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TEACHERS NEED TO ADOPT MOTHERLY ATTITUDE TOWARDS CHILDREN AT SCHOOL

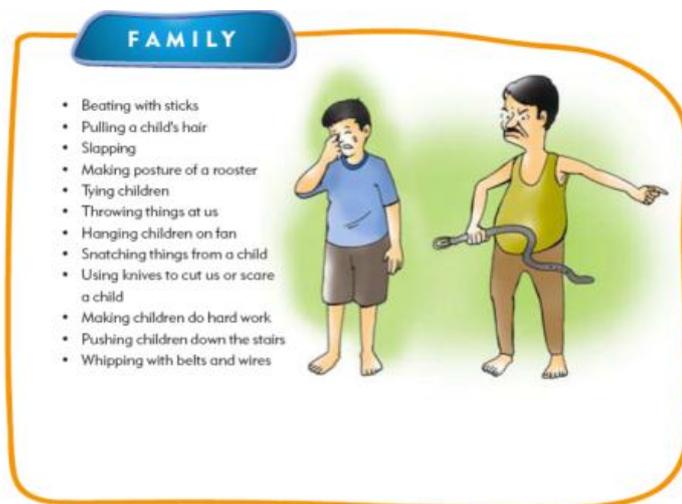
'SPARE THE ROD AND SAVE THE CHILDHOOD'

DR. KAJAL JETHANAND SADHWANI

ABSTRACT

Corporal punishment continues to be practiced at unacceptable rates in Indian schools, Corporal punishment in schools reflects a large gap between current education policy that bans corporal punishment and actual implementation of this policy. This gap between policy statement and actual practices could be attributed to family-based or school-based factors. First, family-based factors are represented by family acceptance to corporal punishment, lack of awareness of current policy and what course of action to be taken to protect their children, or family conviction that their input would not make any difference with the school practices. Second, school-based factors are represented by the school failure to enforce policy effectively, lack of communication with parents, and inability to find alternatives for teachers and to activate the role of social workers in reforming students. The purpose of this research is to answer the main research question of why corporal punishment is being practiced in schools in spite of its legal ban, and what effects it has on our children. Answer to this question would allow us judge to what extent family and school administration are responsible for these practices. An investigation of the attitudes of teachers, parents and students about the use of corporal punishment as a tool for discipline indicated the causes and consequences of corporal punishment.

KEY WORDS: Human Rights ,Children,Corporal Punishment



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COMMUNITY

- Slapping
- Making the children work hard
- Kicking
- Pinching
- Banging the child's head on the wall
- Knocking on the child's head
- Isolation



SCHOOL

- Caning
- Posture like a rooster in front of the headmaster and the school
- Pressing hard a pencil between two fingers
- Standing on the bench
- Pinching
- Hitting with a duster
- Stand up and sit down
- Making the child stand on one leg in front of the whole school
- Making the child look at the sun directly
- Hitting students with shoes or other objects



Human Rights Act 1998

CHAPTER 42

MANAGEMENT OF SECTIONS

INTRODUCTION

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Human rights in India is an issue complicated by the country's large size, its tremendous diversity, its status as a developing country and a sovereign, secular, democratic republic. The Constitution of India provides for Fundamental rights, which include freedom of religion. Clauses also provide for freedom of speech, as well as separation of executive and judiciary and freedom of movement within the country and abroad.

Since the beginning of this century, a global tendency to abolish corporal punishment has been introduced to challenge old dependence on corporal punishment as a tool for reforming children's misbehaviour (Global Report, 2008). This tendency was highly supported by the contemporary call for protecting human rights including the right in security and human treatment (articles 3 and 5, the Universal Declaration of Human Rights) and child rights in physical protection (Article 19, Convention on the Rights of the Child, 1990).

