.

#### Points for discussion

- Why would the parents have scolded their daughters?
- Does this happen to boys? Who is more likely to face such situation?
- Was there any kind of violence on the girls? If yes, what type of violence? By whom?
- Do you think parents' decision of marrying away the girls is right?

### Box 2.1: Case stories for session 3

#### Inputs for the trainer

- The parents scolded the girls because they were afraid of the consequences of reporting the harassment. They were worried about the safety of their daughters and did not know how to handle the situation.
- This can happen to boys as well. However, girls are more likely to face such situations due to societal and cultural norms that often prioritise the respectability of women.
- There was violence on the girls. The young men made dirty comments, pulled Padma's dupatta, and held Meena's hand. This is a form of sexual harassment and violence.
- The parents' decision of marrying away the girls is not right. It is a form of gender-based violence and discrimination. The girls should be supported and empowered to continue their education and pursue their goals.

#### Nature of case story: Domestic

Maniamma is an elderly woman of seventy years. Her husband is confined to bed. She receives pension from her ULB after retiring as a sanitation worker. While in service, she constructed a small house for herself. Her forty-year-old son is not employed. She uses her pension money to cover household expenses. Her son constantly fights with her and sometimes even beats her because he believes his mother would never give him anything. He desires the house to be given to him. Once Maniamma became very upset, and left home to stay with her sister. However, her son begged for forgiveness and brought her back to look after his bedridden father. She returned home but nothing had changed.

#### Points for discussion

- Do you think there was violence against Maniamma? If yes, what kind of violence?
- If you think that there was no violence, why do you think so?
- Why does the son act like this with his mother?
- Why does she endure this behaviour?

#### Inputs for the trainer

- There was violence against Maniamma. Her son constantly fights with her and sometimes even beats her. This is a form of domestic violence.
- The son acts like this because he believes his mother would never give him anything. He is entitled and feels that he should inherit the house and the pension.
- Maniamma endures this behaviour because she feels responsible for her son and her bedridden husband. She wants to ensure that her son takes care of her husband and that she is not left alone.

Source: TNUSSP, 2024

Few more case stories on sexual harassment and caste-based harassment are given below.

### Box 2.2: Additional case stories for session 3

#### Nature of case story: Sexual Harassment and Caste-based Harassment

Prabha works as a sanitation worker in a huge housing society in a metro city. She works daily from 9 am to 5 pm, along with 15 other workers. Her work includes picking up waste from the door steps of residents. At one of the houses, she found a man staring at her, and started talking to her under some pretext. Prabha ignored him and kept herself busy with work. She did not talk to anyone about this. Once, when she was about to finish her work in the underground parking, the man came close to her and asked whether she would accompany him. He tried to hold her hand and touched her posterior. Prabha ran away screaming and told the security. She was talking loudly, when the man appeared and started abusing her verbally and hurled casteist slurs. He accused her of being a woman of loose character. She was further traumatised and immediately left the place.

#### Points for discussion

- What kind of harassment did Prabha face? Do you think it is sexual harassment?
- What could be the impact of such harassment?
- Is there any other harassment she faced?
- What do you think she should do in this situation?
- Can she file a complaint under PoSH Act?
- Is any other legal remedy available to her? Do you know any?

#### Inputs for the trainer

- Prabha is certainly facing sexual harassment at work. The definition of sexual harassment in the PoSH Act recognises any unwelcome act of sexual nature, physical, verbal, or non-verbal as sexual harassment. Staring, asking for sexual favour, and inappropriate touch are acts of sexual harassment.
- **Impact:** Fear and trauma. She is traumatised by her unsafe work environment and fears losing her job, which would place her in a difficult situation.
- The PoSH Act provides for a district-level redressal mechanism for the unorganised sector. While ICCs are constituted at workplaces having more than 10 employees, the law also provides for a district-level LCC for addressing concerns from the unorganised sector. Prabha is an informal worker employed by a contractor. In such a situation, she can file the complaint with LCC, if there is no ICC.
- Additionally, Prabha also faced caste shaming and insult by the use of casteist slurs. Use of words, acts or gestures of a sexual nature towards a woman belonging to a Scheduled Caste/Scheduled Tribe (SC/ST) knowing that she belongs to a SC/ST is a caste atrocity. She can also seek recourse through SC/ST Atrocities Law by filing a complaint with the police. Despite legal remedies, there are challenges in women availing it. Her contractor has a key role to play. If her employer supports her, it may be relatively easy for her to access justice, else there is a fear of loss of job.

### Box 2.2: Additional case stories for session 3

#### Nature of case story: Sexual Harassment and Caste-based Harassment

Durga is a 35-year-old woman. She has passed primary school. She has no family as she lost her parents, who were sanitation workers. She started working as a cleaning staff member at an educational institute. Through her hard work, she was promoted to a supervisor. The organisation's founder is a well-known political figure with a good reputation in the society. He started making sexual advances towards Durga. He told Durga that he wouldn't use force and that it would only happen with her consent. He was courteous in his approach. Durga was flattered and obliged to his requests. But deep inside, she feared losing her job, which was her only means of support. He then began acting inappropriately towards her, demanding her presence anytime he called and abusing her if she did not answer. She was traumatised by his behaviour. If she tried to avoid him, he made offensive comments about her caste. She is finding it increasingly difficult to put up with this harassment.

#### Points for discussion

- What kind of harassment is Durga facing? Do you think it is sexual harassment?
- What could be impact of such harassment?
- Was there any other harassment she faced?
- What do you think she should do in this situation?
- Can she file complaint under PoSH Act?
- Is any other legal remedy available to her? Do you know any?

#### Inputs for the trainer

- In this case, Durga complied to his demands for sexual advances. Hence, people generally presume that she has no right to file a complaint as such. However, PoSH Act recognises 'Quid-pro-Quo' situation where the employer seeks sexual favours in promise of returning something. Since Durga has nothing else but this job, she was forced to comply his demands. Hence, this amounts to sexual harassment at the workplace.
- **Impact:** Fear and trauma. She is traumatised by her unsafe work environment and fears losing her job, which would place her in a difficult situation.
- The PoSH Act provides for a district-level redressal where a complaint is against the employer. She can file a complaint with this committee.
- Additionally, Durga is facing caste shaming and insult by casteist remarks. Use of words, acts or gestures of a sexual nature towards a woman belonging to a SC/ST knowing that she belongs to a SC/ST is a caste atrocity. She can also seek recourse through SC/ST Atrocities Act and file a complaint with the police.
- Although legal remedies are available, we must understand the challenges women face to avail it, especially here as the harasser is an influential person.

Source: TNUSSP, 2024

## 2.5. Session 4: Working women’s rights (with a focus on sanitation workers)

### 2.5.1. Session Overview

- **Key takeaways for participants**
  - Understanding the Constitutional Rights and Provisions
  - Assessing workplace environment
- **Methods:** Discussion and presenting information
- **Materials:** Case handouts, slide 1-4 in Annexure 1 (English) or slide 7-13 in Annexure 2 (Tamil)

### 2.5.2. Activity 1: Introduction to Constitutional Rights and global commitments (20 minutes)

The Indian Constitution enshrines the principle of gender equality through its Preamble, Fundamental Rights, Duties, and Directive Principles. It not only guarantees equality to women but also empowers the State to adopt affirmative measures for their advancement. Additionally, India has ratified international conventions and human rights instruments to uphold women's equal rights.

India is a signatory to key global frameworks like the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the UN Convention on the Rights of a Child (UNCRC), affirming its commitment to protecting and empowering women and girls. The Sustainable Development Goals (2015-2030) also emphasise gender equality, with Goal 5 specifically dedicated to women's empowerment. However, patriarchal systems persist, hindering women's ability to fully realise their rights.

