

Texas, USA June 2-4, 2011.

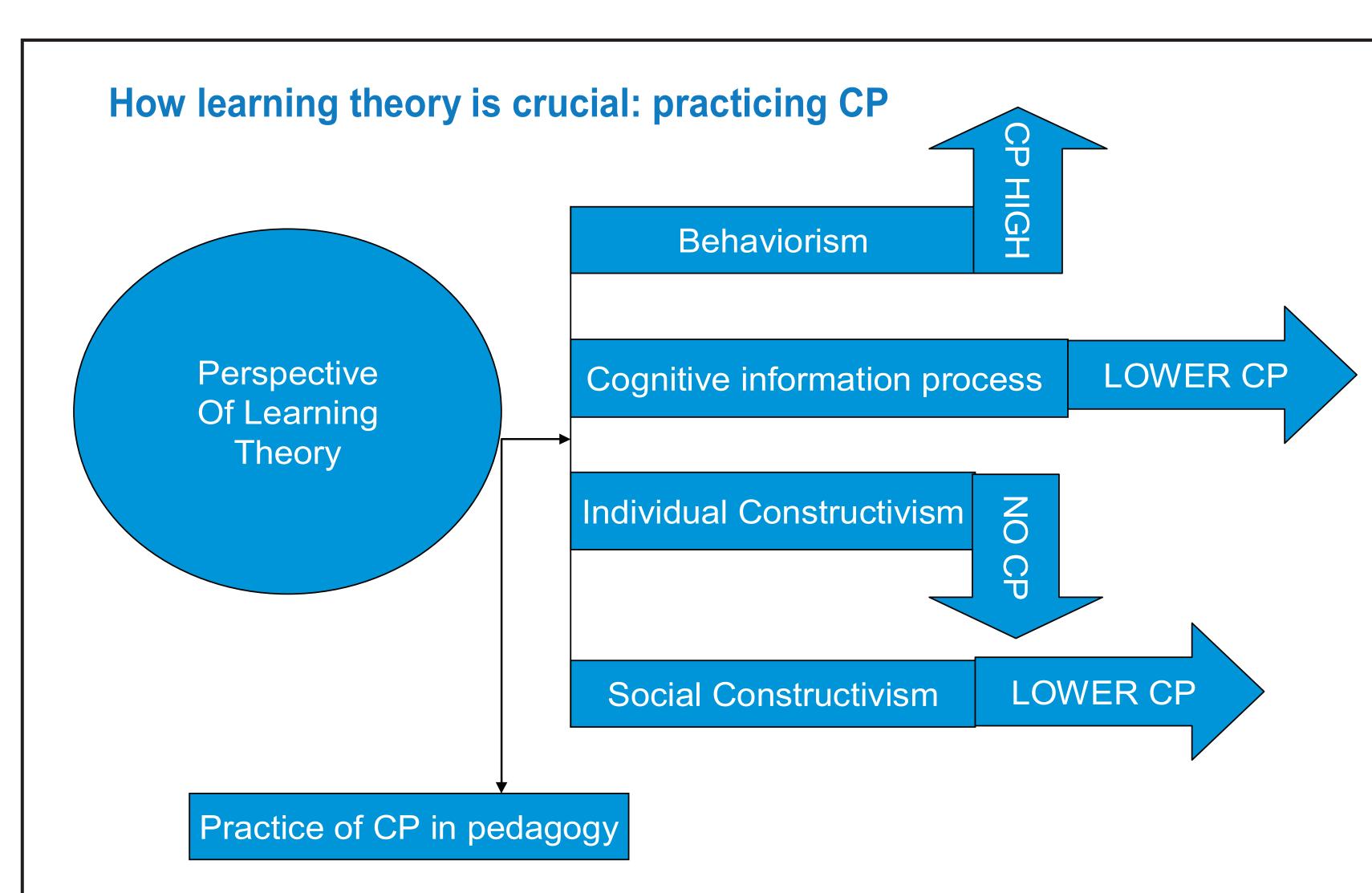
## SMU DEDMAN COLLEGE Phenomenology of school corporal punishment in Nepal

Aiming to help find out what can be done to stop the use of school corporal punishment (CP) in Nepal, this poster builds on grounded theory and summarizes my research work analyzing policy documents as well as classroom practices in three schools (private and public schools) and a madarasa (an Islamic school), through qualitative research methods (including classroom observations; focus group discussions with teachers, students and parents; and key informant interviews).

