

Violence in Elementary Schools

A Case of Assam in North-East India

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Abstract

Corporal punishment is a major and commonly known form of violence in schools that deepens the crisis in learning. In India even if corporal punishment has traditionally been integral to and socially acceptable as a means of discipline during schooling, this has often resulted in child abuse. With this background, the paper attempted to examine corporal punishment in elementary schools in terms of its policy perspective, modes of prevalence, and occurrence pattern along with students' beliefs about it. It was observed that many countries, including India have developed some legal bindings and stringent policies to ban and regulate such punishment in schools. Despite these measures, incidences of corporal punishment in Indian schools continue to occur even today. Many such unpleasant incidents too occur on daily-basis in many schools of Assam. A field-based study in some elementary schools of Nagaon District of Assam revealed that corporal punishment is given to students in terms of 'scolding' and 'physical punishment'. The range of its occurrence is much wider in rural schools than urban ones at elementary level. The type, frequency, level, and range of punishment to students by the urban teachers were lower than their rural-counterparts. Parents of rural school children supported teachers' scolding to children more than their urban counterparts. Nearly 50 per cent of rural parents and 40 per cent of urban parents punished their children physically at home. The parents irrespective of urban and rural background too believed that corporal punishments at home don't psychologically hamper the individuality and freedom of their young children. Both urban and rural school children felt humiliation equally when teachers punished them in front of other teachers, staffs and classmates in the school. It is believed that continuity of corporal punishment, not alone but along with cognate factors, in elementary schools in the long run may prove dangerous and even fatal to universalisation of elementary education and its quality which the country is striving for nearly seven decades.

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INTRODUCTION

Violence in schools is a global phenomenon. Crisis in learning are compounded by incidence of violence in schools in its varied forms: bullying, teasing, racial discrimination, use of filthy language, greetings with jeers and foul language, sexual harassment, shooting and some others. Of late, ragging has just dug its fangs into school violence. One may easily notice violence in the Indian schools but its frequency is quite often unnoticed because most of us take it for granted that school is a place free from violence. Physical punishment, playground fighting, verbal abuse, intimidation, humiliation, sexual abuse, gang violence or other form of cruel and humiliating treatment at the hands of teachers, other school staffs, senior friends, and classmates are some common experiences of this phenomenon at elementary school level. Among all, physical punishment is a widely and commonly known form of violence. According to the National Commission for the Protection of Child Rights (2007), the apex body in India seeking to defend child rights, physical punishment is 'understood as any action causes pain, hurt/injury and discomfort'. It includes a wide variety of methods like hitting, slapping, punching, kicking, pinching, shaking, choking, use of various objects like chalk, duster, book, stick, use of painful body structure. Right of Children to Free and Compulsory Education Act 2009 (RTE Act 2009) included

physical punishment is one of the three components, the remaining two are mental harassment and discrimination of corporal punishment. Normally, corporal punishment is directed by a teacher in the form of 'physical punishment' and 'mental harassment, i.e. non-physical punishment' to young school children.

The usual forms of corporal punishment, such as making children stand on the bench, kneeling down, stand on one leg outside the classroom, caning, slapping and scolding for maintaining discipline often bordered on violence and abuse of children. Even if such punishments appear to be socially acceptable, they yield some kind of physical discomfort or pain and indirectly force the young school children to learn in an environment with fear, stress and anxiety but not with joy, freedom and happiness. This tends to silently affect the wellbeing, health, and personality development of the young learners and ultimately tend to create an atmosphere of anxiety and insecurity incompatible with learning process and outcomes. The ill effects of corporal punishment have been researched. The studies of Sternberg *et al.*, 1993; and Straus, 1994 found that corporal punishment yielded humiliation, loss of self respect, degradation, feeling of helplessness and lowering self-worth which in turn led to aggressive or withdrawal behaviour. The finding of (Durrant's, 2000) study showed that corporal

punishment resulted in aggregation among children. It led him to conclude that such aggression may lead to depression and suicide. A number of other studies have supported the notion that corporal punishment contributes to aggressive behaviour of children and subsequent violence in adulthood (Mondal and Das, 2011). Have any steps been taken to curb the ill effects of corporal punishment? Does corporal punishment continue to occur at school level? How frequently, in what mode and in what intensity?

