

LEARN WITHOUT FEAR



Corporal Punishment in schools has devastating long-term consequences for children who face it. Therefore, it is the responsibility of all especially that of students, teachers, communities or governments.

Society for All Round Development
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LEARN WITHOUT FEAR

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Campaign against Corporal Punishment in MCD Schools

Inculcating positive discipline in Municipal Corporation of Delhi (MCD) schools, towards corporal punishment and sensitization of community and other stakeholders for a child friendly learning environment in selected schools/clusters of Delhi





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Abbreviations

CCCD	Child Centered Community Development
CPC	Child Protection Committee
DCPCR	Delhi Commission for Protection of Child Rights
IEC	Information Education Communication
LWF	Learn Without Fear
MCD	Municipal Corporation of Delhi
MDG	Millennium Development Goal
NCERT	National Council for Education Research and Training
NCPCR	National Commission for Protection of Child Rights
PTA	Parent Teacher Association
RTE	Right to Education
SARD	Society for All Round Development
SCERT	State Council for Education Research and Training
SMC	School Management Committee

Background Introduction

Children are often disciplined with a perception that they can only understand and learn with the help of punishment. This belief is often reflected in terms of various types of physical, mental or emotional abuse on children like corporal punishment, physically strenuous labor, addressing the children with negative labels or words, discrimination etc. Apart from this, they experience different kinds of physical, emotional, mental or sexual violence within the school environment leading to a non-supportive environment for learning.

It is a proven fact that children can be disciplined and learn things without practicing any kind of violence towards them and they have a right to live and study in an environment, which is free from any kind of violence or fear.

According to a nationwide study on child abuse in India by the Ministry of Women and Child Development in 2007, two out of three school-going children in India were physically abused, with boys the most likely target. A high prevalence of corporal punishment was found in all settings — homes, schools, institutions and even on the street. The study showed that corporal punishment took place in every district of the country and punishment as a tool to discipline children was deeply ingrained in both government and private schoolteachers. But most children did not report the abuse to anyone, continuing to suffer in silence.

The most commonly reported punishment was being slapped and kicked (63.7 per cent), followed by being beaten with a stave or stick (31.3 per cent) and being pushed, shaken etc (5 per cent). For many, the hurt resulted in serious physical injury, swelling or bleeding.





All over the schools in Delhi, irrespective of levels (government and/or non-government), class or culture, children do face problem of corporal punishment in schools. Instead of learning, enjoying school and preparing for the future, these children are faced with bullying and corporal punishment. Instead of flourishing, children are beaten and humiliated in the worst kind of way. Children subjected to corporal punishment have to bear the pain and humiliation; it affects their learning, their personalities and their future prospects. Do our children irrespective whether they are in MCD school or any other private school – deserve such pain and humiliation is the question. Can't we provide our children a safe school environment where they can learn to the best of their ability.

Learn Without Fear is Plan's contribution to handle and tackle the menace of corporal protection in general and specifically in context of Delhi MCD school collaborated with SARD to protect children from 'corporal punishment' and building capacities such that these poor and disadvantaged children have 'safe-schools' to learn. Children have the right to go to school without fear and expect a quality learning experience without threats of punishment.

SARD with support of Plan-International (India) had initiated the project 'Learn without Fear' creating models for child-friendly environments in 130 MCD primary schools with governments to replicate these elsewhere. SARD in this endeavor engaged children in developing a 'child-protection-committee' to enable them to advocate for a corporal punishment ban.

'Learn without Fear' campaign currently functioning in 133 MCD schools in four zones of Delhi that are West Zone, Najafgarh Zone, South Shahdara Zone and North Shahdara Zone. Though Right to Education (RTE) act -2009 has banned corporal punishment, but its functioning is yet witnessed in schools that affect children in a negative manner. To abolish corporal punishment and motivate teachers, community and parents to use positive discipline rather than corporal punishment, this program has been launched and established in Delhi.

About SARD and its role in area of child rights

Society for All Round Development (SARD) is a non-profit voluntary organization which aims to work for the empowerment of the marginalized and under-privileged sections of society, with a special focus on children and women, as they are often the most disadvantaged groups in communities. To achieve this aim SARD provides intervention in multiple areas of education ensuring rights of children and their protection, health, micro-finance, and natural resource management leading to a sustainable environment. Through various activities in these areas SARD ensures a holistic development of an individual, and their community, which in turn will contribute to the progress of society as a whole. By working at the community level, SARD is building a stronger foundation which develops Indian society.

The broader vision of SARD is “a society where all the members have an equal access to opportunities, goods and services.” To realize its vision, SARD has worked in close collaboration with the community. In fact, one of the key strengths of SARD is its relationship with the community and also with its stakeholders. When SARD works in a particular area, it not only works with the target group, but also involves many elements and members of the community to which that group belongs. Besides the families of beneficiaries, various people who are key opinion leaders in the community as well as the government officials are regarded as key stakeholders and involved in various activities of SARD. Through its various efforts such as community awareness and community mobilization SARD has been successful in establishing its identity as an organization with a very strong community based approach.

SARD also works towards ensuring that through its intervention, the beneficiaries of its various programmes are able to realize their full human potential. This in a way is reflected in the



name of the organization. In view of its broader goal of empowering people to realize their full potential, SARD has now focused its special attention on the children of the community. Children, as they are the next generation of our society, are an incredibly important sect of society. With appropriate guidance, optimal support and the right opportunities their latent talents and capacities can be brought out to the fore and utilized efficiently.

SARD realizes that children are the future of the nation and therefore it is very essential that they be provided with best services to develop into contributing members of the society. As per the *UN Convention on the Rights of the Child*, every child has a right to holistic development, which entails access to proper education and health. The UN Millennium Development Goals (MDG 2) also lists achievement of universal primary education as one of the key goals. India has shown its commitment to the cause by setting a goal of “*All children in school by 2003; all children to complete 5 years of schooling by 2007*”. Since its origin, SARD has been guided by these international and national approaches towards primary education. It has been deeply committed to the education of marginalized sections of society; we have demonstrated this commitment through past programs that we have successfully implemented.

SARD’s education programme funded by Tech Mahindra Foundation, Oxfam India and Save the Children is currently running in 40 resettlement and unauthorized colonies of Najafgarh, West zone and Shahadra South and North zone of New Delhi. These colonies become urban slums over time, and are generally inhabited by a migrant population. Main characteristics of the target area are low income, limited or no access to basic amenities, poor health and education levels, migration, and a high scheduled caste population. Thus the inhabitants of the target area largely belong to the disadvantaged and deprived sections of society. The major goal of this programme is to improve the children’s access to quality education, ensure the retention of the students and increase the enrolment of children coming from vulnerable and deprived communities.

