

Implications Of Corporal Punishment On Children At School Under Teachers Perception With Reference To Dibrugarh District Assam

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Abstract:

Corporal Punishment is a method of punishment which is implemented at school since times decade used upon children as a common way of disciplining to deter from committing similar offences in the near future. According to parents, corporal punishment could harm children's both physical and mental health which leads to children dignity. Majority of the school in primary and middle principals, headmasters and teachers mentioned that they did not use corporal punishment at all which is not true. However, many stakeholders such as advocates, passed out pupils/students, school administration etc; mentioned that corporal punishment should not be totally eliminated but must use in a simple forms of punishment. Corporal Punishment is a widespread practice in schools globally, including State of Assam. Assam, a state of northeastern India, has a significant number of schools where corporal punishment is practiced. The present study looks at the incidence and extent of corporal punishment on school children and its impact on them. The present study also highlighted the assessment of corporal punishment given in schools of Shankardev Cluster of Lahoal Block at Dibrugarh District State of Assam. The researcher conducted the study on for 25 schools of class 4 where data was collected from each school 10 participants with total sample 250 questionnaire sets were made and interviews upon teachers, students through descriptive method. The researcher therefore collected both from primary and secondary sources.

Key words: corporal punishment, mental problem, physical problem, Students, Teachers.

INTRODUCTION:

Corporal punishment refers variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (i.e., wooden paddles, belts, sticks, pins, or others), painful body postures (such as placing in closed spaces), use of electric shock, use of excessive exercise drills, or prevention of urine or stool elimination. Corporal punishment is prohibited in schools in the Right to Free and Compulsory Education Act 2009 under Article 17(1) and (2). In some states, children in all schools are legally protected from corporal punishment under state laws – Goa (Goa Childre's Act 2003, article 41), Andhra Pradesh (Education Rules 1966, amended 2002, rule 122) and Tamil Nadu (Education Rules, amended 2003, rule 51). In Delhi, provisions for corporal punishment in the Delhi School Education Act (1973) were struck down by the Delhi High Court in 2000, and in 2004 the Calcutta High Court ruled that caning in state schools in West Bengal was unlawful (RTE act 2009). One of the success stories in developing countries in the past 15 years has been the increased in enrolment of children in primary and middle schools. However, little attention has been paid to how children experience school, from their viewpoints, and the extent to which corporal punishment is used. Even less attention has been paid to parents' views about their children's experiences at school. In India, the sexual gang rape of a female student that led to her death in Delhi in 2012 led to large-scale demonstrations demanding an end to sexual violence against girls and women. However, none of the attention focused in the way boys and girls are treated at home, at school and in society at large, and the everyday violence that children experience. This extends to schools, where teachers in a position of power do not hesitate to 'control' children through corporal punishment.

This paper presents systematic research approach about the prevalence of school corporal punishment in Shankardev Cluster of Lahoal Block schools at Dibrugarh District State of Assam. First the researcher tries to list out the schools where data can be collected through survey findings method by putting some questions sheet among the students and teachers from these 25 schools respectively 4. From each individual school there is 10 participants with total 250.. Then the researcher describe the methods and approach to research

ethics, and present analysis of survey findings, before presenting analysis of Questions and Interviews through likert scale exploring corporal punishment from the perspectives of children and teachers. The researcher also collected data through secondary sources.

Nature and scope:

Corporal Punishment has some seriously negative implications for both children and teachers in Dibrugarh District, Assam. For children, it can lead to physical harm, emotional trauma, and psychological damage. This can result in increased aggression, anxiety, depression, and even suicidal tendencies.

Corporal punishment is deeply entrenched in the cultural and societal fabric of Assam. Traditional building and attitudes towards discipline contribute to the perpetuation of corporal punishment in schools. Das.(2009). A study was done that the teachers and parents in Assam often justify corporal punishment as a necessary means of maintaining discipline and respect. Corporal punishment can also undermine the learning process, causing children to become disengaged and disconnected from school. This kind of environment can actually stifle creativity and motivation, making it harder for students to engage with their studies and build trusting relationships with their teacher. Academically, Corporal punishment can result in lower GPA'S and higher depressive symptoms down the line. It's behavioural problems can lead to more tougher for students to succeed in school. This long term issues for students who experience corporal punishment may struggle with low self esteem, poor self -regulation, and difficulty forming healthy relationships. By positive reinforcement, restorative justice with positive discipline the students can have a better fruitful and colourful success in their academics .And also by creating a safer environment while nurturing a learning environments the students can build a better career.