POLICY PERSPECTIVE OF CORPORAL PUNISHMENT IN SCHOOLS

Considering the adverse effects of corporal punishment, many countries, including India have taken some steps to abolish such punishment in schools. As per the Article 19 of UN Child Rights Convention (1989) 'Children have the right to be protected from being hurt and mistreated in body or mind'. Article 28 of the same says that 'Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can. Discipline in schools should respect children's dignity. Governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect'. Studies show banning of corporal punishment in the schools by most of the countries of the world:

Argentina in 1817, United States in 1867, Netherlands in 1920, Italy in 1928, Japan in 1947, China in 1949, Sweden in 1958, Austria in 1974, Ireland in 1982, Spain in 1985, United Kingdom in 1987, Australia in 1988, New Zealand in 1990, Germany in 1993, Greece in 1998, Thailand in 2005, and Uruguay in 2008.

It was during the mid-eighties of earlier century, National Policy on Education, 1986 (1992) in India stated that 'Corporal punishment will be firmly excluded from the educational system'. Realising the dreadful impact of corporal punishment on children's psyche, the Supreme Court of India on 1 December, 2000 directed to ensure that 'Children are not subjected to corporal punishment in schools, and they receive education in an environment of freedom and dignity'. India recognises child's right to protection against corporal punishment under the Article 9a of the National Charter for Children, 2003, as well as identifies prohibition and elimination of corporal punishment in schools as a priority under the Article 7 (f) of the National Plan of Action for Children, 2005 and in the Report on Child Protection in the National Plan of Action for 2007-2012 (Progress on Banning Corporal Punishment in India, 2014).

The National Commission for the Protection of Child Rights (2007) issued a circular to all state Governments to give education to children in an atmosphere 'of freedom and dignity, without fear' (Times News

Network, 2012). It has since 2007 been communicating with the State Governments to address the issue of corporal punishment in schools through issuance of guidelines and advocacy initiatives. After taking so much of actions, the problem remained same and the teachers are not adhering to the Apex Court Order and norms of other policies. The RTE Act, 2009 which became effective on 1st April, 2010 bans corporal punishment by stating 'No child shall be subjected to physical punishment or mental harassment' (Section 17, p. 6).

In Assam, Juvenile Justice (care and protection of children) Act, 2000 amended in 2006 is a legal source to corporal punishment. The Assam Non-Government Educational Institutions (Regulation and Management) Act, 2006 and Rules of 2007 under Section 16 of the Act contains the following: (a) Code of Conduct for the employee with disciplinary action: suspension for cruelty towards any students (Rules 17d); suspension for misbehaviour towards any parent, guardian, and student (Rules 17c); (b) Code of conduct for teachers: 'No teacher shall be guilty of misbehaviour or cruelty towards any parent/guardian, student, teacher or employee of the institution' {Rule 24 (a) (XVI)}. How far these legal protections and policy measures have been effective in controlling and eradicating corporal punishment in schools?

INCIDENCES OF CORPORAL PUNISHMENT IN SCHOOLS

Corporal punishment violently caught the attention of public, policy makers and legal experts after occurrence of deadly multiple events in different places across India. One such incident is the 'death of 11-year-old Shanno Khan on April 18, 2009 following standing in the scorching sun with seven bricks on her back and getting kicks when begging for water for not knowing the English alphabet' (Samson, 2009). Samson in her study cited that corporal punishment is very common in the schools of Delhi and it is widely understood as an acceptable means of keeping the children under control. Being summoned by the principal on hearing complaint of History teacher's irregularity from Class VI students, the teacher in Malda district of West Bengal reportedly barged into their classroom with a cane and started beating them up (Maitra, 2012a). The incidents such as 'banging the head of a Class III boy on the classroom wall for playing with a classmate what led to his death' (The Times of India, 2013, May 08), 'hitting children with duster for continuously chatting classmates during class' (The Times of India, 2012, July 20), 'hitting children with duster for sudden screaming by all students in a Bengali class' (The Times of India, 2013, May 4) , 'thrashing severely children due to forgetting to do his Bengali homework despite apology' (Maitra, 2012b), and kicking

children's stomach for not being able to answer a question in mathematics' (The Times of India, 2012, November 24) by elementary school teachers are some of the testimonies. The cases of 'stripping of a 13-year-old girl studying in Class VIII in front of teachers for allegedly stealing a cash of Rs 50/-' (Chakraborty, 2012), and 'pulling girl child's leggings in the presence of boys for not wearing the right uniform by some elementary school teachers' (The Times of India, 2012, July 20) exhibit lack of concern for respecting and protecting girl child and severe form of mental harassment.