Besides providing quality education to the children enrolled in SARD centres, SARD also contributes in other fields such as health. Various events like health melas and awareness camps have been organized in the target area to ensure the well-being of the community and to improve their access to health information. SARD has also conducted various workshops on a variety of topics in these communities; such as regarding rights of the children in Indian perspective, life skills at primary level etc. Such workshops help create awareness regarding the rights of the child and also underline the need for equipping children with appropriate skills to deal with various problems. SARD also focuses on the sensitization of teachers encouraging the integration of child rights in the classroom set up.

SARD has conducted various trainings for the capacity building of its staff as well as the MCD School teachers with teaching directed and emphasized according to the principles of child development. SARD believes and ensure that a healthy classroom environment and strong teaching learning processes are integral to the development of the child.

About Programme

Most children did not report the incidences of 'corporal punishment' faced by them to anyone at school or at home. Many studies including Plan India study shows that corporal punishment is a regular feature in the lives of most children in government schools.

SARD is a child-centered development organization that aims to promote Child Rights and improve the quality of life of vulnerable and disadvantaged children. It has always focused on keeping the needs and rights of the children at the forefront. As an organization, it is sensitive and committed towards the issues concerning child protection and violence against children.

Learn without Fear is a Plan's advocacy campaign and it is about preventing all forms of violence against children in schools. The top three priorities of the campaign are corporal punishment, sexual violence and bullying. Plan's vision for the campaign is of a world where children can go to school safely and expect a quality-learning experience without fear or threats of violence. SARD took this campaign forward in its operational area with the support and guidance of Plan India.

Project Interventions

- Sensitization workshop with Senior MCD officials, Delhi Administration officials on the implication of corporal punishment and to create a positive thought process in teachers.
- Interface meeting with DCPCR/NCPCR, School Authorities and teachers to develop a frame work for adoption
- Workshop for school administrators on corporal punishment and child friendly schools
- Training of Trainers for selected school teachers on the issues of corporal punishment and Inclusive education positive discipline
- Formation of Child Protection Committees (CPCs) in all the school and capacity building of the group and resource teachers on the role and responsibility of the CPCs, Weekly activities scheduling for committees and monthly review of progress in cluster level.
- Formation of "Child Protection Council" involving members from each CPC formed in the school level and addresses issues pertaining to Corporal punishment and organize Quarterly meeting of the Council.
- Cluster level Sensitization meeting of Community stakeholders with the help of SMC/PTA members and SARD staff in five clusters @ 15 members from each cluster at 5 clusters
- Sensitization of Media on positive reporting and responsible behavior campaign on corporal punishment/ positive discipline
- Development of IEC material on positive discipline in close coordination with UNESCO, SCERT, DCPCR, etc.

Accordingly SARD's erstwhile outreach in MCD schools in three different zone comprising over 210 schools were taken up for intervention. The aim of the campaign was to:

- Raise awareness on the rights of children to learn in a safe (violence free) environment in schools and about the negative impact of neglect of the girl child.
- Advocate with government agencies for effective enforcement of legal protection for children including putting a ban on corporal punishment in schools
- Advocate for the development of support and reporting mechanisms for atrocities against children
- Ensure access to methods of positive engagement in classrooms for teachers/institutions
- Violence against children occurs everywhere in the world every day.

As per the laid objectives of Plan India's LWF campaign, SARD's objectives were to:

- Create awareness of the concept of a "student-friendly school" among students, teachers, parents and school authorities.
- Illustrate the negative impact of the violence on children.
- Create a safe reporting and redressal mechanism against any form of negligence
- Explore different methodologies for teachers on positive discipline and inclusion.
- Get school administration enthused about the concept of having focus on the education.
- Make school administration aware of the recommendations of the RTE Act and its provisions on education for all.



Project Approach and Strategy

In light of the SARD's objective and intervention plan, an approach to the campaign was devised in the form of a , cohesive strategy to address all the pertinent issues. The purpose of the approach was to design a campaign tool which is easily understandable to all the stakeholders and at the same time engages them in an interactive mode. The awareness sessions were designed to highlight the negative impact of violence on children in particular and the importance of treating children with dignity and respect in schools. The main objective of the community awareness programme was to reach out to the campaign stakeholders, in this case, students, teachers, school administration and parents. The campaign was designed for the government school going children, which were reported as high incidence areas with a large vulnerable target group. To initiate the campaign for the year 2011, school contact program was conducted at 62 locations of Delhi in the form of participatory community awareness sessions in the first phase.

Participatory Community Awareness Sessions

These participatory community awareness sessions in 62 different school locations involved alive theatrical presentation, which was originally modelled on 'Forum Theatre' started by Augusto Boal in Latin America. This theatrical presentation is normally considered as one of the effective and critical engagement tool. The theme of the presentation was conscientiously kept as a situation analysis of two opposite positions. In the first case a boy was shown and with the normal accepted norms whereas the other child was a girl child and had stories of her life explored in front of the captive audience.

Some responses of the Stakeholders (Principals, Teachers & Parents) are as follows:

- According to a few principals, the prevalence of violence in school is quite high.
- School discipline can be maintained only by getting strict with the students i.e. by using the rule book as a guideline and with no compassion for any particular gender.
- Girl students' future is insecure as they do not show interest in their studies.
- Girl students do not study and complete their homework because they don't get the required time and attention at home.
- Teachers say that they do not want to discriminate any child just because of gender, but agreed that girl child needs more attention.
- The general feeling of non-attentive attitude towards girl child in the community does not get addressed properly and it gets manifested in school though teachers and children.
- No rewards for teachers leading the campaign of inclusion of girl child in mainstream education.

Starting Milestone

Through this initiative of 'theatrical presentation' SARD could reach to around 62 specific schools from the campaign area. In the campaign SARD tried to reach out to different stakeholders with a concerted appeal and exhorted each and every group or community to join the campaign. In some of the primary school, project team thought that the information could be complex for the students attending the session, but to our surprise many students did answer all the queries with great aplomb and mature understanding.

Taking Forward

Based on the positive responses received and keeping in view of the enthusiasm generated among stakeholders, the future intervention for second phase were planned as follows:

- Upscale the intervention model of working with 62 schools to 100 more schools within the SARD campaign areas and conduct 10-20 sessions in selected schools
- Get more ownership of the campaign from the state governments and request NCPCR to take up this campaign on to a broader platform
- Design teachers workshops and equip them with some tools of engagement, incorporate students participation in designing the tools
- Create mechanism of awarding 'Girl Child Friendly' school
- Design a moving exhibition on the campaign, to visit all city schools
- Provide media walkthroughs in the campaign schedule

The technique of the role play was used to deliver the complex ideas and eventually played out with a positive resolution at the end. The two contrasting point of view were shown as a build up to a crisis situation, and towards the resolution the probable solution to the crisis is put forward to emphasize LWF. The characters were kept distinct to show each situation in correct perspective though in both the situations the characters were from similar setup and from government schools background.

