

Student Name: Upasana Nasa

Supervisor Name: Prof. Kartar Singh

Department: IASE

Topic: Prevalent Practices of Corporal Punishment in Schools of Faridabad District of Haryana

Keywords: Corporal, Punishment, Discipline, Reinforcement, Behaviour, Learning

Findings

The findings of the research questionnaire reveal both males and females in the ninth grade are more susceptible to the negative effects of corporal punishment than those in the sixth grade, and urban schools are more likely to use and administer harsher forms of the practice than rural schools are. The percentage of students who reported use of corporal punishment as analyzed through semi structured questionnaire as per responses from students was as follows; urban boys of 9th standard (80%), followed by urban girls of 9th standard (66.7%) However, after the Focus Group Discussion of the students, the researcher found more susceptibility of corporal punishment among rural students. The findings of semi structured questionnaire reveal physical punishment is more likely to be inflicted on girls than on boys. The findings of semi structured questionnaire as reported by students, the greatest frequency of punishment is among rural girls in the 6th standard, with a percentage of 83.3%, followed by rural girls in the 9th standard, with a percentage of 73.3%. The rural boys in 9th standard had the lowest rate of punishment, with just 26.7% of them receiving it more often. This was followed by urban boys in 6th standard, with a rate of 40%. These findings indicate that physical punishment is more widespread and severe among female students compared to male students in rural locations. However, the findings of Focus Group Discussion reveal that both genders are equally vulnerable to punishment.

The findings of the semi structured questionnaire reveal physical punishment is more often been employed as a disciplinary measure than as an educational tool, and the most frequent reasons for students of any age to get a punishment include students creating disruption or disturbance in the classroom, failing to complete assigned assignments, and arriving late to class. The most common reasons for punishment were not completing homework, talking in class, and not paying attention in classroom. According to the findings of the survey, the person administering punishment was the class teacher, followed by the subject teachers. The students revealed that the most common location where punishments were given was the classroom, followed by the school playground. The highest percentage of students who reported experiencing punishment inside the classroom was found among urban boys of 9th standard (96.7%), urban girls of 9th standard (93.3%), rural girls of 6th standard (93.3%), and rural girls of 9th standard (96.7%). According to the findings of the research, the most frequent form of physical discipline administered at school was the use of pinching, slapping, hitting by stick, ruler or and pinching. The perspectives of the students on the impacts of punishment in school differ according to

gender, geographic region, and academic standard. However, the vast majority of the students feel that punishment either improves their academic performance or modifies their behaviour in the classroom, or both.

Students both urban and rural, in both grades, reported receiving corporal punishment in their schools, either by their subject teachers or their class teachers. The most common form of discipline administered at home was the use of the mother as the primary disciplinarian, followed by the father as the secondary disciplinarian. Students both urban and rural, in both grades, reported that corporal punishment improved their behavior and their learning in the subject. However, a higher percentage of urban students, especially girls, reported that corporal punishment did not improve their behavior or their learning in the subject. Most students, both urban and rural, in both grades, reported realization as their first reaction on receiving punishment, followed by shame. However, a higher percentage of urban students, especially girls, reported shame as their first reaction. Some students, their feelings with teacher/s or class teacher. However, a higher percentage of urban boys, especially in the 6th grade, reported expressing their feelings with teacher/s or class teacher as their action, compared to rural boys or girls. Most students, both urban and rural, in both grades, reported that telling their parents every time they were punished in class, followed by telling their parents only if the teacher asked them to inform them. However, a higher percentage of urban boys, especially in the 6th grade, reported telling their parents only if the teacher asked them to inform them.

Most students, both urban and rural, in both grades, reported that their parents told them that they must have done something wrong in class, followed by doing nothing. However, a higher percentage of urban girls, especially in the 6th grade, reported that their parents did nothing.

Most students, both urban and rural, in both grades, reported missing school and staying at home as a consequence of punishment. Almost all students, both urban and rural, in both grades, reported not remembering any instance of punishment in their school leading to drop out or suspension of students due to disciplinary issues, except for a very small percentage of urban students, especially boys. Students, both urban and rural, in both grades, reported that the subject teachers extended cooperation and support when they needed, followed by the teachers punishing them on serious misbehaviors. However, a higher percentage of urban girls and rural boys and girls, in both grades, reported that the teachers punished them on serious misbehaviors. Urban students, especially in the 6th grade, predominantly turn to parents for emotional support. Urban students, particularly in the 9th grade, display diverse emotional responses to punishment, with a significant percentage emphasizing learning from the experience. Rural students, across grades, manifest a higher inclination to learn from disciplinary experiences. As per the findings of semi structured questionnaire, Urban 9th-grade girls report a higher prevalence of witnessing punishment compared to their 6th-grade counterparts. Rural areas generally exhibit a higher overall prevalence of observed punishment, with variations based on gender and grade. Overall, a majority of students perceive their school environments as protective of their rights, schools trying to ensure discipline and maintaining the respect for dignity and rights of all stakeholders.