Being a woman in a patriarchal society is inherently challenging. For women from lower castes, this challenge is compounded by double discrimination. Engaging in socially unrecognised and informal occupations, particularly sanitation work, further exacerbates their vulnerability.

**(Note to Trainer:** Trainer to give a broad explanation of articles and schemes mentioned in the Appendix.)

### 2.5.3. Activity 2: Cases for discussion (40 minutes)

Trainer can use any case as required.

#### Box 2.3: Case stories for session 4

##### **Nature of case story: Financial abuse and caste-based harassment**

Muniyammal (50), a part-time sanitary worker at a village panchayat in Tamil Nadu, has not been receiving her wages for the past 10 months. This is not an isolated case, but an extension of the poor treatment that tribal people and Dalits have faced over the years.

Muniyammal came to the village as a child bride, and initially helped her mother-in-law who was a sanitary worker. After her demise, she took up the work along with her husband Pitchai (55). The illiterate couple from Malai Kuravar community, a Scheduled Tribe, do not exactly know how long they have been doing this job. “When I was married, I was just 15. Now I am 50. As soon as I came, they made me clean faeces,” says Muniyammal, looking at her husband with a satirical smile. “However, as per the records, I started working about 25 years back.” They were the only tribal family in the village. Their ancestors lived on a small hill nearby, and came down to work for the dominant castes who treated them as slaves in the olden days.

### Box 2.3: Case stories for session 4

The couple made a few hundred rupees initially, but now Pitchai earns Rs 8,500 and Muniyammal Rs 7,500 a month. Their eldest son, Karthik, who had dropped out after class eight, has been in the job for three years. He earns Rs 7,200 per month. Besides Karthik, the couple have three daughters and another son, Parthiban.

In the villages of Tamil Nadu, employing sanitary workers in other menial jobs has always been low due to the stigma associated with their work such as cleaning public toilets, open defecation and sewage drains. Hence, these workers rely only on what they earn through sanitary work.

Muniyammal did not receive her wages due to the lack of proof of attendance. The panchayat office is about three kilometres from her village, and the travel time, including waiting for the bus, is more than an hour. So, she usually tries to sign once a week or once a fortnight. However, she has not been given the opportunity to sign the attendance register despite repeated attempts. Whenever she visits, the panchayat office will be either locked or the panchayat secretary would tell her that the register was not available.

“I have been cleaning human faeces for 35 years for extremely low wages. Already my life is very bad, they made it miserable by not paying me for 10 months,” laments Muniyammal.

#### Points for discussion

- What are Muniyammal’s problems?
- What rights of Muniyammal have been violated ?
- What will be your suggestions to address her problems?

#### Inputs for the trainer

- This story underscores the urgent need for systemic changes to uplift marginalised communities and provide them the dignity, respect, and opportunities they deserve.

### Box 2.3: Case stories for session 4

#### **Nature of case story: Financial struggle and domestic violence**

Meera, a 35-year-old sanitation worker, lives in a municipal area and belongs to a Dalit family. Despite facing systemic oppression, she is determined to provide for her family.

With an educational background of up to 8th standard, her opportunities for formal employment are limited. Married at the age of 14 to a man 10 years older, she has three children - a son and two daughters. Her husband, who works as a sanitation supervisor, struggles with alcoholism, and subjects Meera to physical and emotional abuse, often in front of their teenage children.

Meera's daily life is a relentless cycle of labour and care giving. She wakes up before dawn to manage her household chores, which include cleaning, cooking, and preparing her children for school and college. Her workday begins with a shift at a local school where she cleans toilets, ensuring a hygienic environment for students. In the afternoon, she heads to a hospital, where she cleans toilets and handles waste disposal, including bio-medical waste—a task fraught with health hazards. To supplement her meagre income, she also takes up additional work of cleaning toilets and drains in individual households.

Her work environment exposes her to numerous health risks, including constant contact with bio-medical waste and harmful cleaning agents. This has led to chronic back pain, blisters on her hands and feet, and fatigue. Yet, she avoids seeking medical help due to financial constraints, prioritising her family's basic needs over her well-being.

Meera and her family live in a cramped, modest house that lacks adequate space for relaxation or privacy. The lack of personal space exacerbates the tension at home, where her husband's abusive behaviour adds to the stress. His outbursts and humiliation in front of their children deeply affect the family dynamics, particularly the emotional well-being of their teenage children.

Despite her hardships, Meera remains steadfast in her hope for a better future for her children. She dreams of her daughters and son breaking free from the cycle of poverty and societal discrimination that she has endured. However, financial limitations coupled with the burden of her health issues, make her dream seem distant.

#### **Points for discussion**

- List out the key issues faced by Meera

#### **Inputs for the trainer**

- Meera's story underscores the urgent need for systemic changes to uplift marginalised communities and provide them the dignity, respect, and opportunities they deserve.

*Source: TNUSSP, 2024*

## 2.6. Session 5: Grievance Redressal Process

### 2.6.1. Session Overview

- **Key takeaways for participants**
  - Various types of grievances
  - Various grievance redressal processes
- **Methods:** Discussion and presenting information
- **Materials:** Slide 5 in Annexure 1 (English) or Slide 14-15 Annexure 2 (Tamil)

### 2.6.2. Activity 1 (60 minutes): Presentation and Discussion

The session on grievance redressal processes for women sanitation workers aims to educate them on the various mechanisms available to address their concerns and complaints.

#### Workplace Harassment

- In India, workplace harassment is governed by various labour laws and regulations that require employers to maintain a safe and respectful working environment. However, these laws may not always provide comprehensive protection against all forms of mistreatment. Defining and categorising workplace harassment can be challenging, especially when it involves subtle or nuanced behaviours that do not fit into legal definitions. The burden of proof often falls on the victim, making it difficult to substantiate claims, particularly in cases of verbal or psychological harassment.
- **Redressal mechanisms:** The Indian Penal Code, 1860 offers protection against certain acts like criminal intimidation, defamation, assault, and battery, but lacks comprehensive safeguards against verbal harassment, except in cases of defamation. This highlights the need for a more robust legal framework to address verbal harassment in the workplace. Victims of workplace harassment can seek justice by filing a writ petition in the High Court under Article 226 or the Supreme Court under Article 32 of the Indian Constitution if their fundamental rights are violated (Vishwadeep, 2024).

#### Sexual Harassment

- Provide detailed information on grievances and their redressal to the participants (Vishwadeep, 2024).
- Explain the ICC and LCC, their constitution, roles and responsibilities of officers.
- Explain the complaint filing procedures and timeline for resolution (Gol, 2024).
- Briefly explain other support services (listed below), including complaint filing procedures:
  - In case of non-constitution of ICC, the aggrieved can approach the District Officer to complain.
  - In case of non-constitution of LCC, the aggrieved can approach the High Court to complain about the same.
  - Aggrieved women can also file a First Information Report (FIR) with the police in parallel.
  - Women Helpline 181 in Tamil Nadu is a toll-free 24-hour service to provide emergency response to women (GoTN, 2024).
  - Women who have complaints regarding violation of their rights and non-implementation of their protective measures guaranteed under the Constitution of India can directly approach the Tamil Nadu Women Commission for redressal.

- One-Stop-Crisis-Centres in Tamil Nadu support women, including girls below 18 years of age, affected by violence, irrespective of caste, class, religion, region, sexual orientation, or marital status (GoTN, 2024).
- Recall and recap the points discussed.
- Handover material on grievance redressal processes and the support services, if any, to participants for reference

(Refer Annexe 1, Slide no. 1-5)

# Appendices



# Appendices

## Appendix 1: Gender and Violence Against Women

### Gender

Although sex and gender are used synonymously, social sciences consider sex as a biological construct, i.e., the body we are born with, and gender as a social construct (Britta & Christopher, 2005).

