

Regional Workshops on Evolving Workable Strategies to Abolish Corporal Punishment

Revised Report 2013

Parents and teachers need to counsel then.

New Delhi: Giving them the right to complain against teachers alone may not help as kids should be told how to use the right in a responsible manner for child consequences. As the child is the only source for the parents to know how they are being treated in schools, there is a need to inculcate a sense of responsibility in the children to ensure there is no misuse of the law. The CBSE's committee Geetanjali Kumar, "Taking of the rampant incidents of children being subjected to physical and verbal abuse, the latest definition of corporal punishment to schools. At the same time, the child should know about his or her rights and remedies, jointly with the parents, should help them by taking a middle path where sanity is maintained in the system". However, mental health professionals feel this is the need of the hour for the protection of child rights.

psychiatrist of NIMHANS, Dr. Jitendra Nayak. "There is no mechanism to voice the rights of the child, including adolescents, who are mainly employed to handle physical and mental abuse. Any act or set of acts that demeans or degrades the integrity of the law is to be stopped, so this leads to a loss of self-pity and a sense of guilt among children. Even so, the National Council of Educational Research and Training (NCERT) has some basic ideas on defining the task and how to proceed to discipline children in the school. Dr. Nayak proposed, "If an educator and parents should try to solve the problem in a school, they should observe the incident, the child, different behavior modification methods and the child's response. At the same time, if there is no response, responsibility for an external agency like the police should be taken".



एन सी ई आर टी
NCERT

Corporal Punishment

Should schools use physical punishment? A study conducted in classrooms in 100 schools in Karnataka found that 70% of teachers use physical punishment. The study also found that 60% of parents support the use of physical punishment. The study was conducted by the National Council of Educational Research and Training (NCERT).

6-yr-old girl punished for incomplete homework

Teacher Tells Girl's Mother to Stop. A 6-year-old girl was punished for incomplete homework. The teacher told the girl's mother to stop. The girl's mother said that she had asked the girl to do her homework, but she had not done it. The teacher said that she had to punish the girl for not doing her homework. The girl's mother said that she had asked the girl to do her homework, but she had not done it. The teacher said that she had to punish the girl for not doing her homework.

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Preface

An increasing number of cases of Corporal Punishment leading to disabling some children (fractures, impaired vision and hearing), and death due to the severity of Corporal Punishment have been frequently reported. These incidents shocked and froze us in the NCERT. Such incidents have been made a subject of discussion in the department. It was discussed on various occasions, brought in many a times, out of context in meetings, workshops and selection committees! We found teachers and parents of all age groups accepting it as a meaningful tool for making children behave and perform. While recovery from physical Corporal Punishment in most cases is there, the trauma associated with it remains with children throughout their lives. The verbal abuse/humiliation and threats leave a permanent scar on children's minds. The case of Shrinjini Sen Gupta who lost her speech and her movement, has been paralysed because of the ridiculous humiliation meted out to her from the judges of a reality TV show (Times of India, July 01, 2008) was reported by the media-print and live. The National Commission for Protection of Child Rights (NCPCR) did take up the issue with the TV channel as well as with the parents to ascertain that they had not pushed her to perform. **A programme for sensitizing teachers and head teachers against the use of Corporal Punishment was planned in the department towards the end of 2006.** In mid 2007 National Commission for Protection of Child Rights (NCPCR) brought out its guidelines on Corporal Punishment. In spite of these, children were going into coma, getting disabled and dying as Corporal Punishment continued receiving direct and indirect support from parents. It continues to be the prerogative of teachers.

Ever since the NCPCR brought out the guidelines, concerns have been raised both by the teachers and parents about the latest guidelines issued by the NCPCR. The recommendations of the NCPCR for expanding the definition of Corporal Punishment to include any form of adverse treatment from scolding to death, has left the principals, teachers and parents confused about the corrective measures to be used to discipline children.

Guidelines state that teachers can now be punished severely if children are subjected to any physical or verbal abuse. The Commission has directed chief secretaries of all states to ensure that complaints by parents against schools are treated on an immediate basis. Parents, who have directly or indirectly supported Corporal Punishment, have also been concerned. Many feel that school is the only place where a child can be taught discipline and acceptable social behaviour. Parents in Delhi and in other cities and towns believe that there has to be some sort 'of punishment for bad behaviour or poor performance'. The teachers think that they need to punish children to discipline children and to improve their performance.

Children have little recourse in situations where Corporal Punishment is used as a behaviour correction policy as they have hardly any rights as minors; even constitutionally guaranteed rights such as free speech are considered suspended for them. Though Corporal Punishment is illegal, it continues in spite of the guidelines of the National Policy on Education (1986), National Commission for Protection of Child Rights and Right to Education Act (2009).

A good number of Psychologists and Psychiatrists have freely expressed their views against the use of Corporal Punishment and its impact on children. They are in favour of parents and teachers counselling the children and using alternative methods.

The Department of Elementary Education, NCERT organised three workshops at Gandhi Nagar, Guwahati and Bangalore for sensitizing head teachers and teachers from 33 States and UTs.

The overall guidance received from Prof. K.K. Vashishtha, former Head of the Department. Dr. Kavita Sharma went through the revised version meticulously.

We look forward to your feedback to keep updating the Report with issues raised and responses received. This would enable us to keep thinking about Corporal Punishment, its impact in impeding learning, creating fear and trauma in schools and home. With you, we will continue to look for workable strategies to ban the Corporal Punishment.

New Delhi
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Proceedings of the Regional Workshops

The Three Regional Workshops on Corporal Punishment were organised in Gandhinagar (Gujarat), Guwahati (Assam) and Bangalore (Karnataka) during February-March 2008. The teachers and head teachers from 33 States/UTs participated in these workshops. The lists of participants are enclosed (See Appendix).

The focus of the two days proceedings of the each of the workshops was to sensitise different stakeholders against the use of corporal punishment and work out strategies to abolish it. There were talks/lectures and panel discussions by the resource persons from NCERT, Secretary and SPDs of the respective states, Principals of different schools and psychiatrists. Brainstorming on different aspects of Corporal Punishment was encouraged among the participants for sharing of views. Group works with the participants and the resource persons pointed towards workable strategies. (Programme Schedule is appended).

Following are the details of the three workshops.

Presentations by Resource Persons

Punishment is generally given to modify a person's behaviour or to discipline him/her as per the desires of the person in control and is considered to be accompanied by either physical or mental torture. Corporal Punishment has a historical background and everybody has suffered it at one time or the other. An incident was quoted where a teacher from Gujarat had written a letter to Gandhiji that he used to beat his own children as well his students. He could not think of the alternatives to that. Gandhiji said, "I am not in favour of Corporal Punishment' by teachers." Gijubhai Badheka had also written about it passionately. He expressed that he could not be at peace till children were happy in schools; Dr. Bhim Rao Ambedkar belonged to a community which was looked down upon and his teacher gave all support and helped him to complete his studies. While other children and teachers stayed away from Bhim Rao, this teacher went out of his way to give all support to him. Different kinds of Corporal Punishment physical, verbal, mental and emotional were discussed. The teachers need to oppose and protest against corporal punishment. The National Curriculum Framework-(NCF)-2005, National Policy on Education (NPE)-1986, its Plan of Action and the Right to Education Act, 2009 are against the corporal punishment.

Print and live media and public have also raised voice against Corporal Punishment and played a positive role by creating a lot of awareness. In spite of all these, large number of cases are reported. Many might have gone unreported. These workshops provided a platform to brainstorm and to work out strategies to abolish corporal punishment. The head teachers and teachers could be the best resource to suggest alternative strategies.

It is a fact that not only male teachers but female teachers also give physical punishment. We often come across a number of incidents where children have been badly beaten by women teachers; some of them died.

There is a need to establish a correlation between the crime committed and the punishment given. A similar crime committed by an adult and a child doesn't deserve the same degree of punishment even as per law. The human mind is blessed with immense potential and no child can be considered as a clean slate. Efforts should be to provide various opportunities to bring out the best in every child. The potential hidden in the child has to be brought out. The quote 'Spare the rod and spoil the child' is a negative approach as per psychologists. A child needs to be treated with logic. Stimulus is followed by action. Human behaviour is very complex. Most of the time traditions follow, if parents were beaten in their childhood stage, they will also beat their own children. Similar is the case with teachers. It has been established that Corporal Punishment has never done anything positive. It is impulsive and illogical. Education is an endeavour for healthy development of every child. It preserves, transmits and enriches culture. Where does punishment fit in?

It is important to understand children. Children are not conformist like adults, so they should not be punished. Children are inquisitive joyful and a gift of god. If a child does anything wrong, it doesn't mean that she/he is not disciplined. These days, parents pay high amount of fee in public schools and do not want the teachers to touch their children. However, teachers consider Corporal Punishment as a powerful tool to discipline students – they manage to subject children to corporal punishment, if not physical then emotional or mental torture!

Teachers always have a reason to punish children. They are egoistic, but that ego ought to be used in some better direction. Every type of punishment leaves some scars in the mind, from conscious to unconscious and remains recorded in the mind. The child's growth is retarded and gets an outlet through many ways which can be negative, criminal and destructive.

Punishment cannot solve any problem; only love can bring children and teachers together. So before giving punishment, think and decide, once and for all, that punishment is not to be given at any cost. In the Code of Conduct Manual for Teachers by Delhi Government, in some cases only Principal can give punishment. This is also being misused as principal asks teachers to punish on his/her behalf. One needs to question as to why the Principal should be given the right to punish.

Most of the teachers do not even know the names of their students. There is no personal rapport of teachers with children. This is wrong. The teachers only know about punishment and the rod. Teachers should love children, be fair to all of them. They should treat them as their own children. The problem will be solved. Then there is no need of giving punishment.

Many children are often branded as poor or unintelligent. Today's child is very intelligent, inquisitive and active. We are not able to satisfy children's curiosity. So, we punish them. We

should try to understand a child's nature and be rational in our thinking. Even being strict we can be understood provided we care for children.

Punishment is contextual. Tolerance for petty mistakes needs to be there, situations will come but we have to think rationally. In India teachers enjoy the maximum respect, students may not respect parents but they respect their teachers, still, they give corporal punishment. We live for living life, so love your life, career. No punishment, only love. No ban, but abolish corporal punishment. Let the school and society be punishment free.

Who are we to educate children? Teachers are like parents to children. The relationship is like that of a family. Why corporal punishment? Interaction with children is a must. Those children whose parents go far off for earning, leaving children under our care, need to be cordial. These children are like our own children. Naughty children's punishment is decided by children themselves under Bal Panchayat consisting of six children. No beating, no physical punishment. Punishment should be creative like craft making etc. The following are generally used:

- Make child learn more
- Cutting the time of recess
- Some physical exercise/activity

Punishment has no place in education; it needs to be abolished completely. Teachers are role models for their students. According to a research data of 2001, 66 % of children were punished in Maharashtra, 51 % in Tamil Nadu and it is still going on. The film '*Tare Zameen Par*' is an appropriate example. During teacher training, no guidance is provided how to deal with difficult children and suggest how to deal with children having behavioural problem. Love the child and advise him/her properly, give proper guidance and counseling, hold parents teachers and teachers' students meetings regularly. Solution should be contextual/situational to meaningfully help children.

Pace of learning, background and temperaments of children vary from one another. Every child is individually different; so it is unfair to expect similar results from all students. There should not be any learning gaps and if those are there, they need to be addressed. Now-a-days automatic promotion is being encouraged and that is the source of corporal punishment as teachers get annoyed when they find children not doing well. The Right to Education Act needs to be taken seriously to save children from corporal punishment. Concern for the child is the only solution. Awareness needs to be created. Teachers should know their own weaknesses and utilize the strong points of children positively. We do not teach critical thinking, scientific temper and creativity. Every teacher should think that the child educated by him/her will never fail and will be successful in life. A teacher's efficiency, unfortunately, is directly related to the quantum of punishment given to a child. Cutting of recess or games period, is not the solution. Do not curtail freedom of individual, it is important. Enjoy with the child. Where there is punishment, there is no achievement. A teacher generally feels that his/her thinking is better than his/her children. Cheating and thefts are the main reasons for

inciting physical violence. Every parent has high expectation from their children and this creates unhealthy competition among children.

The use of Corporal Punishment acts as a deterrent as children when punished tend to, dropout from schools. It has been used in schools to bring behavioural changes and for penalizing children for doing something wrong in schools and at homes. Twinnings of trees, sticks, gums, canes etc. have been/are used for physical punishment. Even negative verbal remarks by the elders for children can be very humiliating and stay with them throughout their lives. It rarely improves behaviours of children rather polarizes relationships of children and teachers making children reactive leading to their dropout.

National Literacy Campaign (NLC) identified illiterate people in the community. All the identified illiterates used to come for classes except one. The collector went to this person's house. In spite of all the administrative effort of the district, this one person did not come. It was discovered that the reason was that a teacher had beaten him up when he was in school. This created a permanent fear in his mind. No effort succeeded to bring him for anything related to teacher/instructor (A case of Karnataka cited by Shri Vijay Kumar, the then Secretary Education).

There is need for teachers to understand a child's social background/psychological background as to why children are behaving in a typical or particular manner or not taking interest in class. When children are punished, parents feel happy about it. They feel that their children will behave and perform better in studies. It is not true. India is a signatory to Child's Right Convention and has a national policy for children. Continuation of corporal punishment, in spite of NPE-1986 and NCF-2005 asking its ban, remains because parents and teachers support each other.

It is painful to find so much of media coverage on abuse of children by teachers. At least the media has created awareness. The incidents reported highlight the seriousness of this issue where many children have been emotionally shattered, some have been disabled, some have received serious injuries but recovered and some have even died. All of us have a social responsibility to work towards abolition of Corporal Punishment. This needs to become a social issue and everyone needs to work towards its abolition to save children in schools and homes from emotional, mental and physical trauma.

We have become insensitive to the problems of children. As teachers and parents, we tend to pass on to children insensitively what we received in our childhood from our parents. Corporal Punishment causes irreparable harm and instills fear, disrespect, and injustice in children. It appears that violence in the world is probably because of violence of teachers in schools and parents at home.

