

Curriculum and training manual
for homes Staff on

Positive
Disciplining





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for homes Staff on Positive Disciplining**

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FOREWORD

It's the time to change adult attitude towards children and to accept the changes among child attitude accordingly. INDIA is empowered with nearly 40% of child population and is becoming huge Nation in the world consist high number of youth population. Thus, this group is capable enough if empowered by all means to bring notable developmental changes in accordance with the growth indicators of a growing nation. Still, there is great challenge ahead for the state as well as to the non-governmental organizations to address the issues of children facing multifaceted vulnerable situations alarming their welfare and protection aspects.

On the other hand, while effectively disciplining children, especially those who misbehave, is a difficulty that the majority of parents, teachers and care givers in an institution often face. Many of us still apply negative disciplinary techniques such as beating, scolding and other severe punishments. The result, as we now know, is that children often suffer a sharp loss in self confidence, become non cooperative, negative and resistant. Children suffer a loss of self-esteem which can manifest itself in many ways that are not good for a child.

HELP, a Non Government Organization (NGO) based in Ongole in Andhra Pradesh (AP) with support from **Terre des hommes Foundation** co-funded by **Human Dignity Foundation (HDF)** has been implementing an anti-trafficking project towards improving the State run rehabilitation and reintegration services of child victims of trafficking in AP. One of the key components of this project includes "Improved care giving services to the children in institutions run by the State" through esteemed Dept of Juvenile Welfare, Correctional Services and Welfare of Street Children and also building capacities of the Child Welfare Committees (CWCs) in 10 Districts of Andhra Pradesh and Rangareddy Dist in Telangana where HELP has been working since 2013. While implementing the project, one of the key and fundamental concerns was to build the capacities of the CCI staff to empower them to handle children and their (challenging) behaviours in their (children) best interests while ensuring that no further harm is caused to them in this care giving process. Simultaneously to empower the children to safeguard themselves in abusive situations and take safe decisions for their own best interests.

Our aim is to help care givers and other stakeholders working on the issues of children and their protection gain a better understanding about children's psychology and the consequences of punishment, whilst equipping them with the necessary knowledge and skills to effectively apply positive discipline as an alternative to physical and emotional punishment. This **Positive Discipline Curriculum** teach adults to refrain from taking their anger out on children, whilst demonstrating positive disciplines and helping their children to behave well without forcing harsh, harmful punishments upon them. This training manual will support potential trainers to facilitate training courses for care givers of institutions also guides in the methods of positive discipline.

We extend our cordial thanks to the **Dept of Juvenile Welfare, Correctional Services and Welfare of Street Children, A.P & Telangana**, the Superintendents and staffs of CCIs at TIRUPATHI, VIZAG and HYDERABAD for their tremendous cooperation and support while conducting relevant workshops on positive discipline methods. We are so grateful to **Mr. Vasudeva Sharma - Executive Director-CRT of Bangalore** who has taken up this remarkable assignment to facilitate the workshops and for preparing this curriculum with his esteemed expertise in the field of protection and promotion of child rights over a decade and who is renowned resource persons at national and international level. We express our heartfelt gratitude to **Terre des Hommes Foundation** and **Human Dignity Foundation** for their immense support and inputs for this noble work.

Ram Mohan N.V.S

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Introduction to the manual

This manual is a result of workshops and discussion with the staff of Child Care Institutions (CCIs) - Juvenile Justice Homes in Andhra Pradesh and Telangana in three locations. Extensive discussion with children and workshops also has contributed in developing this manual.

The objective of this manual is to provide an opportunity for the adult staff of the institutions to appreciate the need to adopt positive methods to mend and take care of children in institutions (CCIs). The other name given to the whole exercise is 'positive discipline'. There were several rounds of discussions among the adult participants in the workshops questioning the very premise of 'positive discipline' as most vehemently argued in favour of punishment! The workshops also had the purpose to provide overall understanding to the staff of JJ institutions on the situation of children, rights of children, introduction to the legal provisions that protect the interests of the children as right holders and the role of adults as duty bearers.



It is observed that most staff very soon decides to use harsh methods to counter the 'so called' indiscipline behavior of the inmates. That could be hitting with hands or using any instrument—a cane or a towel or a duster or a utensil. There are umpteen numbers of incidents where children have been subjected to stand, sit or lean in awkward positions till the intended pain is inflicted to the body of the children. As children and staff both accept, the punishment is more to the mind but inflicted to the body!

Most adults want the children around them to obey them! (There could be exceptions...) They want children in the class rooms, playgrounds, bathrooms, library, dining hall, praying hall, verandah, living room or bed rooms to be silent (!), obeying the orders given by the superiors, not to question or rebel or even say that there is another way to look at issues or problems or games or taste or song. This may be taking the argument too long. But, the adult world feels that children

have to be under 'limits'. If they are 'given' freedom they become unruly and anarchy prevails. So they want to keep children under discipline.

Most of the adult participants in the workshops very soon accepted that it is very easy to slip to the use of physical punishment or use of abusive words at children who do not obey their orders. Both men and women accept that the punishment they administer on children leaves them with bad taste in their mind. Children too said that they get perplexed some times when they get punished or when they become victims of 'bad mouth' by the adults. Children do accept that they too knowingly commit some mischievous acts or mistakes. But, feel sad when they get punished for the acts which are 'real mistakes', accidents or those acts which just happened and they could not help in preventing the same.

This manual is a set of activities and discussions that evolved during the course of nine days of work-shopping with the children and staff of CCIs. This is an attempt also to help every staff member of CCIs to see children as right holders and take measures not to use punishment to discipline the children who are under their care.

Children in Child Care institutions

Institutions that are taking care of children in need of care and protection are in existence in India from centuries. The concept of 'orphanage' is there from several hundred years. Orphans, destitute, children and people with disabilities, those who have lost their way back home or those who have deliberately come out of their homes or those who were driven away or abandoned end up on streets and then in institutions. Individuals and groups who cared for such children and adults as well as old slowly got institutionalized for the sake of accountability and recognition.

With the introduction of the Orphanages and other Charitable Homes Act and Juvenile Justice Act and particularly the Juvenile Justice (Care and Protection of Children) Act in the year 200, and the recent 2015 Act has changed the outlook towards CCIs. The concept of non institutional care is picking up very fast and it is the in thing to uphold the rights of the children, particularly family rights of the children. In spite of that there will be a certain number of children in every nook and corner of the society who may need institutional care – temporary or permanently.

The UNCRC Art 39 directs that every child who are victims of any untoward situation is a child in need of care and protection. "States Parties shall take all appropriate measures to promote physical and psychological recovery and social

reintegration of a ***child victim of***: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child”.

The Juvenile Justice Act 2015 while describing the children in need of care and protection expands the scope to touch upon every child who is neglected, abandoned or ill treated by an individual or a group or the society at large. In its various sections the JJ Act 2015 continuously directs the state and the society to take care of the children both in the institutions and outside and uphold the rights of the children. To realize this the Act directs that ChildLine, any police officer any public servant or any public spirited person to protect the children in need of care and protection and produce them before CWC to guarantee protection and care for such children. To facilitate the process of protecting the interests of children in distress the Act elaborately gives a list of situations or children who become victims of such situation in its Sec. No. 2 (14) Juvenile Justice (Care and Protection of Children) Act 2015

Sec. 2.(14)	“child in need of care and protection” (CNCP) means a child—
(i)	who is found without any home or settled place of abode and without any ostensible means of subsistence; or
(ii)	who is found <i>working</i> in contravention of labour laws for the time being in force or is found <i>begging</i> , or <i>living on the street</i> ; or
(iii)	who resides with a person (whether a guardian of the child or not) and such person—
	<ul style="list-style-type: none"> a) has injured, exploited, abused or neglected the child or has violated any other law for the time being in force meant for the protection of child; or b) has threatened to kill, injure, exploit or abuse the child and there is a reasonable likelihood of the threat being carried out; or c) has killed, abused, neglected or exploited some other child or children and there is a reasonable likelihood of the child in question being killed, abused, exploited or neglected by that person; or
(iv)	who is mentally ill or mentally or physically challenged or suffering from terminal or incurable disease, having no one to support or look after or <i>having parents or guardians unfit to take care</i> , if found so by the Board or the Committee ; or
(v)	who has a parent or guardian and such parent or guardian is <i>found to be unfit or incapacitated</i> , by the Committee or the Board , to care for and protect the safety and well-being of the child; or

(vi)	who does not have parents and no one is willing to take care of, or whose parents have abandoned or surrendered him; or
(vii)	who is missing or run away child , or whose parents cannot be found after making reasonable inquiry in such manner as may be prescribed; or
(viii)	who has been or is being or is likely to be <u>abused, tortured or exploited for the purpose of sexual abuse or illegal acts</u> ; or
(ix)	who is <u>found vulnerable</u> and is likely to be <u>inducted into drug abuse or trafficking</u> ; or
(x)	who is being or is <u>likely to be abused for unconscionable gains</u> ; or
(xi)	who is victim of or <u>affected by any armed conflict, civil unrest or natural calamity</u> ; or
(xii)	who is at imminent risk of marriage before attaining the age of marriage and whose parents, family members, guardian and any other persons are likely to be responsible for solemnisation of such marriage;

In the same breath the JJ Act 2015 also defines children in conflict with law who would be lodged in care institutions, juvenile homes temporarily for reformation.

Sec. 2	(13)	"child in conflict with law" (CCL) means a child who is alleged or found to have committed an offence and who has not completed eighteen years of age on the date of commission of such offence;
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The National Policy for Children 2013 echoes the principles of UNCRC and has promised every child in India that the state would make sure that every family takes care of the children and if the children fall out of the family care all attempts would be made to provide alternate family care and institutional care would be the last resort.

The JJ Act very clearly prescribes that every CCI – maintained by Govt or NGO (there is no provision for Pvt. parties to indulge in running home or institutions for children) have to get a permission or license to keep, look after, care for children. It also directs that every child in such institutions should be produced before the Child Welfare Committee (CWC) and get a legal permission to keep them for a prescribed period (not permanently). The law very clearly wants the authorities to develop a plan to see that the child sent to CCIs is rehabilitated back in the society. The institutions are expected to develop a care plan and inform the CWC within a prescribed period. Over and above the CWC, a statutory body also has role in following up with the child by visiting the institution or summoning the child and the concerned officer to give updates on the wellbeing, education, development, protection, and the treatment the child is getting.



Along with this, recent developments in the last two decades have forced every institution to have Child Protection Policy (develop, ratify and adopt) and follow very strictly.