Thrashing severely pre-adolescent girls for dropping water in classroom floor and then stripping them in front of their classmates to mop up the water with their uniforms (the water had allegedly dropped on the classroom) by headmistress (Sunday Times of India, 2012), and beating KG students mercilessly by group D staff members of a certain schools for crying (not being able to see mother) to go back home after the school (The Times of India, 2012, July 17) show how giving of punishment to school children has been stretched from the top authority to bottom worker: the school head to the school caretaker. A survey (Times News Network, 2012) conducted by The National Commission for the Protection of Child Rights (NCPCR) reveals that the youngest children between 3-5 years old constitute a highly abused group in terms of the way they are punished by words. Derisive adjectives have been used for 82.8 per

cent of 3-5 years old, and 54.2 per cent of 10-14 years old respectively. More than 65 per cent primary and elementary school children have been beaten by canes and almost 61 per cent slapped on their cheeks, 57.5 per cent beating on the back and 57.4 per cent boxing ears. 81.2 per cent children were subjected to outright rejection by being told that they are not capable of learning.

Many such unpleasant incidents occur on daily-basis in many schools of Assam. During 2010, a Class VIII student in Guwahati attempted to commit suicide by jumping from the second floor of the institution alleging punishment and humiliation for speaking in Assamese inside the school. A Study on 'Child abuse: India 2007', Ministry of Women and Child Development, Government of India' (Progress on Banning Corporal Punishment in India, 2014) contains the dimensions of prevalence of punishment in Assam. It reveals that almost all children interviewed reported punishment in schools. However, the frequent types of physical punishments were hitting on the hand with wooden ruler, twisting the ears, making students kneel down, standing on the bench, and pulling hair. In addition, it too mentioned a few significant findings: (a) Assam schools enjoy the dubious distinction of topping the list of Indian schools where corporal punishment and humiliation of students were rampant i.e., '99.56 per cent of children suffer physical punishment in school which

is the highest prevalence rate in the 13 states covered by the study. (b) More girls (55 per cent) than boys (45 per cent) are subjected to physical punishment. (c) Incidence of physical punishment is found highest in State Government schools (64 per cent) compared to NGO run schools (21 per cent), and in public schools (14 per cent). (d) Out of 4,100 parents, 49 per cent parents beat their children (42 per cent for disobedience, 6 per cent for mischievous behaviour, 1 per cent for telling lies). (e) Out of 6,608 children, 41 per cent are beaten by mother and 48 per cent by father at home, and 63 per cent by teachers in school. (f) 68 per cent of parents consider physical punishment bad for children's education (64 per cent believe it harms their studies, and 4 per cent say it has bad mental effect). These few strands of literature tend to reveal that despite legal directives and stringent policy provisions, corporal punishment in schools in India and Assamese schools in particular continues to occur. In order to validate the incidence of such punishment, one attempt is made to investigate in Assam.

A SITUATIONAL ANALYSIS OF CORPORAL PUNISHMENT IN SCHOOLS

The existing legal protections and policies governing abolition of corporal punishment and re-occurrences of such punishment in schools of Assam raised a few questions stated below:

1. Do the elementary school

teachers give any type of corporal punishment to their children? Does punishment occur in elementary schools irrespective of their location, i.e. rural and urban?

2. Do the existing corporal punishments in elementary schools form any patterns of behaviour? What is the nature of structural pattern in rural and urban elementary schools?
3. What kind of feelings do the urban and rural elementary school children hold about corporal punishment? What is about their parents?

In order to seek answer to the above raised queries, a study was conducted in some middle schools of Nagaon District of Assam.

OBJECTIVES

The study aimed at attaining the following objectives:

- To identify types of corporal punishment given to elementary school children by teachers, if any, and to examine their variations across schools located in urban and rural areas.
- To study the behavioural patterns of corporal punishment, if any, and their variation in urban and rural elementary schools.
- To study about the feeling of urban and rural elementary school children about corporal punishment.

METHODOLOGY

Subjects: In the present survey type research, four middle schools (Urban = 2; Rural = 2) having the Classes from I to Class VIII in a single campus of Nagaon District of Assam were selected through the purposive sampling technique. Ten students

from each school were randomly selected. It gave rise to a total of 40 students (urban = 20; rural = 20; boys = 18; girls = 22) in the study.