We must love the children to discipline them if that is only what we want. A connection must be made through the eye contact. If we do not save children from Corporal Punishment, they will grow up into violent, abusive, authoritative, aggressive human beings, turning into

molesters, rapists, many as thieves and even murderers. Using corporal punishment, the schools produce children who are educated monsters because they have not been loved and respected by teachers and parents. Everyone wants them to behave and do well in studies. Witnessing and not reporting any form of abuse is as good as being a part of it. In many developed countries an action is taken promptly. Unfortunately, it is not so in India. Children continue to suffer – mentally as well as physically. Teachers also need to get punished for beating children. Civilization of society is not because of the size of the buildings, but the way we treat our weakest people in society. There is no chivalry in beating children. It is absolutely unequal relationship. There is a need to bring civilized behaviour among teachers and parents first.

There has been a wide consensus among educationists on the fact that Corporal Punishment leads to-

- Increased dropouts
- Less learning
- Stifled creativity
- Inhibited personality development

A Preventive (Punishment) System of Education needs to be based on-

- Reasoning as the best way of discipline
- Using kindness, love, listening to the children's problems and being friends with them
- Having faith in GOD as someone loving God who loves, cares and nurtures. We all can become messengers of this important message in case of children.

Fifty years back, parents would tell the teachers ‘bones are ours and flesh is yours’. They allowed the teachers to beat children so that they would behave and also do well in studies. We need to abolish Corporal Punishment; an urge for it has to come from our hearts when we get convinced that it is not right.

Personality of Teachers is important. There are teachers who are impulsive and punish children for smallest of mistakes. It is clear that a teacher has his/her own dissatisfaction and frustration within himself/herself which continues to bother him/her.

DID YOU KNOW

- **Thomas Alva Edison, the inventor became deaf after his teacher hit him on his ear. He later proved that he was actually bright and was capable of creating a history in the world of inventions.**
- **Dr. Maria Algeier found in a study of Philippines’ children that children lose their intelligence when subjected to corporal punishment.**

A teacher needs to ensure an all-round development of the personality of a child by addressing issues like. Will a child's talent be utilized? Will achieving the goals of education be possible if teachers beat children in schools? The teachers want the right to beat children. They feel powerless without this right. It shows some inadequacy in the teachers and an inherent insecurity among them. Limit of punishment is not there. A teacher can cause grave injuries to a child, disabling or even causing his/her the death. Such teachers have been going beyond their powers. Indian Penal Code (IPC) should take care of such teachers.

The root cause is a conformist tendency among teachers which makes them behave as dictators. No child can do a crime, which invites harsh punishment. It is an inherent problem of teachers to impose.

Punishment is given to a culprit whose offence has been proved. In all fairness, a child has to be given a chance to explain his/her situation/circumstances. They are helpless as this chance is not given to children.

There are different perspectives in school - teachers believe that some sort of discipline is necessary hence they believe in inflicting Corporal Punishment. They never feel they are wrong or anything is wrong in giving Corporal Punishment.

Teaching is a system of actions, which is intended to bring change in learning and behaviour. Constructivist approach envisages providing an enabling environment/facility to unfold internal capability of a child. Gandhiji believed it to be drawing out the best in a child. A mother normally has so much of patience for the child. Teachers need to develop similar kind of patience. Care is very important aspect of education, we as teachers need to care of our children. All children need to be treated alike. But unfortunately there is no place for care in our schools. Care is there when we meet the requirements of each child. This is absent when a child comes to school; he/she has already learnt communication from the mother, and later from father and siblings. Every child comes to school with some learning. This is never kept in view by the teachers. It is important that as teachers we don't allow learning gaps to occur. They are bound to occur but these need to be addressed at the earliest. Besides ensuring learning good behaviour, answering correctly, a child must be helped to adjust with self. This will help children to realize their talent/potential. Teachers need to keep in view, divergent thinking, scientific temper and creativity in view. They need to help children make good decisions.

Corporal Punishment should not be used at all for children because such children suffer humiliation, lose their self-esteem and confidence, have adjustment difficulties. Their performance gets negatively impacted. Many try to cope, most cannot. They are withdrawn and feel helpless. They do not wish to see the face of teachers and live with the burden of not being able to do much when they could have, only if, the teachers and parents were understanding. These are the children who are not liked by their parents! As parents, they also have conditions for their children such as 'they must behave well, do well in school, etc.'.

There is an urgent need to address the issue and work for abolishing Corporal Punishment and try alternative methods to help children become participants of an enabling learning environment which will create trauma and anxiety free classrooms.

National Commission for Protection of Child's Rights (NCPCR) has brought out guidelines, which could have a positive impact only after teachers and parents are sensitized. However, these need to be understood both in spirit and letter.

There is a need for proper training of teachers to communicate properly to overcome their tendency to lose their temper and resort to punishment. Many teachers are unable to teach so they make it appear as the fault of child whenever she/he is not able to learn. There is also a possibility that many teachers could be facing some kind stress from home, office or school. We need to address such problems as well.

Corporal Punishment could be there in schools due to:

- caste or class related prejudices
- patriarchal attitude
- authoritarian attitude
- lack of proper training or weak communication
- insensitivity
- problem of a typical mindset

It is critical to address the underlying causes. Once the cause is identified, its solution need to be planned and implemented. This could be in the form of parental counseling, sensitization component to be included in teacher training. **There is an urgent need to prepare sensitization material for teachers and parents.**

The training programmes for teachers need to focus on:

- capacity building of teachers to teach children with different abilities, gifted as well as those who need to be pushed up;
- improving effective communication strategy of teachers to promote learning;
- encouraging teachers to use low cost Aids/TLMs for better understanding of children;
- planning remedial classes for children who need these. These need to be handled with sensitivity without making these children conscious;
- sensitizing teachers for not using Corporal Punishment and respecting the dignity of every child.

Corporal Punishment has never been of help to children. There are so many examples in which punishment was avoidable but because it was not avoided, children suffered. What makes us inflict physical and mental injury on children? What makes us believe that Corporal

Punishment is necessary? The answer from a majority of teachers would be discipline. Teachers need to work on self-discipline of children, as it is the highest order of discipline. There is direct relationship of fear and discipline which needs to be addressed appropriately. Teachers need to learn from Gandhiji who was prepared to nurse General Dyer (who was responsible for killing of thousands of our country's men, women and children at Jallianwala) with love and care if he ever needed it or was injured. He lamented that teachers get angry on young children who should be treated with love and care.

It is essential for teachers to involve children in classroom situations and not get agitated if they are unable to answer their questions correctly. There can be different reasons for a child who cannot answer correctly – low self-esteem and self-confidence and because of the learning gaps. It could also be because you want children to answer the way you desire and not as per their understanding and perceptions!

A good teacher does his/her best to prevent such situations. Still learning gaps could occur. These gaps need to be plugged at the earliest available opportunity. If not plugged, child's trauma can be lifelong. He/she will keep feeling helpless as well as lose self-confidence. Conflict resolution is important. It is well known that conflict is a part of life, but it needs to be resolved at the earliest. Teachers must resolve their own as well as children's conflict and then concentrate on focus of children.

When punishment is given for the first time, there could be an element of guilt in teachers but in children any good feeling or bad feeling stays in memory as a trace, but when punishment is given the second or the third time, it gets registered and gets transferred from conscious to unconscious mind. These children grow up with behavioural problems. They become violent and vindictive. It is because of such serious consequences that we need to abolish corporal punishment.

It was desired by most of the participants that NCERT must develop a film like '*Taare Zamin Par*' and other for creating awareness and sensitization of teachers/parents/community. This NCERT must prepare sensitization materials for teachers and parents. A manual for stakeholders was prepared which has been revisited and revised. It will soon be posted on the NCERT's website.

Sharing of Experiences by Participants

Some of the participants shared their own or their colleagues' experiences when they used Corporal Punishment.

- Some teachers are still practicing Corporal Punishment. The Headmaster authorizes teachers to use whipping for children as a sign of punishment. This is done most of the times to control children's behavior.

- A Class IX girl did not complete her homework. A teacher who was already disturbed and angry, threw a duster at this girl, causing internal head injury. This girl could not continue study for one year. She was advised rest by the doctor.
- In Meghalaya, light Corporal Punishment is given for misbehaviour. He said, “I slapped a child of Class II who was eating Khaini. A Class IV girl was disturbing the class. I slapped her. Parents keep telling us to beat the children. A lot of pressure is there from parents to discipline their children and make them study. In some situations light punishment is unavoidable.”
- Some years ago I used it. I had to leave it as some parents began to defend their children.
- Different types of Corporal Punishments are there in schools. Severity depends upon types of mistakes. Parents are supporting punishment in schools.
- There are small problems in classroom and children do not wish to learn as they are aware that they cannot be detained then I am confused whether or not to give punishment to children.
- As a child, in my primary school, I was beaten up every day by my Maths teacher because I was weak in Maths. She was also my relative. My father pulled me each day to school because he stopped his schooling in class II. He was a fisherman. He wanted me to study. However, in secondary school, I started liking mathematics because of the change of Maths teacher. Teachers can make positive changes in lives of their school children.
- I have been abusing and using stick to punish children. I punished a child who fainted as she had some health problem. I was scared. I have stopped now.
- Remedial teaching class is important for weak children. One boy who was not ready to come to school, I gave some punishment to that boy. His mother was called. She beat up the child and asked me also to beat him. I, now realise how cruel and unfair it is to beat the child in school and parents also support in doing so.
- I had a tendency to beat children. Awareness against the use of Corporal Punishment is a necessary condition for behavioural change of teachers. I used to throw chalk whenever there was a disturbance in the class. A child came to talk to me to ask why I threw the chalk. This child shook my being; I decided not to punish children in future. ‘Spare the rod, spoil the Child’ is an old saying. That child is now my Guru. He taught me that punishing children is bad yet my tendency to punish has not vanished. I have requested children to stop me when I think of punishing them.
- I cannot forget seeing a boy upside down with his legs tied with rope. He had been punished. He prayed for mercy but teacher did not listen. The teacher thought that it will make him realize his mistake. Later, the boy became violent. This is not the way to rectify mistakes and change behavior.
- Two boys of Class eight stole money from a girl's geometry box. I beat up those boys when they confessed to maths teacher. These boys dropped out due to maths teacher, who would beat them up. The boys stopped coming to school. One of them has lost his father. I feel bad.
- In my childhood, I loved playing badminton but disliked maths. My Maths teacher saw me playing badminton. He beat me. The memory lives with me even now.
- During my initial years of teaching I did not give punishment, but I have learnt to give punishment with the passage of time.

Views of Psychologists, Psychiatrists & Educationists - Panel Discussions

In each workshop, Psychologists and Psychiatrists were invited to talk to the participants. Panel discussions were held and the deliberations drew the attention of participants towards the negative impact of corporal punishment on children and ways to address the underlying causes of corporal punishment on children. They highlighted the need to understand the problem of corporal punishment as it has a lifelong impact on children leading to irreparable damage in children's development.

We need to appreciate the positives in a child and negatives also need to be noticed and dealt with but, we easily take recourse to corporal punishment. We must understand its severity in terms of physical, emotional and mental points of view.

- Corporal Punishment is a result of anger. It affects mental faculties and leads to bad actions like shouting, beating others, breaking things etc.
- Punishment creates hatred in the mind of the children for teachers/parents.
- It creates low self-esteem among children.
- Expectations of the parents and teachers from children are increasing. Children are branded and humiliated in the class.
- It also creates a gap between the teacher-children relations. Mistakes committed lead to punishment, which in turn leads to regret that causes guilt among children. It is a normal chain of action and reaction.
- It breaks the child rather than bringing any improvement.
- It can lead to attention seeking or dangerous acts among children as they become easy target for every offence that takes place in the school and get punishment.
- It defeats the aim of education, leads to deforming children at home/school.
- It humiliates children, makes them sad.
- Fear blocks proper functioning of the mind. It negatively impacts learning and understanding.
- It leads to lack of confidence among children.
- Children begin to hide things out of fear and tell lies.
- Children think of taking revenge from the teacher.
- These consequences linger on lifelong Children cannot be trained and disciplined by beating. They need to be understood. Children cannot sit without activity for a long time. Teachers need to understand that children need to be busy - playing or doing an activity which gives them joy. Learning needs to be joyful. It needs to be replaced rather than beating or making children stand outside class, healthy relationship with them would prepare them for education.

Some suggested strategies for maintaining positive discipline were as under:

- When a child does something good, appreciate, but if a child does something wrong, talk to him/her gently to explain so that the child understands why he/she was not doing the right thing.
- A programme of imparting life skills may be planned and developed as parents have little time for their children. There is hardly any inter-personal relationship between them.
- Parents should not avoid the children as children are likely to be misguided. Patience and tolerance needs to be developed among children. Sharing and talking brings closeness. Parents and teachers need to realize this.
- Labelling of children needs to be consciously avoided and unacceptable behaviour should be dealt with in a subtle manner. Parents and teachers annoy and irritate children by getting angry or giving long lectures. Positive discipline needs to be promoted.
- Children need to be helped to develop self-control and self-study. Parents can go in for positive discipline at home. Parents want their children to be like them, which is quite unreasonable from children's viewpoint. Quite often, parent's anxiety due to high level of expectations from children reflects on children.
- Every individual is unique and different and has his/her own identity. A child should be provided a very happy and healthy environment. Children's growth is like a tree not like a wall or a building built by a mason. In building, everything is pre-planned but for a children's growth, we have to have patience, as it cannot be planned - sudden developments do take place. Both parents and teachers need to leave mental space for these.
- Some participants agreed that punishment is good for children to discipline/correct their behaviour/ make them do better. There has to be a caution that emotional problems and psychological disorders should not be ignored. Naming a child is incorrect while treating him/her with love or appreciation gives emotional support to the child. There is a need to introduce mental health programme in schools.
- PTAs need to be conducted and sessions for parents' counselling may be planned and introduced.

Teachers' Role

Teachers face problems of huge classrooms. The focus, therefore, gets less on children and more on discipline. They give all attention to the bright and well behaved children only. Back benchers and underachievers receive the maltreatment and neglect. They have less social and peer interaction. They may suffer from *distractive behaviour, conduct disorder* if left alone unattended and neglected. It is very difficult to reform such children. They can suffer from **post traumatic stress disorder**.