Thus children are provided with several layers of safety coverage in both institutional and non institutional care and it become imminent for the staff of any CCI to be oriented on the provisions in the Act. Particularly, they are expected to understand on the physical, psychological and sexual safety of the children and adopt them while taking care of inmates of the CCIs.

As discussed in the above paragraphs, most of the children who reach CCIs would have had very bad experiences in the outside wild (!) world and would be looking forward love, affection, a promise for a safe future. It is also true that some children are forced to be lodged in CCIs and some children may make use of the stay as an advantage for some other means. Thus it is a challenge for the staff who manages the CCIs to work with all kinds of children at the same time and space equally.

effects on children and adults

The adult world mostly wants their own wards or children under their care or protection to just follow their instructions. They expect the children folk to just agree what they say and never question or disobey their orders or suggestions. But, several children in a situation of very strict supervision try to question, rebel or test to understand what happens if they cross the limits. One may argue that it is the general tendency or behavior of the adults to keep children under their control and the opposite of the same for adults to get out of such clutches.

In the struggle or conflict between these two leads to punishment, discipline and branching of children as wayward and adults as very strict and ruthless persons. Most adults tend to go to any extent to mend and bend and bring the children to their control. This has resulted in various kinds of punishments and proverbs to justify the same – ‘Dandan Dashagunam’ or ‘spare the rod spoil the child’ or ‘a word speaks to a wise person but a stick teaches a dullard’, etc. Several grown up, if they had reached a comfortable position, many a times glorify and herald that the punishment they received during their childhood has



mould them and continue to argue in favour of punishment. But, in reality those who have continuously punished or behaved in a very strict manner are never liked or followed in a positive manner by children.

Under strict or intrusive or punitive atmosphere children in families, schools, homes children fail to evolve and develop. When they lack love and affection children suffer from several kinds of deficiencies and it results in the following.

- a. Wounds, physical deforms, branding;
- b. Children start mis understanding that use of power and authority would solve all problems;
- c. Revenge
- d. Lying to get away from punishment
- e. Always trying to just run away / flight, escaping
- f. Victimizing somebody else
- g. Cowardliness
- h. Losing believe or respect to the system
- i. Sleeplessness, bed-wetting
- j. Not attending to personnel health and hygiene
- k. Suicidal tendencies
- l. Attaching other children who are helpless or weak or younger
- m. May try to get into drugs
- n. Not reaching academic achievements
- o. Losing interest in sports or
- p. co-curricular activities.

One can create a very disciplined environment in any family or home or schools by using one's power, authority, big voice or the use of punishment, humiliation, etc. But, these would only lead to artificial silence and obedience and the moment that person or situation changes the whole so called discipline towers collapses. We can list any number of effects that are resulted by strict measures, punishment, but they are only excess of efforts than getting any good results.

Effects on adults

The adults who aspire or demand for strict atmosphere in the family, schools or children's homes would only lead to negative thinking and negative relationship in the atmosphere. As said earlier, the adults may think that everything is in order or everything is in their control! They don't think about the effects of their act, rather always thinking about what other kinds of measures or acts that they can do to keep the order as they think. When they firmly believe on 'Dandam Dashagunam' – punishment is the paramount and best, they never think about the negative effects of punishment.

But they face numerous kinds of hostile behavior by children and some adults and unknowingly such adults would be suffering form

- a. Loneliness,
- b. Losing sense of humor and become aggressive
- c. Doubting every other person
- d. Fear of being attached orally or physically by children or group of children or somebody else
- e. Disturbed, unsatisfied by anything and sometimes may get into drugs
- e. When they get to know that they are only getting artificial respect

and obedience, it results in hurting one's ego

- f. Not to volunteer to anything and particularly not volunteering to help – this is also vice versa. They may not get any helping hand when are in need

- g. Negative thinking and may suffer from sleeplessness
- h. Lack of friends
- i. Depression
- j. Monotonous activities.

With reward and punishment method you can only train animals and birds.

Punishment to children and applying strict measures on children would only lead both children and adults get hardened and always be trying for chance to face off.

When we are working with children who are in need of care and protection and also children in conflict with law and are under reformation, every adult member should be trying to understand the hard realities, the situations that have brought those children to CCIs and the sensitive minds of the children and develop a conducive atmosphere for bringing the desired change.



JJ Act and principles of protection

Any work with children in CCIs begins with an understanding of the General Principles enshrined in the Juvenile Justice Act. A discourse or training and application of positive discipline is based on the general principles which echos the rights of the children and also constitutional values of treating children as citizen and respecting their inherit human rights.

Art. 3 of the Juvenile Justice (Care and Protection of Children) Act 2015 the general principles lay down the following.

3 General principles to be followed in administration of Act (i-xvi)

The Central Government, the State Governments, the Board, and other agencies, as the case may be, while implementing the provisions of this

Act shall be guided by the following fundamental principles, namely:--

- (i) **Principle of presumption of innocence:** Any child shall be presumed to be an innocent of any *mala fide* or criminal intent up to the age of eighteen years.
- (ii) **Principle of dignity and worth:** All human beings shall be treated with equal dignity and rights.
- (iii) **Principle of participation:** Every child shall have a right to be heard and to participate in all processes and decisions affecting his interest and the child's views shall be taken into consideration with due regard to the age and maturity of the child.
- (iv) **Principle of best interest:** All decisions regarding the child shall be based on the primary consideration that they are in the best interest of the child and to help the child to develop full potential.
- v) **Principle of family responsibility:** The primary responsibility of care, nurture and protection of the child shall be that of the biological family or adoptive or foster parents, as the case may be
- (vi) **Principle of safety:** All measures shall be taken to ensure that the child is safe and is not subjected to any harm, abuse or maltreatment while in contact with the care and protection system, and thereafter.
- (vii) **Positive measures:** All resources are to be mobilised including those of family and community, for promoting the well-being, facilitating development of identity and providing an inclusive and enabling environment, to reduce vulnerabilities of children and the need for intervention under this Act.
- (viii) **Principle of non-stigmatising semantics:** Adversarial or accusatory words are not to be used in the processes pertaining to a child.
- (ix) **Principle of non-waiver of rights:** No waiver of any of the right of the child is permissible or valid, whether sought by the child or person acting on behalf of the child, or a Board or a Committee and any non-exercise of a fundamental right shall not amount to waiver.
- (x) **Principle of equality and non-discrimination:** There shall be no discrimination against a child on any grounds including sex, caste, ethnicity, place of birth, disability and equality of access, opportunity and treatment shall be provided to every child
- (xi) **Principle of right to privacy and confidentiality:** Every child shall have a right to protection of his privacy and confidentiality, by all means and throughout the judicial process.
- (xii) **Principle of institutionalisation as a measure of last resort:** A child shall be placed in institutional care as a step of last resort after making a reasonable inquiry.
- (xiii) **Principle of repatriation and restoration:** Every child in the juvenile justice system shall have the right to be re-united with his family at the earliest and to be restored to the same socio-economic and cultural status that he was in, before coming under the purview of this Act, unless such restoration and repatriation is not in his best interest.
- (xiv) **Principle of fresh start:** All past records of any child under the Juvenile Justice system should be erased except in special circumstances.
- (xv) **Principle of diversion:** Measures for dealing with children in conflict

with law without resorting to judicial proceedings shall be promoted unless it is in the best interest of the child or the society as a whole.



- (xvi) **Principles of natural justice:** Basic procedural standards of fairness shall be adhered to, including the right to a fair hearing, rule against bias and the right to review, by all persons or bodies, acting in a judicial capacity under this Act.

The staff of CCIs have a duty to respect the children whatever may be the situation or background of the child. They have to be treated as innocent, their dignity and self respect should not be affected, the safety of the children is paramount and the institute and the staff should be taking all positive measures. The Act expects that all members of Juvenile Justice Boards and Child Welfare Committees and all staff members associated with the admission of the Act are trained appropriately about the Act and its application. Thus the Act makes sure that the children in CCIs are in safe hands.

Child Rights and institutional care

Whenever there is a discussion on child rights among adults, one can hear about 'why only rights to children? Talk about their responsibilities also'. In fact a close

look at the UN Convention on the Rights of the Child 1989 indicates that it is not children who should understand about child rights, but the adults to understand and follow the same.

Adults have the responsibilities of providing services, care, affection, protection and necessary guidance to children. Adults, at various levels are expected to understand the situation of children in their own families and in the larger society and take action to protect the interests of the children.

The UN CRC highlights the fact that the adults should take care that 'all decisions made or taken should be in the interest of the children' (Art 3 UNCRC). But, unfortunately the adult world many a times twists this very clause in their own favour and say, 'what I am doing (the act of punishment, hitting, scolding, denying a legitimate opportunity for food, water, medical care, education, rest, leisure, etc) is in the interest of the child'. This, adult world continues to hold and say that to bring in discipline and in the interest of the child, punishment is the only means.

In several discussions, workshops with both children and adults, it is found that, if discipline is the requirement, if an order is a requirement or if academic excellence is your requirement, then these can be achieved with 'positive and child friendly' methods. Even this should not be adults blackmailing children in the name of love and affection or manipulating the situations for the children to follow whatever the adult attribute. For this adults should be sensitive towards child rights and national as well as organisational policies towards upholding the rights of the children. Secondly Art. 12 of the UNCRC brings up another value for adults to follow, 'consider the opinion or views of the children' while upholding the right of every child to participate in all decisions taken about them. Thus, if an adult considers that 'discipline' is part of the development process of a child or a group of children to bring them up towards education, information, growth, etc., then they should watch out that their methods should not be affecting the children's growth and evolution. Similarly Art 29 stresses that it is the duty of the parents, schools, system and the Govt to foster child's personality, talents and mental, physical abilities to their fullest potential. It continues to say that 'the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilization different from his or her own'.

In the midst of all the do's and don'ts to the adult world, Art 19 directs the Govt should see that '...no child falls pray for physical or mental violence, injury or abuse, or neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has

the care of the child'. This spirit continues prescribes that no child should be subjected to sexual abuse (Art 34); no child should be kept in wrongful confinement (Art 35) and should not be subjected to any other kind of exploitation (Art 36). The whole of UN CRC keeps mentioning that every child have the right to survival, protection, development and participation and these group of rights should not be affected in any name or pretext. The work with children in CCIs is based on the values of Juvenile Justice. The same is reiterated in the UNCRC in its Art 40 and directs that everyone in the business of juvenile justice, correctional administration, providing temporary care and protection for children in distress, should adhere to the values of child rights.

Thus, the people who manage CCIs are bound to follow child rights principles and abandon corporal punishment, strict discipline measures, but follow positive discipline methods.

