

EXPLORING VIOLENCE IN SCHOOL OF THARU, MAGAR AND MUSLIM
COMMUNITIES OF NEPAL

Prem Krishna Aryal

A Dissertation for the Degree of Doctor of Philosophy in Education

Submitted to

Faculty of Education

Office of the Dean

Tribhuvan University Kirtipur

Kathmandu, Nepal

TU Regd. No.: 33290-89

November 2021

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Prof. Bidya Nath Koirala, PhD

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RECOMMENDATION

This is to certify that Mr. Prem Krishna Aryal, a PhD degree candidate, has prepared the dissertation entitled **Exploring Violence in School of Tharu, Magar and Muslim Communities of Nepal** under my guidance and supervision. I recommend the dissertation for acceptance, evaluation and awarding Degree of PhD in education.

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DEDICATION

This Dissertation is dedicated to all the indigenous knowledge holders whose knowledge inspired me to advance knowledge on school violence phenomena through my journey of PhD.

ABSTRACT

An abstract of the dissertation of Prem Krishna Aryal for the degree of Doctor of Philosophy in Education was presented to Faculty of Education, Tribhuvan University on 30th November 2021.

Title: Exploring Violence in School of *Tharu, Magar* and *Muslim* Communities of Nepal.

Abstract approved:

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Dissertation Supervisor

The purpose of this study is to examine the phenomenon of school violence, its multiple causes, and consequences and to explore the ways of its prevention. I have applied concurrent embedded research mixed methods, in which I have given high weightage to the qualitative exploration as compared to quantitative finding, since the purpose of the research is focused on the value of humanism perspectives. Thus, I have paid attention to more subjective and less objective reality while exploring the knowledge in schools of *Tharu, Magar* and *Muslim* communities. The study is founded on the philosophy of pragmatism with multi case studies of the communities' schools. Parents, teachers, students, and the school management committee members were key research participants of the communities. I also explored voices on school violence of 834 respondents through opinion survey in which *Tharu, Magar* and *Muslim* students of 6 schools including Madrasa participated. The data driven from multiple cases were thematically analyzed and theoretically interpreted to support the qualitative data findings.

The study showed that the school violence is a human-induced behavior. It appeared in different forms either as corporal punishments or as bullying and sexual

abuses. Such forms of school violence have been nurtured by knowledge, attitude, and behavior evolved through socio-cultural and religious practices. Power dynamics, behavioral pedagogy, reaction of pain and desire of pleasure also promoted violence.

Following the cause-and-effect theory, I found that school violence existed as a form of vicious cycle. Bullying, sexual abuse and corporal punishment are the turning points of the cycle. The behavioral causes further supported the existence of the vicious cycle of school violence in the schools of *Tharu*, *Magar* and *Muslim* communities. However, the prevention methods were found different. I also found that occurrence of corporal punishment, bullying and sexual abuse is somehow contextual and depends on cultural, religious and community practices.

The findings mentioned above imply that the theory of self-awareness and self-management can prevent the children from being the victims of violence, whereas the external support mechanism (such as policies, legislations, reporting mechanism, case management system etc.) can be instrumental to decrease school violence.

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I am grateful to the students, teachers, parents, school management committee members, and head – teachers of six schools including Madrasa, who gave first- hand information, which guided me to shape this study. Without their support and cooperation, I could not get relevant data and would have more challenging to accomplish my study. Their openness and frankly support with pleasant environment had been very much instrumental for a success of the study.

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and intellectual guidance during dissertation proposal development phase. I must remember contribution of Dr. Bholu Prasad Dahal (passed away), who reviewed draft research proposal and provided valuable inputs. I also thanks to Dr. Roj Nath Pandey for his support to provide relevant literature.

I owe my deepest appreciation to my son: Pratibimb, wife: Purnima and sister in-law: Babi for their continuous encouragement to complete the dissertation. Their unending query, “Is your PhD thesis completed?” constantly alerted me during my journey towards completing this study that took seven years. In fact, my mother, Makhamali Aryal, who passed away 4 years ago, used to ask me, “How many years will you study?”. That was the time when I was developing PhD research proposal. Today, I am remembering her words and lovely face while submitting this PhD dissertation and being awarded the Degree of Doctor of Philosophy in education.

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Prem Krishna Aryal, PhD Degree Candidate

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ABBREVIATIONS

MoE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
STEAM	Science, Technology, Engineering, Arts, and Mathamtics as an approach of learning through creativity, collaboration, critical thinking and communication
TMI	The Mountain Institute
ToT	Training for Trainers
UN	United Nation
UNESCO	United Nation Educational Scientific and Cultural Organization
VDC	Village Development Committee
WB	World Bank

CHAPTER I

INTRODUCTION

This chapter has explained the school violence, especially in the forms of corporal punishment, sexual abuse, and bullying. I have explored the causes, consequences, and prevention underlying those forms of school violence. In doing so, I collected both quantitative and qualitative data from teachers, students, and parents. Based on these data, I have presented the case of quoted some lines from *Niti Satak* as below.

Lalayetpanchabarshani
dashabarshanichatadayet
praptetusodashebarshe
putrammitramibacharet.

A Nepali inculcates this ideal from the moral text referring to *Niti Satak*. This means a child specially the son is supposed to be loved until the age of 5, beaten from 6 -14 and treated as friend after 16. Since most of the schoolteachers are from the Hindu community (81%), this culturally embodied beating culture has been mainstreamed with the teachers regardless of their religious orientations. The beating culture is there in other religious texts as well such as in *Quran* and *Bible*. For instance, the *Quran* contains a statement: “I will cast terror into the hearts of those who disbelieve (Badhel, 1997, p.73). Similarly, in Christianity, it is very common saying, “spare the rod spoil the child”. All these texts somehow nurture the practice of corporal punishment in schools. People have understanding that such practices help discipline the children and develop their good behavior. This is relativism regarding the punishment practice.

Though both the behaviorists and the cognitivists persuade the idea of taming child through physical punishment, there has been changes in this practice. This change has been possible with the massive use of constructivism in education, child rights in action, and many others. The commitment made by Nepal Government at national and international level to ensure access to education for all as the right of children also includes an assurance to create a friendly learning environment where no one treats the children with violence - physical, mental, or emotional.

The Millennium Development Goal (2) and Education for All had realized the worldwide threat of increasing violence in schools and came up with its policy agenda. It also highlighted problem of school violence that continued largely invisible (UN, 2006). The concern of school violence is more visible in Sustainable Development Goal (SDG). Among its seventeen goals with different targets and forty-three indicators, the SDG's Goal Number 4 has stated “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (p.36). It has further stated, “Build and update education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environment for all” (UNESCO, 2016). The SDG's Goal Number 4 has set the indicator such as “percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse” (p.37) in school. Despite of such international commitments, the school violence continued to exist in different forms that are yet to be understood in terms of its underlying causes, consequences, and the prevention methods. The debates on creating the ‘safe’ places for children, eliminating domestic or school violence; and focusing on universal education have begun following the emphasis in SDG on promoting quality, inclusion, non-discrimination, safe learning environment and non-violence in school (UN, 2016).

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Below is the media report of a student that gives a snapshot of one form of physical violence in a Nepali school in the name of punishment.

I would have been studying in Grade 7, if I had not left school, while I was in Grade 4. I could not bear frequent beating by *Balaraj* sir, who taught us English. When I failed in Grade 4, both my mother and father beat me severely. After a couple of days, I recovered from the pain. But did not go back to school as I feared of *Balaraj* sir. Then I decided to leave my home and my school. I ran away from my home to Kathmandu together with *Kailash Rai*, my classmate. Now we both are sharing a rented room and doing dishes for long hours at *Quality Café Dillibazar* from six o’clock in the morning to ten o’clock at night (*Himal Weekly*, 2014).

I wonder what The Millennium Development Goal (2), Education for All and The Sustainable Development Goal (4) for inclusive and equitable quality education have mattered to *Kailash* and *Suraj*, both of whom from the same grade had to run away from their home for fear of the violence they had to face frequently at school as well as home. Is it socially accepted phenomenon? Or is it a legitimize authority of

the teacher to impose violence against students for improving their learning achievement? Is it just or fair? Can a teacher inflict such pain on students that led to their eviction from school and caused negative impact on their education and their lives in the long run? This representative case of painful beating of Kailash had, indeed, inspired me for undertaking the research on the school-based violence.

The word 'violence' encompasses different actions such as the intentional use of physical force and power against a person or a group, which has a high probability of resulting injury, pain, lowering confidence, psychological harm, and death (WHO, 1995). The school violence comprises of all forms of violence, including both explicit and symbolic, and the violence that happens in the context of both non-formal and formal education. It includes the violence in the school premises as well as on the way to and from school. The acts of violence cause physical and psychological harm to children. It is prevailing mainly with support of stereotypes of norms, school culture and power imbalance among the pupils in general and between teacher and students (Leach, 2003). Moreover, I found that the school violence is emerging in different forms such as corporal punishment, sexual abuse, and bullying.

The corporal punishment is referred to as a punishment in which physical force has been used and is intended to cause some level of discomfort or pain (UNESCO, 2014). The UN Commission for the Protection of Child Rights (2007) has specified the punishment to children as a crime. It has also defined the sexual abuse as the exploitation through unwanted touching, harassment, and rape, which can happen in any location, such as schools, homes, institutions and travel and tourism facilities in the communities. The risk of violence is high in the situation of emergency. However, the violence is occurring in normal situation too. The school violence is a generic

term and has been broken down into bullying, corporal punishment, or sexual abuse that take place commonly in schools.

Corporal punishment includes scolding students and calling them “stupid” or “mindless” in class; the same literature has explained. Galtung (1990) also defines that verbal violence is considered corporal punishment. He writes that not only the physical harm but also the threat of physical harm is violence and should be considered as corporal punishment. These two understandings suggest that corporal punishment in schools can be defined simply as the imposition of violent behavior (physical and verbal) on a child or student, which either causes pain or threatens to cause pain.

While reviewing different thoughts regarding the violence in general, and the violence that takes place in school, in particular I want to use the term school violence to include different forms such as corporal punishment, bullying and sexual abuse for this study. So, the study has explored school violence causes, consequences and prevention practice in schools and *Madrassa* where *Tharu*, *Magar* and Muslim children have studied respectively. I have selected these different communities for comparative analysis of cases, consequences, and prevention methods among the communities.

School is a venue for educating children about sexual abuse and other forms of violence such as bullying and corporal punishment, but this is to limit in theory, and it is far behind the practice. The teacher, school non-teaching staff and peer usually do not want to educate harmful effect of school violence to students (Pineiro, 2006). Similarly, children do not always feel comfortable reporting the case of violence and abuse, which takes place either in school or on the journey to and from school. So, the

researchers have recognized that the mechanisms for reporting abuse must be improved to prevent more negative effects on the student's educational career (Timmerman, 2003). The violence against children research report argues that cases of violence in schools are in general 'hidden, under-reported and under-recorded. However, there is limited amount of literature available for better education about causes and practical solution to prevent violent behavior such as sexual abuse, bullying and punishment in schools and communities (Pinheiro, 2006).

Problem Statement

Despite of the academicians and child rights advocates discussing a lot on prevalence of bullying, sexual abuse and corporal punishment in schools, there is a need for the research to understand the actual perception of children, parents, and teachers on how they accept as common knowledge and differences to respond to the school violence. Following a reference of Leach (2003), the existence of violence is caused by social norms, culture, and power imbalance between the victim and perpetrator. But it is yet to be explored at deeper level to find causes of social norms, culture, and power imbalance status. Creating a situation continued to discomfort or pain to others particularly in school, for instance, bullying and sexual abuse, whether it is only referred violence or accepted it as a "fun" and "pleasure"? Is the fun and pleasure principle dominating enough for keeping violence in school? Or is it a matter of human behavior that our inner fire goes out as a flame by an encounter with another human being? Or whether "fun" or "pleasure" and "violence" is a part of human life, particularly among students in the school life, that remain forever? Similarly, it is well known that corporal punishment is harmful and has a lot of negative consequences. However, there is some contextual views on positive sign of using corporal punishment. Somebody claims that threatening or punishing is for

improving students' behavior including better study. Thus, I want to explore whether there are two faces of consequence of school violence in correspondence with cause-and-effect chain of corporal punishment, bullying and sexual abuse for keeping it to be continued. It is extremely pertinent to investigate multiple causes of increasing incidents of corporal punishment, bullying and sexual abuse in schools and ways to prevent them based on knowledge they have in ground and level of influence by the legal enforcement

Though a violence-free school environment is a fundamental requirement to ensure child protection in school, large number of school children are not protected from sexual abuse, bullying and corporal punishment in the school premises including behind classroom door (United Nation [UN], 2012). Why is it happening? Is it only the matter of child rights activists or are there some positive benefits to the students, teachers and parents though the different literature claimed that corporal punishment, bullying and sexual abuse and threat of all these violent behaviours are the main leading factors to push out children from the school? It is very common and either easily accepted or often ignored silently by most of the schools around the globe. A total of 54.7% of school children of the world are not legally protected from corporal punishment and 44.7% these children live in South Asia. Thus, we could easily understand the gravity of problem of school violence and issue of children's safety in school that has demanded further study to bring more clarity on phenomena of school violence.