Teachers need to rationally decide how to deal with children without punishment. *Where there is love there is no need for punishment.* We don't punish those whom we love. We need to do self introspection as teachers. Teachers should not be judgmental. They must come down to the level of children to know their strengths, weaknesses and emotions. They should read a lot of books related to understanding children. They must believe that they are full of energy, joy and talent. More time may be spent with those children who need to improve. It is the responsibility of teachers to understand and realise that each child is unique and has a potential to learn and perform. They must accept the challenge to make every child perform. Begin by assuring every child that he/she can do it!

A sensitive teacher is a role model for children. Children like to emulate the teachers and do everything to please them. It is extremely important that teachers play a very important role of making children feel wanted. Fear of Punishment is there among children even when they are playing. This is not healthy.

Parents' Role

Parents need to bring up children in an environment of love and care and the teachers need to do the same at school. Children need to be saved from corporal punishment both at school and home. Abuse is dangerous. It is worse form of parenting. Parents also use physical, verbal, emotional and mental torture kinds of punishment. Physical abuse like beating, kicking, burning, poisoning are quite common and when any of these take extreme form, it is termed as Corporal Punishment. It is deliberate and non-accidental in which injury is inflicted.

The verbal/emotional/threat or being rude to the child are wrong techniques to discipline children. Sometimes a child is made to feel "unwanted in school/family". He/She is accused and blamed for committing small mistakes and made to feel worthless. Physical injury is visible but mental trauma is not visible. The hurt caused by physical punishments may heal outwardly but stays in the mind. It gives the teacher or the parent a temporary sense of guilt, while verbal abuse does not affect the teacher or the parent but it goes deep in the mind of the child who has been verbally abused. The fact is that family, parents, teachers and community influence shaping the future and personality of the child. They need to contribute in a positive manner.

Parents encourage the teachers to discipline children and punish them for their mistakes. They do not realize that how bad and unwanted children feel. In contemporary situations, there is loneliness at home because of working parents. Children feel suffocated at home and at school. They spend several hours of the day either alone or with teachers and their peers at schools. Unfortunately, neighborhood concept is disappearing. Children do not know what to do. They watch TV. This part also the parents want to control to ensure that TV viewing is healthy. Parents can gently guide children. No one is there to share stress of children at home or at school. There is pressure on teachers to finish courses and on parents of their own work. Neither parents nor teachers can devote quality time to children.

It is important that teachers should be familiar with the developmental problems of the children. Many children begin to have problems because they feel that no one understands them. The following table can help both teachers and parents:

2-6 years	Early childhood period (Pre-operational stage according to Jean Piaget)	Children face emotional stress and strain. Children will feel secure if teachers and parents take care of children and become positive role models.
6-11 years	Mid adolescence	Efforts need to be made to enhance self esteem and leadership quality.
11-14 years	Adolescence	Decision making can be developed

Parents and teachers need to consider the following to help children:

- Keep making an effort to understand children.
- Recognise the need to bring children out of trauma
- There should be no fault finding with children
- Avoid an unconscious tendency to accuse children.
- Communication skills of the parents, teachers, tone, vocabulary become very important for children. It needs to be proper as the developmental age from birth to 18 years of age is very significant when children get upset easily.
- Body and mind needs to be viewed as one. There is no dichotomy, one influences the other.
- Family environment, finances, health of family members impact children's development. Children need to be saved from anxieties as far as possible.
- For healthy school environment, teachers must have a positive attitude and healthy mind

We need to handle every child gently with sensitivity. Children can develop pathological problems if they are traumatized due to any reason.

The following need attention:

- There is a stigma for single parent, divorced parents, psychological disorders of family members and mental illnesses.
- Parents who abuse children have been abused by their parents.
- Childhood depression and anxiety/create some problems in children. We may not have time to understand or we may not be aware of their problems.
- Abuse is a serious problem, if it goes untreated, it stays with children for years
- Anti-social propensity, drugs, irritability, sleep disorders among children need to be addressed on priority.

Parenting is faulty when it becomes more towards ensuring control over children, whereas parental responsiveness and warmth is very essential for building an emotional bond with the children. It has been observed that indulgent parents have more warmth but no control and indifferent parents have neither warmth nor control and they show and have little interest in their children.

Parenting should not be authoritative. A parent needs to be:

- warm and firm;
- neither punitive nor abusive;
- have realistic expectations;
- valuing autonomy within certain limitation;
- preparing children to take ultimate responsibility and developing leadership qualities;
- self-assuring, creative, curious for social-skills to automatically develop in children.

IQ and EQ are important for social maturity as well as for achieving objectives of education, knowledge based learning indicators for education system.

Life-skill education is essential for all parents, teachers and children for being socially adaptable and socially successful.

For proper parenting and proper teaching, the following are critical for schools:

- Counseling Centres need to be there
- Parents-teachers seminars need to be organised
- Training for teachers to identify the problems of children and counselling for teachers are also needed
- Each child may be allowed to meet the school counsellor at least once a month to discuss his/her issues.

Generally, punishment is given to those children who:

- are weak in studies
- disturb the class, create situations of indiscipline
- do not do homework
- do not bring books or stationery
- are not clean
- come late to classes

A majority of teachers who give punishment want to impose their own perception and hardly try to understand as to what the children are going through at an emotional, mental or learning level. The parents support the teachers, so that their children do well at school. Children who get punished in schools are pulled up by their parents, older siblings as well. Parents never question teachers, even when their children are brutally beaten up!

While we need to address the problems of teachers who give punishment to children, we surely need to understand and reach out to children to save them from the mental trauma and humiliation that they experience and live with when not treated with dignity. Corporal punishment should be abolished. We must work with parents and teachers to convince them that by giving corporal punishment, physical or verbal we demean a child, take away his/her strengths and leave him/her alone to face the cruel treatment meted out to him/her.

Some Experiences of maintaining Positive Discipline

The Participants also shared the following ways of alternative strategies for maintaining positive discipline:

- Whenever a child answers or is able to solve any problem, his/her level of confidence goes up. I ensure to enhance the participation of each child in different activities during teaching learning processes.
- First talked to the child who didn't show report card to her/his parents and then to her/his parents separately. Later I talked to both the child and the parents. This helped the child to face his parents.
- We have a School Committee, which resolves children's problems through dialogue and counseling. No Corporal Punishment is there in my school.
- Teaching Learning process needs to be joyful to help children to be fully engaged.
- Train the children to make their decisions. Today's time is about excellence. Help the children to choose and excel in whatever they wish to do in the field they choose. Counselling is equally important.
- Help children to develop the skills of maintaining inter-personal relationships.
- Nothing is difficult as children have a lot respect for teachers. We too must respect and love children.
- We need to change the PTAs to CPTAs. (Children Parents Teachers Association). There is need to give importance to children and their views. Children must be treated with love and care.
- When I became a teacher, on the first day of my school I decided not to punish children, but found the situation very difficult. One child would come late every day. I told him to bring his mother to me. The mother told me to punish the child. I did beat him, but with care of not causing him injuries. **In the afternoon, when I talked to the child, he told me that he has a step mother. I felt very sad and guilty.** Later, I did his counselling

and supported him. The child is doing well now. I am convinced that it is unfair and unhealthy to punish children. Efforts need to be made to understand the cause behind a problem.

- Organise programmes on Corporal Punishment to convince teachers and parents against its use.
- I have been teaching class one for the last six years. I have learnt how to manage young children in an interesting way. I have dolls, toys etc. to keep children busy. We should not expect all the children to reach the highest level. They should be helped to achieve as per their ability.
- Children in school are imitating TV programmes. These are negatively affecting minds of children. Class I children, brought a weak boy and tied him with rope and put some earthworms around him. This boy was crying uncontrollably because of fear and physical torture. When questioned, these children told me that they saw an actor in film doing this to another actor who was a villain. The children cannot differentiate between good and bad. The basic issue is that what can we do for these kinds of situations. We need to keep talking to children that they should not try to do something like this. They should be careful in choosing programmes on the TV channels. They must be encouraged to watch channels like Animal Planet, National Geographic etc.
- Parents' co-operation is needed to avoid punishments. I have been sending those children out who do not complete their homework while with rest of the children I do a new chapter. This was my way of punishing but now I try to understand the reason why the homework was not completed!

A survey done in Pune city on corporal punishment was shared according to which in one of workshops the following was revealed:

- 44 types of punishment given in the report
- 6 types of beating
- 97% children said they are punished in schools due to breaking of rules
- boys are suffering more than girls.
- 87% teachers agreed that they give punishment
- 73% parents admitted that they don't mind teachers giving punishment.

- There should be an educational clinic as a solution in every school, where the problems of children and teachers can be discussed.

- Highly motivated teachers may be invited to clear certain concepts.
- Consultation with children for all-important issues may be organised.
- The Principal needs to have confidence in teachers. For this there may be more and more meetings of teachers where they discuss their views, experiences and problems - personal or otherwise.
- Teachers also need to unburden their pressure on the mind.
- Teachers may be trained in yoga to control their temper.
- Provide good infrastructure and enabling learning environment. These can help in dealing with Corporal Punishment.
- Some programmes need to be organised for dealing with the learning gaps of children. A great deal of sensitivity has to be there for these children.
- Children and parents are taken into open environment and parents and community ask questions from children. We need to prepare children for it. Parents and community should be sensitized not to ridicule children if they cannot answer their questions.
- Teacher can make a child realise his /her mistake in a positive and friendly manner. Constant dialogue with parents and the peers is needed.
- Generally, severe punishment is given for small mistakes, thinking the small mistakes will turn into a bigger mistake. But this leads to harmful chain of action and reaction which stays in children's mind. It might back fire. Children can become reactive, revengeful and vindictive. We need to be careful while dealing with children.
- Teachers are over burdened. They get exhausted. Children are very easily neglected. Corporal Punishment is given.
- We do not humiliate or punish children. Their problems are either discussed with parents or in the assembly to get those sorted out in school.
- Corporal Punishment can be checked when teachers believe that there is no difference between their own children and these in school. They teach with love and affection in a joyful and child-centred manner.
- Modules of pre-service and in-service both must deal with issues of Corporal Punishment.

GROUP WORK

Three groups of participants brainstormed on the following:

Group I: *Why Corporal Punishment should not be given?*

The following points emerged from the group discussion:

- Corporal punishment widens the gap between the teachers, parents and the children. Children start avoiding the teachers and parents.
- It also lowers the mental development of children. Loss of memory, stammering, inability to learn, poor retention power, loss of interest, negative approach, intentional mischief are some of the related problems.
- It leads children to bunk classes, dropout from schools, reduced confidence, perplexed behaviour, inability to face other challenges, inferiority complex. etc.
- Day dreaming, fantasy and escapism are other problems can also be a consequence. Children show no ambition, no motivation, loss of creativity and productivity, start cheating and telling lies, start developing false stories, putting blame on others, indiscipline, show no desire to learn. Dominating the younger and weaker, violence, irritability, lack of physical strength, fear, lack of moral values, cannot live his/her life peacefully, negative thinking, desire to live alone, isolation, desire to humiliate others, negative tendencies, etc. are some of the other dangerous consequences of corporal punishment.
-
- The impact of Corporal Punishment on children is negative and irreparable and it leads to a tremendous loss in their own lives in terms of low self-esteem, inadequate confidence and loss of faith in themselves.
- Children suffer physically with permanent marks, fractures, loss of hearing or vision. They suffer emotionally as well as intellectually when they cannot perform as their level of confidence drops. Emotionally they feel lonely, withdrawn, avoid interaction, have low self esteem/confidence. Socially, they do not feel wanted by parents, teachers and other school children. They experience humiliation.

‘Corporal Punishment should be immediately stopped in every corner of the country’, felt the group.

Group II: *What is Corporal Punishment?*

There are three types of corporal punishments in schools. The following can be categorised as **Physical Punishments**:

- Making children stand against a wall or on a bench
- Asking children to keep the school bags on their heads
- Making them stand for the whole day in the sun
- Make children knee down, do the work and then enter the classroom
- Making children raise hands
- Asking them to hold a pencil in their mouth and stand
- Making them hold their ears with hands passed under the legs
- Tying of children's hands
- Making children do sit-ups
- Caning and pinching
- Twisting the ears
- Pulling the hair

Emotional Punishments can be the following:

- Slapping by the opposite sex
- Scolding, abusing and humiliating
- Labeling the child and sending him or her around the school
- Making children stand on the back of the class and complete the work.
- Suspending them for a couple of days
- Pinning paper on their back and labeling them "I am a fool", "I am a donkey", etc.
- Teacher taking a child to every class she goes to and humiliates the child.
- Removing shirts of boys.

Negative reinforcement can be in the form of:

- Detention during lunch break
- Locking children in a dark room
- Calling for parents or asking children to bring explanatory letters from the parents
- Sending children home or keeping them outside the class
- Making children sit on the floor
- Making children clean the premises of the school.
- Making children run around the building or in the playground.
- Sending children to principal
- Giving oral warnings and letters in the school diary
- Threatening to give transfer certificate to the children.
- Asking children to miss games or other activities
- Deducting marks

- Treating the three late comings equal to one whole day's absence
- Make children pay fines.
- Not allowing children into the classes.

All these types/forms of punishment lead to:

- Perpetuating cycle of child abuse. It makes children feel humiliated
- Injuries and bruises are common. Broken bones are not unusual. Many deaths have been reported due to corporal punishment
- It is being used more often on poor children, minority children from community, children with disabilities and boys - verbal punishment is generally meted out to girls.
- Schools have poorer academic achievement, more vandalism, truancy, child violence and higher dropout rates.

The group felt that corporal punishment is often not used as a last resort. It is often the first.

The following can be the consequences:

- Children will dropout from schools.
- There will be a decrease in the retention rate of children.
- Children may retaliate after punishment. Can disrespect the teachers as well as their parents as they experience loss of self confidence, develop inferiority complex.
- They might take to use of *tobacco, khaini*, wine or even drugs.
- Children will not be able to experience effective and joyful learning.
- May negatively affect their relationship in the society - with teachers, parents and peers.
- Children develop a tendency to withdraw. They do not interact with peers, teachers and at home, feel very lonely. Some children may develop a tendency to commit suicide.
- Some children after being physically punished may become deaf, blind or physically challenged.
- There are so many reports of hospitalisation of children due to the corporal punishment and even death in many places had taken place due to the severe corporal punishments.

