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## A Study on the Involvement of School Administration, Parents, and Instructors Toward Corporal Punishment

Monalisa Khanikar<sup>1</sup>, Dr Baloy Bhattacharjee<sup>2</sup>

Research Scholar, Department of Legal Studies, Arunachal University of Studies, Arunachal Pradesh

Research Supervisor, Department of Legal Studies, Arunachal University of Studies, Arunachal Pradesh

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**Abstract:** Despite comprehensive legal prohibitions, corporal punishment continues to exist within school environments, raising serious concerns regarding child rights and institutional accountability. This research paper critically examines the roles of school administration, parents, and instructors in the persistence or prevention of corporal punishment. Adopting a doctrinal research methodology supported by secondary data analysis, the study evaluates constitutional principles, statutory frameworks, judicial decisions, and scholarly discourse. The findings reveal that corporal punishment is sustained primarily due to administrative indifference, inadequate professional training of teachers, and social acceptance among parents. The paper concludes that eliminating corporal punishment requires coordinated legal enforcement, institutional responsibility, and heightened parental awareness.

**Keywords:** Corporal Punishment, Child Rights, School Governance, Teachers' Accountability, Parental Responsibility

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### 1. INTRODUCTION

Corporal punishment has historically formed part of disciplinary practices in educational institutions, often justified as a mechanism for maintaining order, obedience, and academic discipline. However, the evolution of constitutional jurisprudence and child-rights law in India has decisively altered this position. Contemporary legal frameworks no longer view discipline through a punitive lens but instead emphasize the protection of a child's inherent dignity, bodily integrity, and psychological development. Physical or mental punishment inflicted in educational settings is now legally understood as inconsistent with the fundamental values of a rights-based education system<sup>1</sup>.

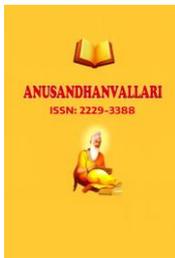
From a constitutional perspective, corporal punishment directly conflicts with the guarantees enshrined under Article 21 of the Constitution of India, which protects the right to life with dignity. Judicial interpretation has expanded this right to include freedom from physical harm, mental cruelty, and degrading treatment, particularly for children, who constitute a vulnerable class requiring heightened protection. The courts have repeatedly affirmed that disciplinary authority within schools cannot override constitutional mandates and that any form of violence or humiliation inflicted upon a child is legally impermissible, regardless of intent or perceived educational benefit<sup>2</sup>.

Statutory enactments further reinforce this constitutional position by explicitly prohibiting physical and mental harassment in educational institutions. Laws governing school education impose a legal obligation on institutions to ensure child-friendly, safe, and non-discriminatory learning environments. These provisions reflect a legislative shift from punishment-oriented discipline toward corrective, rehabilitative, and empathetic approaches. The legal

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<sup>1</sup> Tiwari, A. (2019). *The corporal punishment ban in schools: Teachers' attitudes and classroom practices*. *Educational Studies*, 45(3), 271-284.

<sup>2</sup> Wasef, N. H. (2021). *Corporal punishment in schools*



framework thus rejects corporal punishment not merely as undesirable conduct, but as an unlawful practice attracting institutional and individual accountability.

Despite the clarity of constitutional and statutory prohibitions, reported incidents of corporal punishment continue to surface, revealing a significant disjunction between law and implementation. This persistence indicates that the problem cannot be reduced to isolated acts of individual wrongdoing. Rather, it reflects systemic failures in institutional governance, including weak administrative supervision, inadequate enforcement mechanisms, and absence of effective grievance redressal systems within schools. When legal safeguards remain procedural rather than operational, violations are normalized rather than prevented<sup>3</sup>.