Effective implementation requires that both teachers and family should be aware of current education policies to ensure transparency and accountability. An official, in the Ministry of Education, indicated in an interview that schools are informed about the ministerial decree through sending it to all schools' principals who should inform their teachers and have them sign the decree. Also, senior teachers are responsible for officially informing the new hired teachers about previous ministerial decrees. In the meantime, the ministry sends supervisors to discuss the decision and make sure that teachers have been informed; however, teachers do not receive training on alternative patterns of discipline. According to

Article 3 in the policy, the school administrators should be completely responsible for implementing the policy and taking necessary actions towards policy violation.

What are Human Rights? What is corporal punishment? Why should it matter to us? Why is challenging corporal punishment very important? What effect does it have on the tender minds of the children? This research gives in-depth understanding of these issues and also provides guide to the legal provisions against corporal punishment in India.

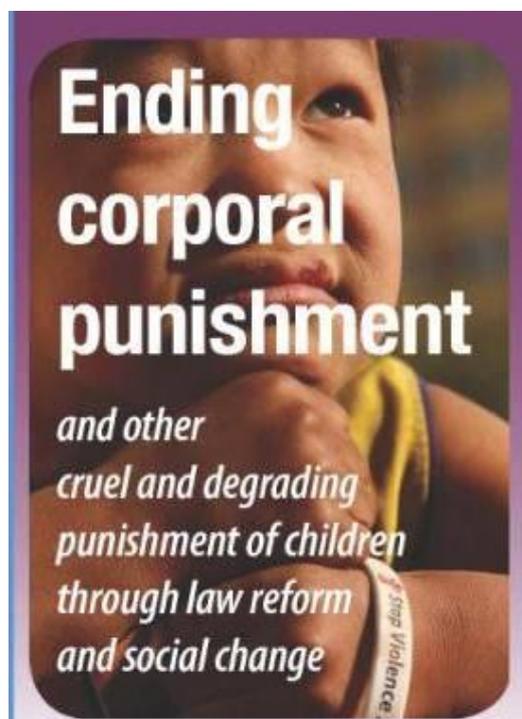


Discipline in School and Corporal Punishment:

The time has come to re-examine the saying 'spare the rod and spoil the child'. Children are at receiving end both at their own homes and schools from parents, teachers and non-teaching school authorities. Almost all schools inflict corporal punishments on students for various reasons. Kodandam was one such practice in vogue a generation ago. Kodandam means hanging errant boys upside down and thrashing. This was a savage punishment meted to errant schoolboys. In another version, they were hung upside down over red chillies, which were lit. The boys suffered, both from the beating and the pungent smell of the burning chillies- says V. Gangadhar, in his column 'slice of life' . Most of the teachers use cane or foot ruler. Head master himself wielded the cane in the general assembly. Slaps, pulling ear lobes by sharp nails, Mottikay (kuttu in Tamil) on the head where the clenched fist of the teach was brought down with considerable force, Gichchadam (killu in Tamil which means pinch) were some old generation methods of corporal punishment. A heavy log used to be chained to the leg of errant student. The punishment would extend for one week also, during which he has to drag it to and from school. Now the method of inflicting pain is changed but corporal punishment as a conceptual method of imposing discipline continues.



The corporal punishment is a regular affair in thousands of schools everywhere. Children not only carry overload of text books and note books on their tender backs, but bear the brunt of canes for silly reasons like socks not matching the shoe or lace not being properly knotted. The parents dare the sunshine in the noon to offer lunch box to their kids, outside the gates of the convent schools, who do not allow them inside. They ask them to stand or 'kneel down' under hot sun. Sometimes students will be asked to complete the assigned writing work in kneel down position. Kneeling down on the earth is painful. A physical instructor who also happen to be a karate belt holder, uses his hard hand to severely injure the kid who do not follow the instructions. While playing or practicing drill with physical instructors, the punishments will be harsh and unbearable.



A boy receives slap from girl for not doing homework or not answering a query, or a girl from the boy.

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A school invented another imaginative method of getting the boy beaten up by girl studying in lower class. Another teacher takes the wrongdoing child along with him or her to each class of different year as per schedule to further inflict insult. While a schoolteacher prevents a girl from eating from her lunch box, the other does not allow the kid to attend the classes. These are special treatments.



