



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*



**COURSE TITLE: Crime and Punishment: A Gendered Lens**

*Course Instructor: Ms. Kritika Swami*

Jindal Institute of Behavioral Sciences (JIBS)

4 Credit Course

## **SPRING SEMESTER 2026**

Faculty Contact: Ms. Kritika Swami

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Office Hours:

Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

### **PART I**

<b>Course Title: Gendered Approaches to Crime and Punishment</b>		
Course Code	BE-E- 0166	
Course Duration	1 Semester	
No. of Credit Units	4	
Level	UG	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing	...	....

### **PART II**

#### **Course Description:**

The curriculum will examine how gender shapes experiences within the criminal justice system, both for incarcerated individuals and in the broader societal context of control and punishment. This includes recognizing how carceral systems differentially impact women, LGBTQ+ individuals, and those who challenge gender norms, as well as exploring how gendered norms and expectations influence the design and implementation of carceral policies and practices, especially in post-colonial settings.

The course will allow students to understand how the criminal justice system fails to be inclusive and gender sensitive on several levels, particularly towards women and transgender persons, even as the rates of incarceration among women are rising around the world. The exploration will be rooted in classroom discussions, case studies, and film and televised media.

The elective will also analyze the experiences and challenges faced by women in correctional administration and prison management in a system that offers limited infrastructure and resources; collectively indicating towards a desperate need for the criminal justice system to be gender sensitized.

Finally, the curriculum will attempt to understand the impact of the carceral experience beyond prison walls, towards rehabilitation and reintegration of released offenders through the gender lens.

#### **Course Aims:**

At the end of the course, the students will be able to:

1. The course aims to understand how acts of survival (e.g., sex work, self-defence against abuse) are criminalized, especially

among marginalized genders.

4. The course aims to educate students towards developing feminist alternatives to punitive and custodial approaches for women offenders.
3. The course aims to understand how acts of survival (e.g., sex work, self-defense against abuse) are criminalized, especially among marginalized genders.
4. The course aims to educate students towards developing feminist alternatives to punitive and custodial approaches for women offenders.

**Assessment Process:**

The course will be majorly taught using class discussions, anecdotes, presentations, readings, and experiential exercises. The evaluations will include in-class activities, individual and group presentations, written assignments, quizzes, and projects.

**Percentage and weightage Breakdown of Grades:**

**70% Internal Exam (70 marks)**

- 20% for in-class Mid-term assessment \* **(20 Marks)** may involve policy briefs, or analysing a court case through gendered lens
- 20% for Quiz\* **(20 Marks)**
- 20% for Presentations\* **(20 marks)**; will be based on case studies or topics from across the modules.
- Class participation (10 marks)

30% End Semester Exam (Closed book and timed)

**(\*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)**

**Grading of Student Assessment**

Letter Grade	Percentage of Marks	Grade Points	Interpretation
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O	80 and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	<b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	<b>Pass 1:</b> Pass with Basic understanding of the subject matter.
P2	40 - 44	1	<b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.

F	Below 40	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.
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## Course Outline

### Unit I: Nature of crime and criminality – historical / theoretical perspectives (weeks 1-4)

- Abolitionist feminist theory
- Early laws and codes in India – pre and post colonial; interlinkages between caste and gender
- Gendered patterns of offending and victimization
- Policing and incarceration of trans and non-binary individuals – CTA

#### Readings:

1. Shilpa Phadke, Shilpa Ranade, Sameera Khan, *Why Loiter? Women and Risk on Mumbai Streets* (2011)
2. "Branded by Law: Looking at India's Criminal Tribes" by Dilip D'souza
3. *Caste Pride* by Manoj Mitta
4. *Women, Race and Class* by Angela Davis
5. *Are Prisons Obsolete* by Angela Davis
6. *The Displacement of Traditional Law in Modern India* by Marc Galanter, Journal of Social Issues, Vol. XXIV Number 4, 1968
7. Post colonial Theories (2011) by Jenni Ramone
8. Meda Chesney-Lind, *The Female Offender* (1997), Ch. 1.