Parental attitudes and instructor practices further contribute to this enforcement gap. Social tolerance or conditional acceptance of punitive discipline by parents often discourages reporting and weakens institutional accountability. Similarly, instructors operating within poorly regulated environments may continue outdated disciplinary practices, either due to a lack of professional training or the absence of deterrent consequences. In this context, corporal punishment survives not because the law is ambiguous, but because responsibility is fragmented and enforcement is diluted across multiple stakeholders.

Accordingly, a comprehensive legal analysis of corporal punishment must move beyond individual culpability and examine the collective involvement of school administration, parents, and instructors. Understanding how institutional inertia, social attitudes, and professional practices intersect is essential to explaining why corporal punishment persists despite its illegality. Only through coordinated accountability and rigorous enforcement of existing legal norms can the constitutional promise of dignity-based education be meaningfully realised<sup>4</sup>.

### 1.1. Objectives of the Study

The objectives of the study are:

1. To analyse the legal framework prohibiting corporal punishment in schools.
2. To examine the role of school administration in enforcing child-protection norms.
3. To assess instructors' responsibilities in disciplinary practices.
4. To evaluate parental attitudes toward corporal punishment.
5. To analyse secondary data on reported cases of corporal punishment.
6. To identify structural gaps in accountability mechanisms.

### 1.2. Scope of the Study

The scope of the present study is limited to an examination of corporal punishment within the framework of school education in India and is confined to a doctrinal and analytical mode of legal research. The study focuses on the interpretation and application of constitutional provisions, statutory enactments, judicial pronouncements, governmental guidelines, and scholarly legal commentary relevant to child protection and educational governance.

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<sup>3</sup> Kambuga, Y. M., Manyengo, P. R., & Mbalamula, Y. S. (2018). *Corporal punishment as a strategic reprimand used by teachers to curb students' misbehaviours in secondary schools: Tanzanian case. International Journal of Education and Research, 6(4), 183-194.*

<sup>4</sup> Heekes, S. L., Kruger, C. B., Lester, S. N., & Ward, C. L. (2022). *A systematic review of corporal punishment in schools: Global prevalence and correlates. Trauma, Violence, & Abuse, 23(1), 52-72.*



It does not extend to higher education institutions or non-formal learning environments. The research is based entirely on secondary sources and does not involve empirical surveys, interviews, or field-based data collection. Accordingly, the analysis is directed toward evaluating the adequacy of existing legal mechanisms, institutional responsibilities, and enforcement structures rather than measuring prevalence through primary data, thereby ensuring a normative and jurisprudential assessment of the issue<sup>5</sup>.

### 1.3. Significance of the Study

The significance of this study lies in its analytical shift from viewing corporal punishment as an act of individual indiscipline to examining it as a broader issue of institutional governance and legal accountability within the education system. By assessing the interconnected responsibilities of school administration, instructors, and parents, the research highlights how failures in oversight, enforcement, and social response collectively undermine child-protection laws<sup>6</sup>. This approach contributes meaningfully to child-rights jurisprudence by reinforcing the principle that safeguarding children in educational settings is a shared legal and ethical obligation. The study offers valuable insights for policymakers, educational regulators, and legal practitioners by identifying implementation gaps within existing legal frameworks and emphasizing the need for effective enforcement mechanisms, administrative vigilance, and stakeholder accountability rather than the enactment of additional legislation<sup>7</sup>.

## 2. LITERATURE REVIEW

**Chen et al. (2021)**<sup>8</sup> found that these attitudes were associated with higher rates of bullying, school violence, and worse mental health consequences for adolescents. Their research showed that parents who thought physical punishment worked were more likely to employ it at home, which normalised the use of physical force in resolving conflicts and taught their children to reject alternatives. Exposure to physical punishment in the home increased the risk of bullying behaviours in youngsters, according to the study. This pattern of violence continued into the school setting. Additional findings suggest that punitive discipline has long-term psychological effects, as the study linked early adolescent exposure to physical punishment with higher depressed symptoms. The authors' findings underscore the profound impact of parental attitudes on their children's behavioural patterns and emotional health, drawing attention to the pivotal role parents play in normalising or discouraging physical punishment.