II. Kinds Of Punishments In Schools

There are three types of corporal punishments in schools.

Physical Punishments:

1. Making the children stand as a wall chair (Goda Kurchee in Telugu),
2. Keeping the school bags on their heads,
3. Making them stand for the whole day in the sun,
4. Make the children kneel down and do the work and then enter the class room
5. Making them stand on the bench,
6. Making them raise hands,
7. Hold a pencil in their mouth and stand,
8. Holding their ears with hands passed under the legs,
9. Tying of the children's hands,

10. Making them to do sit-ups (Gunjeelu),
11. Caning and pinching and
12. Twisting the ears (Chevulu pindadam)



Emotional Punishments:

1. Slapping by the opposite sex
2. Scolding abusing and humiliating
3. Label the child according to his or her misbehaviour and sent him or her around the school
4. Make them stand on the back of the class and to complete the work.
5. Suspending them for a couple of days
6. Pinning paper on their back and labeling them "I am a fool", "I am a donkey" etc.
7. Teacher takes the child to every class she goes and humiliates the child.
8. Removing the shirts of the boys.



Negative Reinforcement

1. Detention during the break and lunch.
2. Locking them in a dark room

3. Call for parents or asking the children to bring explanatory letters from the parents
 4. Sending them home or keeping the children outside the gate
 5. Making the children sit on the floor on the classroom.
 6. Making the child clean the premises.
 7. Making the child run around the building or in the playground.
 8. Sending the children to principals.
 9. Making them to teach in the class.
 10. Making them to stand till the teacher comes.
 11. Giving oral warnings and letters in the diary or calendar
 12. Threatening to give TC for the child.
 13. Asking them to miss games or other activities
 14. Deducting marks.
 15. Treating the three late comings equal to one absent.
 16. Giving excessive imposition.
 17. Make the children pay fines.
 18. Not allowing them into the class.
 19. Sitting on the floor for one period, day, week and month.
 20. Placing black marks on their disciplinary charts.



Normal range of punishments, which continue unabated, are caning, beating knuckles with stick or steel scale, kneeling down, standing on the bench and so on. Wall chairs (sitting as if on the chair without any one against the wall for half-an-hour to one hour), wall chairs plus a school bag on the head or thighs which cause more physical pain, running ten to twenty rounds around the school building or in the ground and sit-ups numbering hundreds are other range of punishments. Writing impositions for more than fifty times within a short time, which is physically not possible to complete, is a new type of punishment. If an English medium students talks in Telugu, he or she will be made to write, "I do not speak in Telugu" for fifty to hundred times, a mental punishment too.



THE EFFECTS OF CORPORAL PUNISHMENT

Direct physical harm

Corporal punishment kills thousands of children each year, injures many more and is the direct cause of many children's physical impairments. Most violence against children commonly referred to as "abuse" is corporal punishment.

All physical punishment, however "mild" and "light", carries an inbuilt risk of escalation.

Increases aggression in children

There is abundant evidence that corporal punishment is associated with increased aggression in children.

The reasons may include that aggression is a reflexive response to experiencing pain.

Poor moral internalisation and increased antisocial behaviour

Far from teaching children how to behave, corporal punishment in fact makes it less likely that they learn the lessons adults want them to learn.

Corporal punishment has been found to be a factor in behaviours such as bullying, lying, cheating, running away, truancy, school behaviour problems and involvement in crime as a child and young adult. Corporal punishment can reduce empathy and moral regulation. Perpetration and experience of violent, antisocial and criminal behaviour in adults

The violent behaviour of children who have experienced corporal punishment persists into adulthood.

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Corporal punishment is closely related to intimate partner violence, and often coexists with it.



Mental harm and indirect physical harm

Corporal punishment is emotionally as well as physically painful and its links to poor mental health in childhood are clear.

The associations hold true in adulthood.

These negative effects may also impact on physical health.

Impaired cognitive development

Studies suggest that corporal punishment can have a negative impact on children's cognitive development:

The effects may be lifelong.

Damage to the parent-child relationship.