Other relevant acts, policies prohibiting corporal punishment

Corporal punishment in the name of discipline is denounced by every law of the world. "Children are sick of being called 'the future'. They want to enjoy their childhoods, free of violence, now". Paulo Pinheiro, 2007, UN General Assembly.

Indian Constitution also in its Art. 5 states that children are citizens of the country from the day they are born. It continues to affirm that the

children have every constitutional right from their childhood itself. Primarily as the constitution guarantees, children have right to equality (art.14-18); right to freedom (art 19 to 22); right against exploitation (art 23, 24); religious freedom (art. 25-28); and are entitled to constitutional remedies (art. 32 to 35).



The Right of Children for Free and Compulsory Education Act RTE 2009 (RTE Act 2009) defines punishment as (a) physical punishment, (b) mental harassment and (c) discrimination. This also includes all forms of sexual offences as per the Protection of Children from Sexual Offences Act, 2012.

The UN Committee on the Rights of the Child has adopted a comprehensive definition of corporal punishment. (This can be read from the point of measures taken to discipline children):

"The Committee defines 'corporal' or 'physical' punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting ('smacking', 'slapping', 'spanking') children, with the hand or with an implement – a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). In the view of the Committee, corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child." (Committee on the Rights of the Child (2006), *General Comment no. 8: the right of the child to protection from corporal punishment and other cruel or degrading forms of punishment*, para. 11)

In the name of discipline adults also tend to abuse verbally and cause mental harassment which results in child feeling bad, depressed, guilty, discriminated and ashamed. Some such acts considered as detrimental to children are :

- a. Sarcasm (caste, religion, physical appearance, relationship, parental background, or place of origin, etc) that hurts or lowers the child's dignity;
- b. Calling names and scolding using humiliating adjectives, intimidation;
- c. Using derogatory remarks for the child, including pinning of slogans;
- d. Ridiculing the child with regard to her background, status, parental occupation, caste or with regard to her health status or that of the family – especially HIV/AIDS and tuberculosis;
- e. Belittling a child in the classroom due to his/her inability to meet the teacher's expectations of academic achievement;
- f. Using punitive measures to correct a child and even labelling him/her as difficult; such as a child with attention deficit hyperactivity disorder who may not only fare poorly in academics, but also pose a problem in management of classroom behaviour;
- g. Shaming the child to motivate the child to improve his/her performance;
- h. Ridiculing a child with developmental problems such as learning difficulty or a speech disorder, such as, stammering or speech articulation disorder.

What is Positive Discipline?

The positive discipline parenting and classroom management model is based on the work of Alfred Adler and Rudolf Dreikurs originated in the 1920s. It consists of a specific set of techniques for rewarding good behavior and curtailing negative behaviors. It is a program designed to teach children to become responsible, respectful and resourceful and inculcates a spirit of self-discipline. It empowers children to make life decisions, based on their own experiences, and to utilise an internal system of reinforcement to weigh the values of the decisions that they have made.

For a practical toolkit on positive discipline for professionals, parents, teachers and care-givers, please use the following links to download it:

- See more at:

<http://unicef.in/Story/197/All-You-Want-to-Know-About-Corporal-Punishment#sthash.LFPGDQin.dpuf>

(Adopted from **Advisory for Eliminating Corporal Punishment in Schools under Section 35 (1) of the RTE Act, 2009.**)

As mentioned earlier Indian Constitution in its Art 21 guarantees every citizen of the country Right to Life. As children are citizens of India, their right to life should not be threatened by anyone at any situation.

In August 2007, the NCPDR also wrote to all chief secretaries with detailed guidelines recommending practical steps for the elimination of corporal punishment. In December of the same year, the Human Resource Development Ministry also wrote to all Chief Secretaries recommending that corporal punishment be prohibited

in all schools (*that include CCIs*) in the jurisdiction of the state government as it “severely affects the human dignity of the child, thereby reducing his/her self esteem and self confidence”.

Indian Penal Code (IPC) prescribes several punishments to individual and groups if anyone (families, institutions or in public places) is hurt in any name (punishment, discipline or ragging, etc). The punishment may even extend to other onlookers (adults) and authorities for abetting hurt to children.

- Section 305: Abetment of suicide committed by a child;
- Section 323: Voluntarily causing hurt;
- Section 325: Voluntarily causing grievous hurt;
- Section 326: Voluntarily causing hurt by dangerous weapons or means;
- Section 352: Assault or use of criminal force otherwise than a grave provocation;
- Section 354: Outraging the modesty of a woman;
- Section 506: Criminal intimidation;
- Section 509: Word, gesture or act intended to insult the modesty of a woman;

Till recently, the provisions of Sections 88 and 89 of the IPC were invoked to explain the power teachers exercised when inflicting corporal punishment. These two provisions in the chapter on, General Exceptions cover harms that may be caused without penal consequence. Section 88 exempts an act from being treated as an offence when the harm was caused “to any person for whose benefit it is done in good faith”. Section 89 exempts acts “done in good faith for the benefit of a person under 12 years of age ... by or by consent, either express or implied, of the guardian or other person having lawful charge of that person.” However, contrary to Sections 88 and 89 of the IPC, the Gujarat High Court in its judgment *Hasmukhbhai Gokaldas Shah v. State of Gujarat*, 17 November 2008, has clearly stated that “corporal punishment to child in present days ... is not recognised by law”. Further, India is a State Party to the Convention on the Rights of the Child. The standard of “the best interest of the child” is now a part of domestic law. In 2006, the Committee on the Rights of the Child explained this obligation further when it reiterated, in General Comment No. 8, “the right of the child to protection from corporal punishment and other cruel or degrading forms of punishment”.

These discourses are basically not to scare the CCI staff, but to educate them about the do’s and don’ts. These also serve in developing the Child Protection Policy (CPP).

Scheduled Castes and Tribes (Prevention of Atrocities) Act, 1989 can be used to prosecute an adult in the general category who uses corporal punishment upon a scheduled caste or scheduled tribe child.

Refer to MHRD Advisory for Eliminating Corporal Punishment for more information

Curriculum for Positive discipline - Role of adults / institutional authorities in executing the same.

Keeping in the resources, man power, time availability, educational background of the staff members of the CCIs as well as the skill strength of the CCIs staff a comprehensive curriculum is proposed in this chapter. It is found by practice that the trainers should adopt the issues and methods to drive home the value of positive discipline. The tendency of the CCI staff is to herald and stress to hold to corporal punishment as a means to discipline. The methods and examples given in this manual are just indicative and the trainers have to take up independent reading and adopt local cases, methods while working with children and adults.

The manual gives two sets of schedule:

- a. Adults – CCI staff
- b. Children

Each set also goes with an annexe of activities and examples for cases and discriptions.

Anexure

- Schedule for workshop with adults and children
- Activities
- Case studies
- Reference material
- Other significant material

Suggested Schedule for workshop with staff of Homes. One day

Time		Activity	Methodology	Material required
10.00	10.15	Registration		Registration forms
10.15	10.30	Inauguration	Methodology can be finalized	A motivational song and a keynote address
10.30	10.40	Introduction with participants and the resource group	Interaction / a game	Getting to know about their experiences in the homes.
10.40	11.15	Recording Expectations	Brain Storm	Board / paper and chalk/pen
11.15	11.30	Tea Break		

11.30	12.00	Why do JJ homes are run? and How children should be in such institutions?	Brainstorm	Sharing of idea/ vision/opinion
12.00	01.30	Corporal / Physical punishment – effects, forms, myths, emotional outbreaks/fluctuations	PPT	Screen, L CD and Laptop, handouts
1.30	2.15	Lunch break		
2.15	3.30	Case studies	Role play / Role reversal / Group discussions	Case stories and questions – what you would do in these situations? What would you identify as something wrong/fault and why? What is wrong from children’s perspective?
3.30	4.30	Children do better when they feel better. Debate on ‘Discipline and Dignity’	Group exercise and discussions	Handouts – child friendly atmosphere.
4.30	4.45	Tea break		
4.45	5.30	How we change?	Brain storm	
5.30	6.00	Feedback		

Suggested Schedule for workshop with children (one day each)

Content and methodology may vary depending on the age group of the children

Time		Activity	Methodology	Material required
10.00	10.15	Registration		Registration forms
10.15	10.30	Inauguration	Methodology can be finalized	A motivational song and a keynote address
10.30	10.40	Introduction with participants and the resource group	Icebreaking exercises	Getting to know about each other and a contract of behavior and rules
10.40	11.15	Children are citizens	Open house discussions and inputs	Basics of CRC and Constituion
11.15	11.30	Tea Break		
11.30	12.00	How children should be in the midst of adult world?	Brainstorm	Sharing of idea/ vision/opinion
12.00	01.30	The why and how of physical punishment to children from children’s point of view	PPT	Screen, L CD and Laptop, handouts
1.30	2.15	Lunch break		

2.15	3.30	Needs and wants exercise with children in care of govt.	FGD	List of issues.
3.30	4.30	When Children feel better?	Case studies and role play	
4.30	4.45	Tea break		
4.45	5.30	How we change?	Brain storm	
5.30	6.00	Feedback		

- With younger children use storytelling and enacting of stories methods for invoking discussion
- Examples for stories :
 1. Two parrots (one in the midst of thieves and the other in a hermitage);
 2. Echoing mountains
 3. The parrot in the golden cage
 4. The by dinosaur
 5. When the new bird arrives into the herd...

In the following sections, some methods have been elaborated for the purpose to serve as a reference material to the trainer.

1. Recording Expectations / questions
2. What do you expect from this workshop?
3. Have you taken part in any workshop of this kind? Or purpose?
4. In your work area, do you think it is necessary to teach discipline to children?
5. Why do we adults expect 'discipline' from children?
6. During your childhood, have you put any extra effort to learn 'discipline'?

[Answer the above questions in two or three sentences.]

The answers would be used to analyse (without naming the persons) during the workshop at various levels.

2. Challenges

Objectives

- Identifying the negative attitude / behavior / thinking among children and working towards changing them to positive elements
- Understanding positive discipline possibilities
- Developing self confidence of the staff of OBH / BH/ GH and SH

1. The staff/team members engaged in running the children's' homes or observation homes and special homes for boys and girls have to face several challenges. Working with CINOCAP/CICWL while earning their love, and maintaining peace, order and discipline is a task. Many children would have had unprotected child hood, those experiences might be haunting them, might have had general or perverted or very defensive knowledge about the 'world'. Working with such children is a continuous and everyday challenge. We need to put special effort everyday to identify and facilitate the process of converting 'negative experiences and deductions' of the children into 'positive attitudes'.
2. Introduction and discussions
 - The behavior of Children in Need of Care and Protection
 - The behavior of children in Conflict with Law
 - The behavior of children in After care

Note: behavior of children – boys and girls and in various age groups would vary depending on the situation and the exposure they have. Listing to these would be an exercise while brainstorming.