The idea was to explore forms of common practices of corporal punishments, neglect of the girl child prevalent in our society etc. As the play was performed by trained coordinators, they were equipped to engage audience in an interaction after the play. The core idea was to leave a lot of space for active interaction after the play and drive home the points of the campaign. The mixed community target group enabled the coordinators to further explore possibilities of engagement with the group as an entity and at the same time paved the way for one to one interaction.



Achievements...

1. Around 100 schools will remain free from any form of corporal punishment.
2. A broad framework to check corporal punishment are in place for reference and practice
3. Child protection committee (CPC) established and resolving issue raising from their schools with respect to corporal punishment
4. Around 200 teachers , 1400 principals, and 25 authorities sensitized on the issue from 12 different MCD zones of Delhi.
5. Better coordination between the NGO and the government agencies towards implementation of policies and programmes concerning the rights of children and an increased accountability of the agencies working in the field of implementation of child rights.
6. Enhanced awareness of the community members about the rights of children and increased community participation towards realizing them.
7. At least 200 teachers including 100 headmasters of these three zones have a perspective on corporal punishment and issue of child rights after the sensitization workshops.
8. The capacity building of the state level education heads and zonal directors on the issue of child rights bringing child friendly learning atmosphere.



CORPORAL PUNISHMENT

Corporal punishment occurs when physical force is used by someone in a position of authority against someone in his or her care with the intention of causing some degree of pain or discomfort. This can take the form of hitting children with a hand, or with a cane, strap or other object; kicking, shaking or throwing children; scratching, pinching, biting or pulling hair; forcing them to stay in uncomfortable positions; locking or tying them up; burning, scalding or forced ingestion etc. Such punishment can have psychological as well as physical effects.

What makes violence unbearable is the fact that children consider the school like their second home and teachers like their parents. When a teacher berates a student, saying he/she is 'good for nothing' or "should be sent to a special school" or that 'teachers are allergic to a child's face', the student may not break down in front of the class, but it haunts him/her for weeks and months because it undermines the self-esteem and self-worth.

There are so many other non-violent methods to discipline children at school, like encouraging, listening, withdrawal of privileges etc., which have long lasting effects on the child's behavior.

Proven ill-effects of 'corporal punishment'

- It has a short term effect. The misbehavior return as soon as the apprehension of physical punishment is over.
- Apart from suffering physical pain, the child feels humiliated, insulted and rejected by parents. This arouses resentment and hatred in his heart against the teachers.
- The child doesn't find his teachers worth respecting. This destroys the relationship completely.
- It provokes violent thoughts in child's mind and teaches him that violence is an acceptable behavior in a relationship and if you love somebody, it is okay to beat him/her for the things that they do which you think are wrong.
- It creates an atmosphere of tension, hatred, fear and violence in the teacher child relationship.
- The child begins to hate and avoid doing the thing for which he was punished doing it the wrong way.
- Child learns aggressive and violent behavior, becomes abusive or bully in any relationship that he/she might have ever in future.
- Repetitions of physical punishment make the child immune against it, and then it doesn't even work temporarily.
- Produces negative emotions in child's heart like fear, phobia, anxiety, lack of love, sadness, depression, panic etc.
- The child might turn rebellious and may misbehave even more out of frustration. The teacher brands the child as a 'Bad Child'. The branding teaches the child that he is already branded and it doesn't matter now even if he does something good. So why even try?



By stopping physical punishment and using positive discipline techniques, the frequency of misbehavior keeps on reducing and ultimately fades out with the passage of time. This also improves love, affection and harmony in the teacher child relationship.

Physical punishment is not only bad but dangerous. Most of us including teachers have grown with various form of physical punishment in almost acceptable way. Many a times teacher tend to use the same way to discipline children in their class. It seems to show immediate results and therefore teachers tend to believe that it is very effective. Also, many a time's teachers think that "He/she is always right". So for the teacher, children misbehaving mean disobeying teacher's wishes and commands.

There are many other healthier ways to teach them discipline. If teachers stop physical punishment and simultaneous use other positive discipline techniques like listening, encouraging, understanding, avoiding criticism and arguments, etc. children begin to cooperate.

Even if stopping physical punishment doesn't improve the situation immediately, it certainly doesn't make them worse. Even this is a great reward that teacher and children can remain the same (howsoever bad) without use of violence. So even if stopping physical punishment doesn't make any difference, why do that?

The results may not be dramatic in the beginning. But slowly their behavior improves. The frequency comes down slowly. And the atmosphere at school is more peaceful and fun. It reduces our stress and tension as well.

Sensitization of Teachers

Workshop on “Learn without Fear” and “Positive Discipline”

Workshops with MCD teachers and higher officials on positive discipline: SARD conducted workshops with MCD teachers and higher officials on positive discipline, RTE act and child rights and protection issues. These workshops were to create an understanding among teachers about conditioning of child’s behavior in a positive way and understanding about RTE act. To address this issue in this context, SARD organized series of workshop not only for its own project-teams working directly or indirectly with MCD Schools in different zones of MCD schools, but also with teachers with the objective to orient the participants with the concept of “Learning without fear” ensuring its effective implementation within the school system.

School level workshops were conducted with different education authorities with a purpose to capture what schools are already practicing as positive discipline and behavioral changes introduced by teachers themselves to enforce discipline. SARD enabled Municipal Corporation of Delhi –MCD to sensitize the teachers of MCD schools. SARD along with NCERT/SCERT organized several special workshops on corporal punishment. The special training sessions were part of the ongoing training programme for teachers on ‘Right to Education’ and understanding behavioral patterns of children.

“It was important to educate teachers about the changing needs of students. Teachers often took harsh measures to discipline the students, but it was not correct. They henceforth were trained in handling difficult situations without losing their cool,” said MCD Director, Ms.Premalata Karatiya, MCD. During the training workshops, teachers were also be informed about the legal repercussions of corporal punishment.



Objectives of the Workshop

The main objectives of the workshop were to:

- Create awareness on child rights and how these rights are violated within the school setup
- Sensitize the participants on different types of child abuse and issues related to it
- Acquaint them with the “Learn without fear” campaign of PLAN and its need and outreach in the present scenario
- Help the participants understand the concept of positive discipline and its application within the classroom

There have been several cases of corporal punishment reported in MCD schools in the past. In 2009, Shanno, a class II student of the MCD primary school in Bawana, died after she was allegedly made to stand in the sun.

After the series of training the teachers were a lot enlightened because for the first time they were made to question their own beliefs and value systems which they often took for granted. They were made to realise that apart from newer and better methods of making learning more enjoyable, it was important for them to understand the psychology of children and study the world through their eyes. All the questions raised in the workshop were related to their involvement with the children, parents and community not the content or transactional activities in the classroom. Instead of confining themselves to the textbook, teachers developed an insight into the world around them. They were made to realise that the geography and natural environment of the school is the science, the old men of the community are the history, folklore is their language and expressive tradition and the realities of their life is their day-to-day arithmetic. They were made to feel the importance of informal learning, and how a child's creativity takes shape from informal learning mechanisms. The teachers self introspected on their own behaviors and attitudes, and realised the effect it can have on child's psychology.