Usually, people perceive beating child as a corrective measure used to help them adjust to social and cultural norms. This is a social understanding, which does not realize a child's right to learn without being victimized corporally and psychologically (Plan, 2008). It is reported that most schools in Nepal use different

forms of punishment such as beating, scolding, kicking, hitting, cutting, standing on a bench for hours, slapping, assigning extra homework, prohibiting speaking, hanging, threatening, and humiliating students all in the name of school discipline and code of conduct (Aryal, 2010). Moreover, some of the literature talked about corporal punishment as a tool of disciplining students in school (Global, 2014). The reason given for using the punishment during the teaching-learning process is that students must be disciplined and that they could improve learning outcomes at expected level. The discussions above aroused my interest to undertake this study of school violence, no matter in which form it appears, either form of corporal punishment or bullying and sexual abuse, in different three communities such as *Tharu*, *Magar* and *Muslim*. These communities have different value and culture, and the study is helpful to explore school violence phenomena connecting to human behavior, pedagogy process, effect of pain and desire of pleasure. It is also important for academic exploration to see how culturally rigid *Muslim* communities and culturally open communities like *Magar* and *Tharu* have differences in responding to school violence.

Rational of the Study

Though the school violence is becoming chaotic everywhere, careful study to explore the reasons at deeper level, analyze its consequences at micro and macro level, and find standard as well as customized solutions of its prevention is yet to be researched. So, this study is worth undertaking to investigate the reasons of school violence (corporal punishment, sexual abuse, and bullying) in general and behind the school door in particular to find micro and macro level effect on children's education.

Although a broad range of research and programmatic intervention for prevention of child maltreatment exist, the degree of effectiveness is often unknown (MacMillan, 2009). Most of them are based on assumptions derived from studies

conducted in developed countries or on the experience of individual child protection staff that may lack access to the full body of evidence in connection with theory and policies. Though need of better data and research on violence against children's issues was also highlighted (UN, 2006), a massive gap still exists in the contextual knowledge on causes, consequences, and prevention techniques of school violence, particularly in the context of Nepal. This has been recently reiterated and is recognized as a priority area by inter – agency child protection monitoring and evaluation reference group (UN, 2012). Further, WHO Violence Prevention Alliance (VPA) has also initiated Global Campaign for Violence Prevention. Similarly, Global Summit on ending school corporal punishment and promoting positive discipline held in Texas, USA in June 2011 declared for joint efforts of scholars for making violence free schools through research and advocacy. The study, thus, is worth undertaking to generate knowledge on how to understand the phenomena of school violence.

Another rationale is that I am working in the field of child education for a long time. This made me concerned about the child violence. Besides I am a father who is always aware of child rights and as a son I knew the stress that caused me in my earlier days. However, school violence terminology is so complex to specify its meaning explained in different literature. So, I concentrated to explore school violence associated with children of *Tharu*, *Magar* and *Muslim* communities of Nepal. It helped me to understand cultural and behavioral perspective of the communities in response to school violence. All these reasons encouraged me to do this study.

Significance of the Study

With reference to many cases of violence imposed on the young children in the schools, the study helps to understand phenomena of school violence, people's

perception on it at ground. The knowledge explored through the study will also assist policy makers and planners to tackle issue of violence embedded in school. The study can unpack the pragmatic knowledge of school violence implanted in the mindset of school stakeholders, which helps me to understand underlying causes of school violence, its impact on children's education and explore pragmatic solution of school violence according to local context and school stakeholders' perception. Moreover, the study uncovers barriers to prevent school violence and suggests possible enablers for establishing child friendly school. The study is mainly significant to those who want to explore cultural and behavioral perspective on the violence rooted in schools that largely belongs to *Tharu, Magar* and *Muslim* communities. The knowledge derived from this study definitely helps to unlearn and relearn multiple causes of school violence that generate theory of change for nonviolent school environment.

Research Questions

The purpose of this study is to examine the phenomenon of school violence and its multiple causes associated largely with *Tharu, Magar* and *Muslim* communities. To achieve this objective, I have prepared the following research questions.

- a) How do students, parents and teachers construct knowledge about school violence and how do they respond to it?
- b) Why does violence exist or occur and continue in school?
- c) How can we reduce the occurrence of school violence?

My purpose of this study was to examine underlying causes of school violence, consequences, and prevention of it through the perspective of pragmatism. For this purpose, I took help from primary informants including students of Grade 7 to 10, teachers, head teachers, parents, and school management committee's members

of six schools, who extended their untiring support to help me understand the causes of school violence, its implication and prevention in context of *Tharu, Magar* and Muslim communities.

I selected the schools located in *Tharu, Magar* and *Muslim* communities because of their cultural, behavioral, and pedagogical differences. These differences lured me to examine the three different cases and see the similarity and differences of understanding on the causes of school violence, consequences, and practices for prevention. The purpose of selecting schools from different communities was to make a comparative study of the occurrence of school violence and the causes and implications and the prevention of the violence in the schools in those communities. Besides, I did not find academic research focusing on such three different communities in a comparative way.

Definition of the Terms

I have used the following terms with specific meaning at least for this study.

Following are the terms that I used.

- a) School: a school is a place where children spend considerable time doing different activities such as curricular and extra-curricular under guidance and observation of a teacher, and eventually they are educated there.
- b) School violence: it is termed as an intentional use of non-physical and physical power or force to threaten or impose against another people, or against groups and community, which has a high probability of causing injury, pain, psychological harm, deprivation, and death.
- c) School bullying: it is termed as peer victimization in school premise.

- d) Corporal punishment: corporal punishment in schools is defined simply as an imposition of violent behavior of teachers against child or student, which either causes or threatens to cause pain.
- e) Child sexual abuse: child sexual abuse in school means unwanted sexual remarks, unwelcome touching, and persuading or luring a child to involve in a sexual activity, which s/he is unable to comprehend fully and is not able to disallow or get away from and is not developmentally prepared for giving consent.

Delimitations

Since the research area of school violence is broad, I have delimited this study to the corporal punishment, sexual abuse and bullying of early adolescent age children. The study delimits behavioral and cultural perspective of three communities such as *Tharu, Magar and Muslim*; on how they construct and respond to the school violence.

I have also delimited the study to investigate causes and consequences of corporal punishment, bullying and sexual abuse from the perspective of students (peers), parents, teachers, head teachers and the members of the school management committees. The study explored knowledge, attitude /behaviour and practice of the concerned education authorities like member of parent teacher association, head teacher and discipline-in-charge to address school violence in general and corporal punishment, bullying and sexual abuse in particular. While studying causes, I have delimited within cultural value, religious influence, acceptance/tolerance, school norms/ code of conduct, parenting practice and teacher-student behavior and practice. Similarly, I delimited searching on consequence/ or effect of violence only to children / student's health and education, teaching environment and schools' value /norms.

Further, I delimited assessing the prevention of school violence at individual level, school level and policy level only.

Finally, I have delimited this study in analyzing nominal or ordinal data generated from quantitative survey. While analyzing the qualitative data I have given high value to the subjective feelings of my informants under different themes.

Structure of the Study

The thesis has been divided into nine chapters. The first chapter includes introduction, problem statement, rationale, research questions, research frame, and delimitation of the research. The second chapter is a literature review section which covers detailed description of phenomena of existing school violence, causes and implications. Likewise, the third chapter deals with research philosophy, methodology, journey of data collection and analysis technique, and data validation process.

The chapter four, five and six included literal data entry, interpretation and analysis to explain phenomena of school violence – corporal punishment, sexual abuse, and bullying of three different selected schools. Chapter four has included subjective (qualitative) data entry and interpretation of *Tharu* student dominated school. Chapter five has interpreted and analyzed the subjective data of Magar student dominated school. Chapter has explained the phenomena of violence in Madrasa located in Muslim communities, where all students were Muslim.

Chapter seven continued further analysis, interpretation with summary of all qualitative data interpretation of the previous three chapters and further explained them with the facts derived from 834 students' opinion survey. The chapter mainly explained comparison of the experiences, expressions, views and meaning of the

different research participants belonged to *Tharu*, *Magar* and *Muslim* families or communities.

Chapter eight has explained how the school violence continued to exist, causing effect and ways out to prevent it in line with theoretical as well as contextual situation. The theme wise explanation on causes, implications and prevention of school violence has been included in this chapter.

Finally, Chapter nine has included the consolidated knowledge or meaning, or theory founded on previous chapters' discussion. The chapter has mainly included the review and synthesis of knowledge or theory in line with research purposes and questions. The synthesized knowledge has referred as a nutshell to the research thesis with clear link to the set objectives and the research questions. The chapter also includes the research implications.

CHAPTER II

THEORETICAL ORIENTATION

Introduction

The previous chapter introduced school violence as an issue. The chapter mainly discussed on how and why it is important to explore school violence phenomenon, causes and consequences, and also methods of prevention. It also defined key terminologies such as school violence, bullying, corporal punishment and child sexual abuse. Within this definition, I had set research questions, figured out the area of literature review, and choose theory to interpret the field findings.

This second chapter describes theoretical perspectives of school violence. While describing school violence particularly on corporal punishment, sexual abuse, and bullying, I took reference from human physiology and behavior; imperative perspective on school violence; human socialization and violence; theology, social behavior and violence, human rights and child rights. The stock taking of literature helped me derive theoretical framework of my research. It also helped me to view the gray areas of research.

Human Physiology and Behavior

There are three theoretical viewpoints on dealing violence (McConnell, 1983). They are human behaviour, the intra – psychic, and biological. The thinker of human behavior view violence as a mental trait or characteristics that is determined by a person's subjective outlook on life. They also assert that personality traits are produced both by one's biological inheritance and through experience of certain critical stages in a person's early environment. It is where they question that is all aggression learned by imitation or is the stimulation much more complex? They

answer themselves that aggressive attacks almost always have biological, intra – psychic and social behavior cause.

Intra – psychic psychologists believe that all human being is born with certain innate response patterns – called instincts that are passed along genetically by parents, childhood environment particularly interaction with mothers and fathers shape or mold these instinctual thoughts and behavior into our minds. As human become mature, human minds also become more and more capable and motivated for achieving personal and subjective goal within the limits of set by the body and culture. If the situation resists as a barrier of achieving the goals, human tries to achieve it through violent behaviour or peaceful negotiation. But behavioral psychologists theorize that human are born without any strong tendency either to be violent or non – violent, thus human becomes what environment teaches them to be an either or (McConnell, 1983). The intra – psychic theorists on the other hand deny with the psychologists view and claim that human is born with an aggressive instinct that must be somehow learned to control. It is where family, school, and religious leaders train human to repress the aggressive instincts (McConnell, 1983, p.97)

German scientist Konrad Lorenz mentioned in a literature *Understanding human behaviour: An introduction to psychology* written by McConnell (1983) that most male animals immediately attack another male that wonder into their territory. This aggressive behaviour occurs only when the amount of male hormone is very high – the first male sees, hears, or smells another male. This aggressive behaviour was seen in male animal specially during mating season. Lorenz further explains in the same literature: McConnell (1983) that while aggressive instincts first evolved in lower animal, the tendency towards senseless violence has reached its peak in human beings. Human males, for instance, often attack other individuals (including women

and children) whether the attackers have high levels of male hormone. Human also kill each other out of hatred, prejudice, politics or, “just for fun” – and not like animals, only when the victim intrudes into the killer’s home territory (Lorenz, p.98)

Nathan Azrin expressed in the literature of *Understanding human behaviour: An introduction to psychology* written by McConnell (1983) psychologist viewed both male and female aggressed against members of either sex, that neither sexual competition nor attraction, is only responsible for the aggression. Azrin (n.d.) on the other hand believes that it is the pain of shock that brought the instinctual behaviour patterns into readiness – aggression. But it is the sight of another animal (other rat) “released” the innate response. Moreover, psychological pain or frustration can lead to violence if there is no alternative of escaping from the frustration. Thus, according to *Azrin*, violence germinates from aggression, instinctual behaviour and psychological pain. It concludes that there is a way to prevent violence from being the natural consequence of frustration, pain, and aggression (McConnell, 1983, p.99).

Paul MacLean noted in the literature of *Understanding human behaviour: An introduction to psychology* written by McConnell (1983) that there are three main divisions of brain, each of which evolved from the brains of ancient animals – reptilian brain, thalamus / limbic system evolved from ancient mammals, and cerebrum evolved from the recent mammals. Each of the three parts of brain control different behaviour patterns of the human. The scientist further explained that *Amygdala*, an almond - shaped nerve center, part of the limbic system, situated on both side of human head, decides influence of on how much violent a human is and individual sex life – aggressive or emotional. Study shows that removal of *Amygdala* made a monkey rather unemotional / nonaggressive and easygoing, but has other effects as well (McConnell, 1983). As many psychologists have noted psycho –

surgery is seldom all that effective to make gentle, and placid in all circumstances. It concludes that removal of the *Amygdala* in wild animals like the Lynx and the Wolverine makes them relatively disciplined (McConnell, 1983, p. 102 – 103).

The thoughts above gave the question to us. The question is if it works such psycho – surgery to reduce human aggressive behaviour, why not applied this knowledge into practice to transform violent human society into peaceful society in general and peaceful school environment in particular? The question also paves the road to the logicians that since family planning surgery has been more successful to control population growth it is in fact the psycho surgery can be an innovative idea to control aggression, emotion, frustration, and wild behavior; eventually we could achieve peaceful environment not only in school but also everywhere.