Corporal punishment inflicted on a child by her or his parents can severely damage the parent-child relationship.

'Spare the rod and save the childhood' should be the new slogan.



STATEMENT OF THE PROBLEM

Human Rights and children: A study with special reference to corporal punishment and its effects on children in Schools of Surat city.

Corporal punishment – violence inflicted on children by parents, teachers, carers and others in the name of “discipline” – is experienced by a large majority of children in many states worldwide. Corporal punishment is a violation of children’s rights and international human rights law requires prohibition of all corporal punishment, including in the family home. There is no need to look for evidence of the negative effects of corporal punishment in order to know that it must be prohibited and eliminated

OBJECTIVES OF THE PROBLEM

1. To examine if corporal punishment is common in India
2. To understand the International Human Rights provisions which speak out against Corporal Punishment
3. To examine how Corporal Punishment affect the child.
4. To study the ways in which the attitudes toward corporal punishment be changed
5. To study the Positive Discipline.

RESEARCH HYPOTHESIS

H1: Human Rights of Children is not implemented as desired in the schools of Surat City.

H2: The Indian Constitution has made compulsory education for the Children of age group 6 to 14 as a fundamental Right but still it is neither accepted as desired nor implemented satisfactorily.

H3: Private schools differ from public schools in using corporal punishment.

H4: Poor administrative implementation from the school fosters corporal punishment.

H5: Social acceptance is represented by family approval of corporal punishment.

H6: Corporal punishment is not an effective means of discipline

REVIEW OF LITERATURE

Previous research does not provide us with adequate data on corporal punishment in schools; however, the topic has been approached in India from social and psychological views such as reports and publications issued by UNICEF and WHO, and from legal and policy-based approaches such as studies made by the National Centre for Educational Research and the National Centre for Social and Criminal research.

An attempt is made in this Section to review the available literature on human rights with a view to examining the different standpoints and views adopted by various thinkers and experts. In as much as a comprehensive analysis of all the literature relating to the topic is neither essential nor requisite, only the relevant contributions are briefly presented. H.Lauterpach in his book International Law of Human Rights (1950) systematically traces the evolution of human rights at international level. Prof. A.V. Dicey in his famous work The Law of the Constitution (1961) gives a narrow meaning to the concept of personal liberty. Constitutional Government in India (1977) by M.V. Pylee discusses the main factors responsible for the incorporation of fundamental rights in the Indian Constitution Assembly debates. It is clear that previous research work which handled the topic from social and psychological aspects, focused heavily on children being victims for all kinds of violence they are exposed to. Conversely, research work which approached the issue from policy-based and legal angle, emphasized violence from students and ignored the fact that school violence against students fuels school violence from students.

IMPORTANCE AND SCOPE OF THE PROBLEM

The choice of the above said problem as a topic of research has been made with the following reasons:

1. Researcher wants to verify Human Rights of Children in Private and Government Schools of Surat City.
2. As the need today our society is facing an embarrassing situation. Researcher has noted down the physical and non physical punishment reported by the children of the school.
3. Being an educationalist even in the school premises the researcher has normal talks with the children regarding their views on corporal punishment.
4. Review of literature too raised interest of the researcher for a detailed study.

LIMITATIONS OF THE RESEARCH

The study will be confined only to the children who face corporal punishment in private and government schools and those children who are not in educational institute will be exempted from the study. This study also limits itself for few cases, when corporal punishment becomes extremely important but with limitations-when no other alternative seems possible.

METHODOLOGY OF THE RESEARCH

Data will be gathered on the basis of the interviews and training which will be given during the research. Survey Method, Historical Method, Case study Method, Library Study, Method and Questionnaire Method will be used in this study.

The purpose of this research is to investigate in detail the key elements stimulating the use of corporal punishment in spite of the legal ban of it and the potential consequences based on continual practice of corporal punishment. In this respect, the scope of the empirical research basically relies on data collection from all stakeholders involved in corporal punishment: teachers, parents, and non-minor young people who recently finished their school work. The study ensures the importance of exploring these stakeholders' attitudes on corporal punishment. This helps us link between how past experiences with physical punishment would affect current behaviour and how current behaviour may trigger further practices of physical punishment with future generations besides exploring how family and school administration would fuel the use of corporal punishment.