The school, belonging to the children had to be a place where children come to learn out of love and not due to fear and compulsion. It was the duty of the teachers therefore to create an atmosphere of learning and help generate an interest for education. The training thus reaffirmed the faith that the entire society has on teachers and their role as builders of future citizens. Starting with a modest ambition of transforming the teachers for the core of their heart the training now looks

Teachers during the workshop listed following fears, which they observe among their children and in their schools:

Fears

- 1) Fear of punishment of any form.
- 2) Fear of the teacher.
- 3) Distance of the school.
- 4) Fear out of shyness.
- 5) School discipline and sense of timing.
- 6) Burden of studies.
- 7) Language problem.
- 8) Inferiority complex.
- 9) Fear of lack of recognition.
- 10) Fear of new environment.
- 11) Fear of becoming a victim of mocking, chiding, ridicule.

Hopes

- 1) To make new friends.
- 2) To see a new environment.
- 3) To play games, sports.
- 4) To learn new things.
- 5) To get books, pencils, slate.
- 6) Mid-day meal.
- 7) Participate in the school fairs and festivals.
- 8) To learn new things.
- 9) To wear clean clothes.
- 10) To see the pictures in the books.



forward to the system to provide the necessary academic and administrative support to the teachers to fulfill their roles.

What are the fears and apprehensions in the mind of child before he/she comes to school. Also what are his hopes and expectations. The participants were divided into groups of 5 to 6 and asked to write down their observation in-groups. This was followed by group presentation of findings. After this there was a general discussion on the findings. The points of discussion were clubbed in two columns of fears and hopes. The objective was to make the teachers aware of the fears and hopes of children before they come to school. therefore it is essential to create an environment in which fear is minimized and expectations are fulfilled. Another objective was to make the teacher sensitive to the fears regarding school, teachers, textbooks etc. Therefore they should try to create an environment in which the child feels at home and is able to identify himself.

At the end of workshop, teacher realized they must therefore try to create an atmosphere of warmth and friendliness inside the classroom, so that the fears are minimised and expectations fulfilled.

- Fear can be minimized by mixing up children both from the upper and lower classes and giving them some work to do together.



- Affection and warmth in dealing with children.
- The teacher should speak in the language of the children.
- Creation of home environment in the school.
- Giving equal attention to all the children, this can be achieved when the children are made to sit in a semi circle.

The teachers were suggested to create an environment of warmth, affection and co-operation. He/she should not make the children feel that home and school are two different environments. By engaging children in different activities, games, and along with teaching lessons, the school can be made a place where children come out of their own will rather than use of force or compulsion.

The teachers were asked to discuss on (a) the role of a teacher (b) the class room implications of a teacher's behavior (c) the ways in which the existing knowledge base of children can be used inside the classroom situation or for classroom teaching.

These series of activities (workshops) among teachers was designed to give practical ideas to strengthen abilities as a 'teacher'. It included a learning process and suggested activities for developing relationships of trust with children. The activities also foster pride in the teaching profession by suggesting ideas for professional development as a 'teacher'. The central aim is to help teachers to grow as professionals who can run a Good School, not to train them as teachers.

Capacity Building of Parents



Protection of children is the responsibility of their parents. With the increase in the level of crime against children, it is very important for the parents to learn about their environment and create an atmosphere where their children receive maximum safety and security. It is very important for parents to learn about various child rights and effects of abuse on children, so that they are able to mould their children's behavior in a positive fashion. In order to address such issues and educate parents how to condition children's behavior, a workshop was organized for parents.

During the workshop, presentations were shown on types of child abuse and various ways by which parents can protect their children. Abuses like emotional, physical, sexual and psychological were discussed in detail with the parents. Role of parents and various data on abuses were also shared and discussed with parents. Parents participated with lot of queries and seriousness. It was also seen that few parents had knowledge about the various issues with the children but wanted to know how to protect their children. Long term and short term effects of abuse on children were something they were not fully aware of and were enthusiastic to learn about it.

Also during the workshop, project team (workshop facilitators) spoke about positive discipline in detail with the parents. Parents were very enthusiastic to know about this concept. Some said how one can discipline the child in a positive manner? After sharing various live examples with the parents, they became clear about the various ways by which one can discipline their child without harming him or her. Various types of reinforcements that parents can use while modifying their child's behavior were also discussed with the parents.



Objective of the workshop

- To create an awareness about RTE act 2009
- To create an understanding about child rights and types of child abuse
- To create an understanding about different ways to condition their children's behavior
- To create an understanding about positive discipline

Child Protection Committee (CPC) and their Capacity Building Workshop

Childhood is the most sensitive period of life. Right guidance and healthy atmosphere helps the child to grow better and become a good productive citizen. Atmosphere where a child lives, grows, and learns needs to be healthy and safe. Family and school are the places where a child spends most of his/her time. Knowing this fact, protection becomes the most important issue. Child abuse, harassment, and violence need to be addressed. It is our responsibility to make the children, parents, teachers, and communities aware about the rights and protection issues of children. SARD in this programme felt to address this issue, CPC members can play a prominent role. To create awareness in the society about the protection issue, we need to work as a team. So, SARD organised workshop on this issue.

Different types of harassment which children face and how those harassments create fear in child's mind were discussed. Participants shared some of the cases where child faced harassment. Creating an atmosphere where a child feels free to share his/her problems, giving them power to speak out is very important.