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<sup>5</sup> Gershoff, E., Sattler, K. M., & Holden, G. W. (2019). School corporal punishment and its associations with achievement and adjustment. *Journal of Applied Developmental Psychology*, 63, 1-8.

<sup>6</sup> Khuwaja, H. M. A., Karmaliani, R., McFarlane, J., Somani, R., Gulzar, S., Ali, T. S., ... & Jewkes, R. (2018). The intersection of school corporal punishment and associated factors: Baseline results from a randomized controlled trial in Pakistan. *PLoS one*, 13(10), e0206032.

<sup>7</sup> Kabungo, C. J., & Munsaka, E. (2020). PARENTS', TEACHERS' AND HEAD-TEACHERS' VIEWS ON ABOLISHMENT OF CORPORAL PUNISHMENT IN SELECTED SECONDARY SCHOOLS IN KASAMA URBAN OF NORTHERN ZAMBIA. *European journal of education studies*, 7(7).

<sup>8</sup> Chen, J. K., Pan, Z., & Wang, L. C. (2021). Parental beliefs and actual use of corporal punishment, school violence and bullying, and depression in early adolescence. *International journal of environmental research and public health*, 18(12), 6270.



**Kaltenbach et al. (2018)**<sup>9</sup> who sought to address the issue of physical punishment by implementing reformatory and preventative measures. A pilot feasibility study was conducted to assess the efficacy of an intervention that sought to enhance teachers' abilities in child interaction. The study's initial assumption was that, rather than resulting from malicious intent, physical punishment was frequently the result of instructors' lack of training in child-centered pedagogical approaches and emotional management. Participants in the training programs showed considerable improvements in educators' communication skills, emotional awareness, and self-assurance when it came to using non-violent disciplinary strategies, according to the results. A marked decrease in the reported use of physical punishment followed. The authors stressed that schools should put more money into teacher education so that students are safer and teachers can help each other out in the classroom. In order to achieve long-term change, the study stressed that punitive legal measures alone would not be enough; we also needed to tackle the systemic and behavioural causes of corporal punishment.

**Mahlangu et al. (2021)**<sup>10</sup> examined the frequency and factors that contribute to physical punishment in South African public schools. Corporal punishment was nonetheless common, according to their results, and many students reported being physically disciplined on a regular basis, even though it was illegal. Multiple reasons, such as overcrowding in the classroom, a lack of available teachers, financial pressures, and long-established cultural norms that endorse physical punishment, were shown to contribute to this persistence in the study. It reflects larger systemic disparities within the school system that the researchers found children from economically deprived and marginalised groups were disproportionately impacted. Corporal punishment persisted unregulated because of administrative-level accountability issues and ineffective enforcement mechanisms, according to the study. In order to successfully eradicate corporal punishment from schools, the authors suggested that institutional monitoring, community sensitisation, and complete policy implementation were necessary in addition to legal reform.

**Akhtar and Awan (2018)**<sup>11</sup> Physical punishment was traditionally thought to increase discipline and academic performance, but their research cast doubt on that assumption. Physical punishment, on the other hand, was associated with decreased academic performance, less classroom participation, and elevated anxiety and terror levels in the children who had it. The researchers found that physical punishment hampered students' ability to study by making the classroom a hostile place where they felt unsafe and unmotivated to succeed. Prolonged behavioural effects, such as avoiding school and losing interest in learning, were also emphasised by the study. They decided that physical punishment did more harm than good for students' education and advocated instead for the use of supportive disciplinary tactics and positive reinforcement that were in line with current pedagogical ideas.