Data Collection Procedure: Keeping in view the broad objective in mind, the interactive technique of interview was employed to elicit certain information relating to corporal punishment in

Table 1
Type and Pattern of Corporal Punishment directed to Urban and Rural Young Children by Elementary School Teachers

Statement	Urban (per cent)			Rural (per cent)		
	Always	Some-time	Never	Always	Some-time	Never
Scolding						
• before classmates for poor academic performance	50	50	0	50	50	0
• before parents for poor academic performance	20	70	10	25	70	5
• before other teachers for poor academic performance	20	60	20	10	75	15
• by using slang word like donkey, monkey, and idiot for any wrong response during teaching	40	35	25	65	25	10
• for committing any mistake in school	15	85	0	20	80	0
• for asking lesson-oriented questions in the classroom	0	85	15	15	60	25
• for sharing academic problems in or outside the classroom	0	35	65	15	60	25
• not being able to 'see the black board'/'listen teacher's voice'	0	25	75	5	50	45
Physical Punishment						
• by standing up on bench	5	85	10	15	70	15
• by kneeling down	25	65	10	15	60	25
• by slapping due to inability to perform well in classroom	15	40	45	5	65	30
• by taking a round of the school while acting like a chicken	0	40	60	5	15	80
• by bending forward in the sun and placing school bag on back	0	10	90	5	0	95
• by sweeping the floor of school	0	0	100	0	20	80

school and at home and its related matter from elementary school students and their parents. For this, homes of 40 elementary school children were visited a number of times between June-July, 2013.

ANALYSIS OF DATA AND DISCUSSION

The obtained information were organised and processed to retain the relevant data relating to corporal punishment and its forms and patterns. It followed the transformation of concerned relevant data into per centage values under the division of urban and rural schools as stated below.

TYPE AND PATTERN OF CORPORAL PUNISHMENT

It may be observed from Table 1 that there were two basic types of punishment at elementary schools irrespective of their location, i.e. urban and rural: 'Scolding' and 'Physical Punishment'. 'Scolding' representing mental harassment displays a pattern of corporal punishment as exhibited in eight different behavioural forms, and 'Physical Punishment' displays a pattern of corporal punishment as occurred in six different behavioural forms both in urban as well as rural elementary schools. The data across urban and rural schools are presented below.

Observation (Urban): In urban elementary schools, nearly 50 per cent of the children under survey opined that they are 'always' scolded by teachers before classmates for

poor academic performance. But 20 per cent of children felt that they are 'always' scolded before other teachers and also before parents for poor academic performance. The range of per centage of opinion of students varied from 50 to 70 for being scolded by teachers 'sometime' on account of poor academic performance. About 40 per cent were of the view that teachers abused them by using slang words like donkey, monkey, and idiot for giving any incorrect response during teaching. Nearly 85 per cent of the children experienced teachers' scolding 'sometime' for committing any mistake in schools and for asking lesson-oriented questions in the classroom. Children were scolded by teachers for sharing academic problems in or outside the classroom and not being able to 'see the black board'/'listen teacher's voice', but majority of children 'never' experienced such scolding: 65 per cent and 75 per cent respectively.

'Physical Punishment' occurred in six different forms. Punishment in the form of kneeling down, slapping and standing up on the bench given by teachers 'always' as opined by 25 per cent, 15 per cent, and 5 per cent of children respectively. But, teachers did not give such punishments 'always'. However, physical punishment like 'standing up on the bench', 'kneeling down', 'slapping', 'taking a round of school', and 'standing in the sun with a load of school bags' were given by the teachers 'sometimes' as reported by

85 per cent, 65 per cent, 40 per cent, 40 per cent, and 10 per cent of school children respectively. All the children opined that they were not punished by sweeping the floor of the school.

Observation (Rural): With respect to 'Scolding' in rural elementary schools, use of abusive words like donkey, monkey and idiot by teachers during classroom transaction was experienced 'always' by 65 per cent of children and 'sometime' by 25 per cent. Almost 50 per cent of the children told that they were 'always' and remaining 50 per cent were 'sometime' scolded by their teachers before other classmates for poor academic performance. The range of per centage of opinion of children varied from 60 to 80 for being scolded by teachers 'sometime' on account of various reasons: 80 per cent for committing any mistake in school, 75 per cent for the poor academic performance before other teachers, 70 per cent for the poor academic performance in front of their parents, 60 per cent for asking lesson-oriented questions in the classroom, and 60 per cent for sharing academic problems in or outside the classroom. A meagre 5 per cent and nearly 50 per cent of children opined that they were treated badly 'always' and 'sometime' respectively by teachers, if they expressed their inability to listen teacher's voice clearly or to see the blackboard.