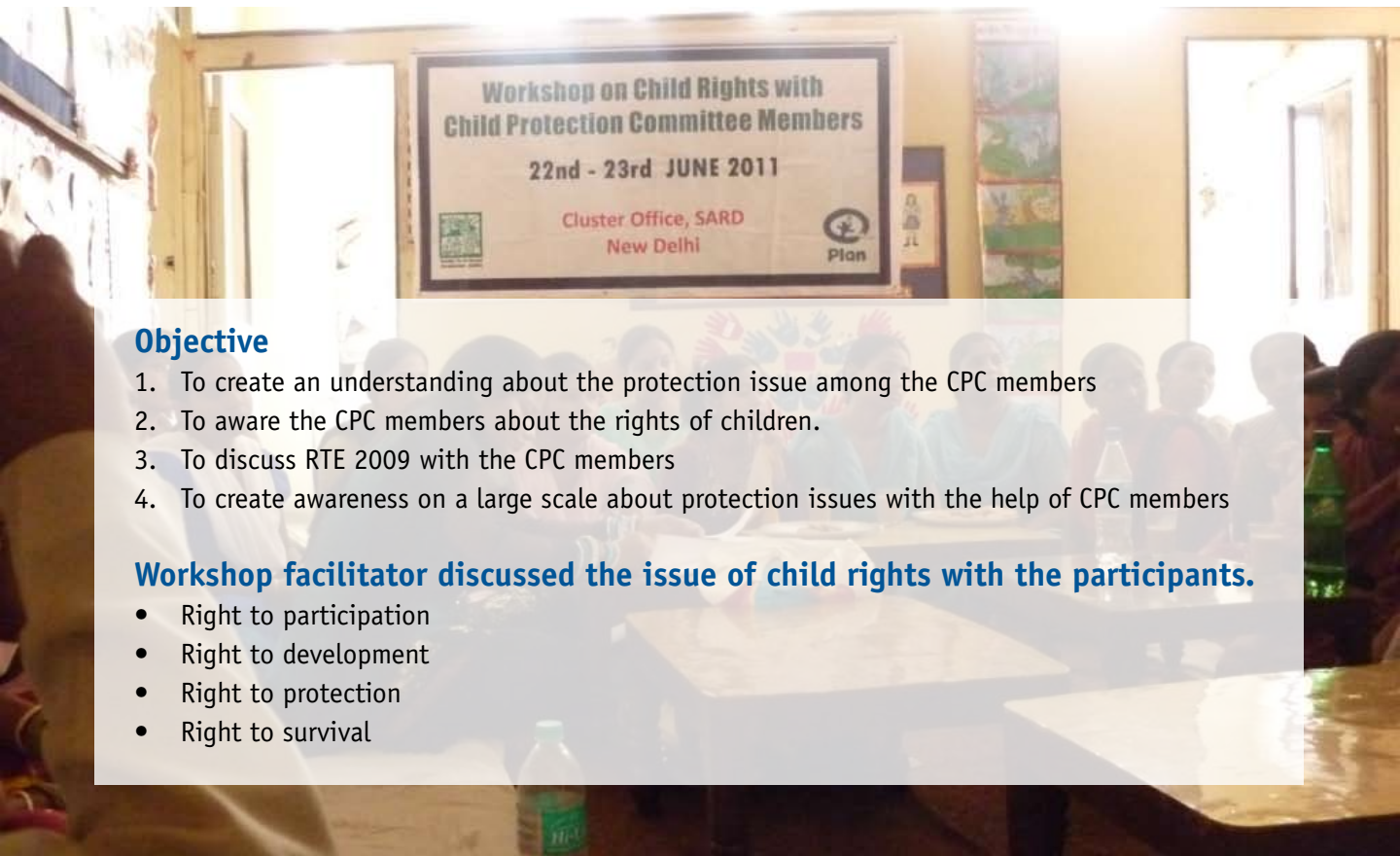
CPC comprises of 15-20 member's of students' representatives, teacher's representatives, principals, parents and community stakeholders. This group meets once in a month in school and discusses various issues related to child protection.

Objective

1. To create an understanding about the protection issue among the CPC members
2. To aware the CPC members about the rights of children.
3. To discuss RTE 2009 with the CPC members
4. To create awareness on a large scale about protection issues with the help of CPC members

Workshop facilitator discussed the issue of child rights with the participants.

- Right to participation
- Right to development
- Right to protection
- Right to survival



Workshop with Parents (PTA)

India has been witnessing high rates of child abuse in past few years. Media reports that Delhi has the highest rate of child abuse in India. The main reason behind this is yet to be found, but through different intervention with parents and children it has been found that there is lack of awareness among people about such issue. PTA's are the members who look after various issues regarding children in schools. One of the major issue that is being handled by PTA's is child protection issue. In order to help them in understanding various child abuses and their effects on children a workshop was organized that focused on child protection issues and different agencies that address or handle these issues.

Workshop facilitators with a brief introduction about SARD and LWF campaign briefed the participants about the agenda and motive behind the workshop. A movie on positive discipline was shown to make them understand how to mould childrens' behavior in a positive way.

Community workers guided the participants on the various ways to handle child protection issues as a community member. Moreover they also shared their experience in handling such issues in their communities and problems that they have faced while handling such issues. They facilitated the participants about the various ways in which the problems faced can be handled and how can they approach local ngo's, police station, and other local stakeholders within the communities who would support them in such issues.

The training of parents and teachers was interactive and focused on values and principles, needs and desires, stress, communication, discipline, authority styles, discipline/alternatives to punishment and the role of the educator versus the role of a parent.



Objective of the workshop

- To educate parents about DCPCR and other agencies on child rights
- To make aware people about various child rights and their importance
- To aware them about the role of communities in child protection issues
- To create an understanding about different agencies who handle child protection issues.
- To create awareness about LWF campaign and its main objective

Mr. B.C Narula, Senior consultant, DCPCR, facilitated the participants about DCPCR, NCPCR, and other agencies that can be approached by people in order to handle child protection issues. Following this he discussed various case studies in which DCPCR has solved issues that are related to child protection in the school or in communities. The role of DCPCR was clearly described to the participants, and the various procedures by which they can approach DCPCR for help in child protection issues. Participants asked him about various problems that they have faced, and how to resolve such issues or address these issues in a positive way. To this Mr. Narula told them about various ways by which parents and even children have approached them and their issues were solved in minimum time.



Ms. Priti briefed participants about PLAN India and its efforts to promote “Learning without fear” the summary of her briefings include-

- In India, Plan was started in 1979 and at present it is working in 11 states
- The main areas of work include-health, disaster, livelihood, child rights & protection
- With SARD, Plan is working on a project titled “Violence free schools” to implement the concept of Learning without fear
- Key element of Plan’s working is “Child Centered Community Development” (CCCD). This approach of PLAN is a right-based approach. Initially, Plan was working on a need based approach but it was realized that need based approach makes the community dependent so the concept of Child centered community development was introduced as a right based approach to promote holistic development by empowering the target group.
- For ensuring sustainable development it is important to address the fulfillment of long terms needs rather then providing solution for accomplishment of short-term needs.

During workshops (trainings) a movie titled “Chuppi Todho” on sexual violence was shown. The movie focused on:

- Developing an understanding among children to differentiate between “good touch and bad touch”
- Creating awareness among children on sexual violence so that they can raise their voice against it
- Ensuring that children can say “NO” in case of any such incidence



After the movie, the participants were divided into four groups and a group activity was conducted.

Brainstorming on ...

What is education?

Qualities of a good teacher

What is positive discipline?

Understanding different types of emotions

Process: Each group were presented with a topic and was asked to discuss and write their views on the topic given. After the groups were through with the discussion, they were asked to present share their views. The group, which was asked to present the role-play, depicted two situations using different emotions. In one situation different types of emotions were expressed using voice modulation and in another situation the emotions were expressed using actions/ gestures with the help of a common object. The remaining participants were asked to identify the emotions. On the whole, using the role-play the participants were made to understand the role of our voice tone and actions/gestures in conveying a message.