**Ismail (2018)**<sup>12</sup> who focused on the impact of parenting approaches on behavioural outcomes. Parental involvement with schools and the use of constructive discipline strategies led to greater gains in self-regulation

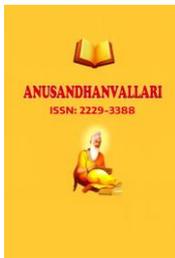
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<sup>9</sup> Kaltenbach, E., Hermenau, K., Nkuba, M., Goessmann, K., & Hecker, T. (2018). *Improving interaction competencies with children—a pilot feasibility study to reduce school corporal punishment*. *Journal of Aggression, Maltreatment & Trauma*, 27(1), 35-53.

<sup>10</sup> Mahlangu, P., Chirwa, E., Machisa, M., Sikweyiya, Y., Shai, N., & Jewkes, R. (2021). *Prevalence and factors associated with experience of corporal punishment in public schools in South Africa*. *PLoS one*, 16(8), e0254503

<sup>11</sup> Akhtar, S. I., & Awan, A. G. (2018). *The impact of corporal punishment on students' performance in public schools*. *Global Journal of Management, Social Sciences and Humanities*, 4(3), 606-621.

<sup>12</sup> Ismail, I. (2018). *Parental involvement in fostering the character of childrens' discipline at elementary school*. Available at SSRN 3940536.



and moral development for children, according to the study. Conversely, children's trust in adults and the strength of parent-child connections were both diminished when physical punishment was used frequently. Results indicated that children's behaviour improved and school-home collaboration was sustained when parents supported non-violent discipline. The study found that the most effective kind of discipline is not coercive control but rather guidance, emotional support, and consistent parental participation

### 3. RESEARCH METHODOLOGY

This section outlines the methodological framework adopted for examining the legal, institutional, and normative dimensions of corporal punishment in school education. The methodology has been designed to align with the objectives of the study and to facilitate a systematic analysis of constitutional principles, statutory mandates, and judicial interpretations governing child protection and disciplinary practices in India<sup>13</sup>.

#### 3.1. Research Design

The study follows a doctrinal research design, which is appropriate for examining legal principles, statutory provisions, and judicial interpretations relating to corporal punishment in school education. The research is normative in nature and seeks to analyze the legal framework governing child rights and institutional accountability within educational institutions in India<sup>14</sup>.

#### 3.2. Sources of Data

The research is based on both primary and secondary sources of law.

- **Primary Sources** include constitutional provisions, statutory enactments, judicial decisions of the Supreme Court and High Courts, and regulatory guidelines issued by educational and child-protection authorities.
- **Secondary Sources** include law journals, academic books, government reports, publications of child-rights organisations, policy documents, and scholarly articles relevant to corporal punishment and child rights.

#### 3.3. Method of Analysis

A descriptive and analytical method has been employed in this study. Legal provisions and judicial reasoning have been systematically described and critically analysed to assess their scope, interpretation, and effectiveness in preventing corporal punishment. Secondary data drawn from published reports and documented cases has been used to support legal interpretation and institutional analysis.

#### 3.4. Nature of the Study

The study is qualitative and doctrinal in nature. It does not involve quantitative analysis, surveys, interviews, or field-based data collection. The focus remains on examining the legal norms, institutional responsibilities, and enforcement mechanisms through a jurisprudential lens.

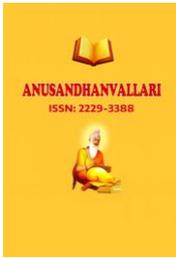
#### 3.5. Limitations of the Study

The study is limited to a doctrinal examination of corporal punishment within the context of school education in India. Since no primary empirical data has been collected, the research does not measure the prevalence of corporal

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<sup>13</sup> Visser, L. N., van der Put, C. E., & Assink, M. (2022). *The association between school corporal punishment and child developmental outcomes: a meta-analytic review*. *Children*, 9(3), 383.