Objectives:

The objective of understanding the implications of corporal punishment on children of corporal punishment at school is to highlight the negative effects of such punishments. To study and understand the co-operation gap between the student and teacher relationship at school. To understand the teacher perceptions towards children at school premises are crucial in this context.

LITERATURE REVIEW:

Baer &Corrado, (1974). Another longitudinal study found physical punishment during childhood to be significantly more prevalent among drug addicts

Ritchie .(1981). A study was carried out that the majority of children have experienced physical punishment by the time they reach adolescence.

McGrath.(1999). The researcher claimed that corporal punishment is an assault on the dignity of individual and offensive act against the dignity of the teaching profession. In other study also proposed that corporal punishment reflects a failure on the part of the teachers.

Pandey. (2001). A study revealed that corporal punishment affects child by not only inflicting physical pain but also mental harassment, feeling of helplessness, worthlessness, depression, inhibition, aggression, shame and selfdoubt, guilt, social withdrawal, feeling of inferiority, rigidity, lowered self-esteem, stress and heightened anxiety which may reduce his/her self-confidence

Andero& Stewart. (2002). Corporal punishment does not produce long-lasting changes in behaviour; negatively effects the social, psychological, and educational development of students; contributes to the cycle of child abuse; and promotes pro- violence attitudes of youth.

A study by the NGO Aapanach (2004) found that, of 350 children surveyed from public, private, and municipal schools, over 75 percent said that they received punishment at school, and nearly 60 percent said the most frequent form of punishment was caning or hitting with a ruler. It was common for the whole class to be punished (66 percent). A third (33 percent) reported cases of severe injury due to punishment .

Robinson, Funk, Beth, et.al(2005). A study carried out by Child line India Foundation between 2009 and 2011 found that students experienced corporal punishment in almost 95% of the 198 schools in 11 states studied, despite it being prohibited. Only 6% of government schools studied and 4% of private schools studied were free of corporal punishment (Reported in India Today, 5 January 2012). (Robinson, Funk, Beth,

et.al, 2005) revealed that in United States and parts of Canada remain the only developed countries to allow corporal punishment.

Save the Children 2012, 2013. Corporal punishment is used in schools all over the world, despite concern about its effects on children and about the implications for their capacity to benefit from school. At the same time, violence towards children has become a central concern and numerous initiatives are attempting to address it

METHODOLOGY OF THE STUDY:

The present study deals with how Corporal Punishment badly affect children's right in school of Assam. It also studies that due to non-implementation of State legislation the performance index of Assam is currently highest in ratio. The quantum of punishment is commonly found in every district both in public and private schools of Assam. The study specially carries out on both public and private schools of Lahoal Block of Dibrugarh District, Assam through non-doctrinal research. The researcher also tries to collect data from 25 schools both public and private aided of Dibrugarh District through descriptive study method. Thus, the researcher collects the materials and data by preparing some questionnaire to the childrens and teachers of class 4 with 10 participants from each individual school with total 250 and also interviewed them respectively through the process of Likert scale. Thus, the study appears to be demographically survey method along with a descriptive study which seeks to provide a comprehensive overview about the Corporal Punishment as it is still actively followed in schools of one Shankardev cluster of Lahoal Block of Dibrugarh District, Assam and other nearby areas. Despite of Right to Education Act and many other legislation Assam is still in a degradable position in respect of children mental health issues. Hence, as it is seem to be lack of judicial recourse and legislation for which the child right violation or child abuse takes place in huge manner. A suvey data was made where 95% students reported to corporal punishment leading to mental health issues in Assam.(THE ECONOMIC TIMES)

SCHOOLS IN INDIA:

The use of corporal punishment in schools needs to be understood in the context of teaching practices that are affected by structural and economic constraints, as well as by entrenched hierarchies (such as caste) (Balagopalan and Subrahmanian 2003; Subrahmanian 2003). Despite the recent legislation and policies, the practice of corporal punishment in schools remains widespread and unfortunate incidents of severe and sometimes fatal injury are reported from across India (Covell and Becker 2011). Kumar (2010) has drawn attention to the low social status of primary school teachers and the poor quality, cursory training that they receive, and blames a combination of a lack of state intervention or political will to address the use of corporal punishment in schools. School classrooms are also overcrowded. Around half the government schools have fewer than 60 students enrolled at primary level, with an average of two teachers, and only 5.5 per cent of government schools have more than 250 students at primary level (Grades 1–5). This phenomenon is reversed in the case of private schools, where fewer than 1 per cent, i.e. a single private school, had fewer than 60 students and more than half had more than 250 students (Singh and Sarkar 2013). Fewer teachers in government schools has resulted in 32 per cent of lessons in those schools being held by grouping classes together, adding to the challenge of classrooms that are increasingly diverse classrooms in terms of learning stage and capability.

Corporal punishment among children:

Emotional/ Mental abuse, Physchological abuse or Physical abuse in schools, also referred to as 'Corporal punishment', which means the deliberate infliction of pain intended to change a children's behaviour or to punish him/her. The debate about whether or not to use corporal punishment to discipline a child is an old method. Countries like Singapore still use physical methods of discipline but across the globe there is a realization that the line between punishment and abuse is rather thin and blurred and that there are other more judicious and effective ways to enforce discipline than hitting/beatings. In India this debate is raging across schools and there is an attempt to raise awareness about the adverse effects on children of beatings in schools. A study was conducted by ministry of women and child development on child abuse in India 2007

to assess the incidence of physical abuse among school children, responses from a sample of 3163 children were taken. Questionnaires were used to a total number of 12,447 children. Of these, 3163 were school-going children because studying in school was their primary activity and founded that majority of children (65.01%) reported being beaten at school, which means that two out of three children are victims of corporal punishment. Out of those reporting corporal punishment schools, 54.28% were boys and 45.72% were girl. It is revealed from the table that all states reported corporal punishment, higher percentage of corporal punishment (about 50% or more) was reported from eight States. Amongst these States while Assam and Mizoram reported 99.56% and 90.86% corporal punishment in schools respectively, Rajasthan reported the minimum (17.87%). The figures for Rajasthan probably do not reflect the real position and it appears to be an anomaly when compared with the national trend. The other States reporting high incidences of corporal punishment included Uttar Pradesh (81.59%), Maharashtra (75.90%) and Delhi (69.11%).

Table 1. Data also indicated the State wise percentage of children reporting corporal punishment

State	Yes %	No %
Andhra Pradesh	50.03	46.96
Assam	99.56	.44
Bihar	47.45	52.55
Dilhi	69.11	39.89
Goa	34.25	65.75
Gujrat	48.97	51.03
kerla	57.58	42.42
Madhya Pradesh	48.43	51.27
Maharastra	79.90	24.10
Mijoram	90.86	9.14
Rajsthan	17.87	82.13
Uttar Pradesh	81.59	18.41
West Bengal	55.56	44.44
Total	65.01	34.99

Secondary Data Souces.

Table 2 List of schools and participants under Shankardev cluster of Lahoal Block of Dibrugarh District State of Assam from where the suvey data has been collected

No of Schools	List of Schools	No of Participants
1.	Abdul Halim Shamshalim Memorial School.	10
2.	Jyoti Vidyapith.	10
3.	Kadomoni LPS.	10
4.	Public High School.	10
5.	Universal Peace Academy.	10
6.	Sri Sankardev LPS.	10
7.	Sampoorna Kendra Vidyalaya.	10
8.	Salt Brook Academy.	10
9.	Railway Hindi Mes.	10
10.	Railway Bengali LPS.	10
11.	Paschim Gaharupather LPS.	10
12.	Oil Valley girls & boys School.	10
13.	Naliapool Bengali LPS.	10
14.	N.F.Railway Assamese D.T.P.LPS.	10
15.	Gyandeep Academy.	10
16.	Gyan Bigyan Academy.	10

17.	Don Bosco H.S. School.	10
18.	Dibrugarh Railway H.S.School.	10
19.	Dakhin Jalan Nagar TE. LPS.	10
20.	B.L. Beria Saraswati Shishu Mandir.	10
21.	Laxminath Bezbaruah R.H.S.S. High School.	10
22.	Naliapool Bengali High School.	10
23.	Pub Chowkidhingee LPS.	10
24.	Railway Hindi High School.	10
25.	Sri Sankardev LPS.	10
TOTAL		250 participants