Activity – What is a mistake?

Objectives :

- It is important to understand what actions / behavior, the participants consider/recognize as something right or wrong
- The staff of the institutions in the course of their disciplining or mending the children might have spoken softly, raised voice, blamed, threatened, beaten or take other measures. There might be the element of helping the children or mending them to change their behavior etc., there may not be elements of abuse. This, the children might have not understood or taken in the right sense.
- When children are very stubborn, some staff might have become very strict, while 'attempting to tame them' and have taken extreme steps, etc.
- This activity is to help the trainees to ventilate their suppressed / pent up feelings and open for taking new ideas, issues and possibilities.

Material required: Prepared questions and a note book for every participant

Methodology :

- Team of two (five to six groups depending on the participants no)
- A questionnaire will be given to every two participants.

- One would interview the other team members
- The teams would present their findings.

Questions

- 'mistake/wrong' what is your opinion?
- 'What is meant by mistakes/wrong committed by children'?
- What are the main mistakes/wrong committed by children?
- Normally what would you do when children commit mistakes/wrongs?
- Do you think children change because of your measures?
- What have you learnt from your actions of mending the children?
- What are the reasons for the mistakes/wrongs committed by children?
- What do you consider when you think of 'punishment'?
- Do you think children who might have committed the mistakes 'apologies'?
- Have you experienced similar situations in your childhood?

- The activity is basically to encourage the participants to discuss and analyse together, discuss on the responses on the basis of their experiences.
- When they are back in the general group/plenary they are encouraged to share the feelings (don't concentrate on the answers given).

2. Activity – One minute film

- Watch the film and respond.
- Film available on youtube in the following link :
https://www.youtube.com/watch?v=qtUdWJZ_ms

3. Activity – Firm and kind

- A person can have patience and also show a lot of kindness. At the same time you can be 'firm' also. This is the basis of positive discipline
- If the parents or care takers face the problems in a very 'helpless' manner or 'non-concerned' manner or 'very strict or firm' they lose the possibilities of understanding the situation and bringing discipline in the house.

Role reversal (Role play from real life situations)

- A 10 year old boy who has been beaten up by the public and also ill treated by the police appearing before JJB
- A 13 year old boy who has murdered a friend in a tussle during a cricket match
- An orphan who has roamed around the whole country. Knows a lot about the world. Very talkative and uncontrollable.

- iv. A 14 year old maid servant, accused of stealing jewelry, lodged in OH. Always thinking about committing suicide.
- v. A 9 year old child grown up in govt institutions only and knows about every set up and behavior of every staff member.

Discuss using the following table while raising issues one after the other. Take responses and don't hurt anyone in the process.

Myths and Facts of Child Protection (adopted from UNESCO)

	Myth	Fact
1.	It happened to me and did use no harm -	Guilt feeling
2.	Nothing else works (except punishment) or they ask for it -	Helplessness / guilt
3.	Corporal punishment works best. Other methods don't	Teacher to child and children becoming angry
4.	Punishment teaches obedience.	Kills joy feeling among children. Corporal Punishment stops, questioning among children.
5.	I had no choice	Quite common!
6.	Its only one way	Fear of not ready to experiment/try new child friendly methods
7.	Part of our culture young should be punished.	Positive discipline is not just from West. (Chandrasaha story)

Issues for discussion

- How to mitigate the problems or situations
- Disciplining act, adding to Negative behaviour
- Effects on children and care givers too
- History of negative discipline and their effects (stories).

An activity to work with both adults and children

Review of Needs and wants from CNCP and CCI: Ask the participants to reduce in groups arrive at the most important six to eight elements. The process is to identify the situation of the children living in a CCI. The findings and observations are best to continue discussion on do's and don'ts in CCIs.

- | | |
|---|--|
| 1. Individual bedding | 16. Provision to follow one's own religious practices |
| 2. Nutritious food | 17. Skill training |
| 3. Empathy | 18. Supervision by child friendly staff |
| 4. Counseling | 19. Opportunity to meet parents / guardians once in a week |
| 5. Hot water for bath | 20. Every day course in play, meditation, yoga and moral stories |
| 6. Play material | 21. Opportunities to display ones talents |
| 7. Protection against discrimination | 22. Money to spend |
| 8. Translation facility | 23. Complaint box |
| 9. Schooling | 24. Membership in planning committee |
| 10. Child Rights Club | |
| 11. Entertainment | |
| 12. Clean toilets | |
| 13. Fearless environment | |
| 14. Clean uniform | |
| 15. Medical attention whenever required | |

8. Activity – Best suited for adults. Can be adopted with children too.

- What do you consider the most challenging behavior of children?
- We have listed several wrong or indiscipline activities/attitudes of children. You have a look at this and identify which of the behavior of children enrages you or makes you mad at them. Add those behaviors of children which you think should be added.

- | | |
|--|--|
| 1. Waking up vey late | 14. Repeated escaping |
| 2. Not taking bath | 15. Consuming alcohol / cigarette smoking or drugs |
| 3. Not coming on time for breakfast/lunch/dinner | 16. Non cooperation |
| 4. Lies / stealing things | 17. Stealing |
| 5. Unclean | 18. Fighting among children |
| 6. Complaining to CWC/JJB | 19. Bossism /dadagiri |
| 7. Putting fire | 20. Withdrawn |
| 8. Indecent behavior | 21. Not completing responsibilities |
| 9. Talking filth and sexual behavior | 22. Talking back |
| 10. Talking down to others | 23. Wasting food and others |
| 11. Cheating | 24. Having weapons |
| 12. Not attending to school | 25. Destroying the properties |
| 13. Complaining to parents. | |

- The discussion to follow, by making use of the experiences of the staff members and others identifying the so called negative and wrong activities of children and converting them to positive. The challenges and the possibilities.

GOLDEN BOY – Best for the adult group

A child prodigy (a child film artist / sports star / genius) has appeared before JJB / CWC. The State Govt is now in a fix as to which home the boy should be sent.

- All the Homes are now eying to get the boy to their home
- The state Govt has said that the boy will be sent to the best home and also a prize for showcasing the best practices they have.
- Four groups to discuss about the best practices and systems they have and present
- Arrive at listing what best practices you have adopted or can adopt to make your institutions suitable for short or long term stay for any child.

Suggested FGD Questions for children’s groups (sensitive to girls and boys and age groups 8-12 and 13-18)

- i. When do adults consider an act of children as a mistake or wrong?
- ii. When do you as children consider your act as a mistake or wrong?
- iii. In what situations/or a situation that pushes children to take up actions which may be considered as mistakes.
- iv. What are effects of punishments on children?
- v. If you are an adult, how do you handle such situations?

Caution: It is very easy to invoke responses from children on negative or wrong attitudes of the adults, but one should use discretion and also give time to taper down and settle the discussions.

Stories (with children, may be discussed among adults too)

1. Two parrots (one in the midst of thieves and the other in a hermitage)

Two baby parrots of the same mother parrot get separated. One grows in the midst of thieves and robbers; the other is in a hermitage. Once a passerby walks into the robber’s colony and the parrot shouts and calls people to come and rob him, kill him, etc. The man runs for his life. He then enters a hermitage and listens to greetings in a soothing voice and requesting the man to sit and rest and also calls for people to come and serve him with water and food. The man wonders about the behavior of the birds and.... Ask for comments from the group.

2. **Echoing mountains** : A boy who goes with his sheep to a near by mountain casually shouts and hears the echo. He thinks there is some body mocking him and shouts back and even abuses the caller. When he hears the same abusive words, he fears that there is a thief. He rushes to the house and brings his father and tells the thief that he has brought his father and hears the same. The father encourages him to tell the person that its good that he is responding and tell a few good words. The boy hears the same and wonders how the person has become so good all of a sudden. Father then says, the mountain is like a mirror. It reflects what you show... continue to discuss on adult behavior

3. **The parrot in the golden cage:** Adopted from Rabindra Nath Tagore's play the 'Golden caged bird'. A king who tries to teach the bird all kinds of music, dance, culture, philosophy in a golden cage, invests a lot, but the bird dies. What the bird wants....

4. **The by dinosaur:** An imaginary story. Involving children in every step. The dinosaurs normally spits fire... but a new baby dinosaur fails to spit fire but... water! So to treat the baby dinosaur, it is taken to dinosaur doctor... every time the doctor puts some medicine, other than fire, something else comes... (let the children say anything from water, milk, chocolates, pencils, etc.). Finally the baby would get satisfied with 'FLOWERS'. Each such flower is the children sitting in the group.

5. When the new bird arrives into the herd... : A group exercise like story. To a group of birds, a new bird comes... What happens, how do you receive it.. This exercise can go on several rounds for children to try out new things every time. Try to locate best practices.

The basis of the discussion: Material / information

1.	The Constitution of India 1950	<p>Art. 5. Citizenship : Children born in the territory of India or whose parents are citizens of India are citizens of India</p> <p>Fundamental Rights</p> <p>Art. 14: Right to Equality before Law</p> <p>Art. 15: Right against discrimination</p> <p>Art. 15 (3): State must make special provisions for women and children.</p> <p>Art. 17: Right to be protected from untouchability</p> <p>Art. 19: Right to freedom of speech and expression</p> <p>Art. 20: Protection in respect of conviction for offences.</p> <p>Art. 21: Right to life and personal liberty</p>
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		<p>Art. 21 A: Right to free and compulsory elementary education for all children.</p> <p>Art. 22: Protection against arrest and detention</p> <p>Art. 23: Right to being protected from being trafficked and forced into bonded labour</p> <p>Art. 24: Prohibition of employment of children in factories, etc.</p> <p>Art. 25: Freedom of Conscience and practice of Religion</p> <p>Art. 26: Freedom to manage religious affairs</p> <p>Art. 29: Protection of interests of minorities.</p> <p>Art. 32: The Right to move the Courts for enforcement of right</p> <p>Directive Principles of State Policy</p> <p>Art. 39 A: Equal Justice and free legal Aid</p> <p>Art. 46. Promotion of educational and economic interests of SC and ST and other weaker sections.</p> <p>Art. 47: Duty of the State to raise the level of nutrition and the standard of living and to improve public health.</p> <p>Fundamental Duties</p> <p>Art.51.A:</p> <p>(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;</p> <p>(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and Fourteen years.</p>
	Special Reference to	<p>Art. 39 Certain principles of policy to be followed by the State: The State shall, in particular, direct its policy towards securing—</p> <p>(e) that the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength;</p> <p>(f) that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.</p>
2.	UN CRC 1989	<p>Art. 2 : Non discrimination</p> <p>Art. 3: Best interest of the Child</p> <p>Art. 6 :Survival and Development of children</p> <p>Art. 8 :Preservation of Identity</p> <p>Art.12: Child’s opinion</p> <p>Art. 13: Freedom of Expression</p> <p>Art. 15 :Freedom of Association</p> <p>Art. 16 :Protection of Privacy</p> <p>Art. 17 :Access to appropriate information</p> <p>Art. 19 :Protection from Abuse and neglect</p> <p>Art. 23 :Rights of children with disability</p> <p>Art. 24 :Health and health services</p> <p>Art. 28 :Right to education</p> <p>Art. 31 :Leisure, recreation and cultural activities</p> <p>Art. 32: Protection against child labour</p>