After this activity, the concept of positive discipline was discussed and following points were shared:

- Positive discipline is about long term solution that helps child to have self discipline
- It is about building a mutually respectful relationship with the child
- It is about increasing the child's competence and confidence to handle challenging situations
- It is about teaching courtesy, non-violence, empathy, self respect, human rights and respect for others
- It is not letting the child do whatever she or he wants to do
- It is not about having no rules, limits or expectations
- It is not about short term reactions or alternative punishments

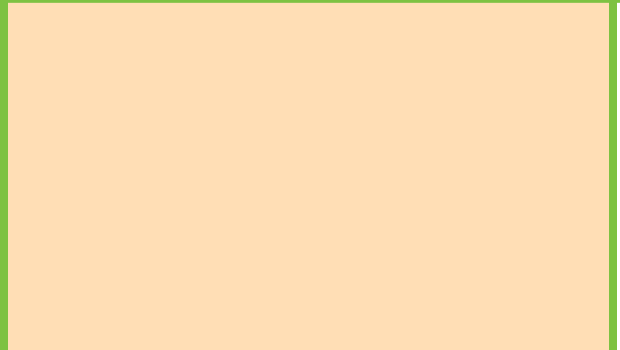
After this, the programme was concluded by encouraging the participants for effective implementation of "Learning without fear" and asking them to sign the Child Protection Policy of PLAN.

The participants enjoyed all the sessions of the workshop. Majority of them felt that case studies and field experiences shared were interesting and enhanced their practical knowledge on the issues discussed.

Workshop with MCD Teachers (Master trainer) on Positive Discipline and Learn without Fear Program

This workshop was to facilitate and train master trainers on various aspects of positive discipline and ways to use it in their regular context.

They were exposed to Learn without fear program which comprised of components through which teachers can make their school child friendly and can create an environment liked by children as teachers play an important role to establish a learn without fear environment. The





Objectives of the workshop

- To develop an understanding about various child rights established by UNCRC.
- To develop an understanding about various types of child abuses present in different society or nation.
- To develop an understanding about positive discipline
- To develop an understanding about ways to use positive discipline with children
- To develop an understanding about long term effects of positive discipline on childrens' behavior
- To develop an understanding about the role of teachers, community members and children to promote positive discipline

main objective of this workshop was to train selected teachers who would later train other teachers of their respective zones.

It was seen that though RTE act 2009 banned corporal punishment in schools, various forms of corporal punishment were yet being witnessed in schools. To make aware teachers about various long term and short term effects of corporal punishment on children and in order to prevent those, training on positive discipline was essential and henceforth this workshop focused on child rights and various types of child abuse and ways to curb them in society.

Facilitation methodology

- Group discussion on corporal punishment, barriers faced by teachers and rights of children.
- Story telling like stories on roles other than teaching of a teacher, what is a teacher's responsibility towards his or her students etc?
- Audio visuals like power point presentation and movie clippings.

Workshop with NGO's

Child abuse is an issue that needs to be addressed by not only one NGO but by different issues who are working in various communities with children on their various issues. Various workshops had already been conducted for parents, local stakeholders, MCD teachers, principals on different concepts like positive discipline, RTE act, child abuse, child rights etc to aware people about their roles and responsibilities in handling and addressing such issues.

A workshop was conducted by SARD with other local NGOs who worked with children in different communities on various issues like education, health, development, protection, mental health, disability etc. this workshop focused on LWF campaign and other issues related to child protection in India.

Resource facilitator:

- Advocate Ashok Agarwal a renowned senior advocate in Delhi High court who looks after various social issues in India.
- Ms. Krinna Shah a member of CWC, Mayur Vihar and has experience of facilitating various workshops on various social issues.
- Dr. Desai is the head of IHBHAS and is a very renowned psychologist.

The workshop started briefing the participants about SARD and Learn without fear campaign. Following the introduction, Advocate Ashok Agarwal spoke about what is the role of NGO in handling child protection issues. He also facilitated the participants about various legal issues in child protection matters and how through various complaints in different agencies one can resolve child abuse issues. He motivated them to come forward in their communities and address such issues in an open forum. People from various NGO's asked him various questions related to various cases that they have faced within their communities.



Objective

- To develop an understanding about role of law in child protection issues
- To develop an understanding about role of CWC in child protection issues
- To develop an understanding about LWF campaign
- To develop and understanding about LWF campaign's impact
- To develop an understanding about effects of child abuse
- To develop an understanding about role of IHBHAS in handling child abuse issues



Ms. Krinna Shah in her session asked participants about their knowledge about Child Welfare Committee (CWC). She explained the various roles played by CWC in order to protect children from different abuse and provide them with a secured environment. Few participants had few queries about CWC and how can one organization have an access to CWC in handling various child abuses.

Dr. Desai in his session explained about IHBAS and the kind of work that professionals. He facilitated the participants when they can refer any child or adult to IHBHAS for psychiatric and medical help. Following this, Dr. Amit Khanna from IHBHAS facilitated the participants about effects of child abuse in children. He educated the participants about various psychological disorders like depression, Down syndrome, Histrionic personality disorder that can occur due to abuse during childhood. He also made them aware that it is not necessary that a abused child would speak his or her heart out during their 1st meeting/interaction itself. Children always try to hide such issues or incidents as they have guilt in them. In order to overcome such difficulties, one should handle children with abused history with care and support and should not force them to leak out their history of abuse to everyone. Such children should be treated by mental health professional who would treat them using different therapies without disturbing their present life situation.

Workshop with School Administrators

SARD with Plan India, organized workshop with MCD administrators on RTE, team building and motivation. Workshop was to facilitate the principals of MCD schools in 12 zones of Delhi about various method by which they can make their schools child friendly. Learn without fear program comprises of few components through which one can make their school child friendly and to create an environment like this, principals play an important role to establish a learn without fear environment.

Children going to MCD schools belong to disturbed family situations where they witness various psycho social and economical issues. These issues have negative effect on children that psychologically either weaken them or deviate them from normality. To this, when they are subjected to any type of abuse, it adds up to their psychological or emotional trauma which makes them vulnerable and helpless. As we all know that a maximum development occurs



during the school period and any kind of trauma or abuse affects the child's mental health that causes major harm in personality formation.

Honourable Guests in the workshops: Honorable Mayor of Delhi, Shri. Prithvi Raj Sahwney, The Commissioner, MCD, Dr. Mahendra Nagpal, Chairman



Objectives

- To develop an understanding among MCD principal on Learn without Fear and various techniques of positive discipline.
- To develop an understanding about child's behavior and issues.
- To motivate Principal and administrator on the spirit of Team building and work efficiency
- To develop an understanding on different components of RTE and role to implement of it. about
- To develop an understanding about how childhood trauma can affect development of child personality.



Education Committee(MCD) and Shri.P.S Tomar Additional Commissioner, MCD, Shri Mahesh Chandra Sharma, Member education committee(MCD),Ms. Premlata Kataria, Director education (MCD), Mr.R.K.S Gaur Additional Director of education (MCD), Mr. Muktamai Mandal, Additional Director of education(MCD),Mr. Ashok Sharma, Additional Education Officer (MCD).