<sup>14</sup> Lokot, M., Bhatia, A., Kenny, L., & Cislighi, B. (2020). *Corporal punishment, discipline and social norms: A systematic review in low-and middle-income countries*. *Aggression and violent behavior*, 55, 101507



punishment through statistical methods. The analysis is confined to available legal materials, judicial records, and published secondary sources.

#### 4. LEGAL FRAMEWORK GOVERNING CORPORAL PUNISHMENT

The legal framework governing corporal punishment in India is firmly grounded in constitutional guarantees, statutory mandates, and consistent judicial interpretation. At the constitutional level, the right to life and personal liberty under Article 21 has been expansively interpreted to include the right to live with dignity, bodily integrity, and freedom from physical and mental abuse. Corporal punishment in schools, whether physical or psychological, is therefore regarded as incompatible with constitutional values, particularly when inflicted upon children who are entitled to enhanced legal protection<sup>15</sup>.

Statutory provisions further reinforce this constitutional mandate by explicitly prohibiting physical punishment and mental harassment in educational institutions. Laws regulating school education impose affirmative duties on schools to create safe, inclusive, and child-friendly environments. These enactments reflect a shift away from punitive disciplinary models toward reformatory and rights-based approaches that prioritize the overall development and well-being of the child.

Judicial pronouncements have consistently rejected traditional justifications for corporal punishment and clarified that disciplinary authority does not extend to acts that undermine dignity or safety. Courts have emphasised that educational objectives cannot be achieved through fear, coercion, or violence. Importantly, judicial reasoning has also established that the absence of malicious intent does not negate liability where fundamental rights are violated.

To clearly present the legal structure governing corporal punishment, the following table summarises the constitutional, statutory, and institutional dimensions of regulation and accountability:

**Table 1: Legal Framework Governing Corporal Punishment in India**

Legal Source	Key Provision / Principle	Nature of Obligation
Constitutional Law	Right to life with dignity and bodily integrity	Prohibition of physical and mental abuse
Statutory Law	Ban on physical punishment and mental harassment in schools	Mandatory child-friendly learning environment
Judicial Interpretation	Corporal punishment violates fundamental rights	Judicial condemnation and enforceability
Institutional Regulation	Duty of schools to monitor discipline and address complaints	Administrative and institutional accountability
Penal and Disciplinary Consequences	Civil, criminal, and service liability	Deterrence and corrective enforcement

The legal framework thus imposes responsibility not only on individual instructors but also on school administrations and regulatory authorities. Failure to comply with these legal obligations may attract civil liability, criminal prosecution, and disciplinary action. Indian law therefore treats corporal punishment as a serious legal violation with constitutional, statutory, and institutional consequences rather than a mere matter of professional discretion.

<sup>15</sup> Obadire, O. T., & Sinthumule, D. A. (2021). *Learner discipline in the post-corporal punishment era: What an experience!*. *South African Journal of Education*, 41(2), 1-8.



## 5. RESULT AND ANALYSIS

This section presents the results derived from a doctrinal examination of constitutional provisions, statutory mandates, judicial interpretations, and authoritative secondary sources relating to corporal punishment in schools. The analysis evaluates the effectiveness of the existing legal framework, the role of institutional enforcement, and the extent of stakeholder accountability in practice. As the study is doctrinal in nature, the results are interpretative and normative rather than empirical.

### 5.1. Legal Adequacy of the Prohibition on Corporal Punishment

The analysis demonstrates that Indian law provides a comprehensive and unequivocal prohibition against corporal punishment in educational institutions. Constitutional interpretation of the right to life with dignity, read alongside statutory obligations imposed on schools, clearly establishes that physical and mental punishment is unlawful. Judicial reasoning has consistently reinforced that disciplinary authority cannot supersede fundamental rights.

From a doctrinal perspective, the legal framework is internally consistent and rights-oriented. There is no legislative ambiguity regarding the illegality of corporal punishment. The results therefore indicate that the persistence of such practices cannot be attributed to deficiencies in legal drafting or absence of prohibitory norms.