- Bhasin (2000) states, “Gender refers to socio-cultural definition of man and woman, the way society distinguishes men and women and assigns them different roles.”
- Gender refers to socially given attributes, and gender identity determines how an individual is perceived and how they are expected to think and act as men and women (Wood & Eagly, 2009).

The main differences between the two concepts are listed in Table A1.1 below.

Table A1. 1: Differences between Sex and Gender		
Sl.No.	Sex	Gender
1	Biological	Social construct to a great extent
2	Form: Male and Female	Characteristic: Masculine and Feminine
3	Universal	Universal with cultural variation
4	Born with	Learned behaviour
5	Does not change, generally	Changes over time
6	Examples: <ul style="list-style-type: none"> <li>• Women have menstrual periods.</li> <li>• Women can get pregnant and give birth.</li> <li>• Men have sperm.</li> <li>• Men have moustache and beard.</li> </ul>	Examples: <ul style="list-style-type: none"> <li>• Women do housework.</li> <li>• Women wear saree.</li> <li>• Men can hang out at tea shops</li> <li>• Men should be strong and aggressive.</li> <li>• Women should be gentle and kindhearted.</li> <li>• Men should be tall, dark, handsome.</li> <li>• Women should be fair and lovely.</li> </ul>
Source: Britta & Christopher, 2005		

In the above discussion, gender is considered as a social construct rather than an identity (Judith, 2024). As we know, the gender identity spectrum goes beyond binary (man and woman) and embraces LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Asexual). But patriarchy recognises only two genders and looks down upon persons who do not fit into these categories.

Oakley (1985) states, “Gender is a matter of culture, it refers to the social classification of men and women into masculine and feminine.” As masculinity or femininity cannot be judged biologically, socio-cultural criteria have been formulated, which differ with time and place. It means that there can be cultural variation across societies about gender norms. In other words, gender construct includes gender norms, gender roles and gendered division of labour.

## Gender Norms

Gender norms are a set of socially accepted behaviors and attitudes, deemed appropriate or desirable for individuals according to their specific sex. It is based on societal expectations regarding how each person should behave, interact with others and express themselves. Based on these norms, individuals are assigned their gender roles, usually centred on the concepts of masculinity and femininity, although there are exceptions and variations.

Masculinity and femininity refer to the qualities traditionally associated with men and women, respectively.

- **Masculinity** – confident, full of vigour, strong, etc.
- **Femininity** – gentle, caring, compassionate, obedient, etc.

## Gender Roles

The gender role of an individual is dictated by specific social norms and begins from the child's birth. After a baby is born, the first question is, "Is it a boy or a girl?". It is not a momentary question but the one that encapsulates the entire life of the baby. The difference in gender roles is ingrained right from the child's toys and clothes. Girls are often given dolls and kitchen sets, while boys are given cars, guns, and He-Man/Spiderman figurines (UNICEF, 2024; EMOLU, 2014), based on the pre-conceived notion that girls and boys enjoy playing with these respective toys only. If you pay close attention, you will notice that children are taught gender-specific behaviour from a young age.

## Gender division of labour

Gender roles include specific work designated for men and women, and are usually referred as the gender division of labour. It is often argued that the gender division of labour is a result of biological traits, but it is not true since in some societies women perform tasks and jobs that are traditionally considered men's work in other societies, and vice versa. Hence, the division of labour has much to do with what each society perceives as appropriate for both sexes.

In most countries, household chores, including housework and sustaining the household, are typically women's or girls' tasks. On the other hand, more technical tasks, like dealing with electrical or mechanic equipment, are considered as jobs for men. The definition of work in the capitalist society does not recognise housework or unpaid work, which is essentially carried out by women, on par with paid work generally carried out by men (Petrongolo, 2023). Even if a woman has a paid job outside home, housework is seen as her primary responsibility, and she is expected to give priority to her family (Elgarte, 2008).

Most of the unpaid work, often invisible and not valued, is entrusted to women. Moreover, the labour market (as well as education and training) is heavily segregated along gender lines. Women are concentrated in occupations that are extension of the housework such as teachers, care givers, support staff, cooks and domestic workers. Hence, this is not a simple or equal division of labour. Women carry heavier burden of labour, and work longer than men in a day as they have to take care of household chores, in addition to paid work. However, the gendered division of labour is a patriarchal construct, which has been so deeply internalised that individuals consider that it is the natural way of organising the society.

## Patriarchy

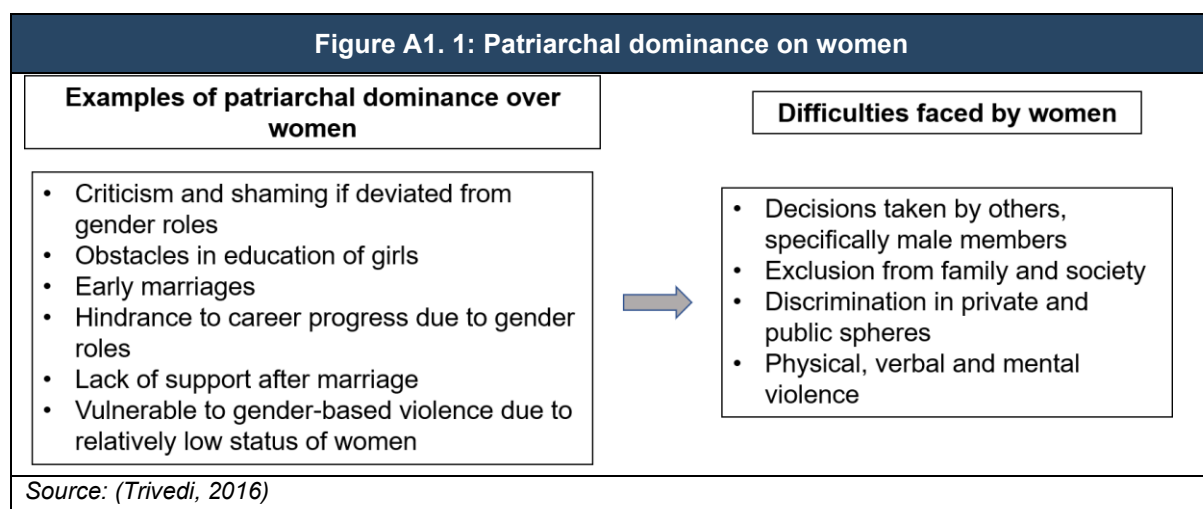
Patriarchy is associated with a set of ideas that justify male dominance based on biological differences in men and women. The word patriarchy literally means the rule of the father or the patriarch. In Indian language, the term used is *pitrusatta*. Now, patriarchy is used more generally to refer to male

domination, power relationships by which men dominate women, and a system where women are kept subordinate in a number of ways. The present gender norms, prevalent worldwide, are as prescribed by the patriarchal social system. The various forms that patriarchy enforces male dominance are as below:

- Dominance in financial and material ownership
  - Men own and control financial and material resources such as bank accounts and other assets.
- Dominance in family structure
  - Patriliney – Lineage is recognised through a male heir. Hence, there exists a prevalent attitude of preferring male children, and women are harassed for not bearing sons.
  - Patriarchal family system – Girls are married away, and their residence and identity change after marriage.
  - Male attributes in family, kinship and caste - Heads of family are always men, and caste or community councils are dominated by men.
  - Decision making - Men are the decision-makers in private (family) as well as social spheres.
- Dominance in religion and cultural beliefs
  - Men are considered superior, as women are deemed impure in certain situations such as menstruation.
  - Status of women depends on her relationship with a man. Married women with sons have the highest prestige whereas single women, whether unmarried, widow, divorcee, are discriminated.