The scientific study of sexuality claims that there are two types of pleasure in human body and animal body. First: Early drive theorists (McConnell, 1983) said that pleasure center is in brain; and claimed that pain reduction is the main motivational force underlying all behaviour. They thought that electrical stimulation (lab test – rats) of the “pleasure center” merely triggered off a set of compulsive behaviour. Thus, generalized feeling of relief when gain causes. Second: they claimed that there is a sensory thrill associated pleasurable inputs, for example, food not only reduces hunger, but also it tastes good. There is direct connection between the taste preceptors of tongue and the “pleasure center” in brain. At least at human level, stimulation of the “pleasure center” does indeed yield a very pleasurable feeling. Similarly, sexual excitement is almost entirely a matter of pleasurable arousal, the more stimulated an organism, the more pleasure it feels. Such biological feeling and needs, human being somehow may turn into violent behaviour for not only reducing the hunger but also

having experience of taste. If a human gets it easily there is no need to impose violent behavior (William, 2006).

Like motives, emotion also directs the organism. Emotion often has a pleasant – unpleasant dimension; and organism tend to continue responses related to pleasure and stopping or avoiding those related to unpleasant or pain. Freud and many philosophers (Norman, 1951) of human nature have said that pleasure is ultimate goal of life. According to so called “pleasure principle”, all activities are directed towards the pursuit of pleasure and avoidance of pain (Norman, 1951). Many psychologists who do not hold the Freudian view nevertheless do emphasize the directing functions of pleasure and pain (Norman, 1951). We find aspects of the pleasure principle involved in reinforcement during conditioning and learning, and it is evident in a theory which characterizes motives as anticipatory goal reactions based upon prior association of pleasure or pain (McClelland, 1951).

Human Socialization and Violence

It is hard to point out when and from where the violence against to human being started. And it is also further challenging to indicate specially on how to germinate violence – bullying, corporal punishment, and sexual abuse in school premise. Searching the answer to these questions, I turned the pages of Origin of the Human Race written by Russian writer, Backer. As I found there in the book that human being spent thousands of years visiting one places to another like a wild animal. There was not anything that they claimed taking ownership. Everything was common for all. There was not a class, caste, and hierarchy. Thus, there was not any space of violence, suppression, and exploitation in the primitive society. The book also shows that people living in a very early period of human society lived in a simple way, usually without industries and a writing system.

The book origin of the human race further mentioned that later on human mobile living (shifting one place to another place frequently) system is gradually transformed into a semi-permanent settlement in a cave and they started to claim their own land with making some boundary /territory. The transformation gradually brought tension between the human groups for claiming the land property. It also transformed primitive human visitors into a separate group, family; having own individual property and they themselves started to develop norms of hierarchy, class, culture / tradition and ultimately formed their own new society. Like the book Origin of Human Race, the religious book *Upanishad* (n.d.) also mentioned about caste and hierarchy as a social and mental construction. It further worsens that the different groups / society started to fight each other which germinated violence of killing, punishing, and exploiting to the weaker people by the powerful one. The killing, punishing, suppression and exploitation / abuse against human being now it is massive increased day by day even we all are in the twenty first century. It is very common that powerful one always inflicts violent act against weaker either name of democracy or calling the ruled over the minority by the majority (Alan, 2010).

During human socialization and development, it also established marriage system; it gave opportunity to human being of a society to find a girl of another society for a marriage. Though the system expected to keep on human generation continuity, unfortunately the marriage system departed into the violence against female in general and sexual violence imposed by male in particular. Now a day many forms of violence against woman, sexual abuse against adolescent girls and especially young women are prevalence. Before marriage system, there was a liberty of expression of sexual behavior, freedom of choice to have a sex between man / boy and woman/girl. Thus, there was rare case of sexual violence / abuse against

adolescent girls and young women (Alan, 2010). They accepted the sexual behavior between the opposite sexes as a normal, rather sexual violent act (Origin of the Human Race, translated in Nepali version, 2009).

According to *Roger and Maslwo*(n.d.), humanistic theories emphasize growth motives: it is developed a self-concept by continuing redefining our impulses and perception because of our interaction with others (Robert, 1985). This notion gives sense that violence founded on human impulse and perception. They said that human desire (impulse) and perception are nurtured by external environment, internal body – mind interaction and socio – cultural value / limitation. Moreover, Sigmund Freud psychoanalytical theory emphasizes that inner conflicts germinate violence.

According to his homeostatic model of motivation, people those are unable to resolve their conflicts are forced to repress them or accommodate to the conflicts in some ways. He also identified three parts of personality: “*id*”, “*ego*” and “*super ego*”. The “*id*” operates according to the pleasure principle whereas the “*ego*” refers to the reality principle. The “*super ego*” further emphasizes reality principle together with individual status (p. 356). Thus, the three types of personality motivate or guide everyone to behave according to the pleasure principle or reality principle. Both principles crossfire each other and may support to evolve violence – punishment, sexual abuse, and bullying (Robert, 1985).

People in the Stone Age used to control over animals by throwing stones or killing them with weapons. They also used to kill animals to satisfy their appetites or protect themselves. Today, farmers beat oxen while plough the fields to make them move as they desire. The practice of beating and killing animals made people learn to use beating as a device to get control over animals. Just as they used to beat to control

animals, people also began to use beating to control their offspring as well (Robert, 1985).

Drawing on the sociological theory of rituals, Collins and Coltrane (1995) label corporal punishment a ritual of family solidarity. A ritual, they state, “is an interaction that creates or reinforces feeling of social membership” (p. 480). For them, corporal punishment can create a ritual bond between parent and child. Collins and Coltrane further argued that children who are routinely subjected to corporal punishment will go on to employ the same disciplinary methods when they become parents and that this sense of family solidarity is carried on from generation to generation. Collins and Coltrane’s view suggests that it is inter-generationally transmitted through the process of socialization and that its transmission is based on the cultural capital acquired by a parent. However, a growing body of evidence indicates that corporal punishment does not good for children and may even cause harm. To what degree it represents a “poisonous pedagogy” (Miller, 1983, p. 9) awaits future research.

Theology, Social Behaviour and Violence

It has been asked whether the practice of school violence, human induced violence emerged from religious belief and norms or whether it can be traced to misinterpretations of the *Quran*, *Bible*, *Purans*, and other religious texts. For instance, the theology of corporal punishment usage has been discussed and the conclusion reached that it should have never practiced even on religious grounds because there is no strong proof that any religion supports for practice of corporal punishment in school (n.d.). But another interpretation of the origins of corporal punishment has to do with religion (Bible, Hasea, 13:16). The third views show that every religion in the world talks about the existence of a god, a supernatural power that has control over

nature and all creatures, including human beings (Badhel, 1997). They have codes of conduct to regulate and control the lives and behaviours of human beings. Any breach of these codes results in punishment for the offender. Punishments given by God not by man or woman are mentioned in religious texts (Badhel, 1997).

Religious books such as the *Veda*, the *Quran*, and the *Bible* provide examples of corporal punishment practiced in the realm of supernatural beings (Bhattacharya, 1998). Whether the religions promote corporal punishment or discourage it, however, it is a subject of discussion. But students are punished when they disobey and break the norms set by their schools. It is culturally accepted in Nepal and many other countries too. It is practiced with the influence of religious texts. For instance, the words of *Garudpuran*, “*pun:punschtedutairhanyantelohyaistivi...*” (Bhattacharya, 1998) means that a person who commits a crime is severally beaten by a *dut*(messenger/soldier) of god with an iron rod. People interpret these words to mean that if anyone makes a mistake or commit a crime he or she must be punished even after the death to correct his or her behaviour.

Similarly, the *Manusmriti*, which records the codes of social, individual, and national conduct of the Hindus, describes the way of punishment this way: “*bharya putrasch dasasch presya bhrata ch sodar: prapta pradhastadya: syurajwa wenuklen wa*”, (Sharma, 2004). It means if a wife, son, servant, *dut*(messenger/soldier), brother or other person commits a crime, he or she should be whipped or beaten with a rope or bamboo stick (n. d.). This verse of the *Manusmriti* might have governed the Nepali way of dealing with children at home and at school. As a result, corporal punishment is encouraged and supported vigorously by society. Moreover, it has also been legitimised by the following verse from *Nitislok*: “*Lalyet Pancha Barshani, Das Barshani Tadyet Praptetu Sodse Barshe, Putram Mitram Badachret*” (Karki, 2003).

The underlined phrase suggests that children must be punished after they reach 5 to 15 years of age. One can claim that Nepali societies are heavily influenced by these religious guidelines (Ibid). They put these guidelines in practice to keep order and discipline children at home, at school and in the society at large. This indicates that religion has provided fuel to exist it in society for centuries. In the name of discipline, the tender bodies of children are cruelly marked with slaps, sticks and any hard objects.

Let's see the statement in the *Bible* how it supports punishment: Timothy of Luke said, "I will punish them. The youth will be assassinated with sword, and their children will die of famine." In fact, it suggests even death is a legitimate form of punishment. The following Biblical claim also legitimizes capital punishment: "they shall fall by the sword, their children shall be dashed in pieces, and their pregnant women squall is torn asunder" (Bible, Hasea, 13:16) and also it is clearly mentioned in an internet source: Muslim-responses.com.

The internet source: usamarednec.typepad.com and the *Quran* also contains similar statements: "I will cast terror into the hearts of those who disbelieve. Therefore, strike of their heads and strike of every fingertip of them (p.73)". The logic given in *Quran* is that disbelievers act adversely to *Allah* and his messenger and announce painful punishment to those who disbelieve (Badhel, 1997). The verses quoted above led people to interpret "punishment" as a powerful way to treat people to prevent wrongdoings. In consequence, they began to practice the following forms of punishment; some of which are still used. Badhel (1997) labels the following forms of punishments as "primitive punishments":

- a. The rack: People were tied with a rope and laid on the ground and stretched.
- b. The wheel: Criminals were tied on a wheel and spun around.

- c. Strangulation: Criminals were killed by cutting off their air supply.
- d. Burning alive
- e. Boiling in oil
- f. Flogging / whipping
- g. Mutilation: Limbs and organs were cut off.
- h. Branding: Criminals were marked with a hot iron rod.
- i. Sequestration in a dark room of gallery
- j. Incarceration: people are kept in a prison or other place – psychiatric hospital / center

Some religious leaders argue that the punishment mentioned in the *Bible*, the *Quran*, the *Puran* and other texts is for use in the supernatural arena only (Badhel, 1997). It is for God to punish severely for wrongdoing, not for human beings, who are simply part of God's creation. If wrongdoers are punished naturally, as in suffering from fever or cold, their punishment is beyond the control of a human being and is therefore valid and uncontroversial. Since everyone lives under the nature as a creation of God, no one is sufficiently superior to any other person to be entitled to punish him or her. This means punishment is to be meted out only by an authority. If God holds supreme authority, only God can punish his or her offspring, as she or he likes (Badhel, 1997).

However, it is also questionable whether what the gods have said, as recorded in religious text really promote corporal punishment. It is also possible these verses have been misinterpreted, perhaps by people in power, who use them to protect and promote their power and prestige. All Hindu religious texts (n.d.) talk about love and non-violence, and Buddhism (n.d.) is devoted to *ahimsa*, or the principle of non-violence. The well-known verse of the *Ramayana*, "*Ahimsa paramodharmo*", which

means non –violence is truth or purity, is grounds for not using corporal punishment to school children.

One verse of the *Quran* emphasizes forgiveness: “The recompense for an injury is an injury equal there to (in degree): but if a person forgives and makes reconciliation, his reward is due from Allah: for (Allah) love not those who do wrong” (42:40). At the same time, it says wrongdoers must not be loved. It does not say that wrongdoers must be punished corporally. “Not loving” does not mean “punish corporally”. Bukhari (n.d.) cites another verse of the *Quran* which preaches love and forgiveness, not corporal punishment: “You are not neither hard – hearted nor of fierce character, nor one who shouts in the markets. You do not return evil for evil, but excuse and forgive (Worldwidescience.org).” Thus, all these religious texts can’t be viewed corporal punishment is as a product of religion. It is merely the device of some self-centered, selfish people who want to fulfill their interests by keeping the weak and helpless under their control.

However, practice of punishment is also perceived according to the different views of Islam. If traditionalistic views of Islamic education applied that teachers have a right to punish children and control their misconduct (Dash, 1995), but if rationalistic views said, for example at the *Madarasa* teachers do not punish students because they believe that only Allah has that authority (Aryal, 2010).

Empirical perspective on school violence

The research, policy and advocacy had been done against sexual violence to women and girls, and children but there were few recent studies on these phenomena done in schools (Foderaro 2007). Available few American literature indicated that sexual harassment impacted learning achievement negatively, in addition to the longer

term physical and psychological consequences of rape and other severe offences (Witkowska&Menckel, 2005).

School curricula are seen as useful for educating children about sexual abuse and other forms of violence such as bullying and corporal punishment, but this is to limit in theory, and it is far behind the practice. The stronger: teacher, school non-teaching staff and peer usually do not want to educate harmful practice of school violence to students (Pineiro, 2006). Children may not always feel easy complaining the case of violence happened either in school or on the journey to school and home. So, the studies have recognised that a system of reporting the abuse or violence case should be improved for preventing more negative effects of students' educational career (Timmerman, 2003). The studies argued that school violence, in general, either hidden or under-reported but other few literatures available on schools said that school remained unsafe place because of sexual harassment imposed by teachers or peers or perpetrators (Pineiro, 2006).