		<p>Art. 33 :Protection against drug abuse</p> <p>Art. 34: Protection against sexual exploitation</p> <p>Art. 36: Protection against any form of exploitation</p> <p>Art. 37: Protection against torture and deprivation of liberty</p> <p>Art. 39: Rehabilitative care a right of every child</p> <p>Art. 40: Juvenile Justice.</p>
	In particular	Article 28(2): State parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity
3.	Juvenile Justice (Care and Protection of Children) Act 2015	<p>Sec. 75. Punishment for cruelty to child (old Sec. 23): Whoever, having the actual charge of, or control over, a child, assaults, abandons, abuses, exposes or wilfully neglects the child or causes or procures the child to be assaulted, abandoned, abused, exposed or neglected in a manner likely to cause such child unnecessary mental or physical suffering, shall be punishable with imprisonment for a term which may extend to three years or with fine of one lakh rupees or with both:</p> <p>Provided that in case it is found that such abandonment of the child by the biological parents is due to circumstances beyond their control, it shall be presumed that such abandonment is not wilful and the penal provisions of this section shall not apply in such cases:</p> <p>Provided further that if such offence is committed by any person employed by or managing an organisation, which is entrusted with the care and protection of the child, he shall be punished with rigorous imprisonment which may extend up to five years, and fine which may extend up to five lakhs rupees:</p> <p>Provided also that on account of the aforesaid cruelty, if the child is physically incapacitated or develops a mental illness or is rendered mentally unfit to perform regular tasks or has risk to life or limb, such person shall be punishable with rigorous imprisonment, not less than three years but which may be extended up to ten years and shall also be liable to fine of five lakhs rupees.</p>
4.	National Policy for Children 2013	<p>4.6: The State shall take all necessary measures to:</p> <ol style="list-style-type: none"> i. Provide universal and equitable access to quality Early Childhood Care and Education (ECCE) for optimal development and active learning capacity of all children below six years of age ii. Ensure that every child in the age group of 6-14 years is in school and enjoys the fundamental right to education as enshrined in the Constitution iii. Promote affordable and accessible quality education up to the secondary level for all children iv. Foster and support inter sectoral networks and linkages to provide vocational training options including comprehensively addressing age specific and gender-specific issues of childrens' career choices through career counseling and vocational guidance

		<ul style="list-style-type: none"> v. Ensure that all out of school children such as child labourers, migrant children, trafficked children, children of migrant labour, street children, child victims of alcohol and substance abuse, children in areas of civil unrest, orphans, children with disability (mental and physical), children with chronic ailments, married children, children of manual scavengers, children of sex workers, children of prisoners, etc. are tracked, rescued, rehabilitated and have access to their right to education vi. Address discrimination of all forms in schools and foster equal opportunity, treatment and participation irrespective of place of birth, sex, religion, disability, language, region, caste, health, social, economic or any other status vii. Prioritise education for disadvantaged groups by creating enabling environment through necessary legislative measures, policy and provisions viii. Ensure physical safety of the child and provide safe and secure learning environment ix. Ensure that all processes of teaching and learning are child friendly x. Ensure formulation and practice of pedagogy that engages and delights children, with a special focus on mental health, from a social and gender just, life skills and age appropriate perspective xi. Provide access to ICT tools for equitable, inclusive and affordable education for all children especially in remote, tribal and hard to reach areas xii. Promote safe and enjoyable engagement of children's experiences with new technology in accordance with their age and level of maturity, even as there is respect for their own culture and roots xiii. Review, develop and sustain age-specific initiatives, services and programmes for safe spaces for play, sports, recreation, leisure, cultural and scientific activities for children in neighbourhoods, schools and other institutions xiv. Enable children to develop holistically, bringing out their aspirations, with focus on their strengths, empowering them to take control of their lives, bodies and behaviours xv. Ensure no child is subjected to any physical punishment or mental harassment. Promote positive engagement to impart discipline so as to provide children with a good learning experience xvi. Ensure that children's health is regularly monitored through the school health programme and arrangements are made for health and emergency care of children xvii. Provide services to children with special needs in regular schools and ensure that these are inclusive and have all facilities such as trained teachers and special educators, appropriate pedagogy and education material, barrier-free access for mobility, functional toilets and cocurricular activities towards the development of child's fullest potential and autonomy and sense of dignity and self worth. xviii. Promote engagement of families and communities with
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		<p>schools for all round development of children, with emphasis on good health, hygiene and sanitation practices, including sensitization on ill-effects of alcohol and substance abuse</p> <p>xix. Facilitate concerted efforts by local governments, non-governmental organisations/ community based organisations to map gaps in availability of educational services, especially in backward, child labour intensive areas, areas of civil unrest, and in situations of emergency, and efforts for addressing them</p> <p>xx. Identify, encourage and assist gifted children, particularly those belonging to the disadvantaged groups, through special programmes</p> <p>xxi. Provide and promote crèche and day care facilities for children of working mothers, mothers belonging to poor families, ailing mothers and single parents</p> <p>xxii. Promote appropriate baby feeding facilities in public places and at workplaces for working mothers in public, private and unorganized sector</p> <p>4.11 : The State commits to taking special protection measures to secure the rights and entitlements of children in need of special protection, characterised by their specific social, economic and geo-political situations, including their need for rehabilitation and reintegration, in particular but not limited to, children affected by migration, displacement, communal or sectarian violence, civil unrest, disasters and calamities, street children, children of sex workers, children forced into commercial sexual exploitation, abused and exploited children, children forced into begging, children in conflict and contact with the law, children in situations of labour, children of prisoners, children infected/affected by HIV/AIDS, children with disabilities, children affected by alcohol and substance abuse, children of manual scavengers and children from any other socially excluded group, children affected by armed conflict and any other category of children requiring care and protection.</p> <p>5.4 : The State shall ensure that service delivery and justice delivery mechanisms and structures are participatory, responsive and child-sensitive, thereby enhancing transparency and ensuring public accountability. Synergistic linkages will be created with other progressive and successful experiments to learn from best practices across regions.</p> <p>And other relevant sections from NPC</p>
5.	Indian Penal Code	<p>Sec. 82: Act of a child under seven years of age.—Nothing is an offence which is done by a child under seven years of age.</p> <p>Sec. 83 : Act of a child above seven and under twelve of immature understanding.—Nothing is an offence which is done by a child above seven years of age and under twelve, who has not attained sufficient maturity of understanding to judge of the nature and consequences of his conduct on that occasion.</p>

		<p>Sec. 319. Hurt.—Whoever causes bodily pain, disease or infirmity to any person is said to cause hurt.</p> <p>Sec. 320. Grievous hurt.—The following kinds of hurt only are designated as “grievous”:</p> <ol style="list-style-type: none"> 1. Emasculation 2. Permanent privation of the sight of either eye 3. Permanent privation of the hearing of either ear 4. Privation of any member or joint 5. Destruction or permanent impairing of the powers of any member or joint 6. Permanent disfiguration of the head or face 7. Fracture or dislocation of a bone or tooth 8. Any hurt which endangers life or which causes the sufferer to be during the space of twenty days in severe bodily pain, or unable to follow his ordinary pursuits.
6.	Right of Children for Free and Compulsory Education Act 2009	<p>Sec. 17: Prohibition of physical punishment and mental harassment to child</p> <p>(1) No child shall be subjected to physical punishment or mental harassment.</p> <p>(2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.</p>

- **Guidelines issued by the National Commission for Protection of Child Rights on Banning corporal punishment, 9 September 2007**

Children due to fear are often silent and submit to violence without questioning. They sometimes show signals of deep hurt in their behavior but this goes unnoticed, perpetuating further violence on them.

Corporal punishment involves, rapping on the knuckles, running on the school ground, kneeling down for hours, standing up for long hours, sitting like a chair, and beaten with a scale, pinched and slapped, child sexual abuse, torture, locking up children alone in classrooms, 'electric shock' and all other acts leading to insult, humiliation, physical and mental injury, and even death. It is being noticed that corporal punishment in schools both government as well as private is deeply ingrained as a tool to discipline children and as a normal action.

All forms of corporal punishment are a fundamental breach of human rights. A slap is as detrimental to the child's right as grievous injury. Indeed there are no gradations since it must be seen that condoning so called 'small acts' actually lead to gross violations. It is also legally impermissible. The Supreme Court has banned corporal punishment for children on December 1 2000 when it directed the State to ensure "that children are not subjected to corporal punishment in schools and they receive education in an environment of freedom and dignity, free from fear".

Children are as human and sensitive as adults are, if not more. They need to be secure with a caring atmosphere. Practising non-violence as a highest form of culture begins with seeing children as children. It is necessary for adults to behave with them in a manner that they are not subject to violence and hurt of any kind. In a way fostering such a culture will develop adults as responsible adults who would in turn be vigilant and question those that are breaking the norms of respecting childhood. It is in this context, that the onus of responsibility in safeguarding children from punishment lies with the schools teachers, education administration at all levels as well as all those responsible for management equally. The National Commission for Protection of Child Rights directs the education departments of all the States to ensure the following:

1. All children are to be informed through campaigns and publicity drives that they have a right to speak against corporal punishment and bring it to the notice of the authorities. They must be given confidence to make complaints and not accept punishment as a 'normal' activity of the school.
2. Every school, including hostels, ***JJ Homes, shelter homes*** and other public institutions meant for children must have a forum where children can express their views. Such institutions could take the help of an NGO for facilitating such an exercise.
3. Further a box where children can drop their complaints, even if anonymous has to be provided for in each school.
4. There has to be a monthly meeting of the PTAs or any other body such as the SEC/VEC to review the complaints and take action.
5. The PTAs are to be encouraged to act immediately on any complaints made by children without postponement of the issue and wait for a more grave injury to be caused. In other words the PTAs need not use their discretion to decide on the grievousness of the complaint.
6. Parents as well as children are to be empowered to speak out against corporal punishment without any fear that it would have adverse effect on children's participation in schools.
7. The education department at all levels-block, district and State are to establish procedures for reviewing the responses to the complaints of children and monitoring the action taken on the same suffering from some contagious disease. He is tense and anxious in case the goats are to die, what then would become of him? His brother would not give him food and he could not hope to do any other work.