Workshop facilitators:

- Mr. Arun Naik a practicing psychologist in Mumbai in practice for last 16 years. He works a lot with adolescent and youth population. He is a guest faculty for Medical colleges and Dept. of psychology in Mumbai. He is also involved in corporate training with various companies. He has been associated with number of NGOs. Currently, he is working a lot with parents and teachers. He is excellent motivator, trainer and facilitator.
- Ms. Randeep Kaur works with Plan India as a technical advisor (education)
- Mr.Vinod Raina is a social activist who works for education and rural development at a ground level. He is currently part of Bharat Gyan Vigyan Samiti (BGVS) and was a part of the committee who formulated RTE 2009- to provide free and compulsory education to all children of age 6-14years.
- Ms. Santosh Sharma is a professor in department of elementary education, NCERT, New delhi.
- Mr. Pradeep Kumar is working with Save the children as a program officer education.
- Mr. B.C Narula is a senior consultant with NCPCR.

Total no. of participants: approximately 1400 principals and DEO'S and School inspectors of all 12 zones in Delhi.

The CEO of SARD, Mr. Sudhir Bhatnagar welcomed and gave an introduction of SARD and also briefed the participants with the main objectives of the workshop and the key issues that will be addressed during the training programme. He provided them with various examples from day to day life to make the objective of the workshop clear for the participants.

Mr. Vijay Rai, State Manager of Delhi, Plan India, briefed the participants about Plan India and Learn without Fear campaign. The various components of LWF campaign and main objective for violence free schools were discussed in the workshop. After this, participants were informed about the various posters that have been designed and established by SARD and Plan India in close coordination with Oxfam, save the children, UNESCO, and NCERT.

A street show was presented by which the current situation in the MCD schools and various ways to positively handle those were portrayed. Few participants presented their views on the street shows.

Mr. Gaur facilitated the participants about the RTE act and said that, “all things can wait but a child cannot wait because their future is today and we have to answer them”. He also discussed few incidents of corporal punishment that occurred in few MCD schools. Quoting such examples he spoke about various long term negative effects on the child’s behavior.

Ms. Swatantra Bala motivated the participants to reform their school atmosphere keeping RTE act in their mind. She encouraged them to understand their responsibilities and work accordingly in schools.



Ms. Randeep Kaur facilitated the participants about RTE 2009. She divided them into 8 groups and gave them various components that they would have to find from the RTE act. Participants showed enthusiasm in understanding of RTE through such activity. Few participants had doubts regarding the act, that were cleared side by side and by the end of the activity participants appreciated the efforts of the government and the act.

Mr. Vinod Raina spoke about RTE act and facilitated the workshop by providing the participants with information regarding how RTE act was formulated and why was it formulated? He discussed historical background of the constitutional education rights that were formulated in India. He also discussed that there are few articles in the act that needs to be modified. The session taken by him was very educative as it provided a detailed description of the RTE act and a wide understanding regarding its importance.

Professor Santosh Sharma spoke about the RTE act and discussed that how curriculum helps in all round development of the child. Her discussion focused on various ways to make school child friendly and violence free with the help of RTE act. Her lecture was very fruitful for the principals, as they asked lot of questions regarding their jobs and responsibilities that have made their educative responsibilities difficult to manage. To these question professor answered with lot of ease and poise that cleared their doubts.

Arun Naik in his sessions on all 5 days discussed various concepts like team building, motivation, and positive discipline with the participants.

Mr. Pradeep Kumar spoke about RTE act and explained history behind this act and how this act will be useful for the teachers, principals and students. The session taken by him was very interactive, where he was asking questions about RTE act from the school principals and giving them right and appropriate answers for any queries that they had from this act. .

Mr. B.C Narula spoke about various child rights and legal and social ways to protect those rights. He helped principals in developing an understanding on the importance of child rights and necessity to protect those.

MEDIA COVERAGE

SATURDAY, MARCH 26, 2011



The Tribune

VOICE OF THE PEOPLE

New Delhi, Chandigarh, Jalandhar, Bathinda, Sarabji, March 26, 2011 www.tribuneindia.com

Teachers warned against corporal punishment

TRIBUNE NEWS SERVICE

New Delhi, March 25: The Municipal Corporation of Delhi (MCD) has taken against indulging in corporal punishment in municipal schools. Mayor Prithvi Raj cautioned MCD against taking harsh measures to discipline students and urged them to motivate children, including those who have dropped out, to join school.

"Keep the iron rod away and encourage a child to study in a school," he said. The Mayor was releasing a pamphlet on the subject during a meeting with school principals and teachers.

Principals should about the provisions of the Act. "The principals should

Mayor against corporal punishment

NEW DELHI: In a bid to create and ensure a safe and fear-free environment in the Municipal Corporation of Delhi schools, Mayor Prithvi Raj Swaraj launched an awareness initiative called "Learn Without Fear" at a workshop organised at Town Hall here on Friday. The MCD will also set up CCTV in schools to ensure safety of children as well as ascertain how education is being imparted in these schools. The workshop was organised by MCD Education Committee in collaboration with several teachers' organisations.

स्कूलों में बच्चों को शारीरिक दंड न दें: साहनी

जनसत्ता संवाददाता

नई दिल्ली, 25 मार्च। मेयर प्रथ्वीराज साहनी ने स्कूलों के प्राचार्यों को अपने स्कूल में शारीरिक दंड देने से बचाने का संदेश दिया ताकि बच्चे भयमुक्त शिक्षा ग्रहण कर सकें। ये टाउन हाल में आयोजित एक कार्यशाला में बोले रहे थे। इसमें भयमुक्त शिक्षा अभियान का शुक्राहट के लिए निगम के स्कूलों के प्राचार्यों, क्षेत्रीय निदेशकों और विद्यालय निरीक्षकों को प्रशिक्षण दिया गया। इस कार्यशाला को शिक्षा समिति के अध्यक्ष डा. महेंद्र नागपाल और अतिरिक्त उपायुक्त पीएस तोमर ने भी संबोधित किया।

निगम के करीब 1800 स्कूलों में 18 हजार शिक्षक करीब एक लाख बच्चों को शिक्षा दे रहे हैं। मेयर ने बताया कि दिल्ली में अभी एक लाख बच्चे औपचारिक शिक्षा के लिए स्कूल नहीं जाते। उन्हें साल 2013 तक स्कूल लाने का लक्ष्य तय किया गया है। इसके लिए स्कूलों का मासिक भयमुक्त धनाना जरूरी है। इस कार्यशाला का आयोजन विधिवत सलाहदात्री कार्यान्वयन समिति के अध्यक्ष डा. महेंद्र नागपाल और वरिष्ठ प्राध्यापक और वरिष्ठ शिक्षक पीएस तोमर ने भी संबोधित किया। एनसीईआरटी और यूनेस्को ने इसमें तकनीकी सहायता प्रदान की।

hindustan times

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NBT नवभारत टाइम्स

YOUNG INDIA YOUNG PAPER

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MCD campaign against corporal punishment