Limited understanding on sexual violence occurred in school made vulnerable particularly to young girls, women, and also young boys. Kong et al. (2003) reporting on Canadian statistics notes that in 2002, 61% of all sexual offence crimes reported to the police involved the abuse of a young women and girls under the age of 18, with 13-year-old facing the highest rates (Plan International, 2011). However, the report quoted those sexual offences involving teens, have a habit of involved victims of their own age and peer group which happened at home or school, though data on occurrence of the sexual offences at school is not readily available (Ibd.).

The multiple forms of violence: bullying, sexual abuse and corporal punishment is largely keeping in practice, and lack of reporting corrective measures is often challenging to protect children in school. The dating violence among school

students increasingly spill into school environment. However, a focus of research in this area is lacking (Ortega-Ruiz & Mora-Merchán, 2007). An article explained about associations between dating violence, bullying, sexual harassment, and peer victimization of middle and high school students in the USA. The article reported that those victims, who had experienced the highest levels of bullying, sexual harassment, and dating violence, reported the highest levels of depression and anxiety (Plan International, 2011). The article highlights how it is so important of assessing multiple forms of victimization affecting the students those are in adolescent age (Espelage & Holt, 2006).

Causes of school violence

The embryo of violence is there in the religious texts of the East and West i.e. children are supposed to be corrected by the use of corporal punishment. The maxim says, “Child is a brute and we have to make him/her a civilized person by the use of rod if not spoil them”. Thorndike, by postulating his “law of effect in learning”, also lent psychological support to the use of rewards and punishments in school: he added that desirable habits could be formed through rewards and undesirable ones could be eliminated through punishments (Dash, 1995).

The broader acceptance of disciplinary approaches at schools is often part of wider tolerance towards violence at home or in community. Some cultures have societal norms that view violence as normal and appropriate under certain circumstances. For instance, 52% of women aged between 15 to 49 in South Asia, and 30% women of the same age in East Asia and the Pacific, believe that a husband or partner in justified hitting or beating his wife or partner under certain situations. In many countries in the region violence against children is justified and socially approved. Moreover, concepts of family honor, sexual purity and shame often justify

even the most violent or a discriminatory action against children and it is silently accepted by parents, teachers, and students. This practice is also seen even in educational setting - schools, which gradually absorbed from the community norms, practice, and culture (UNESCO, 2014).

Wolke (2001) explained about weak correlation between child victimization amongst students in Britain and France. This also linked with considering school violence as a 'reflection of social attitudes and behaviours outside of the school context' (UN, 2006). This again suggests for considering other forms of violence such as sexual abuse, bullying etc. in a holistic way of an environments where individual, school and community exist. The researchers found that the teenager girls also exchange sex for goods and money in school and in community. It was happened due to poverty and low dignity of girl given by the society. The research also confirmed that boys, community members and teachers are the main perpetrators of sexual violence (Action Aid, 2011).

Consequences of school violence

Right across the globe, the practice of corporal punishment in schools: a form of school violence is widespread. One study Global Initiative to End Corporal Punishment (2008) shows that a total of 57.7% of school-going children around the world receive different forms of punishment such as beating, paddling, whipping, and flogging. Approximately 14% of students dropped school due to fear of teachers in Nepal as well (UNICEF, 2001).

Our teachers do not find out who is at fault and why students making a noise. Teachers never ask why we do not do our homework. They just want to beat us. Sometimes they beat us without reason and innocent others are slapped. Teachers grab our hair and mess it up. We don't know why the teacher does

this. Last week, a teacher wounded a seventh grader (a Nepali girl, studying at grade 5).

This girl's experience gives a clue that teachers rarely try to find out the reasons for undesired behavior. Instead, they control the behavior by imposing punishment, external stimuli. However, there is some information that the media tried to bring it out. The news says:

School teachers arrested for sending 'love letters', sexually harassing their own girl students: Two teachers at the Panchkhal-based Bright Future School in Kavre district have been arrested on the charge of sexually harassing girl students of their own school. Teachers, Bharat Kandel and Shiva Prasad Upreti, both from Jhapa district, were found to have given 'love-letters' to their own girls' students studying in standard 6 and 8 at the school. Enraged parents and guardians accused the teacher duo of sexually harassing many girl students between the ages of 12 and 14 by sending them love letters. In many such letters, Kandel and Upreti were also found to have used vulgar words. It was learnt that the teachers even threatened to fail the girl students to whom they had sent such letter in examinations if they revealed the matter to others (www.nepalnews.com).

The news clearly indicates that adolescent girls in school are sexually abused not only other persons but also their teachers. Many cases of teachers at secondary schools across the country sexually harassing their own girl students and even raping them have appeared in the media. The case theoretically links to the "dating violence" (Espelage & Holt, 2006). Why is it happening? What are the underlying phenomena becoming sexual victim even from the teachers? How such ill incident can be managed appropriately so that our girl child could be safe in school from male

teachers and non-teaching staffs too. The case, in fact, motivates any researchers to find a journey for searching root causes of sexual violence: a worse form school related gender-based violence. Below is the other violence that was published in one of the online news.

On October 1 this year, a group of 35 girl students at *Birgunj* based *MaisthanBidhayaPeeth* accused the school administration of not listening to their complaints of sexual harassment by a teacher. They accused *Dinesh Chaurasiya*, a teacher of class 9, of touching them inappropriately. September, villagers detained teachers *DevrajSanchhi* and *Shiva Acharya* of *Madi*-based *Jagannathpur* Lower Secondary School in *Bharatpur*, Chitwan accusing them of allegedly taking the girls of Grades 7 and 8 to the school library on various pretexts and raping them. It was later found that a 12-year-old and a 14-year-old were victimized repeatedly by the two teachers (www.nepalnews.com).

The cases published in the news denote that how far our children, girls in particular are in safe even in school from the teachers. Further, the school management also often ignores such cases and tried to hide as far as possible. Such practice and attitude encourage the perpetrator repeating such inhuman sexual violence again and again.

Research on violence against girls in schools of Kenya, Ghana, and Mozambique draw attention to the linkages between sexual violence and gender inequalities (Plan, 2011). The report quotes sexual harassment, unwanted sexual remarks and touching are common, sometimes girls are even blamed the violence they experienced. This means the journey to school for them is often seen as unsafe, risk of being attacked on the way to the bore hole, and especially when going to the toilet, the

men grab them and force them to have sex. There is also high risk of sexual attack to the girls when they go to toilet in the bush and sometimes even in the school toilet.

Girls are in bigger risk of sexual violence at school where they often face a twin threat from male teachers and students (Plan Nepal, 2011). Studies in Africa and Latin America have showed that some girls are pressured into sexual acts by teachers and also threaten them with poor grades if they do not cooperate for sexual act. Such sexual violence has been often seen as a certain time of school life, but education authorities found repeatedly reluctant to tackle such concern of sexual violence in school and the authorities reluctant to bring perpetrators into justice system for correction of such violent act (Plan International, 2008).

Bullying, another form of school violence is also high prevalence. A study on school bullying reports that 57.6% of the student of fewer than 12 years old engaged in bullying: 12% as a victim, 23.7% as a bully, and 21.5% were as both victim and perpetrator. Bullies have a tendency to be unhappy with school, victims be likely to feel alone, and psychological symptoms have been seen who had been both perpetrators and victims of bullying (Foreto et al., 1997). Back in Nepal too there are cases of school bullying (Rana, 2007).

It has been reported that in many countries including Nepal, teachers and school staffs including older students are committed physical, sexual, emotional, and social violence. World Health Organization estimates that 150 million girls and 73 million boys under 18 years old have experienced forced sexual intercourse or other forms of sexual violence. School violence particularly sexual abuse at school is hidden, owing primarily getting sense of shame by victims everywhere and Nepal in particular. Further there are many cases bullying becoming serious problematic issue

everywhere and in Nepal too. For instances national newspapers of 2013 quoted that one student was killed by his peers (Rana, 2007).

Prevention of school violence

The OECD governments also progressively expression a concern to bring guidelines, policies and laws for regulating appropriate behaviour between adults in positions of power – including teachers – and children with purpose of protecting children and young people from sexual abuse or harassment and followed to proper documentation, referring the case with standard procedures (Bagley, Bolitho, & Bertrand, 1997).

Although a broad range of programs for prevention of child maltreatment exist, the degree of effectiveness is often unknown (MacMillan et al.). Most of them are based on assumptions derived from studies conducted in developed countries or on the experience of individual child protection staff that may lack access to the full body of evidence based good practices in connection with theory and policies. The need of better data and research on violence against children's issues was also highlighted (UN, 2006). This has been recently reiterated and is recognized as a priority area by inter – agency child protection monitoring and evaluation reference group (UN, 2012). Further, WHO Violence Prevention Alliance (VPA) has also initiated Global Campaign for Violence Prevention. Similarly, Global Summit on ending school corporal punishment and promoting positive discipline held in Texas, USA on June 2011 declared for joint effort of scholars for making violence free schools through research and advocacy. All these references have given sense specially to explore underlying causes, phenomena, implication and derive stakeholders' views on management of school violence so that the knowledge derived

from the research contributes for better understanding on theory of school violence and its management to protect children in school.

Plan International has completed its first phase (2008 – 2011) global advocacy campaign on Learn without Fear (LWF). This study also explored underlying causes in the pragmatic ground of violence against children in school and some positive changes against the violence observed, as an impact of LWF campaign. The research raised some issues to be advocated. It also gave the room that there is a need to do further research in this area.

According to UNESCO (2016), among ten targets and forty-three indicators for tracking of sustainable development goal four (SDG4) – “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (p.36), the target four (a) has stated, “build and update education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environment for all”. The target four has also set indicator such as “percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse” (p.37).

School sector development plan 2016 to 2023 of MOE (2016) Nepal has stated strategies like equity, quality and efficiency for improving basic education. Two out of seventeen strategies outlined for promotion of equity in education are related to gender-sensitive learning environment, and school as a safe space free from bullying and harassment. It clearly spelled out, “ensure that schools are safe spaces to learn in and equip teachers and school management with the skills to identify and address the bullying and harassment of and among students and staff in schools. Also strengthen the grievance and complaint referral system in school” (p.41).

- Ensure gender-sensitive learning environment and district and school-based support structures, including strengthening national gender education and gender focal point network to address gender – based violence in schools in order to increase girls’ participation and their completion of basic education (p.40).
- Ensure that schools are safe spaces to learn in and equip teachers and school management with the skills to identify and address the bullying and harassment of and among students and staff in schools. Also strengthen the grievance and complaint referral system in school” (p.41).

Different forms of School Violence

As discussed briefly about different forms of violence such as corporal punishment, sexual abuse and bullying in school in the first chapter, I have further described them with references of facts and theories as below:

(a) Corporal punishment

i) Review of practices – cause and consequence

In the ancient civilizations of Rome, Greece, Egypt and Israel, corporal punishment was practiced in both judicial and educational settings. In the early 11th century, however, Saint Anselm and the Archbishop of Canterbury spoke out against the cruel treatment of children. Influencing by the ideas of philosopher John Locke, Polish legislators banned corporal punishment from Poland’s schools in 1783. Then it began to be criticized in Britain and elsewhere with the death of Reginald Chancellor, who was killed by his school master in 1860 (n.d.). Though we do not know when corporal punishment started, it is clear that its uses have declined through the 20th century (Global, 2008).

In Medieval Europe, corporal punishment was encouraged by the attitudes of church, which was a major influence for adoption of corporal punishment in schools because educational establishments were closely attached to the church during this period (Global, 2008) which also mentioned in a student paper submitted to University of North Georgiya. The particular practices of it varied greatly, though scourging and beating with sticks were common. The maximum penalty allowed in the Roman Empire was 39 lashes with a whip, applied to the back and shoulders and to the buttocks (Global, 2008).

In the Spartan system of education, cruel punishment was seen as a disciplinary regime designed to build willpower and physical strength (Dash, 1995). Such punishments would commonly draw blood and were frequently inflicted in public. During the 18th century, especially during the French Revolution, whipping was popular (Global, 2008). Theroigne de Mericourt, in fact, went mad after being whipped in public and ended her days in an asylum mentioned in the same source. Jacobin women stripped her naked and flogged her on her bare bottom in the public garden. After this humiliation, in a haze of insanity she refused to wear clothes. Reginald Chancellor, who was killed by his school master in 1860, is another instance of how brutal corporal punishment can be (Global, 2008). Incidents which were as cruel as these were heavily criticized.

The nature of punishment in the east is also severe. It explains the facts below:

Photograph 1. Symbolic figure of DI in private school



In Nepal, severe cases of corporal punishment (CP) in schools are frequent; the practice of CP in schools is widespread. The discipline in charge of private school of Nepal now a day is becoming terror inside the school premise. Sticks are seen as a good tool for beating and threatening children, particularly those studying in the first to eighth grades. Every teacher in those grades taught with a book in one hand and a stick in the other. Within half an hour of observation two students were hit with the sticks by teachers, six were slapped on cheek, and five were punched on back (Aryal, 2010).

Photograph 2. A girl student hospitalized due to severe punishment of the teacher



Source: (Annapurnapost, Jestha 2, 2071 BS)

The above evidence is a girl student in a hospital bed because she received severe punishment of a teacher at Morang Model Boarding School *Urlabari* of Nepal (Annapurnapost, Jestha 2, 2071 BS). The girl has had head injury because the teacher crashed her head on classroom wall after 3 slapped over her. She received punishment because she could not reply correctly while teacher asked question (Annapurnapost, 16June, 2014). UNICEF (2001) also claimed that 14% of primary school children dropped out of school because they were beaten by teachers. The above incident proved that even after 14 years, there is no change of teacher attitude and behavior. They keep on use of corporal punishment in school. Children, whom we call the future of our nation, are treated so badly that some are killed emotionally before they

become mature adults. The question arises whether the future of the nation can be safe and glorious if we create citizens whose courage and emotions are killed in their childhood (UNICEF, 2001).