Table 3. The column that reflects the students opinion about each item related to corporal punishment to the above noted schools:

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	Other	Sum
1. My school allows the use of corporal punishment.	yes	yes	no	no	-	10	250
2. My school has a policies regarding use of corporal punishment.	no	yes	no	No	-	10	250
3. Corporal punishment is an acceptable form of discipline.	no	no	yes	Yes	-	5	250
4. Corporal punishment should be administered by teachers.	no	yes	yes	No	-	10	250
5. Corporal punishment is harmful to the student.	yes	yes	yes	Yes	-	10	250
6. Corporal punishment perpetuates a cycle of child abuse.	yes	yes	yes	No	-	10	250
7. Corporal punishment is more appropriate for males	no	yes	yes	No	-	10	250

rather than females.							
8. Have you witnessed the use of corporal punishment	yes	yes	yes	no	-	10	250
9. Have you witnessed the physical punishment other than paddling?	yes	yes	yes	no	-	10	250
		Regular Education	Special Education	Both			BLANK OTHER SUM
10. What do you teach or makes idea to teach	180	50	20			10	250

Table 4. Questions 8, 9 and 10 all ask for a short written response. Every student didn't respond to these questions but a few did. Table 3 is a sampling of the responses given for each question.

Question	Tentative Response 1	Tentative Response 2	Tentative Response 3	Yes	NO	Blank	Other	Sum
8. Have you witnessed the use corporal punishment? _____ Yes _____ No	Yes	Yes	No	105	60	20	10	250
9. Have you witnessed physical punishment other than paddling? _____ Yes _____ No	“a teacher punched a student”	“student became aggressive with a teacher”	Teacher punish the student who play football with grass drills and gators.”	70	160	10	10	250
10. If you were asked to	No	“Teachers may	“My guidelines	N/A	N/A	55	0	250

write the guidelines for your school regarding the use or non-use of corporal punishment, what would your guidelines be?		perform witnessed by another certified teacher."	would be to first give students a warning and then allow parent the choice of the weight of the offence after that decision to be given to school authority.				
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TEACHERS PERCEPTION TOWARDS CORPORAL PUNISHMENT:

The very first legislation and social commentary on corporal punishment occurred during the Victorian era. During this time, teachers were able to act "in loco parentis" or in place of parents. This allowed teachers to legally act as a parent while a child was in the classroom. This protected teachers when they used corporal punishment in the classroom. The teacher could simply explain that to ensure that the student was on the right path away from sin, the student needed to receive corporal punishment to be reminded about what the right and wrong choices were in a particular

situation (Dupper, 2008). A popular teaching guide of the late nineteenth century called The Principals and Practice of Teaching and Class Management advocated the use of corporal punishment to "induce him voluntarily to put forth his efforts" (Middleton, 2008). A teacher with a cane or stick administered most of the corporal punishment. The teacher would strike the student with the cane on the palms of the hands (Middleton, 2008).

UNESCO .(2001) According to this report, teachers contend that corporal punishment is one of the few disciplinary tools available to control large class sizes. A study conducted by Johnson (2004) reported that many teachers often carry out corporal punishment to maintain discipline in schools without the knowledge of the headmaster.

Agbenyega .(2006). The results indicate that the majority of the teachers in both public and private school administer corporal punishment to students who perform poorly in academic work. This implies that students with special learning problems who are not officially identified may be punished often for poor performance. Another surprising aspect of this result is that a large number of teachers from all the schools indicate their unwillingness to discontinue corporal punishment in their schools.

A study conducted among pupils, teachers and Ministry of Education (MOE) in Kenya by Human RightsWatch (2007), and revealed that pupils described how some teachers continue to cane them while others resort to other forms of physical punishment such as standing in the hot sun with their hands in the air for several hours; kneeling on the ground for extended periods; slapping and pinching. In some instances, physical abuse by teachers has led to serious and lasting injuries. Teachers also punish children by giving them harsh tasks such as running long distances or uprooting tree stumps.

Gladwell (1999) survey of teachers" attitudes towards corporal punishment after its ban in schools in South Africa reported a sense of despair among teachers attributed mainly to the disruptive behavior of pupil sand the perception among the teachers that their authority had been taken away. Such sentiments from the teachers show that they were not adequately prepared to maintain discipline in schools without corporal punishment.