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एमसीडी का 'भयमुक्त शिक्षा' अभियान शुरू

नई दिल्ली: मेयर प्रथ्वीराज साहनी ने स्कूलों के प्राचार्यों को अपने स्कूल में शारीरिक दंड देने से बचाने का संदेश दिया ताकि बच्चे भयमुक्त शिक्षा ग्रहण कर सकें। ये टाउन हाल में आयोजित एक कार्यशाला में बोले रहे थे। इसमें भयमुक्त शिक्षा अभियान का शुक्राहट के लिए निगम के स्कूलों के प्राचार्यों, क्षेत्रीय निदेशकों और विद्यालय निरीक्षकों को प्रशिक्षण दिया गया। इस कार्यशाला को शिक्षा समिति के अध्यक्ष डा. महेंद्र नागपाल और अतिरिक्त उपायुक्त पीएस तोमर ने भी संबोधित किया।

हिन्दुस्ता

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THE TIMES OF INDIA

MCD workshop on corporal punishment

New Delhi: With an aim to sensitize its teachers on corporal punishment, MCD has roped in NGOs. The civic agency along with NCERT is organizing a special workshop on corporal punishment on Friday.

The special training session will be part of the ongoing training programme for teachers on discipline.

Teachers often take harsh measures to discipline students. But this is not correct. We have to train them in handling difficult situations without losing their cool," said Mahinder Nagpal, chairman, education committee, MCD.

Under this programme, teachers will also be informed about the legal repercussions of corporal punishment. In Friday's session, close to 400

नहीं चलेगी मास्टर जी की छड़ी

भारत निगम अगुआई में बच्चों को डराने से बचाने के लिए शिक्षकों को प्रशिक्षण का दौरा चला रहा है।

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राष्ट्रीय संहारा

एन सी ई आर टी के अंतर्गत आयोजित कार्यक्रम का शुक्राहट के लिए निगम के स्कूलों के प्राचार्यों, क्षेत्रीय निदेशकों और विद्यालय निरीक्षकों को प्रशिक्षण दिया गया। इस कार्यशाला को शिक्षा समिति के अध्यक्ष डा. महेंद्र नागपाल और अतिरिक्त उपायुक्त पीएस तोमर ने भी संबोधित किया।

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एक लाख बच्चों को 2013 तक स्कूल लाने का लक्ष्य

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VARIOUS EXPERIENCES



Testimonies – Listening to Children

SARD in their programme schools gathered and compiled children's views on corporal punishment from students in various different schools, and some of their testimonies are as follows:

1. What happens when you misbehave at school?

- They tell me to write my lesson over and over, sometimes I get hit'
- They hit me with a stick or with karate moves'
- 'The teacher swears at me, or hits me with a stick on the back of my hand, or presses a pencil in between my fingers'
- 'The teacher presses down on me'
- 'The teacher hits me with a karate move, one teacher hits me on the head with a stick'

2. What do you feel when you are hit?

- 'Humiliated'
- 'I feel like a joke in front of my friends'
- 'My friends make fun of me'
- 'Sad, insulted, worried'

3. When you are not consulted about decisions that concern you in School, what do you feel?

- 'I feel like a victim'
- 'I feel my opinion doesn't count'
- 'I have no rights'
- 'I don't count'
- 'I feel imprisoned'
- 'I've been badly treated'

4. How would you Like to be Treated when you do something Wrong?

- 'I prefer that they make me understand by speaking to me'
- '(They) should tell me my faults and what the right way is (to behave)'
- 'Show me the right way (to behave)'

IEC material

IEC materials of “Learn without Fear” campaign that comprises of types of posters, bookmark, certificate and writing pads were launched by the Honorable Mayor of Delhi, Shri. Prithvi Raj Sahwney, the Commissioner, MCD, Dr. Mahendra Nagpal, Chairman Education Committee (MCD), Shri.P.S Tomar Additional Commissioner, MCD and Shri Mahesh Chandra Sharma, Member education committee(MCD)

Mrs. Premlata Kataria, Director Education, MCD, welcomed the esteemed guests and spoke about the progress report of the MCD schools after implementation of the RTE act - 2009. Then she told about the various progresses that MCD has made in one year span. She also discussed about the importance of violence free schools and ban on corporal punishment. She also thanked different organizations like Oxfam, Save the Children, UNESCO, N.C.E.R.T, Plan India and SARD for working with MCD schools and helping teachers and students with various educative measures.

She also informed about the various IEC materials that SARD with Plan India in collaboration with OXFAM, Save the children, UNESCO and N.C.E.R.T have developed and would disseminate in all the MCD schools to encourage teachers towards using of positive discipline and promoting RTE act.

Following her discussion on the Information Education Communication (IEC) material of “Learn without Fear” campaign, Honorable Mayor of Delhi Shri Prithvi Raj Sahwney, The Commissioner, MCD, Dr. Mahendra Nagpal Chairman Education Committee



Feedback of the participants:

1. Crystal understanding of the RTE act 2009 that will help them in managing their schools was provided through this workshop.
2. Learning on various concepts like team building and motivation and positive discipline would now help them to understand children in their respective schools and pro actively respond to their needs.



(MCD), Shri.P.S Tomar Additional Commissioner (MCD) and Shri Mahesh Chandra Sharma,Member education committee(MCD) launched the various IEC materials of LWF campaign.



Honorable Mayor of Delhi, Shri. Prithvi Raj Sahwney felicitated SARD and Plan India for organizing the workshop and informed the participants that corporal punishment should not be used in schools under any circumstances as it would motivate children to attend schools with full concentration and without any fear in their hearts. He said that over one lakh students in Delhi still don't go to school and added that efforts are being made to enroll them all in schools by 2013.



Dr. Mahendra Nagpal, Chairman Education Committee (MCD), and Shri.P.S Tomar, Additional Commissioner (Education), MCD discussed that corporal punishment in schools creates mental stress in students and the parents' subsequent reaction leads to gradual decline in standard of education. They highly appreciated the "learn without fear" campaign and said that its various components would not only motivate children to attend schools but also their parents to send their children to schools for holistic development.

SUGGESTION BOXES



SARD have also installed suggestion boxes in schools through which children can put forward their views about their schools, or any suggestion about their school system. These boxes are opened once in a month and suggestions are read out in the CPC meetings or during assembly and then selecting one or two issues, solution are defined for the same.





Vision

A society that provides equal opportunity to all its members by ensuring that they have equal access to the services and goods necessary for realizing their full human potential.

Mission

To empower the deprived section of society, especially women through the promotion of education, health care, skill development and sustainable economic activities.

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