### Restrictions on women

The patriarchal gender division is not simple and equitable but dichotomous, and gives power to men over women. Non-adherence to gender roles may result in violence against women, which is trivialised, or even normalised, to an extent that women are unable to recognise the violence. Patriarchy thrives on women’s labour and many restrictions on women and girls are in place to sustain their marginalisation. Figure A1.1 illustrates the examples of patriarchal dominance over women.



## Violence against women

Violence is defined by the World Health Organization as the use of force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in, or likely to result in, injury, death, psychological harm, or maldevelopment. It is generally used by the powerful against the powerless. Patriarchy, caste, class, race are power structures.

Violence against women/ gender-based violence is any violent act that harms women and girls, sometimes resulting in loss of life. Generally, such violence is rooted in the patriarchal power imbalance between men and women, and occurs within the context of subordinate status of women and girls in the society.

While acts of physical coercion such as beating, pinching and spanking, which leads to getting wounded, is generally considered as violence, there is poor awareness on emotional and economic violence. As a result, women also fail to recognise such violence. However, our law recognises all forms of violence including physical, emotional, verbal, sexual and economic.

There can be many acts in daily life that are not considered violent. One example is marrying off the girls before they complete 18 years of age. On the face of it, it may seem as the right decision as it is presumed to be done for safety of the girl. But taking her out of school or imposing restrictions will not solve the problem. On the other hand, we make the girls more vulnerable. Due to lack of education or necessary skills, they become dependent. Some common forms of violence against women are listed in Table A1.3.

<b>Table A1. 2: Different forms of violence against women</b>			
<b>Physical (assault, criminal intimidation or force)</b>	<b>Emotional/ Verbal</b>	<b>Sexual (conduct that abuses, humiliates, or degrades dignity of a woman)</b>	<b>Economic (deprivation of economic resources)</b>
<ul style="list-style-type: none"> <li>• Dowry murder</li> <li>• Beating, slapping, pulling hair, pinching</li> <li>• Honour killing</li> <li>• Witch hunting</li> <li>• Female genital mutilation</li> </ul>	<ul style="list-style-type: none"> <li>• Shouting</li> <li>• Threatening</li> <li>• Insulting</li> <li>• Ridicule, teasing</li> <li>• Neglecting</li> <li>• Isolating</li> <li>• Cursing</li> </ul>	<ul style="list-style-type: none"> <li>• Forcing for sex</li> <li>• Compelling for sexual acts against her will</li> <li>• Showing pornography and forcing to imitate the acts</li> </ul>	<ul style="list-style-type: none"> <li>• Not providing needed money</li> <li>• Controlling woman's earning or valuables</li> </ul>
<i>Source: Banerjee, R. (2020)</i>			

## Domestic violence

Domestic violence is the violence or abuse that occurs in a domestic (family) setting. Data shows that 35 per cent women face violence during their lifetime. National Family Health Survey 4 reveals that 33 per cent of married women face domestic violence (2015-16). However, the magnitude of violence is estimated to be more, as many women do not report violence due to a variety of reasons such as feeling of shame, burden to preserve the marriage, lack of support from parents, economic dependency, and responsibility of children.

Many women try to cope with a violent situation because of their social conditioning, social pressure, liability of children, lack of income, or lack of support from the natal family (Banerjee, 2020). There is stigma attached to broken marriage, wherein women are presumed to shame their family honour. Protection of Women from Domestic Violence Act (2005) recognises all types of violence in domestic relationships. Any woman living in a shared household can seek redressal if she faces violence in the domestic setting.

### Vulnerability of women to violence and its consequences

Women of all ages are vulnerable to violence. An overview of various acts of violence against women throughout their life is provided in Table A1.4.

Table A1. 3: Vulnerability of women to violence at different stages in life				
Sl. No.	Violence	Infancy, Childhood, and Adolescence	Adulthood	Old Age
1	Physical	<ul style="list-style-type: none"> <li>Sex selective abortions</li> <li>Killing/abandoning girl child</li> <li>Neglect of girl child</li> <li>Discriminatory treatment to girls</li> </ul>	<ul style="list-style-type: none"> <li>Beating, slapping, pulling hair, pinching</li> <li>Dowry harassment</li> <li>Shouting, threatening</li> </ul>	<ul style="list-style-type: none"> <li>Beating</li> <li>Shouting, threatening</li> <li>Neglect towards needs in old age</li> </ul>
2	Emotional	<ul style="list-style-type: none"> <li>Not letting girls to pursue education or career</li> <li>Child and early marriages</li> <li>Domestic violence</li> </ul>	<ul style="list-style-type: none"> <li>Forced marriage</li> <li>Unwanted pregnancies</li> <li>Dependent on husband/in-laws</li> <li>Ill treatment</li> </ul>	<ul style="list-style-type: none"> <li>Neglect</li> <li>Discriminatory treatment in a state of widowhood</li> <li>Dependency</li> </ul>
3	Sexual	<ul style="list-style-type: none"> <li>Child sexual abuse</li> <li>Child marriage</li> </ul>	<ul style="list-style-type: none"> <li>Rape (within or outside family)</li> <li>Sexual harassment at workplace</li> <li>Violence at public places</li> </ul>	<ul style="list-style-type: none"> <li>Sexual abuse</li> </ul>
4	Control over	<ul style="list-style-type: none"> <li>Mobility</li> <li>Using household resources/assets</li> <li>Time</li> <li>Work/labour</li> <li>Restrictions during menstruation</li> <li>Sexuality</li> </ul>	<ul style="list-style-type: none"> <li>Mobility</li> <li>Using household resources/assets</li> <li>Time</li> <li>Work/labour</li> <li>Sexuality and reproduction</li> </ul>	<ul style="list-style-type: none"> <li>Mobility</li> <li>Using household resources/assets</li> <li>Time</li> </ul>
Source		<i>Rights, 2010</i>	<i>(Chellamuthu, 2016)</i>	<i>(Muhammad, Meher, &amp; Sekher, 2021)</i>

Some of the consequences of violence on women and girls are listed below.

- **Physical:** Wounds, chronic injury, restrictions on mobility, sexually transmitted infections/diseases, general ill health, murder, disability
- **Emotional/Psychological:** Negative self-view, despair, depression, fear, submission to circumstances, suicide attempts

- **Social:**
  - Trivialisation and normalisation of violence against women perpetuate the cycle of violence, leading the next generation of girls to face similar abuse.
  - Girls dropping out of school due to violence lack skills for livelihood and remain economically dependent.
  - Women may also be forced to leave their work due to violence, increasing their vulnerability as they become dependent on their abuser.
  - Women may face social stigma and shame, further isolating them from their community and support systems.
- **Economic:** Loss of income due to an inability to work, increased medical expenses due to injuries or health complications, and long-term financial dependency on the abuser, inability to escape abusive situations and further entrenching the cycle of violence (Reshmi, 2021).

### Impact of violence on children

Children who witness violence in home may tend to consider it normal to treat women that way. This causes violence to continue in the next generation as girls tend to become submissive realising that non-obedience may result violence against them, and boys feel that they are entitled to treat women in any way they wish. Besides these long-term implications, boys and girls may experience fear, mental/emotional trauma, depression, anxiety and feeling of helplessness. It may lead to attention deficiency and poor performance in schools/college (World Health Organization , 2022)

### Information on redressal mechanisms

Please refer Tamil Nadu directory of support services for violence victims-survivors ([Access here](#)).