The Punjab Education Department announced that incidents of corporal punishment in schools would not be tolerated and stern action would be taken against teachers who indulge in it under the Punjab Removal from Service Ordinance 2000 (Daily Times, 2005).

Key implications of corporal punishment:

1. **PHYSICAL HARM:** Corporal Punishment leads to physical injuries which can have long-term consequences.
2. **EMOTIONAL / MENTAL TRAUMA:** Corporal Punishment causes stress, anxiety, fear, and even depression among children.
3. **PSYCHOLOGICAL DAMAGE:** Corporal punishment undermine children's self esteem, leading to poor academic performance and social relationships.
4. **TEACHER-STUDENT RELATIONSHIP:** Corporal Punishment damages the relationship between teachers and students, creating a culture of fear rather than trust.
5. **INCREASED DROPOUTS:** Children who often experiences corporal punishment may be more tendency to dropout of school.
6. **POOR ACADEMIC :** Corporal punishment can negatively impact children's academic achievement and cognitive development

Suggestion and recommendations to reduce corporal punishment:

Educators and psychologists who oppose the use of Corporal punishment state that teachers should impose non physical disciplinary measures as an Alternative to beatings. They propose that teachers require students to write a statement describing the negative effects of their behavior to apologize for the mistakes in front of their classmates. Instructors can require the misbehaving child to sit on a chair or a mat at the back of the room and to think about his/her mistakes and of ways to improve his/her behavior (Human Rights Watch, 1999).The National Commission for the Protection of Child Rights (2008) also issued a set of guidelines on corporal punishment. On the basis of these reasons following are the recommendations drawn by the researcher-

1. WORKSHOPS-

This wrong notion should be removed from the minds of teachers and parents relating corporal punishment by conducting workshops where the negative effects of punishment should be discussed and made aware how to handle the situation positively.

2. CLASS LIMIT – Government organisation should make a regular visit in the schools at least once a year to ensure that schools are following all standard norms or not. Because researcher found that many of the classes were overcrowded and teacher supported themselves by giving the reason that they have no other option to handle such a big class without using punishment.

3. DIGITISATION OF CLASSES- Use of technology will help the teachers to handle the students by engaging them in an activity.

4. PRESSURE: Workload of the teacher should be reduced so that due to work pressure they don't get annoyed or irritated and give punishment.

5. AWARENESS PROGRAMME: Majority of the teachers and the students are unaware about the negative aspects of the punishment .

6. PTA MEETINGS: Student representative should also be included so that all the authorities can put forward their point and work together to make the environment conducive.

7. MEDITATION: It should be a mandatory period in every school so that the overburdening work pressure on teachers and overloaded students can be stress relieved.

8. IN-SERVICE TRAINING- Regular training will give teachers hands on experience of handling indiscipline in positive ways.

9. TEACHER – PUPIL RATIO: All schools should be made mandatory to maintain a healthy student teacher ratio. This will help a proper teaching and learning environment Lastly, school authorities should take positively all complains of the students and provide them a welcoming environment s that they can freely interact with their teacher or principal about their problems and both can work together for a positive learning.

Limitations Of The Present Research

It is not possible for a researcher to cover all the requirements or criteria for the research to be carried in whole perspective so following are the limitations present in the following researcher

The study is limited to primary school students of 4th grade both public and private in Shankardev cluster of lahoal block of Dibrugarh District State of Assam. It include upper primary school students specifically.

b) This study is deals with survey method of research. It has not included experimental research.

c) The study is delimited to opinionnaire and semi-structured interview as a tool for collection of the data. It hast included likert scale.

CONCLUSION:

Corporal punishment in schools is a complex issue requiring a collaborative approach. Teachers and authorities must work together to create a safe, supportive, and disciplined learning environment. Teachers should be educated in the use of alternative methods of discipline, with an emphasis on employing evidence-based behavior modification and other techniques to maintain control of the classroom without resorting to violence. Every research work is carried with a notion in mind to benefit the society. The present research will benefit the teachers to understand the meaning of positive discipline and the alternative strategies of punishment. The research will help the policy makers to make an amendment in few of the laws and avoid the loopholes for offenders. The affiliation committees will understand their shortfalls and this will be beneficial for both the students and the teachers for their workload. Parent's awareness will safeguard the rights of the children. Revival of government schools in aspect of infrastructure

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