Whipping, paddling, flogging, and beating are common forms of CP in schools. In Nepal, CP methods commonly practiced such as i. scolding and verbal abuse, ii. making a child sit in an uncomfortable position, iii. locking students in the toilet or other room, iv. having a classmate slap him or her, v. making a student stand for a long time by the door, in a corner of a room, on a bench or on the ground, vi. pulling students' hair and cheeks, vii. Twisting students' ears, viii. Hitting students on the head with a duster, ix. beating them with a stick in the palm of the hand or on their back, head, buttocks or legs, x. prohibiting students for entering the classroom for several hours, xi. Squeezing a pen or pencil between their fingers, xii. Pinching, xiii. Hanging: upside-down xiv. Leaning them against a tree and tying them to it with a rope, xv. Kicking, xvi. Threatening with abusive words, and xvii. Making them run around the school a set number of times (Hatemalo Sanchar Samuha, 2004).

A study of ICRW (2014) on school related gender-based violence commissioned by Plan International and ICRW showed that out of the 1,444 students sampled, it prevailed 67.9% boys and 53.3% girl's student of 12 to 17 years old have experienced of different form of physical violence in Nepalese schools. The same source quoted that 67.4% girls and 79.4 % boys have been victims of emotional violence in the schools. The report further mentioned that out of 1,444 students, 31% of them received hitting, beating, slapping, and kicking as physical punishment and 13% students were locked in toilets.

ii) Review of banning or prevention on corporal punishment

Despite this historical legacy, corporal punishment in schools has been banned in most Western countries and in industrialized nations outside of the West. A total of 134 countries have banned corporal punishment in schools and 69 countries have completely banned it, both at home and in school (Global, 2020) which is cited in www.reference.com. Sweden was the first (in 1979) and Japan became 134th country (in 2020) for law reform: making corporal punishment unlawful in all settings including home. The law reform was approved by Nepal government in 2018. However, there are many countries left to reform laws making punishment unlawful in all settings including schools and homes and keeping practice of corporal punishment in schools till to the date (Global, 2020).

Nepal government is trying to end the practice of corporal punishment through policy provision and teacher training. For instance, “policy provision for learn without fear environment in school 2011” and “child friendly school national framework 2011” are the major policy documents brought by Ministry of Education to tackle the issue of corporal punishment and sexual abuse in schools (MOE, 2014). The policies have brought positive impacts such as developing nonviolent teaching code of conduct, disciplining through student counseling, and giving extra homework and so on (n.d.). However, the school violence incidents, for example, imposed of corporal punishment, sexual abuse and bullying cases are more prevalent particularly in private schools as compared to government public school (Luitel, 2012). The school violence whatever its forms are gradually unhidden due to media vigilance and presence of school child club that also helped to prosecute the perpetrators (n.d.)

Teaching is the only profession in which it is still lawful to physically punish a student, and schools are the only public institutions in the United States that are legally allowed to administer corporal punishment (Czumbil & Hyman, 1997). While

we do not argue that persons in prisons and other institutions are safe from physical forms of abuse, residents of these settings do have due process rights that are denied to children in public schools.

Global (2008) study claims that in the modern world corporal punishment remains a common way of disciplining children and that race and gender have a significant influence in practice of corporal punishment in the Western world. Black children and male children, for instance, are much more likely to be hit at home and at school and it meted out to boys tend to be more severe, more frequent, and more aggressive than that administered to girls. Corporal punishment is still widespread in African, Caribbean, and South Asian countries, but the practice of it in schools has declined gradually since the 1950s. Thus, it resulted that 54.7% of children of world are not protected by law from corporal punishment in schools and 44.7% of those children live in South Asia (UNESCO, 2014).

Despite the ban on CP right across the globe, the practice of corporal punishment in schools is widespread. One study (Global, 2008) shows that a total of 57.7% of school-going children around the world receive different forms of corporal punishment, which include beating, paddling, whipping, and flogging. Still, even some of the countries of the North, like the United States of America, France, Korea, and Australia still practice it in schools. Similarly, corporal punishment in schools is widespread in most African, Caribbean, and South Asian countries (Plan International, 2011). In Nepal as well, severe cases of corporal punishment in schools are frequently observed.

iii) Review of theories on corporal punishment.

The practices of corporal punishment in school (as above) could be interesting to review on how it links with some theories (Dash, 1995). Skinner and Thorndike for

example mentioned punishment occurs when a response removes something positive from a situation or adds something negative to it (Dash, 1995). They argue that punishment is effective, and that corporal punishment does not decrease the probability of a response. Instead, they suggest that it can be used to suppress a response or habit but not to weaken it. For the punishment is a consequence of undesired behaviour (Hergenhahn, 1976). Children's internalization of certain behaviours, or ascribing them to internal motivation, and the resultant social-emotional competence it brings; are enhanced by strategies of parental discipline that use minimal parental power, promote choice and autonomy, and provide explanations for desirable behaviour (Kuczynski, 1997). This understanding indicates that the excessive exercise of power over students during teaching does not help students change their learning attitudes; instead, it only has a negative outcome: it reduces the intrinsic motivation of students to learn new things and gradually erodes their creativity in classroom activities.

Theory of teacher-student power relations in pedagogy is important to discuss here (Baniya, 2007). The teacher is generally regarded as the more powerful figure in school classroom. Physically the teacher is stronger and cognitively he or she is knowledgeable. For these reasons, young children are easily come under the power or authority of their teachers; they understand that they have to learn what the teacher teaches them. Even if teachers make mistakes while delivering their lessons, children have faith that everything they say is true because they think teachers are the supreme commanders of the classroom. Children develop this kind of attitude when teachers deliver lessons which focus on the quantitative pedagogy process (Baniya, 2007). When quantitative teaching pedagogy is the dominant practice in the classroom, the importance of power grows greater in the eyes of both teachers and students and the

value of learning with dignity is continually degraded (Baniya, 2007). The result of this approach is that children believe that they are powerless. On the other hand, when teachers follow a qualitative teaching pedagogy power gradually shifts towards children and they feel safe. The recognition they get ultimately enables them to learn with dignity.

It is interesting that behavioral teaching theory (Hoy, Wayne, & Cecil, 2001, p. 45) can be used to achieve immediate compliance or define specific learning objectives set by a teacher. It generally involves the application of negative reinforcement and corporal punishment while teaching. It suppresses students' undesired behaviour temporarily but does not teach them desirable behaviour. In addition, it teaches students to suppress others' behaviour by using force if they get a chance. When behaviorism is applied no interactive teaching technique in which students' views are not respected during classroom teaching and learning activities. The use of this theory in teaching demands negative reinforcement including punishment to break habits (Hergenhahn, 1976).

According to attribution theory, attributing compliance to internal rather than external sources is an integral part of children's internalization of norms and morals, a process that occurs only in the absence of strong pressure (Hoffmn, 1983). When children are subjected to strong external pressure, norms and morals are less internalized and children themselves are less intrinsically motivated and more likely to attribute their pro-social behaviour to external forces (Dix & Grusec, 1983). This theory suggests that coercive power in teaching will not promote children learning with dignity; instead, it will lead them to ascribe their pro-social behaviour to the external force of the teacher.

The theory claims that corporal punishment is frequently applied in classrooms where quantitative pedagogy is domination and qualitative pedagogy is absence (Aryal, 2010). Since using qualitative pedagogical processes creates an enabling environment for establishing a power balance between teachers and students and for fostering mutual understanding; both teachers and students end up respecting dignity rather than power.

Dewey believed in theory of free- discipline and self – discipline (Dash, 1994). Discipline based on punishment or outer control is defective, as it aims at nothing but veiling the wheels of social progress. As far as possible, discipline should be social (p.177). Freedom or free discipline is the keyword of all philosophers. None of them believe in repression or coercion (p.281). Rousseau suggests fostering natural development of the child (n.d.) He feels that the child is allowed to develop in an atmosphere of freedom with a minimum guidance. Rousseau further explains if a child breaks the windows of his / her bedroom, a child should not be punished by tutor, but be obliged to sleep in the room with the broken window and the cold which follows will teach him / her not to break windows. This is the doctrine known as the “discipline of natural consequences” (p.335).

Vivekananda considers discipline as internal not external. He emphasizes that both the pupil and teacher should lead a life of internal discipline. This internal discipline refers to control over the senses (p.414). All those texts conclude that corporal punishment is not the way to discipline students and control their unwanted behavior. However, theory of habit change considers four methods to change behaviour of human being or child. First is threshold, second is fatigue, third is reinforcement – positive and negative and fourth is punishment. The habit change

theory also suggests punishment is a last choice to discipline or stop repeating unexpected behaviour (Dash, 1994).

The given fact and theories on practice of corporal punishment (above) gives clue that it is a human induced violence and perceived it in different ways. First, some see it as stupidity (United Nations Commission, 2007). Second, it is perceived as direct violence and a threat of physically hurting children on the part of the perpetrator (Galtung, 1990). Third, it is the use of physical force with the intention causing a child to experience pain but not injury and is used to correct or control a child's behaviour (Straus, 1994a). Fourth, it is a disciplinary tool used in schools and applied to intentionally inflict pain or discomfort to a student for an offence (Orentlicher, 1992). Fifth it is a technique of teaching and disciplining to kids followed to the behaviorism learning theory. Sixth it is only the power imbalance between teacher and students in pedagogy (Baniya, 2007). Finally, it is the practice of whipping, beating, paddling, and flogging in schools for correcting students' behaviour and reinforcing the things they have learned from teachers (Cohen, 1984). These perceptions encourage a teacher has rights to exercise coercive power over the students.

(b) Bullying

i) Review of theories

Bullying in school is a long-standing violence, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend himself in the actual situation (n.d.). Though systematic study of bullying is relatively new, it is not a new problem; it has been just ignored. Little study can be found on the topic prior to the work of Dan Olweus in Norway beginning in the 1970's (Olweus, 1996). Interest in studying on bullying began to grow more

rapidly in the mid to late 1990's as research began to suggest that bullying might be an important cause of physical and psychological problems among adolescents.

Although the number of published studies has grown gradually, particularly in the past few years, the body of literature addressing adolescent bullying remains relatively small compared to research into other deviant adolescent behaviors (Ibid.). International recognition for research on bullying came in 1982 with the suicides of three boys in Norway (Olweus, 1993, pp.1-2). It was assumed that their suicides were the result of being bullied. This encouraged Norwegian authorities to recognize the dire consequences of bullying.

Back home in Nepal, Rana (2006) did her doctoral research on school bullying. She found that bullying interrupts a student to continue education, creates unexpected expenditures, and cause loss of time. She also figured out that a child experience bullying at some time during his/her childhood, whether as a victim, bully or by stander. There is a great deal one can do to lessen the likelihood of child becoming a bully or victim before bullying occurs (Rana, 2006).

According to Roland (1989), bullying is considered to be one of the major elements of school-based violence which remain it as a long-standing violence concern which is related to either physical or psychological that conducted by an individual or a group and it is directed against an individual who is not able to defend himself in the actual situation (p.143). However, it has been defined differently in other literature. Generally, a bully does harm to others. There are two categories of bullying: the first category is reactive, that is considered a reaction to a frustration or an aggression; and the second category is proactive, aiming to obtain some material or social recognition (Roland & Idsoe, 2001). The literature further explains what the victim faces in protecting herself/himself and the perpetrator's determination to cause

harm to gain some material / social reward or emotional pleasure by humiliating or dominating the victim which refers proactive bullying (Plan International, 2008).

Other literature also examines the power abuse relationship and the imbalance in power or strength involved in bullying, and how the victim presents a weakness that the perpetrator can exploit (Olweus, 1993; Smith & Sharp, 1994; Olweus, 1999; Smith et al., 1999; Roland & Idsoe, 2001).

There is different nature of school bullying. Some are physically assault and other psychological torture such as name calling; racism; sexism; teasing; exclusion; rumors including cyber bullying etc. (Roland & Idsoe, 2001).

Anderson's (1982) comprehensive review of the literature identified several important factors categorized into three groups that influence school climate related to school bullying. First: the environment, for example, characteristics of the individuals and groups in the school affects school climate. Second: the social system, which refers to the relationships among the community of the school catchment areas. Third: the culture, which includes group beliefs and values. Thus, the bullying is a composite product of individual characteristic, culture, and group belief.

Bullying appears to peak in early adolescence, approximately between sixth and eighth grades (Nansel et al., 2001), which is the age range of this study sample, and could contribute to the higher prevalence found in this sample. Interestingly, Farrell and colleagues (Farrell et al., 2000), whose Problem Behavior Frequency Scale served as the source of the items for this study's bullying measure, also found similarly high prevalence of the behaviors measured of the bullying variable among sample of sixth and seventh graders is higher in the southeast as well. Age ranges for other studies are quite varied and include elementary school students to older adolescents (Dulli, 2006).