Corporal Punishment has a permanent negative impact on children and is a '*Crime against Children*'.

Alternatives to teach children to be self disciplined should be tried and encouraged. These could promote learning without fear.

Many alternatives to corporal punishment have proved to be effective. The following could work:

- Encouraging positive behaviours of children
- Realistic rules need to be consistently enforced
- Instructions need to be reach out to every child
- Meetings with students for planning
- Parents Teachers Conferences on student behaviour
- Using the services of staff, teachers and experts such as psychologists and counselors.

Recommendations

- Need for advocacy for effective implementation of the existing government policy on education and guidelines of National Commission for Protection of Rights of Children.
- Mistakes made by children and the punishment given for these are not just and fair. Children need to be assured that they can use these mistakes for learning.
- There needs to be a written document stating the school's discipline policy. The documents must take into account views of children.
- Teaching and non teaching staff needs training and orientation for healthy/positive school discipline. Periodic trainings and workshops need to be organized to develop sensitivity for children.
- Participatory methodology with children's views needs to be followed to frame the rules. These need to be displayed in the school premises prominently.
- Teachers need to adopt a positive and scientific attitude to handle children.
- Parents need to know how the school will handle complaints/mistakes of children.
- Parents also need to adopt positive discipline techniques at home.
- Expert help should be sought for complex and critical issues.
- Parents' awareness building is also recommended. They need to look at their children's issues from the psychological, educational, physical and emotional development of the child.

Group III: *How to Deal with Difficult Children?*

Each child needs individual attention because he/she is different and unique. The treatment has to be different for each child. Teacher should identify the children as per their abilities, temperament, etc. There should not be any distance between teacher and the children. They should discuss issues to share their concerns and anxieties. The following points emerged:

1. Gifted/intelligent/fast learners children create problems. These children must be assigned challenging assignments.
2. Gifted children who are mischievous may be given some of the responsibilities. They can be asked to monitor activities, make arrangements and look after children with special needs and those who have difficulties with learning.

3. Children should be encouraged to participate in discussions on various strategies which would work for the improvement of teaching learning processes.
4. Children with special needs have separate problems and issues due to their different challenges. Solutions for these children need to be specified to each child. For example, shortsighted children need to be seated in the front row. Peer group should be motivated to treat them with positive attitude and they should not be made feel inferior. Children with special needs to be paid special attention by the teachers. Otherwise, it will result in loss of interest in studies.
5. Children with learning difficulties need to be constantly helped by teachers and supported by parents.
6. Caste problems - children should not be addressed as SC/ST/OBC, etc.
7. Mischievous/high energy students should be engaged in more physical activities. Channelise their physical energy for the benefit of both, i.e., children themselves and the school. They should be appreciated for their work. Verbal appreciation must be passed on to children for positive reinforcement. Establishing personal rapport with the children reduces many problems. Personal relationship should be developed with them.
8. Use of TLMs must be encouraged.

We know that any form of punishment is harmful. A child always wants joyful learning without any hindrance or stress. Many students drop out of school because of fear and consequences of physical or verbal punishment. Some children are traumatized and the hurt remains with them for the entire life time. This causes behavioural and attitudinal problems.

Corporal Punishment impedes effective learning. It spoils relationship between the child and the teacher and it may lead the child becoming adamant, rude and vulnerable and later create problems in the society. Overall development of children is impossible if any form of Corporal Punishment continuous to be inflicted on children. They will learn with enthusiasm. Children need to have joyful situations for learning and doing well.

Once a child knows that he/she is accepted or understood by his/her teacher, there will be a positive change in the attitude of the child. Corporal Punishment destroys the mental ability, damages organs and sometimes leads to aggression among children. Punishment hurts physically and mentally. Verbal or oral punishment hurts the core of the heart and mind of the child. Corporal Punishment blocks creativity. Corporal Punishment creates almost all the emotional problems and may result into a child being aggressive in behavior or withdraw, may take to use of drugs, may think of committing suicide. The feeling of hatred in such children sometimes can be very strong that it may even lead the child to become a very hard-core incorrigible criminal.

As teachers, we should not be prejudiced. We should stop showing to children our egos or anger or authority. We must realize that a child is helpless. We must make every effort to understand and acknowledge the real problem. We should come down to their level to understand children with love and compassion and direct them towards positive attitude. We

need to keep in mind - **LOVE** to **help** the children, **Learn** to **Overcome** difficulties, **Venture** for developing healthy relationship with children and **Encourage** for making children perform.

Difficult children may be children who are irregular in classes do not show proper interest in studies, do not respond in class, are gifted or mischievous, steal, tell lies, misbehave and indulge in some bad practices.

Difficult children need to be placed in a suitable environment, subjecting them to desired influences, helping them to acquire desired knowledge, understanding, application, abilities capacities, interests, attitudes, skills, habits, appreciation, etc.

These children need to be tackled gently and with presence of mind.

The following could be thought of for children who have difficulty in understanding and learning:

- Case studies may be taken up to help them make better adjustments.
- Co-curricular activities need to be oriented properly towards value development.
- Moral education periods should be introduced if not already there.
- Lack of good methods of teaching, learning experiences and also teachers' treatment may be causing frustration among children. These need to be revisited.
- Teachers need to address the needs of such children individually.

By giving individual attention, these children need to be helped to develop a feeling of self-worth and confidence; children's instincts and emotions need to be channelized in right direction. Children should be helped to develop various personality traits leading to the formation of good habits. Teachers need to treat children with love, care, concern and affection.

Group IV: *Alternative Strategies to Corporal Punishment*

Discussions among the group members helped bringing up the following strategies:

- (i) Yoga and meditation classes.
- (ii) Teachers must have knowledge of students' background.
- (iii) Need for developing and maintaining personal relationship between children, parents and teachers.
- (iv) Confidence in teachers needs to be reposed by the principal and parents which the teachers, in turn, need to repose it in children. Parents too need to have confidence in their children.
- (v) Teacher training curriculum should be revised from time to time to deal with issues as vital as corporal punishment and special needs.
- (vi) Realistic goals and realistic expectations must be planned by teachers.

- (vii) Creation of healthy environment should be an effort of all schools where children can participate in their learning processes.

The candid discussion among the group members led to an understanding that the following could be tried to avoid Corporal Punishment:

- Sensitize teachers, parents and community about the undesirable consequences of Corporal Punishment as well. Teachers need to understand the problems of children which may not only arise at school level but may also be at the domestic front. A mass sensitization is required because every member of the society has a role to play in the healthy development of all children.
- Set up a counselling centre at every school: The counsellors can discuss many real examples relating to Corporal Punishment which took place in their area/region and discuss the bad effects experienced by children. These will help teachers to reflect and learn from these. Knowledge of such incidents will not only help teachers and parents to understand children's problems, but also re-comprehend/understand the need to create a healthy and conducive atmosphere in schools but also work with parents and community to save children from domestic violence as well.
- Hold a Parents-Teachers Meeting, atleast once in a month, to discuss the behavioural aspects that may be obvious in a child, brought up in a distracted environment of his/her family. There is need to take up issues which compel a child to steal or commit any kind of offence. The teachers need to understand that this could be because of the fact that he/she is coming from a poor family or the child did mischief to seek attention. The child should never come to know that he/she is being discussed negatively. The PTA should keep talking to such children and give them a feeling that they can be good children.
- Encourage a healthy teacher-child relationship. It can be developed by way of any kind of activity involving the two of them or through communication to build a support so that a child feels free to share his/her problems. This helps in reducing children's stress and make them feel reassured. It also provides ample opportunities to teachers to know more about children and understand the social background.
- Teachers should maintain a cordial relationship both with children and their parents. Each teacher must be a friend, guide, motivator, facilitator, inspirer and above all be flexible so that both parents and children will feel free to approach them with mutual respect.
- Transaction gap, when it takes place, should be dealt as soon as possible with appropriate methods or strategies suited to a child's needs and learning style. By

doing so, learning process will undoubtedly help children and teacher will be able to draw the attention of children and instil confidence among them.

- A complaint box accessible to each child may be kept at a proper place so that children can drop complaints against ill treatment. Children will feel much lighter as the burden will be off their mind and heart. It is a natural behaviour of children to get scared and they may not dare to stand up and speak out against ill treatment. They will come forward only if they are assured that no harm will be caused to those who write complaints.

As we are all aware that the success of teaching-learning process centres around love and concern for children. **It is often an essential urge in us as teachers to lose temper and self-control. It is natural for teachers to beat, humiliate or ridicule children. We need to be more responsible. At home, the parents need to take care of their children's emotional needs with sensitivity.**

- Most of the problems that lead to corporal punishment and verbal abuse in schools is due to wrong perceptions and notions regarding 'discipline', 'success', 'education' and other related matters. It is, therefore, suggested that teachers should be given opportunity to debate these issues in various fora and revisit these concepts in the light of latest studies, thinking and policies. Such debates may start in schools at the level of teachers and the heads of schools. Children could become a part of these discussions/debates.
- Teachers are in a state of confusion and conflict. They need proper training and role models. For taking up the task against the use of corporal punishment, the teacher trainees need to be sensitized and oriented. This is essential to prevent the continuance of Corporal Punishment. The teacher preparation curriculum should provide for the development of knowledge, skills and attitudes to handle the classroom situations.
- There is need for preventing situations that lead to corporal punishment. Schools should have the facility and the will to organize guidance programmes for children in order to enhance children's performance both in curricular achievement (at their own pace) and personal qualities. A general awareness programme on guidance is essential for all teachers. The National Curriculum Framework 2005 should not be lost sight of.
- Some of the problems of indiscipline in schools are largely due to lack of opportunity for children to channelise their energies in constructive ways. The schools by design must plan activities to provide for constructive utilization of energy.
- Teachers take to corporal punishment naturally due to lack of awareness of alternative strategies. A training programme on alternate strategies is urgently needed to bring awareness amongst teachers about the alternatives available to them. These could be

persuasion, cajoling, reasoning, behaviour analysis, rational thinking and counselling etc.

- The problems of children are also due to lack of communication between the stakeholders (teachers, heads teachers, parents, students peers and community). It is important to improve communication and to keep the channels of communication open all the time.
- Children, just like adults, need 'positive reinforcement'. This will, motivate children to internalize positive behaviour. This calls for identification of strengths of children.
- 'Unconditional acceptance' of a child is most important. This will however, not absolve a teacher of the responsibility towards children. Teachers should be sensitized to accept children with full knowledge of their strengths and weaknesses while trying their best to improve them.
- A large number of teachers lack 'self awareness'. It is suggested that efforts should be made to create self awareness among teachers to promote reflective thinking.
- Each school should display its policies regarding banning corporal punishment. They need to work out fresh ones after discussions with children, teachers, head teachers and the community. Suitable quotations, statements, slogans can be pasted on the walls of the schools and there needs to be a constant reminder for what they mean with regard to children's development.
- Children unfortunately have very little say in the decision making process. This is equally true of teachers. All stakeholders should be made a part of the decision making process and the decisions should be communicated to all stakeholders instantly. These should be put up on the Notice Board.
- Teachers and elders have the habit of pointing out towards children when they are doing something wrong. This leads to unpleasant situations as children feel humiliated. It is a good practice to appreciate them while they are doing 'right' things. The teachers can use this method to motivate children.
- It is important to change classroom processes to ban corporal punishment. In many instances 'indiscipline' is induced by teachers and the school system itself. There is need to change the nature of boring lectures/interaction in the classroom by moving towards participatory processes in classrooms. Teachers should facilitate an active involvement of the children in the process of knowledge construction. This will help to check the practice of corporal punishment.

- The schools need to provide adequate opportunities, avenues and experiences for the inculcation of values that would help children grow with confidence. The teachers and heads of schools require sensitization in this regard.
- Teachers should be trained to identify children having specific difficulties with regard to educational achievement and personality development. This will facilitate timely intervention and if there is a need for help.
- Praising in public and discussing the weaknesses in private should be made the policy of all schools. This will prevent loss of self-esteem of children. They will become confident and have positive relationship with teachers.

RECOMMENDATIONS

Some of the problems of indiscipline in schools are largely due to lack of opportunity for the difficult children to channelise their energies in constructive ways. The schools must plan activities for constructive utilisation of energy.

- There is an urgent need to prevent situations which lead to Corporal Punishment. Schools need to create the facility and the will to organise guidance programmes for children. A general awareness programme on guidance is essential for all teachers to enhance children's performance both in curricular achievement and personal qualities.
- Giving individual attention to these children is essential. Children need to be helped to develop both confidence and a feeling of belonging. Children's emotions need to be channelised in the right direction. They should be helped to develop confidence and self esteem which will lead to the formation of good habits and better performance.

Alternative Strategies:

Teachers resort to corporal punishment due to lack of awareness of alternative strategies. A training programme on alternative strategies is immediately needed to create awareness amongst teachers and parents about the alternatives available to them. These could be persuasion, cajoling, reasoning, understanding behaviour analysis, rational thinking, counselling and any one or combination of the following:

- Yoga or meditation classes
- Acquiring Knowledge of Children's Background
- Maintenance of personal relationship
- Principal and parents must repose confidence in teachers and teachers must do the same for children
- Teacher training curriculum should be revised from time to time. It must address the issue of corporal punishment, safety of all children, particularly of the girl children.
- Realistic goals and realistic expectations must be planned to avoid frustration in teachers, children and parents.
- A healthy enabling environment for all children should be an effort of all schools and homes for which the school and home need to work together.
- For encouraging positive behaviours of children, realistic child-centered rules/instructions need to be consistently enforced. These need to be shared in all school meetings. The meetings need to be arranged with involvement of children for planning and ensuring their participation. Their views need to be respected. Periodically, parent-teacher meetings on children's behaviour and performance need to be held. Participation of experts like psychologists, counsellors, educationists and others would enrich the quality of meetings.