Other information and references:

- At present 30% of children out of school – NCPCR Report 2009
- Asian Centre for Human Rights (ACHRA): JJ Homes = Hell Holes 2013 Report (40 Cases, Assault, Sexual assault, abuse, corporal punishment)

As quoted in the "Protection of Children against Corporal Punishment in Schools and Institutions Summary discussions by the Working Group on Corporal Punishment", NCPCR, December 2008, from "IT NEVER DID ME ANY HARM...." Answering common defenses of corporal punishment, Global Initiative to End All Corporal Punishment of Children, <http://www.endcorporalpunishment.org/pages/intro/faqs.html>

- **Escalation:** Mild punishments in infancy are so ineffective that they tend to escalate as the child grows older. The little smack thus becomes a spanking and then a beating. Parents convicted of seriously assaulting their children often explain that the ill-treatment of their child began as physical punishment.
- **Encouraging violence:** Even a little slap carries the message that violence is the appropriate response to conflict or unwanted behaviour. Aggression breeds aggression. Children subjected to physical punishment have been shown to be more likely than others to be aggressive to siblings; to bully other children at school; to take part in aggressively anti-social behaviour in adolescence; to be violent to their spouses and their own children and to commit violent crimes. National commissions on violence in America, Australia, Germany, South Africa and the UK have recommended ending corporal punishment of children as an essential step towards reducing all violence in society.
- **Psychological damage:** Corporal punishment can be emotionally harmful to children. Research especially indicts messages confusing love with pain, and anger with submission. "I punish you for your own sake." "You must show remorse no matter how angry or humiliated you are."

CURRICULUM for Positive Discipline in CCIs

- 1. Introduction and Background**
- 2. Objectives**
- 3. Best practices**
- 4. Situations and possible responses**
- 5. Stories**

The curriculum

1. Introduction and Background

Discipline cannot be inculcated through punishment. Punishment would only deter children to follow certain rules for a limited period artificially that too under supervision. The supervisors would be controlling the behavior of children temporarily. But, unfortunately punishment and discipline are used interchangeably even today. Many of our literature, stories, songs and even proverbs stress and re establish the myth of teaching discipline through punishment.

If an adult understands the basic principles of discipline, it can help children to understand self, the situation, time and space and thereby get to know what to do or what not to do. Children, if given proper orientation on why and how of discipline, would also take imitative to moderate their behavior and may help other children to mend their behavior, make better choices of acts and words, their by gain respect for self, among fellow children and adults.

Every home / CCI should be having a clear cut, simple Child Protection Policy. The CPC should have been accepted by the adult staff of the CCI and being explained to children either in their own languages and charts should be up on the walls. When a child comes new to the CCI should be given a proper and patient orientation about the CPC within a day. All the inmates should be given group orientation periodically once in a month, in their monthly meeting. That CPC should include not only about safety measures about self, but also about the complain mechanism. If the child is new to the CCI there should be extra care taken by the supervisor at least for a week in the interest of the child and the CCI.



2. Objective

The whole concept of Positive Discipline is developed with the premise that every adult has understood that 'corporal punishment is banned or considered as illegal'. Constitution of India, RTE Act, JJ Act, NCPCR Act, IPC and such Acts has considered corporal punishment as a 'punishable' offence. Any attack on the children in CCIs is also considered an attack and a willful harm done on children. It is also considered that the adult staffs are trained about not to use derogatory words, discriminative words, words that hurt or using any kind of corporal punishment and it would only reinforce the hard behavior of children against each other or other adults or the system/larger society.

Objectives

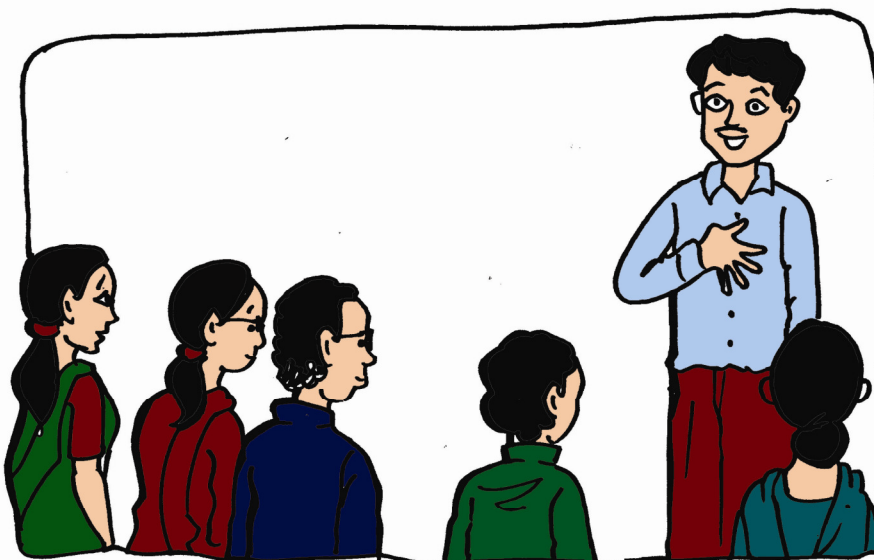
- Identifying the negative attitude / behavior / thinking among children and working towards changing them to positive elements
- Understanding positive discipline possibilities
- Developing self confidence of the staff of OBH / BH/ GH and SH

3. Best Practices

As adults given the responsibility of taking care of children in CCIs are those who have voluntarily taken the role. They have been given sufficient training, information and instructions on “Do’s and Don’ts” while responding in various kinds of situations in the CCIs. This curriculum takes into consideration the actual situation of the staff of CCIs, where they are under staffed, over worked, sometimes not fully trained, etc. As has been discussed in the earlier chapters, this cannot be an excuse for the staff to use harsh disciplinary measures to control, mend, teach a lesson, break the unwanted behavior, etc., of the inmates or children.

The most important tips for the staff working with children are:

- **Follow protocols:** JJ Act and the Rules provide very apt and meaningful protocols on every situation. Every staff should adhere to it and should have a child protection policy for every CCI.
- **Staff meetings:** Staff working with children should meet periodically to share about the experiences and the methods they are adopting to handle situations. Normally in staff meetings staff routinely report on targets, numbers and listen to instructions on what needs to be done. Hardly there are any discussions. Staffs working with the same children in shifts are supposed to exchange notes on what is happening and how they handling various situations with respect to specific children or group of children. Staff should also share about learning in various trainings, etc.



- **Be prepared:** The adults in the homes should be informed about all kinds of safety measures adopted in the home/institutions; keep handy the numbers – children, staff, others in the CCI; all the telephone numbers required to be contacted in emergency (health, protection, accidents, disturbance, fire, collapse of building, flood, scarcity of supplies, etc)
- **Be informed:** Knowing about basic legal instruments is a must. E.g., provisions in Juvenile Justice (Care and Protection of Children) Act; Child and Adolescent (Labour Prohibition and Regulation) Act; POCSO; NCPCR Act; IPC; and specifically some Constitutional provisions which gives protection to children.
- **Be Sensitive:** Children come with various backgrounds (family, street life, educated, uneducated, poor to rich, very badly abused, thrown in to very precarious situation, meted out with harsh treatment, lost, mentally affected or being victims of various kinds of abuses, brought to institution by mistake or children might have asked for shelter, etc). Be sensitive to respect each child as an individual, as a citizen with constitutional rights and give a patient hearing whenever they approach you.
- **Pre-empt non compliance of house rules by children:** Particularly when a group of new children arrive or when there is some new staff is recruited or wherein there is some disturbance in the kitchen or toilet, or delay in supply of clothes, under garments, etc., there would be some kind of revolt in the home. This is not to say that you should be prepared to face a war, but, to be prepared with supplies or responses.
- **Create space for participation :** Be aware of the fact that the basic principle of participation is 'providing space and time for children to express their opinion on issues pertaining to them and a responsible person to give full attention to listen to them and include the children in the decision making process'.
- **Don't consider resistance as indiscipline:** The biggest challenge adult staff face in CCIs is children resisting to accept routines (to be present on time for bath, prayers, breakfast, lunch or dinner, exercise, attendance/roll call, studies, school time, health check up, etc.). Most adults get disturbed on this fact and start reacting with either verbal attacks or using corporal punishment. Resistance is normally considered as the child testing the adults level of patience and endurance. Be patient (it is difficult to keep it always, but in the interest of the children and also in your interest, being patient pays!)

- **Respect the child as an individual:** As stated earlier children are individual citizens of this country with constitutional rights. All adults should be aware of this basic fact wherever and whenever they meet, interact with children.
- **Promises:** Every Adult working with children should keep in mind that if they make any promise they should stick to it. It is always better not to give false promises or promises which cannot be executed. E.g., the common promise all adults tend to give to children in CCI (if they are lodged their against their will) that, the child would be released soon or he/she will talk to the higher ups to get the boy/girl released.
- **Never accuse a child without any proof:** There would be several situations wherein children bring complaint against other child/children on various issues (using bad words, hitting, quarreling, bullying, thieving, destroying something, teasing, discriminating, or not sharing some facility or service; sexual advancements, harassing or scaring, etc.) In any of these or others, never say that you know that a particular child or a group of children are always like that and you will teach them a lesson!
- **Pairing, mentoring, building affinity groups:** Normally new children need all attention. If a child is coming in to the home for the first time, a lot of support should be given. This can be achieved by pairing the child with another child who is there already. Children may need hand holding and mentoring for some time. This can be achieved by child leaders. Pair the child with other like minded, similar age group etc., and develop affinity groups.
- **Dhyana:** Dhyana is said to be the most powerful tool to help children sit in silence and retrospect too. Dhyana in this context is not chanting mantras or praying for a particular God. Dhyana is to sit silent and observe the breathing process and in the process cooling the mind and body. Dhyana would not give salvation to the problem the child is facing. But, it would certainly give time to the child to later think about what happened. Dhyana also has other results in terms of thinking about family, neighborhood, siblings and school. May even encourage the child to give details of their family and may show interest in talking about it. I
- **Activities:** It is a proven fact that idle minds are devils workshop. Help children who are not engaged in education or skill training in some activity, engaging them fully. (Well don't intrude into their free time, leisure, resting, etc.) It could be in some light work in the store, kitchen, office, garden, etc. or sports

activities – both indoor and outdoor activities. Vigorous play activities also help children to get away from mischievous or irritating acts.