While individual variables play a prominent role in bullying and victimization, it is the peer group that becomes a major socialization force during early adolescence. Researchers have consistently documented that the transition from elementary school to middle school is a potential stressor associated with negative emotional and psychological outcomes for some students. In the limited available research on the trend of bullying during this transition it appears that there is a temporary increase in bullying during early adolescence. Indeed, it found that fifth graders identified bullying as one of their primary concerns about starting sixth grade.

ii) Review of bullying practice

According to internationally comparable information, WHO Global School-based Student Health Survey, it found that between 20% and 65% of school-aged children reported having been verbally or physically bullied over the past 30 days. The figure ranges widely from a low of 17% among girls in Beijing and the United Arab Emirates to 67% among boys in Zambia (WHO, 2005).

The Stassen Berger (2005, p.35) also presented the then status of bullying in different countries as follows:

Table 1

Prevalence of Bullying in Selected Countries

Prevalent of school bullying	Bullies (%)	Victims (%)
1. Australia: Among younger children Among older children	7 & 3	25 & 14
2. Canada	9	18
3. Japan	17	14
4. Norway	8	12
5. Germany	9	10
6. USA	8	9
7. England – United Kingdom	4	10

Though it is a decade long data, it indicates that there is significant problem in all countries even in industrialized countries of the world. However, its level of prevalence does vary depending on country and age variation of the victims and bullies. The research on *experience of being victims of school bullying: A phenomenological study* done in Kathmandu showed that *Seema*, a girl was nine when she first got bullied and this carried on for a year (Rana, 2006). The same source mentioned that *Rohan*, a boy and *Gita*, a girl have both been bullied since the age of twelve whereas *Sagar*, a boy first bullied at the age of eight, then at the age of twelve and experiencing it up to the age of fifteen. Rana mentioned,

Rohan described his situation: when I first joined my new school, this boy called Dorji who is big and fat, started to ask for money. If I don't give him money, then he snatches it from me or kicks me and forcibly takes the money from me. One day he took me to the changing room and asked me for the money and when I told him that I did not have any, he beat me up hard. At that time, I felt really bad thinking, "Why only me?" I felt, " why beat me?" He does not do that to my friend (Rana, 2006, p.119).

The above testimonies showed the practice of bullying and its emotion experienced by the victims. The emotion mainly observed that puzzlement, guilt and regret, sadness and hurt. The emotion experienced by them as a result of school bullying ranges from puzzlement to fear, from being overpowered and controlled to anger, from sense of loss to sadness and guilt (Rana, 2006, p. 137). The same literature quoted as given below:

Seema says: Girls are nice and friendly girls treat friends like sister but boys are always like that: they think that the girls will get scared when they are threatened. So, they always bully us and make us miserable. May be the class captain who is always a boy is not attentive towards us and Maam also does not understand. Some captain get beatings as well and it does not suit them to be school captain. Captains should also discipline. They act as if they are supreme (p.151).

The literature claimed that victims have a tendency towards non -disclosure, they do not speak out against or complain about their victimization. Thus, the practice of bullying is massive but hidden. The victims apply their own coping mechanism rather bring it notice to teacher or school authorities or rather communicate even their own parent (Rana, 2006).

According to UN (2016), bullying has a significant cost on education systems, and students' well-being and academic achievement across developing countries. Bullying is associated with the loss of investment of schooling that can be translated to a yearly costing around US\$17 billion of the middle- and low-income countries. The students bullied have experienced an 8% decrease score in science test and a 6% decrease in reading scores in global achievement tests. The same source stated that it also obstructed to enjoy right to get quality education of all children. The bullied child is in risk of physical health problems, behavioral problems, and emerging suicidal thoughts (UN, 2016).

(C) Sexual abuse

i) Review of theories

According to McConnell (1983), sex has always posed something of a problem for the psychologist both at a theoretical level, and as we all see, sometimes at a personal level as well. The major differences between sex and other physical needs are this – food, air, and water are necessary for the survival of the individual, but sex is necessary for the survival of the species.

Sexual abuse or violence is an act or threat of physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. This includes but is not limited to attempted or committed rape, any forced and non-consensual sexual act, as well as sexual behavior that the victim finds humiliating and degrading (UNIFEM, 2010). There are two terms, sexual abuse, and sexual exploitation, which is generally used as a more specific to understand what sexual violence, is. First: sexual abuse includes inappropriate touching, carried out using force, perpetrated under compulsion or by taking advantage of a situation of superiority. Furthermore, its terms as a verbal or physical harassment with sexual connotations, inappropriate touching, sexual assault, or rape. Sexual abuse is committed usually by an adult against a child (or by an older child against a younger child). The abuse is often followed by verbal threats aimed at preventing the child from reporting the incident (UNICEF & Action Aid International, 2010). Second: sexual exploitation refers to any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another (UNIFEM, 2010).

Thus, both sexual abuse and exploitation are unwanted sexual behavior imposed to the victim who is put in an uncomfortable situation caused by the

perpetrator and is referred to as sexual violence and is never welcomed by the receiver or victim (UNIFEM, 2010). It is always unexpected to the victim, but the perpetrators plan ahead to coerce or force adolescent/young girls for sexual purposes. If such situations occur in the school premise between the teacher and student, senior and junior it can be defined as school based sexual violence (n.d.).

However, there are several notions of sexuality, sexual abuse and sexual exploitation found in other book (William, 2006). The notion is that a major obstacle to understanding our own sexuality is realizing we are prisoners of past societal attitudes toward sex (Bullough, 1976). There is no sexual value system that is right for everyone and no single moral code that is unquestionably correct and commonly acceptable. Sexual behavior in this century, now it appears to be changing (Ibid.). Stereotype of gender role is gradually loosening (William, 2006). The same source mentioned that gender role is now taken as public interest of expression and identity. First trend of the gender role is that male and female both are becoming assertive to their own identity, self-expression, and sexual initiator rather than the previous notion of girl / woman was considered as a sexually passive creatures, while men were seen as manly sexual aggressors. Second tendency shows that man is superior having openness about sexuality. Most of the media also showed debate, talk and visual advertisement that sex as a less shameful and secretive. Third trend is that growing acceptance of relational and recreational sex as opposed to reproductive sex. This shift has been seen past twenty years. The development of a positive sex philosophy is also knotted with the sexual liberation of women and societal openness towards sex.

According to IPPF (2017), sexual education has been explained as sexual rights with consideration of human rights in international agreements and covenants. The literature further mentioned that sexual rights include, among others, the right to

choose sex partners and to form relationships based on choice and consent; the right to say yes or no to sex; the right to express sexuality, including the right to seek pleasure; the right to enjoy bodily autonomy, free from sexual violence or exploitation. However, some societies may not recognize these rights. The social norms about sex and sexuality may or may not agree with the laws, which may or may not accord with international agreements and covenants.

According to William (2006), having sex is a way of providing their ability to make independent decisions and of challenging the values of the older generation. He found that teenage attitudes have changed more rapidly than behavior, since an attitude of equality between the sexes is now widespread; yet the old double standard persists in certain ways. He further asserts that petting is common. Petting is defined as physical contacts between female and male to produce erotic arousal without sexual intercourse. It is also termed as a “sexual touching” or “necking” for pleasure. However, it does not include “kissing” is a part of petting (Ibid.). William James wrote his classic *Principles* in 1890, he devoted only two pages to “love” (n.d.). While noting the connection between love and “sexual impulses,” he observed that these details are a little unpleasant to discuss. However, he mentioned that sexual desire and love may both passionate and all consuming. He further said that it is difficult to distinguish between them in terms of intensity (William, 2006, p.214). A literature: *Stranger in a strange land*, of Robert Heinlein, stated that love is that condition in which the happiness of another person is essential to your own. The same source mentioned that adolescence is not only a period of confusion (as older theory stated), but it is also likely to be a time of pleasure and happiness with a turbulent and it passages to adulthood. It is further explained that fun between the sexes, sexual pleasure through petting, happiness, love, and marriage are part of life.

Review of the above statement and notions of different authors it is challenging to conclude human all sexual behavior, especially expression of adolescent sexual behavior can be termed as sexual abuse or violence since such expression may be taken as a fun or pleasure or happiness. It must be defined the participants who engaged in such behavior rather than assuming to term sexual abuse or violence.

The scientific study of sexuality claims that there are two types of pleasure in human body and animal body. First: according to early drive theory, pleasure center is in brain; and claimed that pain reduction is the main motivational force underlying all behaviour (Norman, 1951). It was further explained that electrical stimulation (lab test – rats) of the “pleasure center” merely triggered off a set of compulsive behaviour. Thus, generalized feeling of relief when gain causes. Second: they claimed that there is a sensory thrill associated pleasurable inputs, for example, food not only reduces hunger, but also it tastes good. It indicates that there is direct connection between the taste preceptors of tongue and the “pleasure center” in brain. At least at human level, stimulation of the “pleasure center” does indeed yield a very pleasurable feeling. Similarly, sexual excitement is almost entirely a matter of pleasurable arousal, the more stimulated an organism, the more pleasure it feels. Such biological feeling and needs, human being somehow may turn into violent behaviour for not only reducing the hunger but also having experience of taste. If a human gets it easily there is no need to impose violent behavior, the same source added.

Like motives, emotion also directs the organism. Emotion often has a pleasant – unpleasant dimension; and organism tend to continue responses related to pleasure and stopping or avoiding those related to unpleasant or pain. Freud (Norman, 1951) and many philosophers of human nature have said that pleasure is the ultimate goal of

life. According to so called “pleasure principle”, all activities are directed towards the pursuit of pleasure and avoidance of pain (Norman, 1951). Many psychologists who do not hold the Freudian view nevertheless do emphasize the functions of pleasure and pain according to the same source. We find aspects of the pleasure principle involved in reinforcement during conditioning and learning, and it is evident in a theory which characterizes motives as anticipatory goal reactions based upon prior association of pleasure or pain (McCell et al., 1951).

Sigmund Freud has explained two terminologies, for example, “*Oedipus Complex*” and “*Electra Complex*” in his research book (n.d.) The *Oedipus complex* represents the sexual attachment of a son for his mother, usually regarded as repressed and disguised in various ways. It is also assumed that the son will be jealous of father because the father can have intimacies with the mother that the son denied. Similarly, the *Electra complex* refers the erotic attachment of a daughter to her father, with accompanying jealousy of mother. This attachment may be repressed and disguised in various ways. These two complexes are more associated with an internal mind – body conflicts, attraction between the opposite sexes, and directed to the pleasure principle. But this unconscious act in the phallic stage occurs based on parent’s attitude, judgment and standard (Robert, 1985). Thus, the Freudian notion encourages searching underlying causes of sexual violence relating to the theory of sexual pleasure.

Whatever the cause research (Bhattarai, 2014) shows that the nature of sexual abuse ranged from unwanted physical touch to forced sex. Bhattarai further explained that traditional cultural norms, lack of family and legal support, use of alcohol and women’s economic dependence on men to be the major causes of sexual violence in Nepal. School based sexual violence includes the broader terminology of sexual abuse

and sexual exploitation (UNESCO, 2014). The former includes inappropriate touching that is: carried out using force, perpetrated under compulsion or by taking advantage of a situation of superiority and the latter explains any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual exploitation of another.

(ii) Review of practice of sexual abuse

Elsewhere in the world sexual practice varied remarkably according to the culture and religion on how they perceive sexuality (Bullough, 1976). Original attitudes of Islam and Hindu towards orientation on sexuality were considerably more positive (Bullough, 1976). The historian *Vern Bullough* states that “almost anything in sexual field received approval from some segment of *Hindu* society”; and that in China “sex was neither something to be feared nor it was regarded sinful, but rather, it was an act of worship and even a path toward immortality” (Bullough, 1976, p.310).

Ric –Veda (10th Mandal, Mantra taught ways to sexual intercourse. Post Vedic religious literatures also carried out that notion in one or in other ways. But some literatures also nurtured chanting sex and forced sex. For example, we could read the story of *Indra* (Hindu god) having sex with *Ahilya* (wife of *Gautam*, another person) by cheating. Similar case was also found with *Bishnu* (great god of Hindu) who had cunningly had a sex with *Tulashi Brindra* (goddess of Hindu) which can be found in *Swasthani* (Hindu religious book). Several stories of *Mahavarat* (Hindu religious book) also gave evidence that king and powerful person grabbed and abducted beautiful women, and then compelled to accept them for a sex and they remained as a property of the king or the powerful person according to the *Mahabharat*. Similarly, *Kama Sutra*, compiled at about the same time (Batsyana, n.d.), *Augustine* was writing

his confessions in a detailed *Indian* sex manual; in ancient *China* and *Japan* similar manuals were abundant and glorified sexual pleasure and variety (William, 2006, p.13). The existing varieties of sexual activities displayed on the wall and wooden/metal windows and doors behind the temples might have remained as a history of practice of sexuality in primitive era. It is also part of discourses we have that was abundant by culture and religion (William, 2006).

With referring some sources (Abcreole.com) quoted those early Christian traditions of sexuality became firmly rooted in *Europe* during the twelfth and thirteenth centuries while *Church* assumed greater power. Theology became equal with common law, and there was a generally oppressive attitude towards sex except breeding (Taylor, 1954). However, *Taylor* further said that there was certain hypocrisy between professed *Church* policies and actual practices: "religious houses themselves were often hotbeds of sexuality" (Taylor, 1954, p.19). In the words of Tannahill,

The belt of medieval times was usually constructed on a metal framework that stretched between the women's legs from front to the back. It had two small, rigid apertures that allowed for waste elimination but effectively prevented penetration, and once it was locked over the hips the jealous husband could take away the key (Tannahill, 1980, p. 276).