- Problems of children are also due to lack of communication between the stakeholders (teachers, head teachers, principals, parents, children, peers and community). It is recommended to evolve workable strategies to keep the communication channels open all the time with inputs from parent-teacher meetings where children have also been expressing their views.
- Children need 'positive reinforcement'. This will motivate children to internalise positive behaviour. It is important to identify strengths of all children.
- There is need for 'unconditional acceptance' of a child for what he/she is. This will however, not absolve a teacher of the responsibility for the child. Teachers should be sensitised to accept children with full knowledge of their strengths and weaknesses while trying their best to improve them where they need to.
- A large number of teachers lack 'self awareness'. It is suggested that efforts should be made to create self awareness among teachers to promote reflective thinking. (Reflective Teacher, NCERT can be referred to by teachers).
- Teachers and elders have the habit of pointing out only when children are doing wrong things. This leads to unpleasant situations. It is a good practice, to appreciate them while they are doing 'right' things. The teachers need to think of ways to motivate children.
- It is essential to change classroom processes to deal with banning of corporal punishment. In many instances 'indiscipline' is induced by teachers and the school system itself. Children leave school as it does not make an effort to involve them in a meaningful manner. Teachers need to facilitate an active involvement of the children in the process of knowledge construction as envisaged in NCF-2005. Teachers need to keep addressing children's learning gaps and any other issue which may be bothering them.
- Schools should provide adequate opportunities and experiences which would help children grow with confidence. Teachers and heads of schools require sensitisation in this aspect.
- There is an immediate need to sensitize teachers and all stakeholders about the undesirable and painful consequences of corporal punishment. The real problems of children at school level may be a consequence of domestic tension and pressures or their difficulty in coping with multiplying learning gaps. Mass sensitisation programmes are required because every member of the society has a role to play in the healthy development of all children.
- **Set up a counselling centre in every school:** The counsellors must discuss with parents and teachers local cases of corporal punishment which have been taking place in their area/region and bring out their demotivating effects on children. These will help teachers and parents to reflect and learn about the impeding consequences of these on children's development. Knowledge of such incidents will not only help teachers and parents to understand children's problems, but also help them to comprehend/understand the need to create a healthy and conducive environment not only in schools but also work with parents and community to save children from punishment of any kind at home/school.

- Hold Parents-Teachers Meeting atleast once a month to discuss the behavioural issues which may be observed in child/children who has/have been brought up in a stressed out environment. There is a need to take up such issues which compel children to steal or commit any kind of offence. Teachers need to understand that this could be because of the fact that children are coming from a low economic or poor family background or the child does mischief to seek attention. A caution needs to be exercised that the child/children should never come to know that he/she/they are being discussed negatively. The PTA should keep talking to such children and give them a feeling that they are good children and can become better.
- In schools, we need to encourage a healthy teacher-child relationship. It can be developed by way of planning and implementing various kinds of activities involving both parents and children through dialogue. Once a comfortable relationship develops, it grows healthy. The children feel free to share their problems. It gives an emotional security to every child. This helps in reducing children's stress and makes them feel reassured. It also provides ample opportunities to teachers to know more about their children and understand their parental and social background.
- We need to maintain a cordial relationship with both children and parents. We have to be a friend, guide, motivator, facilitator, inspirer for every child. As teachers, we need to be flexible and sensitive so that both parents and children feel free to approach us. The respect has to be mutual among all stakeholders. The children's dignity needs to be primarily kept in view all the time.
- Transaction and learning gaps should be dealt with an activity to encourage joyful learning. By doing so teaching-learning process will become meaningful and learning will be enhanced. Teachers like us will be able to help children with multiplying learning gaps and issues of behaviour with the help of all other stakeholders. This will immensely help in developing confidence among children.
- **A complaint box should be kept** in a proper place for its access to all children, so that they can drop complaints against ill treatment. We need to realize that **children will only come forward if they are assured that no harm will be caused to those who write complaints.** This is essential as it is a natural behaviour of children to get scared. They may not dare to share their ill treatment in the absence of an assurance. Once assured children will begin to share their grievances. They will feel much lighter as the burden will be off their mind and heart. Teachers can take it as a feedback which will help them revisit their own behaviour, methods, strategies and understand children better.
- **Gifted and intelligent children are fast learners**, who can also create problems. It is important to assign them challenging assignments. Mischievous/children with high energy levels should be engaged in more physical activities. Teachers need to channelise their physical energy for the benefit of other children and school. Use of TLM/TLE must be encouraged. This will make children feel involved while ensuring better understanding of concepts.
- **Children with special needs** have different problems due to physical, visual, hearing, learning and other challenges they have to face. Different solutions should be looked

for to enable challenged children to learn differently with dignity. For example, children with short sight must be seated in the front. Children with special needs need to be paid special attention by the teachers, otherwise, it will result in loss of interest and demotivation to study among other children. Peer group should be sensitised and motivated to treat them with dignity and empathy as these children should not be made to feel that they have inadequacies.

- Caste issues need to be dealt by teachers, children and community with sensitivity. Children should not be addressed as Scheduled Caste/Scheduled Tribe/Other Backward Class. Mid day meals in schools have acted as a great social equalizer among children. Mid day meal time should be used to sort out such issues with the help of children, teachers and parents. The community's help needs to be taken all the time to sort out difficult issues and situations.
- All children should be appreciated for their work. Appreciation must be expressed by both parents and teachers. It is critical for positive reinforcement. Personal relationships should be developed. Establishing personal rapport with the children reduces many problems — emotional, social, academic or any other. Towards the end of each of the workshops, the following resolution was passed:

We the teachers and the head teachers collectively would like to conclude that “Corporal Punishment has a permanent negative impact on children. It is a Crime against Children. We strongly and honestly believe that it should be immediately stopped in every corner of our country. The following needs to be addressed:

- There is an urgent need to advocate for effective implementation of the existing government policy and guidelines of National Commission for Protection of Child Rights and RTE Act-2009, not forgetting the National Policy on Education 1986 and its revised version of 1992.
- NCERT must prepare a film and material for all stakeholders - parents, teachers, administrators, children and community to sensitise them against the use of Corporal Punishment
- Alternative strategies need to be tried out and advocated
- There needs to be a written document stating the schools' positive discipline policy.
- Case studies may be taken up of children with behavioural problems to help them make better adjustments
- Curricular activities should be oriented towards positive and healthy development of all children
- Moral education periods should be introduced if not already there
- Lack of good methods of teaching-learning experiences. Teachers' treatment may be causing frustration. This should be revisited periodically by all teachers.
- Children should be encouraged to participate in discussions on various strategies which would work in creating enabling teaching learning processes for every child.

Appendix-1

Regional Workshop on Corporal Punishment Gandhinagar, Gujarat (*February 19-20, 2008*)

Programme Schedule

Day – I February 19, 2008	10.30 a. m.-11.30 a. m	Inaugural Session Welcome of Participants - Ms. Meena Bhatt, SPD, Gujarat About the Programme - Prof. Kiran Devendra, DEE, NCERT Inaugural Note - Prof. K. K. Vashishtha, HOD, DEE, NCERT Key note address - Shri B. B. Swain, secretary, primary Education Vote of Thanks - Prof. K. M. Gupta, DEE, NCERT
	11.30 – 11.45 a. m	Tea break
	11.45 am – 12.00 noon	Why Do Teachers give Corporal punishment? Sharing of Experiences by Participants
	1.15 – 1.45 p.m.	Lunch break
	2.00 p.m – 3.15 p. m	Panel Discussion with Experts - Dr. Manjumdar, Psychologist - Dr. Rajendra Anand, Psychiatrist - Prof. K. K. Vashishtha
	3.15 p.m.- 3.30 p.m.	Tea break
	3.30 p.m. – 4.30p.m.	Panel Discussion with Experts Continued.../-
Day – II February 20, 2008	10.00 a.m.- 10.30 a.m.	Discussion with the participants on critical issues related to: <ul style="list-style-type: none">• Why Corporal Punishment should not be given?• How to Deal with Difficult Children• Alternative Strategies to Corporal Punishment
	10.30 a.m.-11.30 am	Group Work to suggest Alternative Strategies
	11.30 am-11.45am	Tea break
	11.45 am-1.00pm	Group Work Continued
	1.00pm-1.30pm	Lunch break
	2.15pm-3.30pm	Group Work Continued.../-
	3.30pm-3.45pm	Tea break
	3.45pm-4.15pm	Presentation of the Group Report
	4.15pm	Valedictory
	5.00 p. m	Vote of Thanks: Ms. Padma Yadav, Lecturer, DEE

Regional Workshop on Corporal Punishment
At Don Bosco Institute, Guwahati (*March 18-19, 2008*)

Programme Schedule

Day – I March 18, 2008	10.30 a. m.-11.30 a. m	Inaugural Session Welcome of Participants - Prof. D. K. Bhattacharjee, Principal, NERIE, Shillong About the Programme - Prof. Kiran Devendra, DEE, NCERT Inaugural Note - Prof. K. K. Vashishtha, HOD, DEE, NCERT Key note address - Father V. M. Thomas, Don Bosco Institute Vote of Thanks - Ms. Kanchan, DEE, NCERT
	11.30 – 11.45 a. m	Tea break
	11.45 am – 12.00 noon	Why Do Teachers give Corporal punishment? Sharing of Experiences by Participants
	1.15 – 1.45 p.m.	Lunch break
	2.00 p.m – 3.15 p. m	Panel Discussion with Experts - Sister Elizabeth Geoge - Prof. D. K. Bhattacharjee - Prof. K. K. Vashishtha
	3.15 p.m.- 3.30 p.m.	Tea break
	3.30 p.m. – 4.30p.m.	Panel Discussion with Experts Continued.../- Prof. K. K. Vashishtha, Dr. Jayanta Das, Father V. M. Thomas
Day – II March 19, 2008	10.00 a.m.- 10.30 a.m.	Discussion with the participants on critical issues related to: <ul style="list-style-type: none"> • Why Corporal Punishment should not be given? • How to Deal with Difficult Children • Alternative Strategies to Corporal Punishment Dr. Jayanta Das guided the discussion
	10.30 a.m.-11.30 am	Group Work to suggest Alternative Strategies
	11.30 am-11.45am	Tea break
	11.45 am-1.00pm	Group Work Continued
	1.00pm-1.30pm	Lunch break
	2.15pm-3.30pm	Group Work Continued.../-
	3.30pm-3.45pm	Tea break
	3.45pm-4.15pm	Presentation of the Group Report
	4.15pm	Valedictory
	5.00 p. m.	Vote of Thanks: Ms. Kanchan

Regional Workshop on Corporal Punishment
Bangalore (March 28-29, 2008)

Programme Schedule

Day – I March 28, 2008	10.30 a. m.-11.30 a. m	Inaugural Session Welcome of Participants - Ms. Vandita Sharma, SPD, Karnataka About the Programme - Prof. Kiran Devendra, DEE, NCERT Inaugural Note - Prof. K. K. Vashishtha, HOD, DEE, NCERT Key note address - Shri Vijay Bahskar Vote of Thanks - Ms. Kanchan, DEE, NCERT
	11.30 – 11.45 a. m	Tea break
	11.45 am – 12.00 noon	Why Do Teachers give Corporal punishment? Sharing of Experiences by Participants
	1.15 – 1.45 p.m.	Lunch break
	2.00 p.m – 3.15 p. m	Panel Discussion with Experts - Prof. K. K. Vashishtha - Prof. Kiran Devendra - Ms. Vandita Sharma
	3.15 p.m.- 3.30 p.m.	Tea break
	3.30 p.m. – 4.30p.m.	Panel Discussion with Experts Continued.../-
	4.30 pm- 5.30 pm	Presentation on Survey on Corporal Punishment in Pune - Shri Subhash Swami Presentation on Why Teachers give Corporal Punishment - Shri K. Vijay Kumar
Day – II March 29, 2008	10.00 a.m.- 10.30 a.m.	Discussion with the participants on critical issues related to: <ul style="list-style-type: none"> • Why Corporal Punishment should not be given? • How to Deal with Difficult Children • Alternative Strategies to Corporal Punishment
	10.30 a.m.-11.30 am	Group Work to suggest Alternative Strategies
	11.30 am-11.45am	Tea break
	11.45 am-1.00pm	Group Work Continued
	1.00pm-1.30pm	Lunch break
	2.15pm-3.30pm	Group Work Continued.../-
	3.30pm-3.45pm	Tea break
	3.45pm-4.15pm	Presentation of the Group Report
	4.15pm	Valedictory
	5.00 p. m.	Vote of Thanks: Ms. Kanchan

List of Participants
Regional Workshop at Gandhi Nagar
February, 2008

<p>Jairam K. Gaonkar Secondary School Headmaster Shri Nirakar Vidyalaya Mashem, Loliem Canacona, Goa-403728</p>	<p>Rasik Thakkar Principal Behrampur Muni Gujarat School No. 3, Ahmedabad Muni School Board, Gujarat</p>
<p>Mandrekar Subhash Raghoba, Headmaster, Govt. High School Agarwado, Pernem, Goa</p>	<p>Manoj Patel URC Ahmedabad Muni Corporation Bapunagar Muni School No. 9 Gujarat</p>
<p>Barkubhai B. Chaudhari Asstt. Primary Teacher District Panchayat Primary Education, Dadra & Nagar Haveli, Silvassa (U.T.) PIN- 396230</p>	<p>Om Vir TGT (Maths) Rajkiya Pratibha Vikas Vidyalaya Raj Niwas Marg, Delhi- 110054</p>
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<p>Mahendrabhai Maljibhai Patel Asstt. Primary School Teacher, District Panchayat (Primary Education Deptt.) U.T. Dadra & Nagar Haveli – 396230</p>	<p>Varinder Singh Banga Member of State Pedagogy Cell S.C.O. 104 – 106, Sector – 34A, Chandigarh, SSA Punjab</p>
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<p>Madan Lal Rajwade Upper Division Teacher M/S Katgodi, B.E.O. Office Sonhat, Distt. Korea, Chattisgarh</p>	<p>Shyam Babu Verma Head Teacher, U.P.S. Ghudsara Goshaingang, Lucknow, Uttar Pradesh</p>

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**Regional Workshop at Guwahati
March, 2008**

<p>Chowdhary Bhagirath Singh Head Master (P/T) Kanakhl L.P. School Zonal Education Officer Zone-I Eudcaiton Department Govt. of Manipur, Manipur</p>	<p>Dahal Gangaram Teacher Chinggmeirong, Kabuikhul Imphal Infront of Don Bosco High School, Manipur</p>
<p>K. Nabakumar Singh Head Master, Zonal Education Officer Zone-I, Govt. of Manipur, Khuyathong, Manipur</p>	<p>Durlav Goswami Headmaster Japorigog M.E. School Japorigog, Guwahati-5</p>
<p>Teiborlang Passah Headmaster H.K. Singh Memorial U.P. & Secondary School, Towai Jaintia Hills, Distt. Meghalaya</p>	<p>Dileep Kumar Yadav Junior Teacher (PCM) Govt. Middle School Darlong C/o Dy. Director of School Education E/Kameng Distt. Seppa Arunachal Pradesh</p>
<p>Hilary Duia Asstt. Teacher, Mynken Govt. U.P. School Bhoirymbongi Bhoi Distt. Meghalaya</p>	<p>K.S. Diengdok Asstt. Teacher Deputy Inspector of Schools Shillong, Meghalaya-793008</p>
<p>Krish Ch. Marak Head Teacher, Rongsakgiri Deficit U.P. School P.O. Rongsak East Garo Hills Meghalaya</p>	<p>Rajiv Sharma Asstt. Teacher Zonal Education Officer Zone-I, Govt. of Manipur, Imphal</p>
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<p>Milan Mitra Barua Asstt. Teacher Inspector of Schools Education Inspectorate Chailengta, Tripura Dhalai, Tripura</p>	<p>Dhriti Sundar Datta Asstt. Teacher, Udaipur girls H.S. School P.O. Radhakishorepur Udaipur, South Tripura</p>
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Regional Workshop Bangalore

March, 2008

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Is This the Way to Treat Children: Corporal Punishment in 2013?