### For further reading

- Myths – domestic violence ([Access here](#))
- Understanding Gender by Kamala Bhasin
- What is Patriarchy by Kamala Bhasin
- Workplace sexual harassment in Tamil by The Prajnya Trust, Chennai (Video)
- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 – Bare Act ([Access here](#))
- Handbook on Sexual Harassment of Women at the Workplace – Women and Child Development Ministry, Government of India

## Appendix 2: Articles in Indian Constitution on Equality

Table A1. 4: Articles in Indian Constitution on Equality		
Sl. No.	Constitutional Privilege	Article
1	Equality before law	Article 14
2	The State not to discriminate against any citizen on grounds of religion, race, caste, sex, place of birth, or any of them.	Article 15 (1)
3	The State to make any special provision in favour of women and children.	Article 15 (3)
4	Equality of opportunity for all citizens in matters of employment or appointment under the State.	Article 16 (1)
5	The State to direct its policy towards securing equal livelihood rights and equal pay for men and women.	Article 39 (a), (d)
6	The State to promote justice on the basis of equal opportunity and provide free legal aid to ensure justice is not denied due to economic or other disabilities.	Article 39A
7	The State to ensure humane work conditions and maternity relief.	Article 42
8	The State to promote the educational and economic interests of weaker sections and protect them from exploitation.	Article 46
9	The State to raise the level of nutrition and the standard of living of its people.	Article 47
10	Duty of every citizen to promote harmony and renounce practices derogatory to the dignity of women	Article 51A (e)
11	One-third reservation of seats (including SC/ST women in Panchayats by rotation	Article 243D (3)
12	One-third reservation of chairperson positions in Panchayats	Article 243D (4)
13	One-third reservation of seats (including SC/ST women) in Municipalities by rotation	Article 243T (3)
14	Reservation of offices of Chairpersons in Municipalities for SCs, STs, and women	Article 243T (4)
<i>Source: Gol, 2015</i>		

## Appendix 3: Development Schemes for Women

Table A1. 5: Development schemes for women		
Sl. No.	Schemes/Programmes	Description
1	Marriage Assistance Scheme	Financial assistance for marriages to support economically weaker families and provide additional benefits for women with a degree or diploma
2	Maternity Benefit Scheme	Financial support for pregnant women to meet healthcare and nutritional needs during pregnancy
3	Educational Loan Assistance	Provision of educational loans for women pursuing professional or technical courses to promote higher education
4	Self-Help Groups (SHGs)	Empowering women economically and socially through microfinance and skill development initiatives
5	Reservation for Women	One-third reservation in Panchayati Raj institutions and municipalities to ensure women's participation in governance
6	Employment Assistance for Widows and Destitute Women	Job opportunities and financial support to widows and destitute women for sustainable livelihoods
7	Skill Training and Development Programmes	Initiatives to train women in various skills for employment and entrepreneurship
8	Housing Assistance	Providing affordable housing or financial support to improve women's living conditions
9	Legal Aid for Women	Free legal aid services to assist women in accessing justice and addressing issues of violence and discrimination
10	Support for Victims of Domestic Violence	Helplines and support centres to address domestic violence cases and provide immediate assistance
11	Sanitation and Health Programmes	Focused efforts to improve access to hygiene facilities, including toilets and clean drinking water for women in rural areas.

*Source: GoTN, 2024*

#### **Appendix 4: Grievance redressal**

- All-Women Police Stations (AWPS) offer a secure environment for reporting gender-based violence.
- Women can seek free legal aid via District Legal Services Authorities or the NALSA portal ([nalsa.gov.in](http://nalsa.gov.in)).
- The Cyber Crime Helpline (1930) supports reporting online fraud and cybercrime.
- Women Helpline (1091): Provides police assistance and escorts women in distress to file complaints.
- Health Emergency (104): Provides medical advice and support for basic health concerns.
- Medical emergency numbers:
  - 102: Free emergency medical transport for pregnant women, infants, and children under five.
  - 108: Emergency medical ambulance for all emergencies, available 24/7.



# Annexures



# Annexures

## Annexure 1: Presentation (English)



iihs<sup>®</sup>  
INDIAN INSTITUTE FOR  
HUMAN SETTLEMENTS

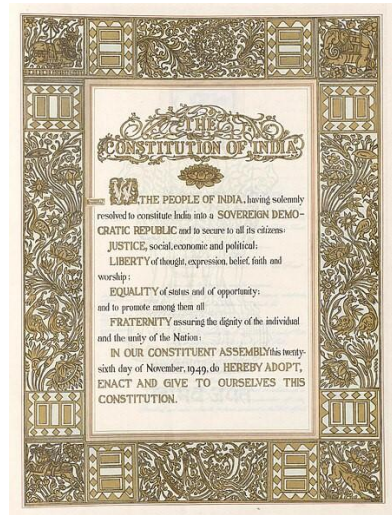


## Working Women's Rights (with a focus on sanitation workers)



### Constitutional Provisions

- ✓ Article 14: Right to Equality – Ensures equality before the law and prohibits discrimination based on caste, class, or occupation.
- ✓ Article 15: Prohibition of Discrimination – Protects against discrimination, including on the basis of caste, which is often linked to sanitation work.
- ✓ Article 17: Abolition of Untouchability – Prohibits practices of untouchability that often affect sanitation workers.
- ✓ Article 21: Right to Life – Includes the right to live with dignity, ensuring humane working conditions for sanitation workers.
- ✓ Article 23: Prohibition of Forced Labour – Protects workers from exploitative labor practices.



Slide1

2

## Labour Laws relevant to sanitation workers

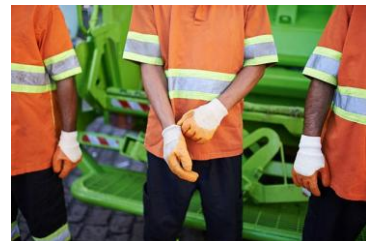
- ✓ The Prohibition of Employment as Manual Scavengers and Their Rehabilitation Act, 2013: Prohibits manual scavenging and mandates rehabilitation of those engaged in such work.
- ✓ The Contract Labour (Regulation and Abolition) Act, 1970: Regulates the conditions of contract labor, which many sanitation workers fall under.
- ✓ The Minimum Wages Act, 1948: Ensures minimum wages for all workers, including those in the sanitation sector.
- ✓ The Employees' Compensation Act, 1923: Provides compensation to workers for injuries or death caused during employment.



Slide2

## Health and safety provisions

- ✓ The Factories Act, 1948: Mandates the provision of safe working conditions and hygiene for workers in hazardous occupations, which includes sanitation work.
- ✓ The Occupational Safety, Health, and Working Conditions Code, 2020: Includes provisions for sanitation workers, ensuring their health and safety.
- ✓ Rules for PPE (Personal Protective Equipment): Workers are entitled to safety gear like gloves, masks, and boots while on duty.



Slide3

## Social Welfare and Rehabilitation

- ✓ Rehabilitation Schemes under the 2013 Act: Includes skill training, alternative livelihood options, and financial assistance for manual scavengers.
- ✓ National Safai Karamcharis Finance and Development Corporation (NSKFDC): Provides financial assistance and skill development for sanitation workers



Slide4

## Grievance Redressal Process

- ✓ The PoSH Act ensures safe, dignified working conditions, addressing harassment and unfair treatment of sanitation workers.
- Internal Complaints (IC) Committees handle cases in organizations with 10+ employees, while Local Complaints (LC) Committees cater to smaller setups.
- Complaints must be filed within three months, ensuring confidentiality and fair investigations.
- ✓ **All Women Police Station (AWPS):** Safe space for reporting gender-based violence.
- ✓ **Free Legal Aid:** Access via District Legal Services or NALSA portal.
- ✓ **Helplines:**
  - **1930:** Report cybercrimes.
  - **1091:** Police assistance for women in distress.
  - **104:** Medical advice and basic health support.
- ✓ **Emergency Numbers:**
  - **102:** Free transport for pregnant women, infants, and children.
  - **108:** 24/7 emergency ambulance services.