- **Firm and strict:** You can be friendly and patient with the children, but if your decisions and stands are firm, then you need not have to take up punishment to discipline the children. If you don't approve certain behavior of children, you can say it in a firm manner and also reason out why you are not approving it. This is the basic trait to follow positive discipline measures. Normally people tend to punish children to show that they are strict. Punishing children also can be interpreted as being helpless and non concerned about the situation of children.
- **Role reversal:** Every adult working with children, should spend some time reversing their role. If you are the supervisor, imagine yourself being a child who has come to CCI from varied backgrounds – poor families, poor background, poor education, unwarranted exposures, incidents that have happened in a spur of a moment, mistaken, wrong doings under the influence of something or somebody, etc. Mere punishment to these children would only reinforce their behavior. Supervisors need to spend time in their own groups and discuss about the plight of the children and find solutions.
- **Involve children:** Taking decisions on certain aspects with respect to children may become very embarrassing and disturbing. Involve children or leaders in the groups in discussions, reflections and developing strategies to distress children, developing activities and programmes, solving problems and also finding solutions to some issues concerned to them.

4. Situations and possible responses

These situations are listed by keeping new children coming in to the CCIs or children who are already in the CCI for some time.

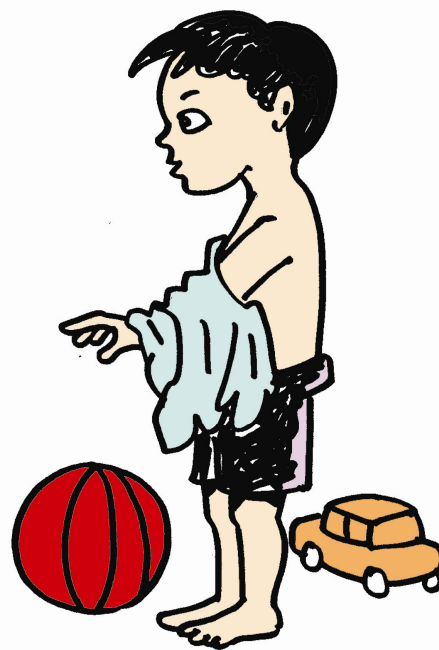
- **A child using bad words at other children:** A very common scene in many CCIs. This particularly happens against new, weak children by somebody who is already accustomed to the situation of the CCI. It may also happen by a new child against old children and it may embarrass the old



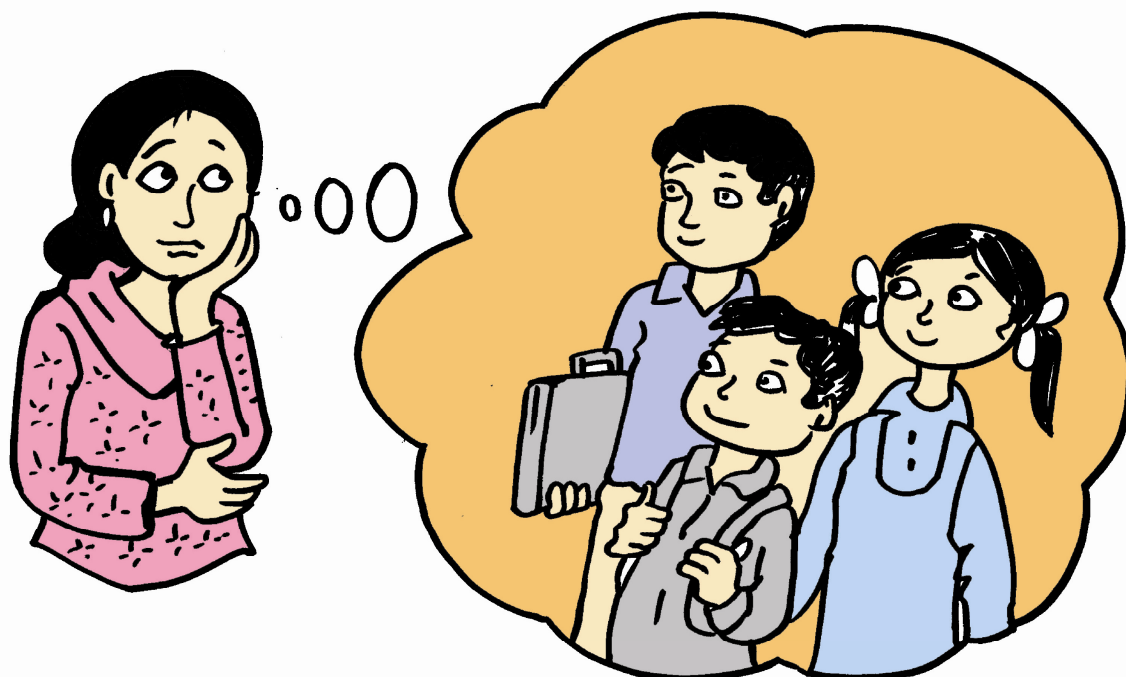
children and they may join the fray by returning bad words at the first child. This may lead to a chain reaction and every one may start using abusive words. It is very easy to conduct an investigation, as to who started it first...! This only lead to an investigation and either everyone keeps quite and don't want to be the black sheep which gave the lead to some one or everyone may jump and point out at the child who started it. Never get in to an investigation in front of all. Instead, suggest that whatever happened is a minor incident. The order of the house is to avoid bad words. You as an adult is going to apologies for a child or a group of children for having used bad words at an individual child or to a group of children. If you get to know that a child has used bad words, you REQUEST for an apology and a promise that such a scene will not be repeated. If the child is stubborn and not coming forth, take a call from the group and give time for completing the cycle. But, keep to the promise and come back on the given time. (A thumb rule is that NO adult would use bad words at any child at any situation, even for fun. Then we can expect children also to keep away from using bad words at children and adults).

- Narrate the story of a boy who shouted at the hill / mountain and getting back the same shouts. When he used bad words, he got back the same echo. On the advice of his father he shouts appreciative words and gets back the same echo.

- **A child not showing up at the morning prayer hall, waking up late or coming late to lunch or a game or classroom or not completing responsibilities:** Normal tendency is that an adult supervisor or a student leader tries to admonish the child in front of all, or keep the child away from the activity or punish the child to humiliate in front of all other children or use words that affect the child. Instead, include the child in the activity and later talk to him/her about what are the reasons for not coming on time. It could be just a onetime aspect, he/she missed the time or the child had some other pressing thing or assignment or responsibility or the child is not well or something which may not be explained happened. Normally children accept what happened and will agree to be on time. Next



time when the child is on time, appreciate him/her in front of all and smile at the child.



- **Children not going to school/classes or vocational training:** Children who are not willing to stay in the CCI or children who have been forced to live in the CCI may show resistance in attending classes. They see no meaning in going to learning sessions. Normally such children would be beaten up and given mouth full and show other children who go to school and learn as models. The comparison will only destroy the very purpose of disciplining the child. Help the child to see the other side of the life, the reason for being kept in the CCI. The challenges outside the world once he/she gets to the society. No harm in telling that a skill and education would help him/her to be independent and lead a life. Punishments really don't motivate, they may just push the child to the class but not learning.

- Children having fights and having weapons:** The adult supervisors should be around and available. Normally if there is a fight among children, the supervisors would be informed by some children or the uneasy situation among children, fear factor or sound, etc., would give lead about the situation. Some children might have small weapons (or improvised weapons). Your first reaction is not punishing the children, rather finding out if there is any injury to anyone. Attend to their medical requirement first. You may have to use some physical strength to separate children. Don't get into interrogation, arguments or counter arguments on the spot. Give some time to cool down. Let children drink water and sit peacefully for some time. Remind the children about the Rules of the CCI. Bring up the Child Protection Policy and the basic commitment by every individual in the CCIs about care and protection of all inmates. Never take sides and jump to punish a child or a group of children. There is always fear of you being seen as indecisive and not punishing the culprit, but, don't worry, as and when more such situations are faced children learn that you are not taking sides.



- Children wasting food or destroying material, putting fire:** Talk with the child in low voice and advice not to waste or not to destroy the belongings. Never shout at a particular child in public and humiliate him/her. Call the child and talk to him/her in open and



give time to the child to reason out. Never talk down to the child and say what the child has done is wrong and it calls for disciplinary measures. Help the child to understand the situation, the costs and the effect on several people and the national resource loss if we waste food or destroy other material. Give time to the child to adjust. (It is very common for children destroying electric bulbs, tubes and pulling out electric wiring, breaking the window panes, doors, toilet seat, mirrors, etc. The supervisors may have to consider it as a passing phase and not use force to threaten the children. Even the Govt should be prepared to face such losses, as they are running a correction centre and not a concentration camp).

- **A child bedwetting or not taking bath or unclean:**

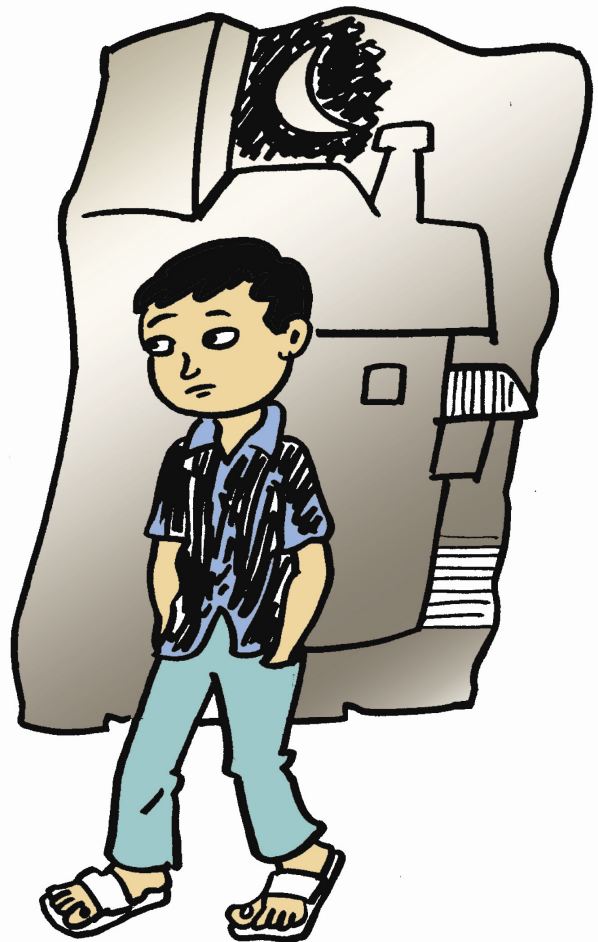
A very common situation in any institution. Again a very common response to this is to humiliate the child in front of all others. Commanding the child to clean up himself/herself, taking the bed/bedspread or other material to wash and to dry. If the child is a little grown up this would make the person very ashamed and may even fume to take revenge. This may get turned towards younger or weaker children or even on other material – tearing clothes or books, breaking other material, etc. What is actually required is helping the child.