Background Paper

We wish to share with you what Corporal Punishment is, its meaning, its historicity, and its impact, how children have been affected by it physically, mentally and emotionally. Gradually but surely, it will make you realise that it impacts both child's development and performance negatively. It has a very limited positive impact. A child forces himself/herself to allow teachers and parents to impose against what he/she is actually interested in. The child is unable to cope most of the times. This impedes both learning and understanding. Both parents and teachers want the child to achieve as per their level of expectation. They rarely think or do not want to about the child's interest, aptitude or capacity to understand and cope. In case a child does not do so, it is beyond him/her due to some reason, they do not want to understand the child's limitations and when the child simply cannot, both subject him/her to corporal punishment of some kind.

Reading in the print media and watching the television channels about children being beaten by teachers in schools leading to permanent deformity, loss of hearing, loss of speech due to sudden shocks and deaths makes one think again and again, how can this happen to children in 2013! Whenever one tries to address the issue of Corporal Punishment in meetings (many a times, out of context), one always found teachers, parents and the community supporting it for better discipline and academic performance of children.

What is Corporal Punishment?

A short history and definition is necessary for a deeper understanding of why it is there in spite of some efforts made to abolish it. *Corporal Punishment is a forced pain physical, verbal, emotional or mental/psychological induced to change a person's/child's behaviour to bring him/her in conformity with the desires/wishes of the person in control.*

Historically speaking, most punishments whether in judicial, domestic or educational settings were corporal in nature. Spanking, caning, using sticks, bats, etc. were the most commonly used methods of punishment in homes and in schools. The humanitarian movement to respect the dignity of an individual and to emphasise his/her rationality and responsibility made a beginning to question corporal punishment. To discipline or punish through physical emotional or mental harm, is clearly a violation of the most basic of human rights. Children subjected to Corporal Punishment feel helpless. They grow resentful, shy, insecure or violent.

John Locke's writings 'Thoughts Concerning Education' played a major role in an attempt to getting corporal punishment banned from schools. Corporal Punishment, it is believed, has since been condemned and rejected for other disciplinary methods. However, corporal

punishment has been/is being commonly used in domestic situations and in schools. Both parents and teachers support each other in the use of corporal punishment to 'discipline' children. A variety of justifications are given to maintain the status quo as teachers, parents, community and administrators continue to believe that it is important to discipline the child.

Public humiliation often combines social elements with corporal punishment. Marking or branding has also been a form of punishment. There must have been hundreds and hundreds of cases in the past. Recent examples of this were in Uttar Pradesh where two boys - both less than ten years of age were suspected of a small theft (June 2007). The owner of the shop got *Mein Chor Hoon* (I am a thief) permanently engraved on their foreheads! Another child of 5 or 6 years was publically paraded in Punjab for a small theft (July 2007). It is difficult to even imagine how humiliated these three small boys must have felt. It is certain that they will never be able to face the world. The hurt and shame which they will carry with them throughout their lives and in the absence of any support coming in to reassure their future, will be a burden on their heart and mind. They will have no hope to sustain their lives. The families will also be treated with insults and unpleasant situations will be created which will always take away from them their dignity.

These incidents only point to the fact that children are subjected to this kind of public humiliation. A most recent case is of a teacher in Delhi who made a six-year-old girl take out her clothes and undergarments for not completing homework. When the girl did so, the class children were asked to clap and say 'shame, shame'.

Corporal Punishment cannot help children:

Studies have proved the ineffectiveness of corporal punishment in bringing about a permanent change in behaviours of those on whom it is inflicted. It works only for a short time. Researches have found corporal punishment as counterproductive and relatively ineffective, as well as dangerous and harmful to physical, psychological and social well being of those who go through this experience.

Statements issued by a large number of Countries' Academic Bodies, Associations of Pediatrics, Psycho-social Societies have pointed to the following:

- Corporal Punishment has been associated with higher rates of physical aggression, more substance abuse and increased risk of crime and violence. It rarely checks undesirable behaviour.
- It lowers children's self-esteem.
- It polarises the teacher-child and parent-child relationship.
- Parents and teachers should be encouraged and assisted in development of methods other than beating for managing undesirable behaviour.

Many states have developed child protection laws and systems. Yet mental, verbal, physical and emotional violence continues to be inflicted upon children in schools and homes.

Corporal Punishment in other countries

Many teachers, head teachers and administrators with whom we discussed the issue of corporal punishment refused to believe that corporal punishment is prevalent in foreign countries. The following information is important:

Corporal Punishment is Prevalent in many Countries

Corporal Punishment was banned in all public schools in Australia but continues in private schools. Corporal punishment was banned for girls in 1934 but for boys in 'boys' schools', it was legal even in 2007.

India

As per the latest report on child abuse by the Ministry of Women and Child Development, Corporal Punishment is defined as deliberate inflicting of pain intended to change a person's behaviour.

- The National Policy on Education 1986 and its revised 1992 version envisages schools to be welcoming for children.
- In December 2001, Delhi High Court banned it in Delhi and directed the government to ensure that children receive education in an environment of freedom and dignity. Goa and many other States/UTs and Tamil Nadu have also banned it.
- The Right to Education (RTE) Act 2009 envisages classrooms to be anxiety and trauma free for children

Sweden

In 1979, Sweden became the first country in the world to ban corporal punishment. Austria, Bulgaria, Croatia, Cyprus, Denmark, Finland, Germany, Greece, Hungary, Israel, Iceland, Italy, Latvia, Norway, Romania, Ukraine and Netherlands followed later.

France

A French court abolished it in the year 2000.

Canada

Made it illegal in 2004

Thailand

Banned it in the year 2000, reintroduced in 2002 and banned again in 2005.

Sri Lanka

Government imposes fine on schools, if they physically abuse the children.

UN

Article 19 of the United Nations Convention on the Rights of the Child 1989 states: "Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation".

USA

Corporal punishment in schools is legal in about half of the states in US and 'reasonable' corporal punishment by parents or guardians is legal in every state except Minnesota. Prohibition of corporal punishment in family day care, group homes/institutions, child care centres and family foster care varies according to state laws. Ban is proposed in California and Massachusetts.

United Kingdom

In UK's schools, physical punishment was often viewed as 'character building'. It was not until 1998 that corporal punishment was outlawed for the few remaining independent schools that retained the practice. England is debating since 2009 to bring it back to ensure discipline in schools.

Ghana

Corporal Punishment is allowed in schools but, as per Ghana Education Code of Discipline, canning is allowed only up to six strokes by the Head Teachers.

Kenya

A latest report by UN Human Rights Watch said that teachers in Kenyan schools subject children to regular physical abuse even for minor offenses. It is legal, but only head teachers are allowed to beat pupils.

China

Banned Corporal Punishment in 2005. Spanking is still widely practiced. However, reforms like giving students multiple options for the kind of punishment and organising hearings have been introduced recently.

Corporal Punishment continues in spite of bans in various countries, U.N. Human Rights, and UN Convention on the Rights of the Child.

Efforts of the UN

The Commission on Human rights, UNESCO launched a new report "*Eliminating Corporal Punishment - the way forward to Constructive Child Discipline*". The UN Committee on the Rights of the Child has consistently recommended to state parties the Convention on the Rights of the Child to prohibit corporal punishment and other forms of violence against children in institutions, schools and in homes.

Good Practices: Discipline without Punishment

We have a number of instances where teachers have been able to improve children's behaviour and performance without punishment. Maria Ashton Warner in her book '*Teacher*' discusses what she picked up from her inspector, something that was new - the use of a **Synthesizer** and the eight notes from the **Beethovians' fifth symphony**. He believed that 'discipline is a matter of being able to get attention when you want it'. The inspector as a teacher did not use any of the earlier methods like ringing the bell using a ruler on the table, saying 'keep quiet' or 'listen carefully'. He did not talk about discipline. Warner found that what worked for the inspector could work for her as well. The inspector demanded attention from large number of children for a long time. Warner modified it, she wanted it only for a short time. At the sound of these symphony notes she trained children to stop whatever they were doing and look at her. "She felt that if teachers cannot create interest, children lose interest in what is being taught in class. They do not pay attention."

Warner kept refining her methodology. It is not so much the content but the way in which it is conveyed. The effective teaching method, she goes on to discuss, in her book, is to be sensitive to each child. She has narrated how sorry she felt after she committed mistakes in dealing with difficult children. She believed that teachers should not criticise children and that it is important to engage them in conversation.

In our Country

A Study on Corporal Punishment conducted by Plan India in 2006-07 confirmed the prevalence of Corporal Punishment. The following excerpts need your attention:

- The study covered 41 schools in four states of India, Uttar Pradesh, Bihar, Rajasthan and Andhra Pradesh.
- The team interacted with 1591 children and members of Plan India's partner NGOs.

The survey showed that corporal punishment is an accepted way of life in schools and homes. Many people argued that children cannot be disciplined without punishment.

- There were different types and forms of corporal punishment, about 31 have been documented.

- There was a stick in every classroom or in the hands of the teachers.
- People also argued that punishment free schools or homes do not exist anywhere, and that, adults have a right to punish children or else they will be spoilt.
- People take corporal punishment as a just punishment for bad behaviour.

Devi Prasad, the author of *Art: The Basis of Education* has a vivid memory of his primary school where **teachers did not hesitate to give Corporal Punishment to children, which made children hate the school.** There was nothing, which created interest in the school - an interest in any subject or activity. He realised the difference later when his teachers, Rabindra Nath Tagore who himself had gone through the painful experience of Corporal Punishment at home from the domestic servant Brijeshwar and at School. He believed that a school can and must be a place of joy and creativity and Gandhiji who was against corporal punishment, viewed it as a form of violence which was against his principles of non violence. In response to a teacher's letter seeking his views on the same, Gandhiji said, "I am quite clear that you must not inflict corporal punishment on your children and pupils...". Gandhiji was like a teacher to Devi Prasad when *Nayee Talim* was in its second stage. Devi Prasad observed, "It was to deal with children from the ages of 5-14 years. It was to have all our energy and dedication...". Devi Prasad worked to integrate the principles of both Gandhiji and Tagore. The Ashram became Devi Prasad's laboratory for experimenting with child's art. *Nayee Talim* emphasised on self-reliance for an individual as well as the community and on social relationships."

One of India's greatest industrialists Ratan Tata has also experienced Corporal Punishment in a good school. He discusses how learning was only mechanical in his times in a write up, in a national daily, The Times of India.

Our country has had Gijju Bhai Badheka who was passionate about his students and their learning with dignity. There is so much to learn from his sensitivity to children's education, their needs, their self respect and the need to understand them both by parents and teachers. His concern is expressed beautifully in:

Mujhe Chaen Kaise Parhe?

(How can I be at Peace)?

How can I be at peace till children are beaten at home, rebuked in schools?
 How can I be at rest till schools, libraries do not become places like gardens?
 How can I be at peace till children do not get love and respect?

There was an hour long TV programme of a class X Girl child, Kritika of Jesus & Mary School of Ambala. She is a severely challenged child. She cannot walk, lift her head from her desk. Her parents make a great effort to bring her to school and back home. Kritika is doing well in studies because of the efforts of her teachers. Kritika patiently waits and happily watches everyday all her classmates leave till her parents come to take her home.

The teachers have made a great effort to make children sensitive in school. This has made Kritika very confident.

It is important to have a child-centred approach in teaching learning processes. National Policy on Education (1986) envisaged warm, welcoming and encouraging approach for the child in schools where all share a concern for the needs of child. **It envisaged complete exclusion of Corporal Punishment in the educational system.** This approach would motivate every child. The National Curriculum Framework-2005 reiterates its concern for child centred learning and making it a reality for every child to learn with joy.

The RTE Act 2009 bans Corporal punishment to ensure fear and anxiety free classrooms in schools.

Teachers justify Corporal Punishment: Only a few statements have been taken:

- There are just too many children for me to handle in a class and so punishments become a necessary tool.
- There are so many non-teaching tasks that I am not able to give enough attention to children's problems.
- I am middle aged and I do not know how else to control my class.
- In schools, children receive at least five beatings per class per day. This shows incidences of corporal punishment in schools are quite common.

Violence both in schools and homes is common against children and at times you may get more punishment at home rather than in school. Children are starved, inflicted burns on their hand, tied to a chair and beaten, chilly powder poured down his/her throat if he/she cries, a thick wooden rod tied along the under arms and the back of the knees and kept suspended from the ceiling for long hours and so on.