The quote above shows that sexual practice has been taken either purpose of procreation or earned money not for a pleasure because these devices allowed husbands to lock up their wives just as they would protect their money although the device originally designed to prevent rape and also served to guard "property" (William, 2006, p. 14). Tannahill further explained that wife had an opportunity to have sexual relation with only her husband, because her husband had right to take away the key to the padlock on vagina of his wife. It is hard to say that whether the

tradition could reduce sexual violence or the tradition itself is violence against woman, degrading the moral and dignity particularly in early Christian tradition.

Back home in Nepal, 46.2% women reported sexual violence in their lifetime (Bhattarai, 2014). The author further explains that age of women is also significantly associated with sexual violence. About two third of women reported to face sexual violence at the age of 25 to 49 years. Moreover, a nationally representative sample survey of Nepal has claimed that more than 22% of women age between 15 to 49 experience physical violence while 12% of the same age group experience sexual violence at least once since age of 15 (MOPH, 2011).

Sexual violence is likely to be higher among the women at the younger ages, compared to the older ages in US citizen (Silverman, 2001). This makes difficult to uncover the underlying causes of sexual abuse mathematically (WHO, 2009) because the younger ones hesitate to report the case. Both individual behaviour and societal factors compel them to be silent and hence perpetuate such violence. The case of Nepal on sexual violence given in the box below also represents the discussion above.

Nepali Case on Sexual Violence

In October 1 this year, a group of 3 to 5 girl students at Birgunj-based MaisthanBidyaPeeth accused the school administration of not listening to their complaints of sexual harassment by a teacher. They accused D. Chaurasiya (name changed for privacy) for touching them inappropriately. In September, villagers detained teachers D. Sanchhi and S Acharya (names changed for privacy) of Lower Secondary School in Bharatpur, Chitwan accusing them of allegedly taking the girls of Grades 7 and 8 to the school library on various pretexts and raping them. It was later found that a 12-year-old and a 14-year-old were victimized repeatedly by the two teachers (www.nepalnews.com).

UNESCO (2014) research on school based sexual violence also reiterates the case of the box given above. As it says, sexual abuse and exploitation is found to be

prevalent particularly in the junior secondary schools where teachers are the main perpetrators of sexual abuse against girls. It has been also noticed that pupils who refuse sexual proposals and advances from teachers suffer physical assault, verbal abuse, are driven out of class and given low marks. The literature further explains that most victims have been abused on the way to or from school. It also found that the school compounds do not guarantee protection either. This implies that sexual abuse occurs everywhere within the school compound: in the toilets, laboratories, classrooms, head teacher's offices and staffrooms. Below in the box is the case of another form of sexual violence in Nepal.

Nature of Sexual Violence in Nepali School

School teachers arrested for sending 'love letters', sexually harassing their own girl students: Two teachers at the Panchkhal-based Bright Future School in Kavre district have been arrested on the charge of sexually harassing girl students of their own school. Teachers, Bharat Kandel and Shiva Prasad Upreti, both from Jhapa district, were found to have given 'love-letters' to their own girl's students studying in standard 6 and 8 at the school. Enraged parents and guardians accused the teacher duo of sexually harassing many girl students between the ages of 12 and 14 by sending them love letters. In many such letters, Kandel and Upreti were also found to have used vulgar words. It was learnt that the teachers even threatened to fail the girl students to whom they had sent such letters in examinations if they revealed the matter to others (www.nepalnews.com).

Among the 2,225 cases of violence against Nepalese woman or girl in one year: *Shrawan 2070 to Ashad 2071 BS*, 8.9 % of them victim of rape, 2.6% were attempted to have force sex and 3.4 % of girl/woman were victims of other form of sexual violence (Orek Nepal, 2071 BS). The same source further said that 50% of the rape cases and attempted to have force sex are the below 16 years of girl child. Similarly, among the victims of sexual violence and victims of rape, 37% are girl

student of which 13% girls of primary and 18% girls of secondary school and rest is other level of education. The source also stated that the main perpetrator is man (92%), out of that 1% teachers and 4% peer / lover involved in rape and other form of sexual violence. Other interesting fact prevailed that most of the victims (82%) are literate women / girls, said the same source.

Considering the facts of sexual abuse or violence in school and societies, Government of Nepal, Ministry of Education, Science and Technology (MOEST) has brought *Comprehensive Sexuality Education – Teachers' Resource Materials* (NCED, 2018) in which explained about different terminologies related to *Friendship, Love and Romantic Relationships Norms; Peer Influence on Sexual Behavior Values and Attitudes; Sources of Sexual Learning Communication; Refusal and Negotiation Skills for Sexual Activity; Sexual Violence and Harmful Practices; Human Sexual Behavior; Sex, Sexuality, and the Sexual Life Cycle; Sexual Behavior and Sexual Response; Infatuation and Sexual Harassment* (p.113); *Sexual Abuse, Teasing* (p.114) and *Sexual Exploitation* (p.115). The document has said that all unwelcoming behaviour of sexuality to others have been regarded as a sexual abuse or violence that can be either refusal or negotiation to avoid incidence of sexual abuse.

Consequence of School Violence

In this section I have discussed on the consequence of school violence no matter they are related to bullying, sexual offence, and corporal punishment. Let me begin with bullying.

World Report on Violence against Children stated that absenteeism, dropping out; lack of motivation for academic achievement is a result of physical and psychological punishment, verbal abuse bullying and sexual abuse in schools (Pinheiro, 2006, p. 130). Pinheiro added that violence is not gender-neutral and that

sexual abuse leads often to girls' drop-out in South Africa, while pregnancy is still a cause of exclusion from education in the Caribbean. The same source shows that crime and violence exert a negative impact on both access to and the outcomes of education and learning, and it creates a cycle of exclusion and inequity.

Regarding the impact of bullying Stassen Berger (2005) found that bullies have a habit of being unhappy with school whereas victims lean towards feeling alone. Moreover, psychological symptoms were seen in students who had been both victims and perpetrators. The fact showed that the magnitude of harm on victims is higher than the bullies. This indicates that one bully hurts or humiliates or abuses many victims who are physically and socio-economically weak. Bullying often replicates violence and power imbalances in wider society. Below in the box is the case of an African girl on the impact of bullying.

Impact of Bullying on Girl Child of Africa

I have been very much disturbed; emotionally disturbed and very much stressed. I am trying very hard to forget how it happened, but I am failing. I can't just forget it; it's like it's just about to happen again, like it's just happening. I remember every detail. (Girl, 15 years old, Zambia, raped by her teacher) (Plan International, 2013).

A learner is bullied when s/he exposed repeatedly over time to aggressive behaviour that intentionally inflicts injury or discomfort through physical contact, verbal attacks, or psychological manipulation. Bullying involves an imbalance of power and includes teasing, taunting, and use of hurtful nicknames, physical violence, and social exclusion. Sometime bullying is direct, such as one child demanding money or possessions from another, or indirect, such as a group of students spreading rumors about another. Cyber – bullying is harassment through e-mail, cell phones, text messages, social media, or websites. The impact of such bullying is that children

become more vulnerable to bullying if they live with a disability, express a sexual preference different from the mainstream, or come from a minority ethnic or cultural group or a certain socio – economic background (UNESCO, 2014).

Plan Nepal's (2008) survey reports that bullying either reactive or proactive is common in schools. The report claimed that between 20 and 65 per cent of schoolchildren being physically and verbally bullied which is negative signal against the peaceful society we expect. The weaker was vulnerable because of bullying in schools (Plan Nepal, 2008).

The research commissioned in the USA (Pinheiro, 2006) showed that the cost of youth violence is estimated to exceed \$158 billion each year – 30 per cent of school children are directly affected by bullying every semester. The same source mentioned that the impact of such unwanted action is prevalent, for example, in many schools in Brazil have become dangerous places for children, with ruthless violence, sexual abuse, homicide, robberies and damage to property. This indicates severity of violence Brazilian society, where youth violence estimated cost reached nearly US \$19 billion a year (Ibd.) and also showed the increased cost US \$943 million after 4 years (Pereznieto, Harper, Clench, & Coarasa, 2010). The impact of such terror is the loss of nation's income caused by bullying.

The box below shows another form of impact on irregularity in school.

Impact of Attack on Students

A case of Maria, Peru: When I was 16, after receiving several threatening letters and texts, I was attacked by one of my classmates who cut my face with a razor blade hidden between her fingers. A worker at the school took me to the local medical centre but my father, a cobbler, couldn't afford the immediate or long-term medical costs – equivalent to 20 times their weekly household income and relied on the support of family and friends. My parent reported the case to the police, took the case to court, even though this cost the family the equivalent of my father's monthly income. As a result of this incident, I missed two months of school (Plan International, 2013).

The impact of sexual abuse and violence is also severe. One of the case analysis reports (Orek, 2071 B S) presented that out of 2,225 cases of violence against woman / girl, 51% of them have severe effect of psychosocial pain, mental illness. The report also added that 30% of the victim has physical negative impact, and low morale in society belongs to 18% and followed economic impact to the 6% of victims.

As stated in the report of ICRW (2014), there are many negative effects and consequences of corporal punishment. The same source presented facts of the consequences as responded by 1,444 Nepalese students in the table below.

Table 2

Consequences of Physical or Emotional Violence against Students

Areas of consequences	Girls (%)	Boys (%)
i) Feel afraid of coming to school	14.1	14.1
ii) Miss school for few days	12.5	16.6
iii) Get injured	9.2	18.7
iv) Unable to concentrate on studies	19.9	17.9
v) Felt sad / depressed	15.3	15.1
vi) Isolated / tried to be alone	7.9	6.7

(Source: ICRW, 2014)

Prevention of School Violence

According to Pinero (2006), schools strongly connected with the community where violence is less likely to take place. The existence of “thick trust” among community members, the interaction of parents with the school, a sense of belonging among students involved in the school management, teachers that use flexible, nonviolent means of discipline and establish a true dialogue with the students are all factors that have been proven to have a direct positive correlation with reduced level of violence.

The researcher found that teachers tolerate bullying and led to an increase in bullying behavior (Yoneyama & Naito, 2003) in school. Teachers have also been found to be instigating the amount of bullying that occurs in their schools (Holt & Keyes, 2004). Further, teachers have lack of knowledge to respond it effectively when they observe bullying. Teachers’ ability to respond bullying has implications for student perceptions on it. Almost half of the students surveyed believed that bullying could not be stopped. Another researcher also claimed that most students felt that their peer and their teachers would not stop bullying (Unnever& Cornell, 2003). It was also found that students lack awareness and responsiveness by their teachers; they feel hopeless and believe that effective solutions are impossible.

However, some literatures (Rana, 2006) found some solution to manage bullying in school. According to her bottom-up policy formulation on school bullying at all level and its reinforcement can be possible to stop bullying. School principal can initiate appropriate action as stated school level policy, for example, the principal could establish school association and tackle the issue of bullying through the association. Sensitization against the practice of school bullying to all the school stakeholders also help to end it (Rana, 2006). The same source also claimed that

victims of bullying themselves have coping mechanism to manage the situation of bullying. Below is the case of it:

When one is faced with a difficult situation, one naturally looks for some way to deal with it. When victims of school bullying are sad, they may cry; when they are angry, they may hit out at others; when they are afraid, they may want to run away; when they feel overpowered, they may find themselves trying to please their tormenters; and when they feel helpless, they try to ignore (Rana, 2006, p.145).

Similarly, ICRW (2014) claimed that all forms of violence including school bullying can be managed by establishing strong civil society network, and inclusion of cross cutting activities of anti-school violence at all level such as students /student clubs, schools, family / community, and institution / education policy can be helpful to manage school violence. The source emphasized that education policy makers, community leaders, families, students, teachers, and members of school management committee are the main drivers to manage all forms of school violence though joint effort.,

According to Chevannes (2004), any kind of violence can be managed by providing parents, teachers, and other caregivers the constructive, non-violent disciplinary practices that have to perform in their socio-cultural environment. Apart from it, ban on corporal punishment can be accompanied by the development and piloting of culturally appropriate models regarding constructive, non-violent discipline and classroom management that support the psycho-social development of a child, coupled with training opportunities on constructive discipline orientations, and practices for teachers, parents, and educational administrators (Chevannes, 2004).

Gray Area of Research on School Violence

I found that the existing literature (n.d.) on school bullying has dealt more with the individuals and peers; the broader issue of school climate has largely been

overlooked. They also brought the idea that individuals need to interact within peer groups each day on school violence in their lived setting. The reason is that school setting affects the academic, social, and emotional functioning of all students and it is integrally connected with school climate as well.

The literature uncovers the prevalence of school violence such as corporal punishment, bullying and sexual violence, the phenomenon of school violence and their underlying situational causes. They also suggested that there is a need of further exploration on them. The existing literature as already mentioned above also suggest investigating correlation among corporal punishment, bullying and sexual abuse whether it perpetuates school violence or not.

Despite these areas on research, I found that the existing literatures are silent in uncovering the situation in which children are being victimized from corporal punishment, sexual abuse, and bullying. Similarly, construction of perception of school violence and its possible remedial measures are also grey area for further research. Causes at different level of corporal punishment, bullying and sexual violence are still vague; and its direct consequences to the children's education has yet to be systematically assessed. Moreover, ontology for prevention of school violence at micro, meso and macro level is yet to be constructed appropriately.