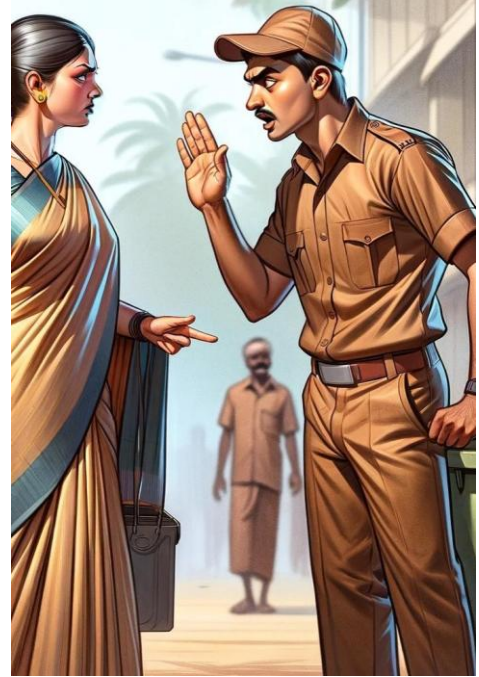
Slide5

## Annexure 2: Presentation (Tamil)



### உங்களுக்குத் தெரியுமா?

- PoSH சட்டம் இயற்றப்பட்டு 10 ஆண்டுகள் கடந்துவிட்டது.
- மற்றும் 25 ஆண்டுகளுக்கு மேலாக விசாகா கமிட்டியின் வழிகாட்டுதல்களும் உள்ளது
- அவமானம், சமூக அழுத்தம் மற்றும் பயம் காரணமாக வெளியில் சொல்லக் கடினமாக இருந்த 'பாலியல் துன்புறுத்தல்' கொடுமைகளுக்கு, இந்தச் சட்டம் பெண்களுக்கு சட்டபூர்வமான தைரியத்தினைக் கொடுப்பதன் மூலம் முற்றுப்புள்ளி வைத்துள்ளது
- இது பாலினச் சமத்துவத்தை உறுதி செய்வதற்கான முக்கியமான ஏற்பாடாகும்.
- பாலியல் துன்புறுத்தல் என்பது விளையாட்டோ, வேடிக்கையோ இல்லை....

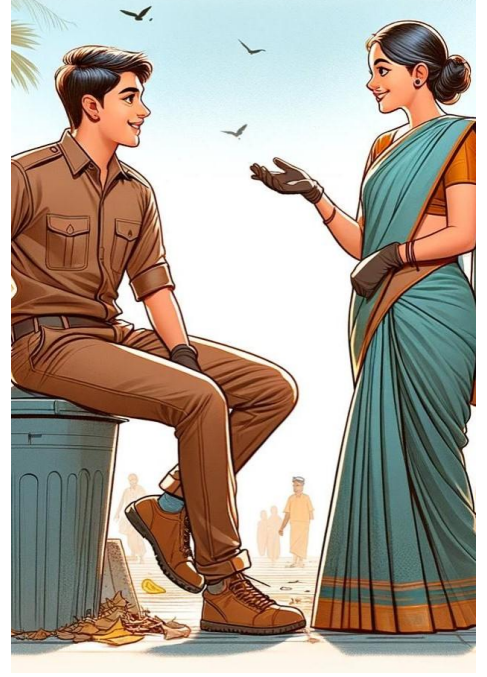


Slide 1

## உங்களுக்குத் தெரியுமா?

- பணியிடத்தில் பெண்களுக்கு ஏற்படும் பாலியல் துன்புறுத்தல் என்பது பாலின அடிப்படையிலான வன்முறையின் ஒரு வடிவமாகும்.
- பெண்கள் பாலியல் துன்புறுத்தலுக்கு ஆளாவதால், இந்த சிறப்புச் சட்டம் (PoSH) நடைமுறைக்கு வந்தது.
- பாலியல் துன்புறுத்தலின் விளைவுகள் மிகவும் கடுமையானவை. இதனால் அவர்கள் தனிப்பட்ட வாழ்க்கையிலும், குடும்ப வாழ்க்கையிலும் மற்றும் தொழில் சார்ந்தும் பெரிதும் பாதிக்கப்படுகிறார்கள்.

Slide 2



## உங்களுக்குத் தெரியுமா?

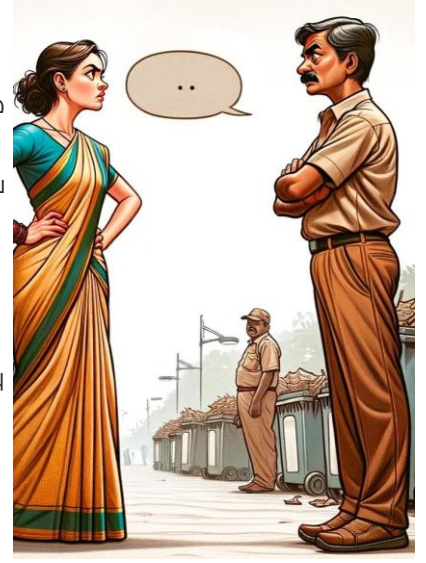
- ஆணாதிக்க அதிகார உறவுகள் மற்றும் வன்முறையால் பெண்கள் பாதிக்கப்படுவதை சட்டம் ஒருபோதும் அங்கீகரிப்பதில்லை. குறிப்பாக பணியிடத்தில் பெண்களுக்கு ஏற்படும் பாலியல் துன்புறுத்தலை இச்சட்டம் கடுமையாக எதிர்க்கிறது.
- பணியிடத்தில் பெண்களுக்கு ஏற்படும் பாலியல் துன்புறுத்தல் (தடுப்பு, தடை மற்றும் தீர்வு) சட்டம், 2013

Slide 3



## பணியிடத்தில் பெண்களுக்கு ஏற்படும் பாலியல் துன்புறுத்தல் (தடுப்பு, தடை மற்றும் தீர்வு) சட்டம் 2013

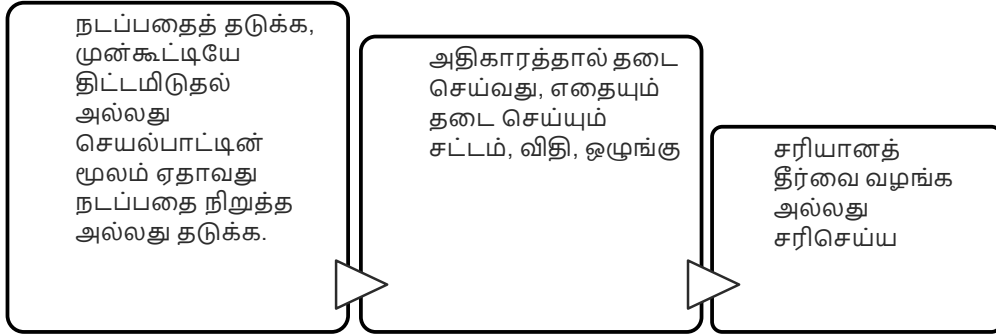
- சட்டத்தின் சிறப்புகள்:
- பணியிடத்தில் பாலியல் துன்புறுத்தலை, இச்சட்டம் பணியிட பிரச்சினையாக அங்கீகரிக்கிறது.
- பணியிடத்தில் அதிகார வரம்பு தொடர்பை அங்கீகரிக்கிறது
- சிவில் சட்டம் - சமூக சட்டம் - இரண்டிற்கும் நீதி ஒன்றுதான்.
- காலவரையறை செயல்முறை
- நிகழ்தகவு அடிப்படையிலானது
- பாதுகாப்பான பணியிடத்தை வழங்கும் பொறுப்பு நிர்வாகத்திடம் உள்ளது
- தாக்கம் முக்கியம், நோக்கம் அல்ல
- முன்னேற்றம் சார்ந்த சட்டம், தண்டனை சார்ந்தது அல்ல
- தடுப்பு முயற்சிகள் கட்டாயமாகும்



Slide 4

## சட்டத்தின் நோக்கம்

- பணியிடத்தில் பெண்களுக்கு ஏற்படும் பாலியல் துன்புறுத்தல்களுக்கு எதிராக பாதுகாப்பை வழங்குதல், மற்றும் பாலியல் துன்புறுத்தல் தொடர்பான புகார்களை ஏற்பது ; நிவர்த்தி செய்வது, மற்றும் அதனுடன் தொடர்புடைய விஷயங்களைச் செய்வதே இச்சட்டத்தின் நோக்கமாகும்.