'Physical Punishment' prevailed in its varied forms in the rural elementary schools of Assam. Almost 15 per cent of rural children opined

that they were punished 'always' by 'kneeling down' and 'standing up on the bench'. Around 75 per cent of children viewed that 'sometime' their teachers used the punishment of 'standing up on the bench'. The other form of common punishment, i.e. slapping was used by teachers 'sometime' due to their inability to perform well in classroom as opined by 65 per cent the children. Nearly 60 per cent of children were of the opinion that teachers used 'kneeling down' as a kind of punishment. Punishment of 'taking a round of the school', and 'bending forward in the sun with school bags' prevailed in rural schools. But, both punishments were 'never' as viewed by 80 per cent and 95 per cent of children respectively. Almost 20 per cent of children opined that 'sometime' they were punished by 'sweeping the floor of school'.

Comparison (Urban and Rural): It may be observed from the Table 1 that the range of occurrence of 'Scolding' and 'Physical Punishment' in terms of frequency of 'always' is much wider in rural elementary schools than urban elementary schools. Rural school teachers 'always' uttered slang words like donkey, monkey and idiot more frequently than urban school teachers during classroom transaction as expressed by nearly 65 per cent of rural school children and 40 per cent of urban school children respectively. It is so because rural teachers appear more casual in classroom transaction than their urban counterparts. The rural parents too seem less concerned

of using slang words by teachers in the class than parents of urban school children.

Almost 15 per cent of rural children expressed that their teachers 'always' scolded them for asking lesson-oriented questions which was found absent in urban school. However, almost equal per centage of children (urban = 85 per cent; rural = 75 per cent) expressed that their teachers scolded 'sometime' for asking lesson-oriented questions. It shows that urban teachers rarely under-estimate children's academic problems like sharing problems, asking lesson-oriented questions to teachers. The frequency of giving punishment and its level by the urban teachers was lower than their rural-counterparts. Obtained evidences (40 per cent urban students) show that the urban teachers hesitate to give punishment to children, as most parents do not like it. In addition, by mistake, if any teacher punished any child then immediately the parents of the particular child complains to higher authority. This trend was at very lower level in rural schools as conveyed by 30 per cent of the rural children. Parents of rural school children supported teachers' scolding to children more than their urban counterparts. It suggests that rural parents were supportive toward the strict behaviour of teachers with their children for making any mistakes than urban parents.

'Kneeling down', 'slapping' and 'standing up on bench' are

mild in nature and common type of punishments teachers give to children in urban elementary schools. But in rural schools, the range of punishment is wider with the inclusion of 'taking round of the school', 'bending forward with school bags on back' and 'sweeping the floor of school' along with what urban school students experienced. From conversations with teachers and parents it was noticed that some of the senior rural teachers are still unaware of punishment banned by the Supreme Court. Most of the rural teachers believed that without punishment children cannot be educated. In fact, some parents supported the same opinion and punished their children at home. The present study revealed that 50 per cent of rural parents punished their children physically at home and 60 per cent of them supported the teachers' scolding to children for any mistake. On the other hand, 40 per cent of urban parents gave physical punishment to their children at home and 50 per cent of them supported teachers for scolding their children. The parents irrespective of urban and rural background too believed that corporal punishments at home do not psychologically hamper the individuality and freedom of their young children. It is further substantiated by the Podar Institute of Education's (Bhandary, 2012) study showing that 77 per cent of mothers across India and in Mumbai were found most likely to beat their

Table 2
Feelings of Rural and Urban Young Children about Corporal Punishment
given by Elementary School Teachers

Statement	Urban (per cent)			Rural (per cent)		
	Always	Some-time	Never	Always	Some-time	Never
Feeling of humiliation when punished in front of others in the school	55	40	5	55	30	15
Disliking teachers who punish without any fault	50	40	10	50	35	15
Afraid of attending the classes of teachers who give strict punishment	25	40	35	15	75	10
Fearing teachers' cruel punishment to bunk the classes	0	55	45	0	25	75
Harassing teachers who are very strict	20	55	25	25	35	40
Harassing teachers who punish students	5	25	70	15	20	65
Appreciation for mild scolding for failing to answer correctly in the class	35	50	15	15	75	10
Appreciation for mild scolding for incomplete home task	25	50	25	45	50	5

children. It indicates that the parents try to discipline their children or to make them study or to gain control over child through physical punishments.