The methodology is designed to answer basic research questions listed above: what are the reasons and consequences of practicing physical punishment in schools? How it is being viewed by teachers, parents

and students? Answers to these questions help us draw out suggestions to enforce current policy while finding alternatives to corporal punishment.

SELECTION OF THE SAMPLE

Our sampling plan would be consistent with the targeted groups of people exposed to or practicing corporal punishment: teachers, parents and children.

TRAINING AND DISSEMINATION PROCESSES

Led by the Principal Investigator, research assistants on the project both parents and teachers will be trained in relevant research techniques. It is expected that several students will be using the experience as the basis for thesis work as well. The project steering committee will be particularly important for making sure that the research is made available and presented in an appropriate, use-able format to key target groups among them. Dissemination will be made in the form of academic journal articles, conference papers, a book, graduate seminars, and popular articles such as reports in newsletters and other relevant publications as well as curriculum materials. Specialized symposia drawing together scholars working in the field of work, learning and technological design in the public sector will be planned and presented at national and international academic conferences organized.



TOOLS USED:

A) Answers to those questions will be mostly multiple choices that varied between a 5-degree Likert Scale or yes/no answer.

B) Interview schedule will be prepared on the basis of S.Sultan Aktar's Attitude Scale.

The research study depends mainly on surveys on children, teachers and parents of private and government schools.

In addition to the data obtained through the surveys' questions, other useful information will be obtained from participants either by written comments and stories in the questionnaires or verbally through informal group discussions after answering the surveys.

ANALYSIS OF DATA COLLECTED

The questionnaires of parents and teachers will be divided between private and government schools equally.

The surveys will include 26 questions for parents, 26 questions for teachers, and 20 questions for students. Answers to those questions will mostly consist of multiple choices that will vary between a 5-degree Likert Scale or yes/no answer.

The results of Interview that will be conducted from the Attitude Scale of S.Sultan Aktar's will also be mentioned in the thesis.



बेटी होने की सजा...: प्रधानमंत्री और सरकार जहां बेटियों को बचाने के लिए कई योजनाएं चला रही है वहीं मथुरा में इस बालिका ने स्कूल जाने से इंकार किया तो उससे जानवरों से भी बदतर सलूक किया गया। पिता ने पहले पीटा फिर उसके हाथ-पैर बांधकर मोटरसाइकल पर लटकाकर कई किलोमीटर तक ऐसे ही सजा दी। पूछा तो जवाब दिया कि मरे तो मर जाए।
-मनोज चौहान

CONCLUSION

The evidence that corporal punishment is harmful to children, adults and societies is overwhelming – more than 150 studies show associations between corporal punishment and a wide range of negative outcomes, while no studies have found evidence of any benefits. Corporal punishment causes direct physical harm to children and impacts negatively in the short- and long-term on their mental and physical health, education and cognitive development.

The child is father of an adult. The child is an abridged adult with rights which cannot be abridged. The Child is a person for all practical purposes. The child observes, thinks and imitates or reacts to happenings around. The child is a person. Either at home or school, the child is subjected to disciplinary practices while, child should be part of those processes. If the indiscipline of the child could be complained, ascertained and responded to, where is the way to find and establish the indiscipline of the adults. Every adult feels that he is having every right to discipline the child. Do they have?

The discipline is not taught, it is learnt. The text books give information. The communication through teaching is imparting education. To attain wisdom, an abundant amount of common sense has to be added to education, which then includes discipline. Discipline is an attitude, character, responsibility or commitment. The discipline is basically internal, while the attempt to impose it would be an external process. One has to internalize the process of education and discipline. Discipline and education go together in letter and spirit.

The Child's education is mostly from observation and imitation. Their participation depends upon their developing capacity, which again depends upon the surroundings and family.

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