(Plan India, 2006-07)

It points out that, it is very much there in spite of -

- National Policy on Education, 1986 and 1992 banning it. It envisaged that the schools should be welcoming for children.
- Right to Education Act, 2009 envisages classrooms to be anxiety and trauma free.
- A convention which protects the rights of all children, the United Nations Convention on the Rights of the Child (UNCRC):
 - Article 19 of the Convention says 'Children should be protected from all forms of physical or mental violence, injury or abuse'.
 - Article 28 (2) states 'School discipline should be administered in such a way so as to maintain a child's dignity.'
- The Honourable Supreme Court, the highest Court of India, has banned Corporal Punishment for children.
- The lawyers have highlighted certain situations in the Indian Penal Code according to which judges decide that using corporal punishment is illegal.

- Under Section 23 of Juvenile Justice Act – 2000, anyone who assaults, abandons or neglects a child and treats him/her badly can be put behind bars for six months or can be fined heavily,
- States/UTs like Delhi, Andhra Pradesh, Goa, Chandigarh, West Bengal, Odisha and Tamil Nadu and some more have taken steps to ban corporal punishment. Assam announced a ban in August 2009.
- It is critical to mention that Right to Education Act, 2009 bans Corporal
- Punishment to ensure anxiety and trauma free classrooms when Plan India carried out its study it was discussed again and again as Compulsory Education of Children Bill (2002)

Children’s Perceptions and Experiences:

All efforts to save children from punishment have hardly had any effect because there are many reasons why grown-ups use Corporal Punishment for children:

- It is a necessary part of upbringing and education.
- It is a part of our home, school culture and child rearing tradition.
- Banning Corporal Punishment is a trivial issue for parents, teachers, community and administrators.
- Schools need Corporal Punishment as a last resort – a deterrent to discourage bad behaviour and encourage good work.
- Changing the law to ban Corporal Punishment will make little difference in States/UTs where the law is not widely respected or enforced.
- Children feel humiliated when they are punished
- Children accept it as a part of their life. Many of them support it as they have no other option.
- Punishment ought to be made mandatory for children (A primary- school boy student).
- “I feel depressed when my mother beats me but I continue to do mischief” (A drop-out boy student from a village).
- “Sir is a good teacher, so what, if he beats?”
- “Sir doesn’t beat, but doesn’t teach either” (A primary school girl student, village Badkidali, Maharajganj).
- “If we wear a colourful dress to the school on a non-uniform day, the teacher punishes us”. (A group of secondary school girl students).
- “We are beaten mercilessly at school. As a result, we are no longer able to sit properly” (A group of boys from upper primary- school)

Plan India research discovered that children have also accepted Corporal Punishment as a part their growing up.

It is unfortunate that Children have experienced shocking incidents of Corporal Punishment

During an interaction with 50-60 children of Navodaya Schools in 2011, almost every child said that Corporal Punishment helps them do better in their studies. Their teachers who were a part of this interaction, with lot of reluctance, expressed similar views. It came as shock to me and continue to give anxious moments, the moment I think of this incident.

The examples of sensitive teachers are only a few, majority of teachers believe in giving corporal punishment. To believe that only male teachers subject children to Corporal Punishment has no basis as female teachers have been equally or even more cruel to children.

The following few examples will make you freeze:

Several years back a teacher had hit a child on his temple close to the ear with a duster. The child lost his hearing sensation of that ear! Teachers have been hitting the children in schools for petty reasons – inability to do homework, get good marks, to reach school on time, talking to children while the teacher is delivering a prepared lecture etc. More than a decade back a child had died in the casualty of the All India Institute of Medical Sciences (AIIMS), New Delhi after receiving injuries from beating by his teacher. At that time it went totally unnoticed. For many of those present there taking care of their own relative/friend was more important. No one had the time to inform the Press about this, or lament the loss of a young life.

September 1997:

Rakesh a class VI student had taken a dip in the school tank. He had already been punished for not wearing school uniform. He was later paraded naked in front of children of the entire school.

May 14, 1998:

Jeet Ram, a student of Shimla, was beaten to death by his teacher because he forgot his Maths and English books at home.

December 14, 1998:

A teacher infuriated over his transfer, beat two six year olds to death

September 2003:

Thirteen year old Priyanka Ozarde, a class VII student of Mumbai, was cruelly beaten by a teacher for returning late from the school break.

2006:

A teacher had so brutally beaten a boy in one of the schools in Ghaziabad that the child's hipbone was fractured! The teacher used a hockey stick to break the hipbone. The reason was that the child came to the class without doing his homework. The teacher did not even ask him the reason for his not doing the homework. However, when it became an issue, it

was discovered that everyday the child's mother used to help him with the homework, but on that particular day she was sick. The Orthopedic surgeon said that the child will have to be operated. He was not sure as to how much time the child will take to recover and whether the recovery would be complete! It is important to mention that the family faced enormous financial difficulty to manage the surgery.

2007:

A six year old boy was beaten up by his teacher, his elbow was fractured. His recovery must have taken a lot of time after the surgery. There could be several other such cases, which might have gone unreported. Some cases are reported in the print and live media, there may be many more cases which have not received attention by large sections of our society!

In August 2007, Arpit a student of Class XII a school in Udaipur died, because a lady teacher had beaten him cruelly. This teacher had been beating children earlier also. No one ever raised it as an issue. The school was gheraoed by a large number of parents, lawyers, activists and members of larger society. **This was the first case when there was a public outcry.**

In Karnataka, a 9 year old Andhra boy was beaten by his teacher, fracturing his hand using a stick at the same spot where an earlier fracture had healed with a rod inserted. The lady teacher lost her temper as the boy had not covered his book properly. The child is the son of a Security Guard.

In Tuni Town there is a Principal who gives **electric shocks to students** for better performance. It is a residential school run by a Christian Mission. In Nalla Kanta's St. Mary' School, a teacher hurt a five year old girl K. Deir Vara Prasad by pushing her very hard (August 2007). Both the cases are of Andhra Pradesh.

A Twelve year old girl was beaten by teacher in Gurgaon. She was taken to City Hospital in an unconscious stage. This happened in spite of the fact that **Delhi High Court had banned Corporal Punishment in classrooms/schools in the year 2001.**

On August 24, 2007 six teachers brutally beat up a girl, an eleven year old girl for not doing her homework properly. She was hospitalised in Bangalore

A class VI student Brijesh Prajapati was beaten for talking in the class. He died in hospital due to multiple fractures and internal bleeding. The family had great difficulty in getting the case registered.

In Mumbai, Mugahed Dadan became moderately deaf; his eardrum had been perforated, because of a severe blow from his teacher. This is the first case where the school authorities have apologised. However, an apology is not going to give back the child his normal hearing! (This has happened after the National Commission for Protection of Child Rights' Guidelines)

While talking to parents, teachers and potential teachers one continues to hear that a minimum level of corporal punishment is essential. In a selection committee where more than seventy young candidates were interviewed, majority believed in giving punishment to change the behaviour of indisciplined children and to improve their performance (Interview at RIE, Bhubaneswar, August 2007). The situation has not improved. In 2012 also most teachers and parents think in this way. The age group, the background and even the regional background, rural or urban has no impact of a positive nature to create an environment for schools and homes without Corporal Punishment or even to take little steps to save children from Corporal punishment of innumerable kinds. Little steps or actions would surely lead to banning Corporal Punishment from the lives of children. A 40 years old man was sentenced to 5 years' jail who forced his 11 year old son to commit suicide. The father subjected the child to continuous beating for years. The child was depressed. He ended his life by consuming phenyl. The judgment for jail sentence for a father whose cruelty led to the child taking his life was delivered by a Mumbai Court Judge N.G. Crimekar (Times of India December 3, 2012). The formal bans have had a gap in terms of institutionalisation and internalisation about the need for a ban on Corporal Punishment. It is there because it continues to have indirect sanction of school, parents, administrators and the community.

An important fact, which needs to be thought over again and again is that beating up of children by teachers is increasing and is becoming a trend because nobody has been able to take a stern action against these teachers! The school administration supports their teachers, the parents reconcile if the child recovers and if he/she doesn't take a lot of time for them to accept an emotionally difficult situation which they had been supporting themselves for improving their children's performance. They did not realize that the consequences could be as serious. They continue to live with the memories of an irreparable loss.

Children, who recover from injuries caused by teachers' beating, only recover physically. They get upset emotionally and suffer from fear of teachers and later of their seniors at work place. A lot of effort is required to give these children the confidence to go back to the school. It must be a great effort on their part because even if they start attending classes, their performance is affected negatively, because they are scared. Very few children who get rejected once have the courage to accept the challenge to be successful for such children. Jason Comely's Rejection Therapy should be used to turn rejection into success by teaching them social skills which will help turn setbacks into achievement. When such steps are taken it saves children from going into pain getting angry, feeling hurt and rejected all at once. When these children grow into adults, their self confidence and self-esteem is low. They keep waiting for approvals for everything they do which rarely comes their way. Comely believes that rejection should never be viewed as failure. It should not be viewed negatively. It helps all of us to 'learn more about ourselves and our true capabilities'. Children should be helped in schools and homes not to behave what others perceive of us and look for approvals. They must rely on their own perception about themselves. The class teachers, head teachers, parents, peers, community needs to be sensitized to this aspect who will help children to come out of the consequences of rejection. We will then have a generation of youth who will no longer look for approval for feeling motivated. They would be self motivated. **Learning**

and understanding is never meaningful when teachers create situations where children are afraid of them.

Judgments like Mumbai or strict punishments would send strong messages to parents, teachers, administrators and the community. These could create an impact to make a beginning to check corporal punishment.

Towards Sensitive Legislation:

National Commission for Protection of Child Rights (2007) issued Norms against Abuse to deal with Corporal Punishment. The definition has been expanded to include both physical and mental aspects of Corporal Punishment and the new classroom rules have been framed.

Guidelines for Schools

The classrooms need to:

- display guidelines of National Commission for Protection of Child Rights.
- put up a complaint box where children can drop notes against ill treatment. These have to be taken up in PTA meetings

Parents

- must lodge FIRs against any form of punishment in schools.

States/UTs

- Chief Secretary to take up cases of this nature immediately.
- Departments of Education to monitor implementation and report to the panel.

The guidelines of National Commission for Protection of Child Rights have evoked mixed reaction. Many feel that children should not begin to judge teachers and begin to believe that they can get away with anything. The Editorial of a National Daily is on **Teachers fear Losing Control** if children have the right to complain against them. Parents do not want children to complain against teachers. From the discussions on television, views expressed in newspapers and on talking to a large number of them – teachers, principals and parents still continue to support each other on Corporal Punishment in the form of verbal abuse and even beating, as long as does not take a child's life. Most teachers, principals and parents still feel the compulsion to control children in any possible manner to bring in discipline.

In Times of India, 'My Times, My Voice', August 12, 2007; 60 per cent of the people voted against rebukes being treated as punishment. Majority of parents felt that school is the place where a child is taught discipline. Ms. Shanta Sinha, Chairperson, National Commission for Protection of Child Rights, response was that guidelines need not be seen as a tussle between teachers and children. Teachers can command respect without rebuking and punishing children.

REACTIONS OF SOME SCHOOL PRINCIPALS ON THE GUIDELINES

“Banning punishments like kneeling down is a good step and we also agree that educators should never use abusive words for their students. However, lodging FIR against teachers for using aggressive language is going too far. Teachers and schools should come together to bring sanity to the system” felt Ameeta Wattal, Principal, Springdales, Pusa.

Madhulika Sen, Principal, Tagore International, Vasant Vihar, had the following to say:

“I wonder how does one control the child and prevent him from misbehaving with teachers. There have been instances when students tell teachers that the lecture is boring and they don't want to attend it. Even incidents like students breaking the windscreen of the teacher's car have been reported. Should the teacher then lodge an FIR against the child?”

“I believe this is the right time for parents to wake up and realise their legal rights. However, at the same time, parents need to work in tandem with the schools to instill discipline in students through alternative ways rather than resort to abusive language or any kind of punitive action”, expressed Shyama Chona, former Principal, DPS, R.K. Puram.

It is a fact that in early 1990s, all the school teachers and the Principal in one of these schools were complaining to a specially kept male teacher for beating the boys and rebuking the girls who misbehaved. This male teacher later become the Principal of this reputed school.

Medical View Point

Several cases have been reported where parents/teachers have beaten children mercilessly. Corporal Punishment is taking toll of children's mental health, physical health and even deaths of children in schools. Doctors sensitive to children's issues have been concerned about corporal punishment. Psychologists and psychiatrists have been expressing their concern both in print and live media:

- A former Director of BHU Medical College, presently Senior Consultant Orthopaedics, Prof. S.M. Tuli, VIMHANS, New Delhi is very sensitive towards children who are treated with insensitivity in schools by their teachers, peers and their parents at home. He keeps telling these children who have been his patients to be bold and tough!
- Prof. M. P. Sharma, former Head of the Department, Gastroenterology at the All India Institute of Medical Sciences (AIIMS) and presently Head of the Department of Gastroenterology, Rockland Hospital, Delhi has the following to say:

“It is shocking to find that Corporal Punishment continues to be used on children. The psychiatrists, psychologists and Paediatricians keep discussing behavioural issues of children when parents come to them. The physicians need to do this as well. It has been reported that most of them are uncomfortable with this idea. During my forty years of experience at AIIMS I have been observing how anxiety and fear have been affecting children and adults. They lose confidence, become nervous and have a very low self esteem. I have always made a special effort for such patients by trying to talk to them to

understand as to what has been bothering them. I assume them that that they 'can unburden their mental burden'. Whenever I discover an anxiety in my patients, I try to involve their family members to provide emotional support to the patients. This results in better treatment and gives an impetus to enhance the confidence of both child/adult patients and the healing process as well.

Adults need to be treated with dignity, children need to be treated with greater dignity and care. I am dreading that if parents, families, children's friends and neighbourhood do not make it their priority to be good to children, we will continue to treat children with anxiety related diseases like fever, vomiting headaches, acidity, diabetes, hypertension and palpitations. These children will grow into adults who will always be scared of their seniors and in the process their performance will be impeded.

Parents, teachers and peers must never subject children to either physical, emotional, mental or verbal punishment as it creates a panic in children's minds. I have always taken care of not creating a panic even in case of those patients who are battling for their lives. I keep telling them every day that they are doing well. This helps them to keep fighting and most of them get well. This needs to be done in case of children in a much larger measure. They must be constantly reminded of their strengths!!