Don't ever wield your stick or tongue on the child, instead volunteer to take the bed and others, ask other children to help, if they are willing (never force). Help the child to clean himself/herself and if the situation is serious and is getting repeated taken them to the doctor for counseling and medical help. Help the child to understand the importance of taking bath to keep healthy. If need be provide medical assistance. May be the child is trying to hide some infection or wound out of fear or shyness. Help the child to get over the shyness or fear with kind words. Among girls, the requirements of being clean during periods have to be taught in a gentle manner by women supervisors and peer group members. Similarly disposal of used sanitary napkins and other material have to be taught to every child by explaining the importance of the same.

- **Sexual behavior or sexual assault:** Wherever children of varied age groups are kept together, it is very common for them to explore their sexuality. You need not have to ignore complaints about sexual advancement by children towards others, sexual exposures or sometime consensual sex among children and sexual assault. Some children even take pleasure by narrating their earlier sexual experiences and may entice other children into sexual acts. CCIs cannot ignore this, as we are interested in the health of the children also. Ignoring sexual behavior may lead to STD or VD or even other sexual diseases. This may also lead to gangs and group fights. If you find that some child is a victim then the child has to be removed for treatment, counseling and assuring that he/she would be helped. If a child who has involved in making out sexual acts should also be taken for counseling and treatment. Conduct age specific mass counseling among children on why the children should not be getting involved in sexual acts, consequences of it. Beating or isolating the perpetrators of sexual acts may only lead to further assaults.

- **Escaping or run away tendencies:** Nobody wants to be kept in a confined place. Everyone loves to be free. So also children. In most cases where children are kept in CCIs, that to closed (not open shelters) under lock and key, children may not know the real reason as to why they have been kept in the premises. Some new children make all attempts to find ways and means to go away from the premises. Scaling walls, breaking doors, mixing with visitors and going out, etc. Some older children too attempt these. In most cases children get affected, hurt, injured and some meet very fatal ends. When children are found making attempts to get away/escape/run away from CCIs or when children are brought back to the institutions, the concerned officers, guards, supervisors tend to vent their anger on such children. They think their



job was at stake. But, everyone should understand that if the children attempt to escape, there is no action against the supervisory staff and no punishment to the children. But, this should not be mistaken and misused. When children are brought back or found escaping, put the children in comfort, provide medical assistance, provide food (mostly children might have not found anything to eat outside as they may not have money), give them time to cool down and sleep. Than beating or humiliating with verbal comments, provide a counselor to discuss with them. This is again not an interrogation, but a discussion with the child, to help them to articulate the reason for their act. There could be some valid reason, normally some fear, relatives or parents not visiting them, some threat within the home, or desire to see the outside world. Help the child to come to terms and to resolve the issue. This may take some time.

- **Lying, cheating or Stealing or hoarding things:** A very common behavior among children. This is not a trait that can be corrected by punishing. Help the children see the other side of the situation. What happens to the other child to whom that material or thing belongs to? Taking away clothes, particularly under garments, plates, cups, books, bags or foot wear, tooth brush, money, etc., would only cause inconvenience to the other child and that may lead to fights, doubts and hating each other. This is associated with lies. Children may not keep the stolen material with them. They might have been thrown away, destroyed or hidden. This could also because of a disorder called kleptomania. Help the child to undergo counseling and get over it over a period of time. And never call the child a thief in counseling sessions or even in open in front of all other children.

- **Complaining to CWC/JJB or parents or officers:** A child or a group of children may complain to higher ups or the judicial authority or the Committee or even to parents about something. There could be some reason for the same. They may want to tell something else, they may want to be released or they may really want to represent the difficulties the other children are facing. There is a provision in the JJ Act for this kind of discussion. This should



not be seen as indiscipline. All the staffs of the CCIs should know the Act and the provisions in the Act, then only they can work with the children appropriately. If you don't want to face such a situation, then the supervisory staff and the concerned officers should be cautious in their assigned duty. Largely such a situation is created because of negligence and dereliction of duties or omission of responsibilities. Instead the authorities can keep a complaint box and attend to the complaints promptly. (A Complaint box should not be a joke). Secondly, all the supervisory staffs should understand that they should not target the child who complained to any one and ill treat, blame or punish.

- **Consuming alcohol or taking drugs or smoking:** It is common knowledge that banned products do enter the CCIs through some means. The purpose of this paragraph is not to point fingers at the source, but to help the children not to get indulged into such acts. It is easy to punish a child or a group of children and threaten them of dire consequences if they continue to use them. Instead, organizing a de-addiction camp, a discussion on the effects of the same is required. Counseling and educating the children would help than punishing them. This is also to prevent spreading the abuse among other children and weaning the users out of drugs, alcohol and smoking.
- **Attention seeking and non cooperation or withdrawn:** Some children get into above mentioned activities, basically to draw the attention of the higher ups or authorities or others for some other reason. They need help, not punishment. As adults and trained to work with children you should be in a position to differentiate attention seeking acts, deliberate acts and also just happenings. In the name of discipline we cannot be isolating them or scolding them or punishing severely. Some children may even enjoy the punishment!

5. Some stories (with children, may be discussed among adults too)

6. Two parrots (one in the midst of thieves and the other in a hermitage)

Two baby parrots of the same mother parrot get separated. One grows in the midst of thieves and robbers; the other is in a hermitage. Once a passerby walks into the robber's colony and the parrot shouts and calls people to come and rob him, kill him, etc. The man runs for his life. He then enters a hermitage and listens to greetings in a soothing voice and requesting the man to sit and rest and also calls for people to come and serve him with water and food. The man wonders about the behavior of the birds and.... Ask for comments from the group.

7. **Echoing mountains:** A boy who goes with his sheep to a nearby mountain casually shouts and hears the echo. He thinks there is some body mocking him and a shout back and even abuses the caller. When he hears the same abusive words, he fears that there is a thief. He rushes to the house and brings his father and tells the thief that he has brought his father and hears the same. The father encourages him to tell the person that its good that he is responding and tell a few good words. The boy hears the same and wonders how the person has become so good all of a sudden. Father then says, the mountain is like a mirror. It reflects what you show... continue to discuss on adult behavior

8. **The parrot in the golden cage:** Adopted from Rabindra Nath Tagore's play the 'Golden caged bird'. A king who tries to teach the bird all kinds of music, dance, culture, philosophy in a golden cage, invests a lot, but the bird dies. What the bird wants....

9. **The baby dinosaur:** An imaginary story. Involving children in every step. The dinosaurs normally spits fire... but a new baby dinosaur fails to spit fire but... water! So to treat the baby dinosaur, it is taken to dinosaur doctor... every time the doctor puts some medicine, other than fire, something else comes... (let the children say anything from water, milk, chocolates, pencils, etc.). Finally the baby would get satisfied with 'FLOWERS'. Each such flower is the children sitting in the group.

10. **When the new bird arrives into the herd...** : A group exercise like story. To a group of birds, a new bird comes... What happens, how do you receive it... This exercise can go on several rounds for children to try out new things every time. Try to locate best practices

Other Resources

<http://humanservices.arkansas.gov/dys/Pages/JuvenileFacilitiesCenters.aspx> ;

[http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2719514/;](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2719514/)

<http://www2.ed.gov/policy/gen/guid/correctional-education/index.html> ; <http://crcw.princeton.edu/workingpapers/WP14-08-FF.pdf>; http://www.dcs.gov.jm/juvenile_services.php;

<http://unicef.in/Story/197/All-You-Want-to-Know-About-Corporal-Punishment>;

[http://www.edji.org/focus/prevention/JJ-SE/TOOLS%20Step%208%20\(2-28-07\).pdf](http://www.edji.org/focus/prevention/JJ-SE/TOOLS%20Step%208%20(2-28-07).pdf)

https://books.google.co.in/books?id=zvnjCQAAQBAJ&pg=PA47&lpg=PA47&dq=corporal+punishment+in+children%207s+correctional+institutions&source=bl&ots=1rNStnP7ki&sig=jVmZMoBFYwm2H4P_6Dfq9zdz8hk&hl=en&sa=X&ved=0ahUKEwj_34uczq3KAhXBT04KHW6gD1oQ6AEIRDAH#v=onepage&q=corporal%20punishment%20in%20children%20correctional%20institutions&f=false

Terre des hommes Foundation, Lausanne (Tdh), founded in 1960, is a Swiss organization which helps to build a better future for children in difficult situations and their communities, with an innovative approach and practical, sustainable solutions. Active in more than 30 countries, Tdh develops and implements field projects to allow a better daily life for over one million children and their close relatives, particularly in the domains of health care and protection. This engagement is financed by individual and institutional support, of which 85 % flows directly into the programs of Tdh. In the protection field, Tdh is working for the rights of children to be protected against exploitation, abuse, trafficking and violence.

In India Tdh is implementing its programme intervention in Andhra Pradesh, Telangana, Jharkhand, West Bengal and Assam. The focus of these interventions includes Child Protection, Mother and Child Health and Nutrition, Water, Sanitation and Hygiene (WASH).

HELP founded in 1993 by a group of service professional from different areas of interest committed to protection of women & children from violence, sexual exploitation, abuse and trafficking. The vision of HELP is to create a safe, supportive and responsive society that upholds the protection, rights and dignity of every child in Andhra Pradesh. HELP is one of the pioneering organizations working against human trafficking through prevention strategies, direct services to the trafficked victims for their rehabilitation and re-integration and advocacy for speedy legal redressal of the trafficked victims. HELP as one of the important policy – influencing organizations in the State of Andhra Pradesh is the nodal NGO for the Department of Women Development and Child Welfare and the Crime Investigation Department (CID) in Andhra Pradesh.



ONGOLE

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www.helpap.in
www.childprotectioninfo.in

Field offices:

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Vastra Designers, Street no:1, Taranaka, Secunderabad, A.P.
CHILAKALURIPET : Lakshmi Children Hospital Road,
Subbaiah Thota, Chilakaluripet - 522 616. Guntur Dist, A.P.
VIJAYAWADA : # 28-20-4/1, Jani Street, Arundelpet,
Eluru Road, Vijayawada, Krishna Dist., A.P
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