### Unit II: Incarcerated lives and carceral experiences (Week 5-8)

- Experiences of women and trans persons in prisons (India, global)
- Statistics and trends in incarceration
- Lack of resources, infrastructure, information, legal aid, funds – state of day to day rights and facilities
- Experiences within the Juvenile justice system

#### Readings:

1. Re-imagining Feminist Criminology by Claire Renzetti
2. Bhardwaj and Miller (2025)-Women's Pathways to Incarceration in India and Sri Lanka: Insights From an Intersectional Narrative Analysis
3. Lost Identity: Transgender Persons in Indian Prisons Report CHRI 2020
4. Kimberlé Crenshaw, "Mapping the Margins" (1991), excerpts
5. *Women, Incarcerated: Narratives from India* (edited volume)-Mahuya Bandyopadhyay & Rimple Mehta
6. Global Prison Trends Reports by PRI
7. India Justice Reports (2019-2025)
8. MWCD Report 2017 on Women In Prisons
9. Incarcerated-LGBTQ-Youth-and-Adults – The Sentencing Project Report 2022 (USA)

### Unit III: Trends in punishment and sentencing (Week 9-11)

- Carceral feminism
- Judicial attitudes and court rulings
- Rehabilitation and reintegration
- Exploring alternatives to incarceration

#### Readings:

1. "Making it on the Outside: Understanding Barriers to Women's Post-Incarceration Reintegration" by Tara Opsal, Allison Foley (2013) Sociology Compass
2. "The Rehabilitation and Social Reintegration of Women Prisoners - Implementation of the Bangkok Rules" by Penal

Reform International (PRI) 2019 ([https://cdn.penalreform.org/wp-content/uploads/2019/05/PRI\\_Rehabilitation-ofwomen-prisoners\\_WEB.pdf](https://cdn.penalreform.org/wp-content/uploads/2019/05/PRI_Rehabilitation-ofwomen-prisoners_WEB.pdf))

3. National Expert committee on Women Prisoners (Krishna Iyer Committee), 1987 Report and recommendations
4. Post colonial Theories (2011) by Jenni Ramone
5. *Women, Incarcerated: Narratives from India* (edited volume)-Mahuya Bandyopadhyay & Rimple Mehta
6. Re-imagining Feminist Criminology by Claire Renzetti
7. Mangla Honavar, Vijay Raghavan - Governmentality and Contestations: Experiences of Women Recidivists in Mumbai (2021)

## Unit IV: Challenges within Correctional administration (week 12-14)

- Trends in prison management: everyday experiences of prison staff
- Staff Welfare policies in correctional settings
- Impact of locating women prisoners within male structures on lives of women
- Working with women prisoners
- Challenges in rehabilitation and social reintegration of women prisoners

Readings:

1. "The Rehabilitation and Social Reintegration of Women Prisoners - Implementation of the Bangkok Rules" by Penal Reform International (PRI) 2019 ([https://cdn.penalreform.org/wp-content/uploads/2019/05/PRI\\_Rehabilitation-ofwomen-prisoners\\_WEB.pdf](https://cdn.penalreform.org/wp-content/uploads/2019/05/PRI_Rehabilitation-ofwomen-prisoners_WEB.pdf))
2. Global Prison Trends Reports by PRI
3. India Justice Reports (2019-2025)
4. India Vision Foundation's reports and publications for training correctional staff
5. *Women, Incarcerated: Narratives from India* (edited volume)-Mahuya Bandyopadhyay & Rimple Mehta
6. Mangla Honavar, Vijay Raghavan - Governmentality and Contestations: Experiences of Women Recidivists in Mumbai (2021)

### **Professional Conduct in Classroom**

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. **Students arriving after a ten minute window from the designated start time will be refused entry/attendance.** You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

### **Notes on Plagiarism**

*Plagiarism is not acceptable!* Please refrain from copying and pasting paragraphs and sentences from your reading materials. This includes copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

### **Attendance Policy**

Regular attendance in classes is strongly recommended. There could be components of internal assessment based on class participation. A student who fails to attend a class is expected to inform the Course Instructor of the reason for their absence. Any medical leave for missing classes will be granted with prior approval from the respective school only and upon submission of a valid medical certificate. Students are required to contact the Academic Office of their respective School to recommend any such requests. A minimum of 75% attendance is mandatory. Please note that in case students are found to be below the 75% attendance marks even after attempting the end term examination. They will still be held debarred due to shortage in attendance and the answer scripts will be considered null and void and will not be evaluated. Parents email/appeals or any other request will not be considered in case of debarment due to shortage of attendance.

### **Safe Space Pledge**

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in

the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what

you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

**Disability Support and Accommodation Requirements**

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee [dsc@jgu.edu.in](mailto:dsc@jgu.edu.in). The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

**Centre for Wellness and Counseling Services:**

Contact: Email ID:

[cwcs@jgu.edu.in](mailto:cwcs@jgu.edu.in)

Mobile:

+918396907312