As doctors we are trained to be sensitive, caring and supportive to our patients. This needs to be incorporated in all the Teacher Training Programmes. A beginning needs to be made by introducing sensitivity against use of any kind of punishment in schools, homes and neighbourhood. A teacher has the power to change the lives of children. Training would help teachers to create healthy situation for children in schools as well as outside schools.

Parents need to support their children whenever a teacher ill treats them. I did so in case of my daughter three decades back".!!

- Dr. Jitendra Nagpal of VIMHANS Hospital ideally strongly feels that parents and teachers need to counsel children in the absence of a mechanism to voice the rights of the children including adolescents, who are in majority subjected to both physical and emotional abuse. Any act, deed or words which demean or degrade the integrity of the children has to be stopped as this leads to low self-esteem, self-pity and sense of guilt among kids. In cases where a child is defiant, educators and parents should make collaborative efforts to make a behavioural assessment. Different behavioural therapies and modification methodologies have to be adopted and the child needs to be helped to adopt a positive attitude. The adults must instil a sense among kids to behave responsibly by creating a harmonious environment around them".
- Dr. Samir Parikh, Chief of Department of Mental Health and Behavioural Sciences at Max Health Care believes that there are many over demanding parents who burden their kids with their sky high expectations. That's unfair. Give the child the breathing space".

He suggests that “in school, use of physical force or insulting the child in front of the class should be a complete no – no. Any kind of public humiliation leaves a negative impact on child's psyche. Peers often have a tendency to ridicule, which at times becomes too much to handle. In some cases where the child is extremely sensitive, he/she may even want to end his life”.

- Dr. Seema Hingorany, Clinical Psychologist and Therapist feels that "A therapy manifests addressing nothing more than aggression in a child. After all he/she is only emulating what he/she is experiencing. There are deeper and disturbing repercussions that follow an act of physical abuse. In cases where hitting is a way of disciplining, chances are, a child may get psychologically damaged forever, low self-esteem and lack of confidence. Children are extremely sensitive and intellectually stimulated, so don't use the word punishment for them. It is a harsh word that leaves them hurt. Discipline is the right word. Do not hit or use any punitive methods, as that is not a right resort to discipline a child".

A ban on Corporal Punishment has proved effective to check the widely prevalent practice in public schools and also in private schools as cases have been reported from Karnataka, Delhi, Maharashtra, Rajasthan, West Bengal, Himachal Pradesh and other States/UTs and other places. A group at the National Commission for Protection of Child Rights is working on positive Discipline Techniques.

Action Taken Against Teachers Inflicting Corporal Punishment

The National Commission has done a commendable work in institutionalising these guidelines. The past experience is a pointer to the fact that any guideline, rule or law needs to be internalised and effectively implemented, for which an awareness generation campaign is essential. There is a need to sensitise and orient parents, teachers and children along with community against corporal punishment of any kind and make them a part of a larger social movement.

We need to address the issue of teachers who are used to giving corporal punishment, at the administrative as well as at the social level. While the administrators can take punitive action against these teachers; parents, peer groups and the community must deal with it at the social level. They could think of the following in case the child survives severe injuries or dies:

- ask for transfer of such a teacher to a distant place
- ask the school to pay for the treatment of the child, loss of job depending upon the severity of punishment
- become a part of a social movement to organise a mass social boycott of such a teacher

Following are some cases which have given impetus to some action against Corporal Punishment.

Arpit's Case:

In a case where the child does not survive, it should be ensured that such a teacher not only loses job but ensure that he/she is not accepted for any other job of a teacher. The death of Arpit, a 19 year old boy of Udaipur is one such effort – The school was *gheraoed*. There was an outrage of this nature and magnitude for the first time. Parents and students got together along with people from public life, doctors, engineers, and general public all joined this movement to strengthen the larger social concern. Months after Arpit's death there has been another public outburst and outrage in Delhi where a six-year-old girl was asked to remove her clothes and undergarments for not completing her homework. There was such a strong reaction to it by the public that the Delhi Chief Minister had to order a probe. A permanent Committee has been set up to deal with cases of punishment in schools.

A teacher who had beaten five of his students with a stick for not doing homework and for bunking classes was arrested. While the school authorities when approached by parents did not take action against him, the police did, because of the social pressure.

A fourteen year old boy was brutally beaten for scribbling on the notebook. Ajay Kumar was in ICU for two weeks. He was a student of Sarvodaya Higher Secondary School in East Delhi, Binod Nagar. No action has been taken against the teacher. The police is waiting for investigation to be over. One really wishes that the public outcry against the teacher and the school like the one in Udaipur should have been there in the capital city of our country!!

Parna's Case

Parna Das, a Class IX student of Panchpara High School in Sankril (West Bengal), got into trouble when she and some other girls failed to find their teacher's, Gautam Roy Choudhury's, story funny. She failed to join other students in laughing at a humorous story he narrated. The history teacher beat Parna Das and banged her head against the classroom wall. A profusely bleeding Parna almost fainted. On being informed by the school, her parents rushed to school and took her to a local doctor. Parna was later taken to Howrah district hospital where she was discharged after basic treatment. The scan report was awaited. Later at night, Parna's father Swapan Das lodged a complaint at Sandrail police station. Choudhury was arrested from his rented house in Unsani in Jagach, Howrah, and produced in court on Friday. "The way the teacher beat my daughter is inhuman. We are not sure when she will recover from the trauma," said the father.

Shanno's Case

With an increasing number of such cases, there is need for a peoples' movement to abolish Corporal Punishment! Everyday you will find a child is punished, humiliated his/her dignity is threatened or is losing life. Shano's case as reported by Indian Express¹ is reproduced for each one of you. You need to read it with unwavering attention to discover how cruel a teacher can be!

¹ *The Indian Express, New Delhi, April 18, 2009*

Shano dies, sister says she had asked for water but teacher poured it on her.

ELEVEN YEAR OLD Shano Ayub passed away in the early hours of Friday, her frail body unable to survive the inhuman punishment in school two days ago.

A little after lunch on Wednesday, in the Municipal Corporation of Delhi (MCD) Primary School, Shano was asked by teacher Manju, 27, to translate a word into English. When she failed to give a satisfactory answer, Manju, asked her to “sit like a hen” in the scorching heat outside. The teacher also reportedly put two bricks on her back. Shano suffered for nearly two hours before collapsing.

Her sister Saina, aged 7 years, said: “Shano’s requests for water went unheard. In fact, Manju madam brought a bottle of chilled water and poured it all over Shano. She even pushed my sister with her elbow. Shano fell on the nearby wall and started bleeding from her nose. I ran home and informed my mother.”

Saina, who studies in Class III, is an eye witness to the incident. Mother Rihana Khatun rushed to the school and informed Principal Dhanpat Dubey; when she saw her daughter had become unconscious. Rihana said: “The teacher did not help and asked me to take my daughter to a doctor..” Her husband was out of town at that time.

Rihana first took Shano to a maulana who tried to revive her. When she did not respond, Rihana rushed her to the Maharishi Valmiki Hospital. Seeing Shano in a critical state, the doctors referred her to the Lok Nayak Jai Prakash Hospital, where she slipped into a coma. Shano died in the early hours of Friday.

Shano, though older to Saina, studied in Class II. She failed last year as she had been admitted late into the session, her mother said. Meanwhile, at their *jhuggi* in JJ Colony, Narela, Shano’s brother Arman aged 1 year, and Imran aged 5 years, were oblivious of the cameras as they played with each other on Friday. A stream of relatives and neighbours dropped by to console the family.

Shano died because of the heat stroke

The postmortem will be conducted on Saturday after a medical board is formed. Preliminary reports suggest, she succumbed because of the intense heat. Doctors said her pulse was feeble when she was brought in.

On Friday, her father Ayub Khan kept repeating, “Her teacher made her stand in the sun only because she could not spell a word in English. She was on the ventilator for two days but did not survive,” he said. The teacher on the other hand has told the police that Shano had frequent fits, and that she went out in the sun on her own. It is learnt that the teacher Manju had been cruel to Shano in the past, and had beaten her often. Saina, shano;s sister said: “This is how she punishes every girl. But she was more rude to Shano and had also slapped her several times.”

Shano wanted to leave school after Manju joined

Rihana said Shano had complained of Manju's bad behaviour ever since the teacher joined the school last year. Rihana said, "She asked me several times if she could enroll in another school as Manju beats her often." Rihana and her neighbours had also brought the matter to the school's notice but no action was taken. No civic official has also visited the family, nor any compensation been announced.

Case of culpable homicide

A case under section 304 (culpable homicide not amounting to murder) has been registered at the Narela Police Station but the teacher could not be arrested since she is untraceable. Deputy Commissioner of Police (Outer District) Atul Katiyar said, "We are waiting for the medical report to initiate further action. A team has also been sent to Sonepat, where Manju lives."

MCD inquiry

MCD spokesperson Deep Mathur said: "The civic body has ordered an inquiry by the Chief Vigilance officer. The report is expected by Tuesday." Sources said Mayor, MCD, Aarti Mehra has requested the MCD Commissioner to terminate the service of the teacher. In a press communiqué, the MCD Commissioner expressed regret about Shano's death.

The MCD is also planning to hold sensitisation workshops for teachers at zonal levels. This will have inputs from NGOs, psychology and education experts and MCD officials. The Delhi government has also sent the civic body, an advisory to take exemplary action against teachers who indulge in corporal punishment.

Teaching Kids a fatal lesson

Pragmatic Paradigm

A Delhi schoolgirl's death proves that the ban on corporal punishment has been ineffective.

Less than a month-and-a-half after the murder of 19 year old Aman Kachroo, comes the news of the death of Shanno Khan, 11, a Class II Student of a Municipal Corporation of Delhi (MCD)-run Girls' Primary School. Shanno was allegedly made to squat with bricks on her shoulders under a blazing sun for two hours because she could not spell words in English. According to her medical report, Shanno died due to 'prolonged standing'. Though the two deaths Kachroo's and Shanno's- took place under different circumstances (one due to ragging and the other due to corporal punishment), these incidents prove that court orders and sensitisation programmes alone are not enough to curb such heinous crime. In fact, on March 19, a teacher, again at an MCD school, beat up 10 students with a nail riddled cane. (It needs to be mentioned here that the Delhi High Court banned corporal punishment in 2001).

Though Shanno's teacher, Manju, has claimed innocence, corporal punishment is routine in government run schools. Most students in these schools are from the poorer sections of society and their parents neither have enough courage nor the information about child rights.

Hence, physical punishments go unnoticed and unreported. In Shanno's case too, the police was initially reluctant to register a case against the school authorities. As expected, an inquiry has been ordered into the Shanno case and compensation promised to the family. Some have called for a change in the **Indian Penal Code since Section 88 of the Code gives protection to parents, guardians, adults and others who physically punish children, if it is with the 'best intention' and Section 89 gives indemnity for acts committed against children below 12 years.**² These provisions, say, experts work against the protection of child rights. However, even if these changes were made, they would be cosmetic, because implementation has always been our *Achilles Heel*. Teachers have no fear of punishment and know that they will get away with suspension at worst.

The Delhi Police has registered a case under Section 304 (A) - death caused due to negligence. But this is not enough, the teacher must be charged with the much stricter provision of manslaughter and justice must be swift. For Shanno's parents, this may be cold comfort; they have lost their child forever. But a strong punishment will send out the signal that imparting knowledge cannot be through third degree methods.

What needs to be addressed by the Government as well as private schools, parents and community/society, is the issue of accountability and responsibility of teachers. We do need to seriously discuss why number of sexual harassment and the rape of schoolgirls by teachers are on the rise!

Shanno Foundation was launched by Rohit Kochhar, A Corporate Law firm Owner in May 2009. "We pledge and resolve to fight the menace of Corporal Punishment until it is eradicated from schools in the remotest corners of the country." The foundation will endeavour to support Welfare Projects pertaining to education and well being of under privileged children.

Children need to be empowered to act as agents of change. We have examples of Bal Panchayats bringing about positive changes. A determined single child can also check a wrong practice. A teacher was arrested for disrespecting the national flag.

It is high time that a public accountability of teachers also becomes a part of our system done. The pay scales of teachers have been revised, yet, they pay less attention to children in class. A large number of teachers hardly spend time to prepare for teaching children in their classes. They are either themselves running from one home to another to give tuitions or inviting groups of children or individual to take tuitions. They are only interested in how more number of students can be accommodated. Such commercialised tuitions are only taken to make money. You will agree and appreciate that there must be little satisfaction to the

² *The Editorial of Hindustan Times, needs your greater attention to realise that in absence of stern action, social boycott and people's movement how cruelly children are treated in schools and that even when a child dies, the time lapse to take a stern action is too much.*

teacher who gives tuition or the students who takes tuitions. The satisfaction to the student is hardly a concern of such teachers.

The more significant point which needs to be thought of is that most teachers have little or no time in the class for those students who cannot afford tuitions! There is neglect of duty and lack of accountability on the part of such teachers! They lack understanding of children's perspective, are ignorant of the problems which children face at home, in class or in school – they hurry to punish them without finding the reason for a child who comes to the class with unfinished homework, or is unable to understand what the teacher is trying to explain!

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Teacher bangs 15-yr-old girl's head against wall

Kolkata: A 15-year-old schoolgirl had her head banged against the classroom wall by her history teacher after she failed to join other students in laughing at a humorous story he narrated.

Parna Das, a class IX student of Panchpara High School in Sankrail, got into trouble on Thursday when she and some other girls failed to find their teacher's, Gautam Roy Choudhury, story funny. A furious Choudhury scolded them and, refusing to listen to their pleas, ordered them out of the classroom. The girls went to headmaster Sukamal Das, who told them to send Choudhury to his room. When Parna conveyed the message to Choudhury, the history teacher beat the girl

and banged her head against the classroom wall. A profusely bleeding Parna almost fainted. On being informed by the school, her parents rushed to her and took her to a local doctor. Parna was later taken to Howrah district hospital where she underwent a scan and was discharged after basic treatment. The scan report is awaited.

Later at night, Parna's father Swapan Das lodged a complaint at Sankrail police station. Choudhury was arrested from his rented house in Unsani in Jagacha, Howrah, and produced in court on Friday. "The way the teacher beat my daughter is inhuman. We are not sure when she will recover from the trauma," Swapan said. TNN

With an increasing number of such cases, there is need for a Peoples' movement to abolish Corporal Punishment!