### 5.2. Institutional Enforcement and Administrative Accountability

While the legal prohibition is robust, the analysis reveals significant weaknesses in institutional enforcement. Secondary sources such as policy reviews, judicial observations, and regulatory guidelines indicate that many schools fail to operationalize legal safeguards through effective monitoring and grievance mechanisms.

**Table 2: Institutional Enforcement Outcomes Identified Through Doctrinal Analysis**

Institutional Requirement	Legal Expectation	Observed Outcome
Monitoring of discipline	Continuous supervision	Irregular or absent
Complaint redressal	Prompt and transparent action	Delayed or informal handling
Preventive mechanisms	Awareness and training programs	Limited implementation
Administrative liability	Institutional accountability	Rarely enforced

The results indicate that administrative inaction or delayed response indirectly legitimizes unlawful disciplinary practices. Institutional negligence thus emerges as a critical factor enabling the continuation of corporal punishment.

### 5.3. Instructor Conduct and Professional Responsibility

Judicial and regulatory analysis highlights that instructors remain central to the enforcement gap. Despite clear legal prohibitions, some educators continue to rely on punitive disciplinary practices. Doctrinal examination suggests that this persistence is linked to inadequate professional training, lack of awareness of legal consequences, and absence of consistent disciplinary action by school authorities.

**Table 3: Instructor Responsibility – Normative Law versus Observed Practice**

Aspect	Normative Legal Position	Practical Reality
Disciplinary authority	Non-violent, corrective approach	Continued punitive methods
Legal awareness	Knowledge of liability	Limited deterrent effect
Professional ethics	Child-centric pedagogy	Inconsistent adherence

The results demonstrate a clear divergence between legal expectations and classroom practices, indicating that professional accountability mechanisms are insufficiently enforced.

#### 5.4. Influence of Parental Attitudes on Enforcement

The analysis further reveals that parental response plays a significant role in shaping enforcement outcomes. Doctrinal review of child-rights reports and judicial commentary indicates that active parental intervention strengthens accountability, whereas silence or conditional approval weakens institutional response.

**Table 4: Parental Attitudes and Their Impact on Legal Enforcement**

Parental Attitude	Impact on Institutional Action
Active objection and reporting	Strengthened enforcement
Conditional acceptance	Reduced administrative action
Silence or non-intervention	Normalization of violations

These findings confirm that social acceptance and underreporting dilute the effectiveness of legal safeguards, allowing violations to persist despite formal prohibition

#### 5.5. Fragmentation of Responsibility as a Systemic Outcome

A key analytical result of the study is the identification of **fragmented responsibility** as a structural weakness in enforcement. Although law assigns duties to administrators, instructors, and parents, lack of coordination among these stakeholders results in diluted accountability. Each actor operates within a limited sphere, enabling systemic failure rather than isolated misconduct.

**Table 5: Fragmentation of Stakeholder Responsibility**

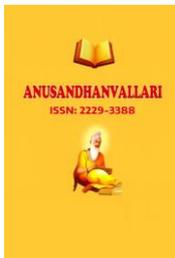
Stakeholder	Assigned Legal Duty	Enforcement Gap
School Administration	Oversight and regulation	Weak supervision
Instructors	Lawful discipline	Continued violations
Parents	Child protection	Underreporting
Regulators	Compliance monitoring	Limited intervention

### 6. ROLE OF SCHOOL ADMINISTRATION

School administration occupies a central position in regulating disciplinary practices and ensuring compliance with child-protection laws within educational institutions. Administrators are legally obligated to formulate and enforce disciplinary guidelines, establish effective monitoring mechanisms, and provide accessible grievance redressal systems for students and parents. When school authorities fail to supervise classroom conduct, ignore complaints, or delay disciplinary action, such inaction creates an environment in which corporal punishment is normalized rather than prevented. Administrative silence or indifference often functions as implicit approval of unlawful practices, weakening the deterrent effect of legal prohibitions. As institutional gatekeepers, school administrations bear collective responsibility for translating statutory mandates and judicial directives into operational safeguards, and their failure to do so significantly contributes to the continued prevalence of corporal punishment despite its clear illegality