Slide 5

## பாலியல் துன்புறுத்தல் என்றால் என்ன?

பாலியல் துன்புறுத்தல் என்பது, நேரடியாகவோ அல்லது மறைமுகமாகவோ பின்வரும் விரும்பத்தகாத செயல்கள் அல்லது நடத்தைகளில் ஏதேனும் ஒன்று அல்லது அதற்கு மேற்பட்டவற்றை மேற்கொள்வதைக் குறிக்கிறது:

- தேவையின்றி உடலை தொடுதல் மற்றும் அதற்கும் மேலும்; அல்லது
  - பாலியல் தொடர்புக்காக ஏதேனும் கோரிக்கை அல்லது நிர்பந்தம் செய்தல்; அல்லது
  - இரட்டை அர்த்த பாலியல் வண்ண கருத்துகளை கூறுதல்; அல்லது
  - ஆபாசத்தைக் காட்டுதல்; அல்லது
  - வேறு எந்த விரும்பத்தகாத உடல் மொழி, வாய் மொழி அல்லது செய்கை மொழி பாலியல் நடத்தை.
- நேரடியாகவோ அல்லது மறைமுகமாகவோ



Slide 6

## மற்ற விளக்கங்கள்

**யார் புகார் செய்யலாம்?** - பணிபுரியும் இடத்தைப் பொறுத்தவரை, அங்கு வேலை செய்பவர், செய்யாதவர், எந்த ஒரு வயதையும் உடையவர், என யாராக இருந்தாலும், தான் ஒருவரால் பாலியல் துன்புறுத்தலுக்கு ஆளானதாகக் குற்றம் சாட்டும் பெண் புகார் செய்யலாம்.

- பணிபுரிபவர் (முழுநேர, பகுதிநேர, ஒப்பந்தத் தொழிலாளி, ஆலோசகர்)
- அங்கு பணி செய்யாதவர் (பார்வையாளர், வாடிக்கையாளர், பணியிடத்தில் பாலியல் துன்புறுத்தலுக்கு ஆளான எந்த ஒரு பெண்ணும்)
- அனைத்து பாலின தொழிலாளர்களும்

**பணியிடம் என்றால் என்ன?:**

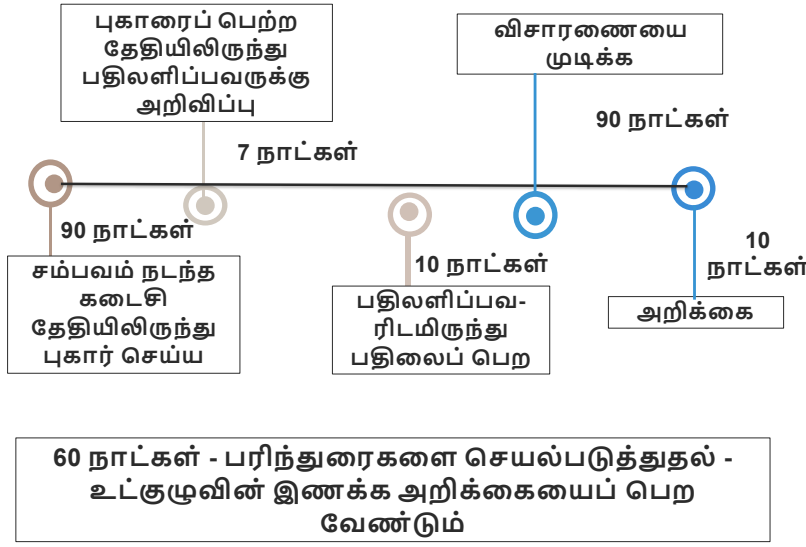
அனைத்துத் துறைகள் /நிறுவனங்கள்;

வேலை நிமித்தம் செல்லும் எந்தவொரு இடமும், பணியிட வளாகம், உடன் பணிபுரிபவர், மெய்நிகர் பணியிடங்கள், பணியிட உறவுகளால் எழும் ஆன்லைன் துன்புறுத்தல் போன்ற எந்த ஒரு இடமும் பணியிடமாகக் கருதப்படும்.

**உட்குழு:** புகார் அளிப்பதற்காக பணியிட நிர்வாகத்தால் உருவாக்கப்பட்ட ஓர் அமைப்பு முறையே இந்த உட்குழு.

Slide 7

## காலக்கெடு



### நடவடிக்கை எடுக்கும் முறை

- எழுத்து மூலம் மன்னிப்புக் கடிதம்
- கடும் கண்டனம்
- ஊதிய உயர்வு / பதவி உயர்வுகளை நிறுத்தி வைத்தல்
- பணிநீக்கம்
- சமூக சேவை
- ஆலோசகரிடம் அனுப்புதல்
- புகார்தாரருக்கு இழப்பீடு

Slide 8

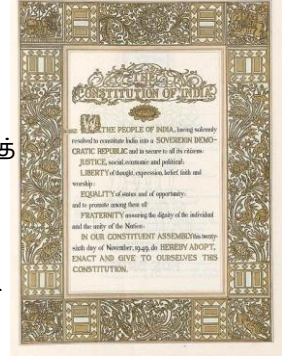
## SC/ST பெண் மீதான தாக்குதல் அல்லது பாலியல் சுரண்டல்

- SC அல்லது ST பெண்களைத் தாக்குவது அல்லது பாலியல் ரீதியாக சுரண்டுவது வன்கொடுமைச் சட்டத்தின் கீழ் குற்றமாகும். திருத்தச் சட்டம் மேலும் கூறுகிறது: (அ) SC அல்லது ST பெண்ணின் அனுமதியின்றி வேண்டுமென்றே பாலியல் ரீதியாகத் தொடுதல், (ஆ) பாலியல் இயல்புடைய வார்த்தைகள், செயல்கள் அல்லது சைகைகளைப் பயன்படுத்துதல் அல்லது (இ) SC அல்லது ST பெண்ணை தேவதாசியாக அர்ப்பணித்தல் ஒரு கோவில் அல்லது அது போன்ற ஏதேனும் நடைமுறைகள் குற்றமாக கருதப்படும்.
- SC/STயைச் சேர்ந்தவள் என்று தெரிந்தும் அவளிடம் பாலியல் இயல்புடைய வார்த்தைகள், செயல்கள் அல்லது சைகைகளைப் பயன்படுத்துதல்.
- பணியிடம் தொடர்பான இடங்களில் இது நடந்தால், அது பணியிடத்தில் பாலியல் துன்புறுத்தலுக்குச் சமம். அத்தகைய சூழ்நிலையில், வன்கொடுமைச் சட்டத்தை செயல்படுத்தலாம்.
- வன்கொடுமைச் சட்டம் சாதி அமைப்பில் வேரூன்றியிருக்கும் வன்கொடுமைகளைத் தடுக்க அமலுக்கு வந்தது.