FEELINGS ABOUT CORPORAL PUNISHMENT

Table 2 contains the following data about feelings of urban and rural children about the corporal punishment in elementary schools:
Observation (Urban): Table 2 contains information about the urban

children's feeling about punishment. About 55 per cent of children felt humiliation 'always' and 40 per cent 'sometime' when they were punished in front of others in the school. At the same time, 50 per cent of students 'always' and 40 per cent 'sometime' disliked teachers when they were punished without any fault. 25 per cent of children 'always' and 40 per cent of children 'sometime' were afraid of attending the classes of teachers who resorted to strict punishment. However, fearing cruel punishment of

some teachers, 55 per cent of urban children 'sometime' bunked their classes.

In the study, it was found that 20 per cent of children 'always' and 55 per cent of children 'sometime' felt to harass their teachers who were very strict. It was 5 per cent and 25 per cent respectively to harass their teachers who were resorted to punishing children. On the contrary, children did appreciate teachers' punishment. Nearly 35 per cent and 25 per cent of students 'always' appreciated mild scolding by teachers for failing to answer correctly in the classroom and for non-completion of homework respectively. 50 per cent of children 'sometime' appreciated teachers' mild scolding in each of the two tasks.

Observation (Rural): It may be observed from Table 2 that 55 per cent of rural children expressed that they 'always' felt humiliation when punished by teachers before others in the school. 50 per cent of rural children 'always' disliked their teachers when they were punished without any fault. 15 per cent and 75 per cent of rural children opined that they were 'always' and 'sometime' afraid of attending the classes of some teachers who gave strict punishment to them. Fearing teachers' cruel punishments, 25 per cent of children 'sometime' bunk their classes.

The rural children expressed that 15 per cent of them 'always' support harassing teachers if they punish them and 20 per cent of them also

did the same 'sometime'. Even 25 per cent of children 'always' and 35 per cent of children 'sometime' attempted to harass their teachers who were very strict. 15 per cent of children 'always' and 75 per cent 'sometime' appreciated the mild rebuke of teachers for failing to answer correctly in classroom. Again, 45 per cent of children 'always' and 50 per cent of children 'sometime' valued scolding of teachers for not doing the home task respectively.

Comparison (Urban and Rural): Both urban and rural school children felt humiliation equally (55 per cent each) when teachers punished them in front of other teachers, staffs and classmates in the school. Both student-groups also (50 per cent each) did not like teachers when they punished them without any fault. From the above results it is clear that both urban and rural pre-adolescents were very much conscious of their own 'self', 'individual dignity' and 'hidden reputation in school'. But 55 per cent urban children and 25 per cent rural children 'sometime' preferred bunking the classes of the teachers who resorted to cruel punishment. The trend of bunking the classes was more felt by urban school children than their rural counterparts may be due to the 'more aggressive nature' of and 'lower teacher-taught relations' with respect to the urban school children. Both feeling of humiliation and dissatisfaction, as well as bunking of classes as the outcomes of punishment gets support from

Volokh and Snell (1998) who observed that violence in school causes serious psychological harm to young learners and it is one of the reasons for school dropout.

CONCLUDING REMARKS

The present study tends to reveal that the students of elementary schools in Assam still suffer from corporal punishment despite it is a willful and illegitimate act of teachers and against law. The schools appear as a place for exposing school children to violence and even teaching violence to them. When investigated further it was found that many teachers still believe in the age-old philosophy of 'Spare the stick and spoil the child'. Parents who do not give proper attention or the required support to their children at home too justified that punishment a means of imparting education to them with discipline. They have failed to understand that corporal punishment to students tends to develop fear, anxiety, depression, low-self esteem, tendency to achieve low, tendency to avoid school and hinder in the natural process of learning.

Corporal punishment is widely understood as a means of exhibiting teacher's power to keep the students under control, maintaining discipline in the schools, assuring good education to students, and helping

children to grow with competency and responsibility. This misconception needs to be eradicated from minds of teachers through in-service and counseling programmes. Teachers should be guided to exhibit non-violent behaviour by treating students with care, love, praise, appreciation and understanding. They along with school administrators, parents and community members have to join their hands to create a violence-free environment in school. All the stakeholders must ensure that as per the provision of RTE Act, 2009, the School Management Committee (SMC) should review the complaints of corporal punishment, if any, in its monthly meetings and take necessary actions accordingly. In conclusion, it may be said that every individual related with child should try to build a world where punishment has no place and school children can learn with joy and happiness and grow with dignity and respect. It is not only the right thing but also the smart thing to do. If it is not done, continuity of corporal punishment, not alone but along with cognate factors, in elementary schools in the long run may prove dangerous and even fatal to universalisation of elementary education and its quality which the country is striving for nearly seven decades.

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