### 7. ROLE OF INSTRUCTORS

Instructors play a decisive role in shaping disciplinary practices within schools, as they exercise direct authority over students in classroom settings. Despite clear legal prohibitions, the continued use of corporal punishment by some instructors reflects the persistence of outdated pedagogical beliefs that equate discipline with fear or physical control, as well as inadequate professional training in child-centric and non-violent disciplinary methods. From a legal standpoint, instructors are individually accountable for ensuring that their conduct conforms to constitutional mandates and statutory duties protecting child dignity and safety. Any act of physical or mental punishment may



attract criminal liability under penal laws, in addition to departmental proceedings, suspension, or termination of service. The absence of consistent enforcement and professional sensitization further weakens deterrence, allowing unlawful disciplinary practices to continue despite clear legal consequences.

## **8. ROLE OF PARENTS**

Parents play a critical role in shaping how educational institutions respond to incidents of corporal punishment, as their actions often determine whether violations are reported and addressed. Parental silence, justification of punitive discipline, or reluctance to challenge school authorities significantly weakens enforcement mechanisms and allows unlawful practices to persist unchecked. From a legal and ethical perspective, parents are obligated to act in the best interests of the child, which includes protecting children from physical and mental harm within educational settings. Active parental engagement, timely reporting of abuse, and collaboration with school authorities and regulatory bodies are essential for ensuring accountability. Where parents remain passive or indifferent, institutional deterrence is diluted, undermining the effective implementation of child-protection laws.

## **9. FINDINGS OF THE STUDY**

Based on the doctrinal analysis of constitutional provisions, statutory mandates, judicial pronouncements, and secondary legal sources, the following findings have emerged:

### **1. Persistence of Corporal Punishment**

The study finds that corporal punishment continues to be practiced in school education despite its explicit prohibition under constitutional and statutory law, indicating a gap between legal norms and institutional practice.

### **2. Administrative Indifference**

Weak administrative oversight, lack of effective monitoring mechanisms, and delayed or inadequate response to complaints significantly contribute to the continuation of unlawful disciplinary practices within educational institutions.

### **3. Inadequate Professional Training of Instructors**

The continued reliance on punitive discipline by instructors is largely attributable to insufficient training in child-centric, non-violent disciplinary methods and limited awareness of legal consequences.

### **4. Influence of Parental Attitudes**

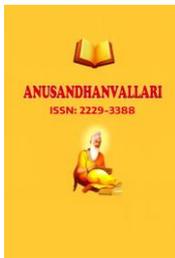
Parental silence, conditional acceptance, or reluctance to report incidents of corporal punishment substantially weakens enforcement mechanisms and reduces institutional accountability.

### **5. Systemic Nature of the Problem**

The findings establish that corporal punishment is not an isolated act of individual misconduct but a systemic issue sustained by fragmented responsibility among school administration, instructors, parents, and regulatory authorities.

## **10. CONCLUSION**

The study concludes that the continued practice of corporal punishment in schools represents a fundamental failure of educational governance rather than a deficiency in legal regulation. Although Indian constitutional and statutory frameworks unequivocally prohibit physical and mental punishment and affirm the right of children to dignity and safety, ineffective implementation, administrative indifference, inadequate professional training of instructors, and passive parental attitudes collectively undermine enforcement. The persistence of corporal punishment reflects fragmented accountability and weak institutional mechanisms rather than isolated individual misconduct.



Addressing this issue therefore requires coordinated responsibility among school administrations, educators, parents, and regulatory authorities to ensure that existing legal safeguards are meaningfully enforced and that educational environments uphold constitutional values and child-rights principles.

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