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## சட்ட உரிமைகள்

- **பிரிவு 14: சமத்துவத்திற்கான உரிமை**  
சட்டத்தின் முன் சமத்துவத்தை உறுதி செய்கிறது. இந்திய எல்லைக்குள் உள்ள அனைத்து மக்களுக்கும் சட்டத்தின் சமமான பாதுகாப்பை உறுதி செய்கிறது.
- **பிரிவு 15: பாகுபாடுகடை**  
மதம், இனம், சாதி, பாலினம் அல்லது பிறந்த இடம் ஆகியவற்றின் அடிப்படையில் பாகுபாடு காட்டுவதை தடை செய்கிறது. குறிப்பாக துப்புரவுப் பணிகளுடன் இணைக்கப்படும் சாதி அடிப்படையிலான பாகுபாடுகளுக்கு எதிராகும்.
- **பிரிவு 17: தீண்டாமை ஒழிப்பு**  
துப்புரவுத் தொழிலாளர்களை பாதிக்கும் தீண்டாமை நடைமுறைகளைத் தடை செய்கிறது.
- **பிரிவு 21: வாழ்வதற்கான உரிமை**  
துப்புரவுத் தொழிலாளர்களுக்கு மனிதாபிமான வேலை நிலைமைகளை உறுதிசெய்து, கண்ணியத்துடன் வாழும் உரிமையை உறுதி செய்கிறது.
- **பிரிவு 23: கட்டாய உழைப்பு தடை**  
சுரண்டல் நடைமுறைகளில் இருந்து தொழிலாளர்களை பாதுகாக்கிறது.



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## துப்புரவு தொழிலாளர்களுக்கான தொழிலாளர் சட்டங்கள்

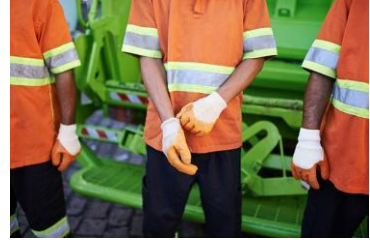
- மனிதக் கழிவுகளை மனிதர்களே அகற்றுவதைத் தடைசெய்தல் மற்றும் அவர்களது மறுவாழ்வுச் சட்டம், 2013: மனித கழிவுகளை மனிதனே கையால் அகற்றுவதை தடைசெய்கிறது மற்றும் அத்தகைய வேலையில் ஈடுபடுபவர்களுக்கு மறுவாழ்வு அளிக்கிறது.
- ஒப்பந்தத் தொழிலாளர் (ஒழுங்குமுறை மற்றும் ஒழிப்பு) சட்டம், 1970: பல தூய்மைத் தொழிலாளர்கள் கீழ் வரும் ஒப்பந்தத் தொழிலாளர்களின் நிபந்தனைகளை ஒழுங்குபடுத்துகிறது.
- குறைந்தபட்ச ஊதியச் சட்டம், 1948: தூய்மைப் பணியில் உள்ளவர்கள் உட்பட அனைத்து தொழிலாளர்களுக்கும் குறைந்தபட்ச ஊதியத்தை உறுதி செய்கிறது.
- ஊழியர்களின் இழப்பீடு சட்டம், 1923: தூய்மைப் பணியில் போது ஏற்படும் காயங்கள் அல்லது இறப்புகளுக்கு, தொழிலாளர்களுக்கு இழப்பீடு வழங்குகிறது.



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## தூய்மைப் பணியாளர்களுக்கான சுகாதார மற்றும் பாதுகாப்பு ஏற்பாடுகள்

- தொழிற்சாலைகள் சட்டம், 1948: தூய்மைப் பணியை உள்ளடக்கிய அபாயகரமான தொழில்களில் உள்ள தொழிலாளர்களுக்கு பாதுகாப்பான பணிச்சூழல் மற்றும் சுகாதாரம் ஆகியவற்றை உறுதி செய்வதை கட்டாயமாக்குகிறது.
- தொழில்சார் பாதுகாப்பு, உடல்நலம் மற்றும் பணி நிலைமைகள் குறியீடு, 2020: தூய்மைத் தொழிலாளர்களுக்கான ஏற்பாடுகள், அவர்களின் உடல்நலம் மற்றும் பாதுகாப்பை உறுதிப்படுத்துகிறது.
- PPE (தனிப்பட்ட பாதுகாப்பு உபகரணங்களுக்கான விதிகள்): பணியில் இருக்கும் போது தொழிலாளர்கள் கையுறைகள், முகமூடிகள் மற்றும் பூட்ஸ் போன்ற பாதுகாப்பு உபகரணங்களுக்கு உரிமை உண்டு.



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## தூய்மைப் பணியாளர்களுக்கான சமூக நலன் மற்றும் மறுவாழ்வு

- மனிதக் கழிவுகளை மனிதர்களே அகற்றுவதைத் தடைசெய்தல் மற்றும் அவர்களது மறுவாழ்வுச் சட்டம், 2013: கீழ் மறுவாழ்வுத் திட்டங்கள்: திறன் பயிற்சி, மாற்று வாழ்வாதார விருப்பங்கள் மற்றும் கையால் சுத்தம் செய்பவர்களுக்கான நிதி உதவி ஆகியவை அடங்கும்.
- தேசிய சஃபாய் கரம்சாரிஸ் நிதி மற்றும் மேம்பாட்டுக் கழகம் (NSKFDC): தூய்மைத் தொழிலாளர்களுக்கு நிதி உதவி மற்றும் திறன் மேம்பாட்டை வழங்குகிறது.



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## குறை தீர்க்கும் செயல்முறை

- PoSH சட்டம் பாதுகாப்பான, கண்ணியமான பணிச் சூழலை உறுதி செய்கிறது. தூய்மைத் தொழிலாளர்களின் துன்புறுத்தல் மற்றும் நியாயமற்ற முறையில் நடத்தப்படுவதை தடைசெய்கிறது.
- உள் புகார்கள் (IC) குழுக்கள், 10+ பணியாளர்களைக் கொண்ட நிறுவனங்களில் வழக்குகளைக் கையாளுகின்றன. அதே நேரத்தில் உள்ளூர் புகார்கள் (LC) குழுக்கள் சிறிய அமைப்புகளில் செயல்படுகிறது.
- இரகசியத்தன்மை மற்றும் நியாயமான விசாரணைகளை உறுதிசெய்கிறது. மூன்று மாதங்களுக்குள் புகார்கள் பதிவு செய்யப்பட வேண்டும்.



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- அனைத்து மகளிர் காவல் நிலையம் (AWPS): பாலின அடிப்படையிலான வன்முறைகளைப் புகாரளிப்பதற்கான பாதுகாப்பான இடம்.
- இலவச சட்ட உதவி: மாவட்ட சட்ட சேவைகள் அல்லது NALSA போர்டல் வழியாக அணுகல்.

#### உதவி எண்கள்:

- 1930: சைபர் கிரைம்களைப் புகாரளிக்க.
- 1091: துன்பத்தில் இருக்கும் பெண்களுக்கு காவல்துறை உதவி.
- 104: மருத்துவ ஆலோசனை மற்றும் அடிப்படை சுகாதார ஆதரவு.

#### அவசர எண்கள்:

- 102: கர்ப்பிணிப் பெண்கள், கைக்குழந்தைகள் மற்றும் சிறு குழந்தைகளுக்கு இலவச போக்குவரத்து.
- 108: 24/7 அவசரகால ஆம்புலன்ஸ் சேவைகள்.

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Note: For editable presentations, please write to us.



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