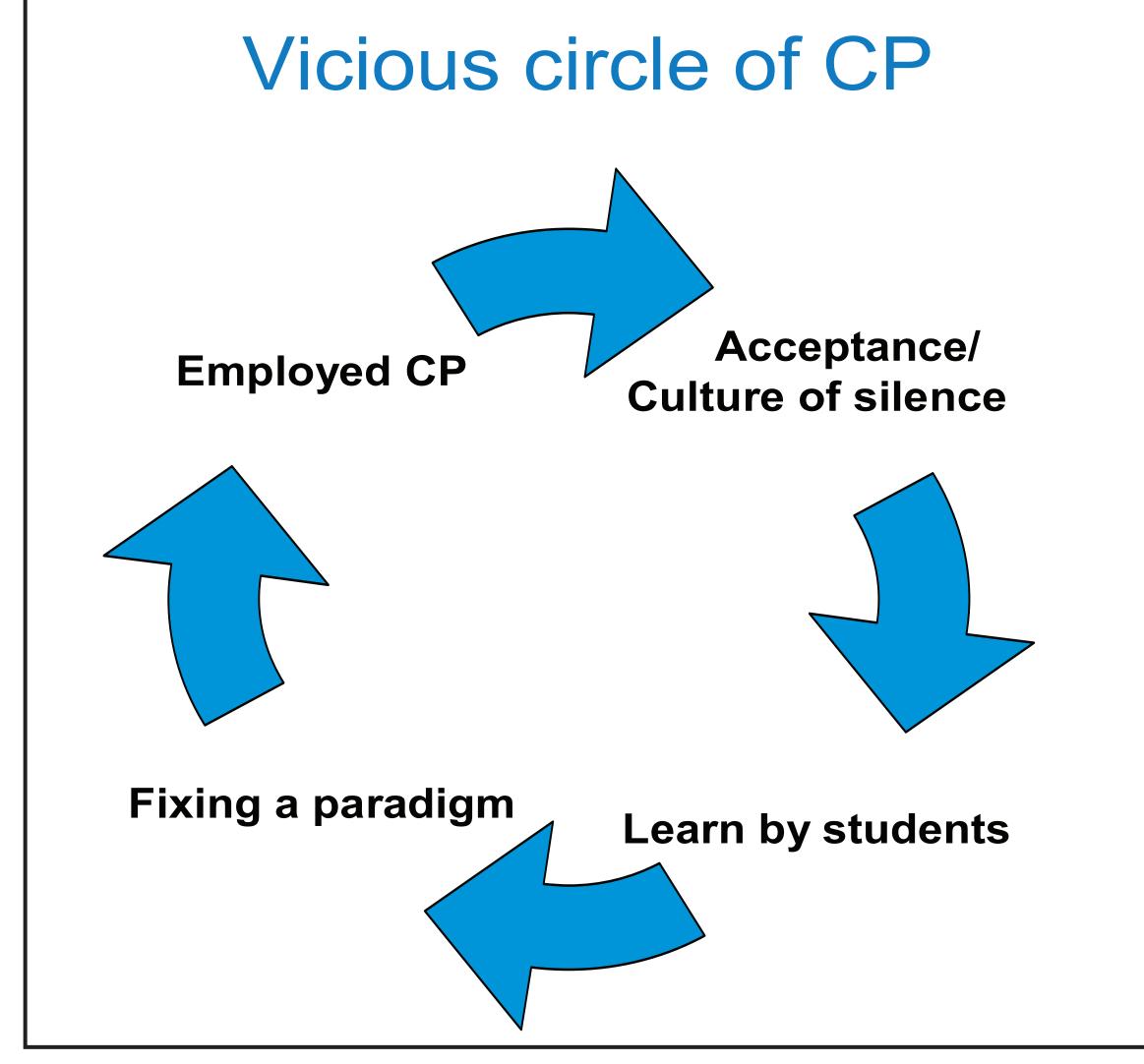
Relevant insights include:

 Behaviorism teaching theory leads to corporal punishment in Nepal

- Unequal power relations between
  - o teachers and parents explain why the latter allow educators to punish their children
  - oteachers and students explain why the latter do not to stop abusive incidents
- Moral teaching may help reduce the number of incidents of corporal punishment. However, Sacred Books are sometimes misinterpreted to support the use of corporal punishment
- Key risk factors for school corporal punishment in Nepal include
  - o Bullying and making noise
  - Attending grades three, four and five
  - Memorising contents (particularly in English, Computer Science and Mathematics)
  - Most of the graduate teachers have strong belief on Pavlov and Skinner S R theory is also reason of keeping practice of CP to discipline students



- OAbsence of code of conduct banning corporal punishment and prosecution system for CP imposer.
- oPrivate school and its untrained teachers, government less follow up, different management private management more focus to quantitative learning achievement – unhealthy competition for getting high score in exam.
- Culture, it is seen, nurtures the practice of CP and causes it to be continued, like any other ritual, from generation to generation. When teachers use CP, students learn that it is acceptable and use the same practices when they become classroom monitors or teachers. Similarly, when parents punish their offspring, who are younger than they, older children emulate this behaviour and beat their younger siblings too. Punishment practice at home spilled over into the wider society, it reached the schools. The use of punishment thus becomes a vicious circle.



This poster ends up with recommendations on how to involve religious leaders and religious organizations to eradicate Corporal Punishment, as well as how to promote dialogue between students, teachers and parents including government higher authority on fair and non-violent discipline methods. The poster also demands reorientation on cultural acceptance to oppose CP and on how to replace conventional S – R teaching theory and establish pedagogy through constructivism philosophy.