The review also gave me knowledge that it is challenging to conclude human sexual behavior, especially expression of adolescent sexual behavior that can be termed as sexual abuse or violence, and as a fun or pleasure or happiness. The Freudian notion (n.d.) encourages searching underlying causes of sexual violence relating to the theory of sexual pleasure. This shows that it is also grey area of previous literature to find out whether violence occurs for fun or pleasure or it is the byproduct of socialization. Apart from it, I identified that there is a need of the answer

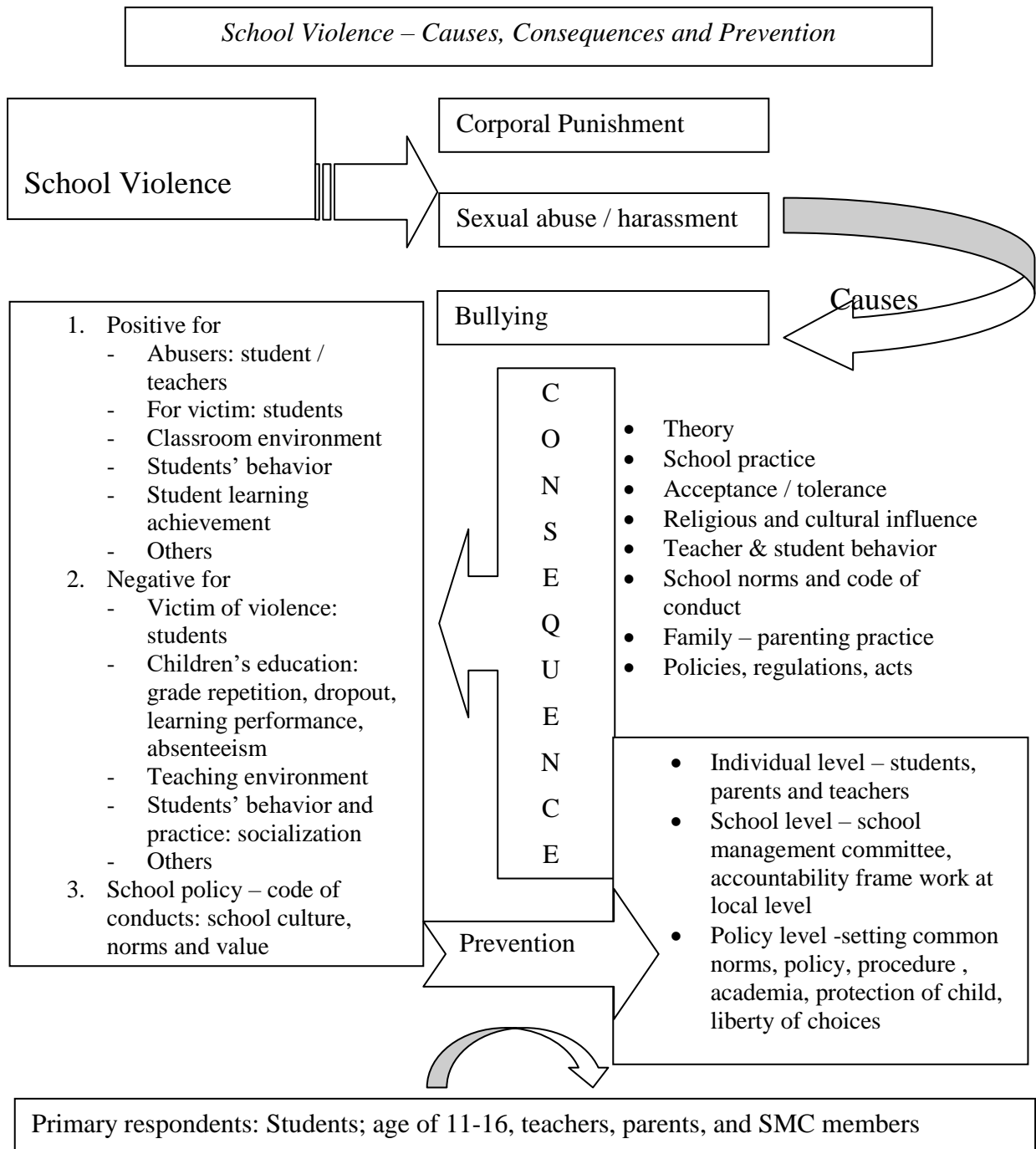
on how the beneficiaries accept the issue of sexual abuse, corporal punishment, and bullying. Their meaning they have is significant area of research which is yet to be done.

Conceptual Framework

Out of these gray areas I choose " school violence: causes, consequences, and prevention" as theme of my study. In order to generate information on these themes I have developed the following conceptual frame that appear in the diagrammatic framework.

Conceptual framework

Figure1. Research Framework



The framework provides the focus of the literatures; indicate the gray areas to do research; and also shows my way of undertaking this study. The research framework also helps me to analyze the connectivity among theory, practice, and consequences.

With support of this research framework, I have investigated underlying causes and consequences of school violence in particular themes such as corporal punishment, bullying and sexual abuse/violence; and then I have explored its prevention practices to tackle the issue. The research framework also helps me to analyze the connectivity among theory, practice, and consequences. To do so I carefully considered Maxwell's (1996) statement. As he said, “a good design for a study, like a good design for a ship will help it to safely and efficiently reach its destination (p. 8)”. This research frame also helps me explored the different elements of the causes, consequence of school violence in different stages of children’s life and draw the meaning from the ground on how to be perceived its causes, effects, and prevention appropriately. In other words, it is a framework for me that was designed to learn about the meaning through the eyes of respondents (Thapa, 2012).

Nutshell of Literature Review

Violence germinates from aggression, instinctual behaviour and psychological pain. *Amygdala*, an almond - shaped nerve center, part of the limbic system, situated on both side of human head, decides influence of on how much violent a human is and also individual sex life – aggressive or emotional.

The history refers that while human settlement transformed into a semi-permanent settlement in a cave, and they started to claim their own land with making some boundary /territory. This was the point of departure towards violence in human society. Unfortunately, the marriage system departed into the violence against female in general and sexual violence imposed by male in particular.

Inner conflicts germinate violence. Three segments of personality “*id*”, “*ego*” and “*super ego*” always operates theory of pleasure and theory of reality, both theories crossfire each other and evolve violence – sexual or bullying and punishment.

The violence refers to an intentional use of physical force or power, threatened that cause pain, injury and even death.

Misinterpretation of religious text also perpetuates the violence – especially corporal punishment, people in power, who use it to protect and promote their power and prestige. *The Bible, the Quran, the Puran* and other texts is for use in the supernatural arena only.

In Medieval Europe church schools were using corporal punishment to maintain discipline. Whipping, paddling, flogging, and beating were common forms of corporal punishment in schools and it is also common everywhere. Application of behaviorism learning theory also encouraged to keep on corporal punishment in teaching whereas the followers of constructivism and rationalism learning theory stopped the use of it.

John Locke, a first advocator at least in the West against practice of corporal punishment and was able to convince Polish legislators to ban corporal punishment from Poland's schools in 1783.

The literatures on violence gave clue that there are two categories of bullying: the first category is reactive, that is considered a reaction to a frustration or an aggression; and the second category is proactive, aiming to obtain some material or social recognition. They say that it is physical and psychological problem among the adolescents. Generally, a bully does harm to others. It is a composite product of individual characteristic, culture, and group belief. Bullying appears to peak in early adolescence, approximately between sixth and eighth grades. These literatures mentioned that a learner is bullied when s/he exposed repeatedly over time to aggressive behaviour that intentionally inflicts injury or discomfort through physical contact, verbal attacks, or psychological manipulation.

Another form of literatures came up with the understanding that food, air, and water are necessary for survival of individual, but sex is necessary for the survival of the species. They say that sexual excitement is almost entirely a matter of pleasurable arousal, the more stimulated an organism, the more pleasure it feels. Such biological feeling and needs, human being somehow may turn into violent behaviour which resulted sexual violence. The nature of sexual violence ranged from unwanted physical touch to forced sex. It is significantly associated with the age of women or girl.

Literatures on school based sexual violence mentioned that it includes the broader terminology of sexual abuse and sexual exploitation. Sexual abuse occurs everywhere within the school compound: in the toilets, laboratories, classrooms, head teacher's offices and staffrooms. One of the literatures claimed that it occurs due to the influenced of biological, psychological, and environmental factors. Stimulation of the *amygdala* is often followed by aggressive attacks, the literature added.

These literatures also came up with the understanding that school based sexual violence is widespread everywhere. They found that no country is immune from sexual violence in school, for example, sexual abuse and sexual exploitation. The cause of school dropout is school violence, sexual abuse in particular. These literatures also mentioned that it is very common, and either easily accepted or often silently overlooked in Nepal and other countries as well. The literatures also claimed that however, the victims and their parents are becoming more sensitized against the ill practice of sexual abuse and exploitation - they are becoming bold enough to bring such cases to the attention of authorities and able punish the perpetrator according to the law. The result of these literatures is that, nowadays, especially the behavior of schoolteachers is gradually changing against sexual violence in school. This gradual

change has become possible started to act against the perpetrator who was involved sexual violence (abuse and exploitation) in school which is being done many governments.

The different literature indicates that most victims have been abused on the way to or from school. The school compounds do not guarantee protection either. Sexual abuse occurs everywhere within the school compound: in the toilets, laboratories, classrooms, head teacher 's offices and staffrooms. Thus, avoiding the interaction of a single adolescent girl with a senior male peer or teacher could reduce the risk of sexual abuse or rape. The same literature suggested that adolescent girls remain in a group to and from school as a precaution to prohibit unexpected sexual abuse.

According to the Nepal's sustainable development goals base line survey report, the global commitment on prevention of school violence can be seen in sustainable development goals i.e. goal four ensure all learners acquire the knowledge and skills needed to promote sustainable development through education for sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural (NPC, 2017). They have taken concrete steps to harmonize the laws with international standards and enhance the realization of child rights and wellbeing. However, there is still a long way to go to enhance the implementation of these laws and policies. The enforcement of these laws and policies is lacking. These literatures also came up with the understanding that regular monitoring mechanism to prevent school based sexual violence is also lacking. They reported that the perpetrators are still taking advantage of the monitoring gaps and hooking the adolescent girls to fulfill their sexual desires by abusing power and authority in school.

Back home in Nepal, government is also trying to end the practice of corporal punishment through policy provision and teacher training. For instance, “policy provision for learn without fear environment in school 2012” and “child friendly school national framework 2011” are major policies brought by Ministry of Education to tackle the issue of corporal punishment and sexual abuse in schools (MOE, 2014). The policies have brought positive impacts such as use of nonviolent teaching code of conduct, disciplining through student counseling and giving extra homework (n.d.).

CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter I discussed about school violence from religious, cultural, human physiology and desire, human behavior, and practice perspectives. The discussion paved the road to design my research framework. It also helped me figure out research methodology and areas of school violence to be explored. In this chapter I have mentioned my methodology of this study. This multisite case study following embedded mixed methods included *Sunsari* district for *Muslim* communities, *Baglung* district for *Magar* communities and *Kanchanpur* for *Tharu* communities in which 834 students, parents, teachers of the communities directly participated.

As I understood methodology is logic of enquiry and process of investigation of potentialities with given limitations of procedure or techniques (Olsen & Morgan, 2005). It comprises combinations of methods and interpretation done by the researcher. Olsen and Morgan argue that methods are techniques of data collection and transformation.

Nature of Research

Pragmatists do not see the world as an absolute unity and always perceive diversity meaning of knowledge claim. It goes to mixed methods by collecting and analyzing data rather than subscribing them (Creswell, 2011). The same literature explains that the researchers are free to choose the methods, technique, and procedure of research that the best meet their needs and purpose. So, I followed pragmatist standpoint while conducting the research. As a philosophical underpinning for mixed methods studies, Tashakkori and Teddlie (1998); Morgan (2007) and Patton (1990)

convey its importance for focusing attention on the research problem and then using pluralistic approaches to derive the knowledge about the problem.

There are six natures of mixed methods studies: i) sequential explanatory, ii) sequential exploratory, iii) sequential transformative, iv) concurrent triangulation or convergent, v) concurrent embedded and vi) concurrent transformative (Creswell, 2011). Considering the nature of research design of different mixed methods, and looking back to my research question, I decided to follow the concurrent embedded research mixed methods in which both data: qualitative and quantitative, collection went concurrently. The reason was that concurrently embedded quantitative data derived from students' opinion survey which complemented to discuss on cohesiveness of research findings (chapter VII). Ideally, the weight is equal between the two: QUAL & QUAN, but often in practice, priority may be given to one or the other (Ibid. p.213). With support of this reference, I gave low weight to the quantitative as compared to the qualitative. Since the research question was searching the value of humanism and relativism perspective, explored unheard voice through students' opinion survey, I decided to choose multisite case study from *Tharu*, *Magar* and *Mulsim* dominated schools.

In this approach researchers do two things in employing descriptive method while adopt QUAN (Leedey, 1997). First, s/he observes with scrutiny to the population followed by the research parameters; and second, s/he makes a careful record of what they observe so that when the aggregate record is made, the researchers can then return to the record of observations described. As a researcher of concurrent embedded mixed methods, I analyzed all qualitative data employing explorative discussion in different themes. With support of the facts derived from students' opinion survey, I described to the different themes further in which some

quantitative facts embedded in the explanation. This suggests that my research was thus an explanatory and a descriptive in nature.

Philosophy of the Research

Researchers state the paradigmatic assumptions underlying their research so that the reader can establish a worldview of their position (Miles & Huberman, 1994). There, s/he gives an expression of the configuration of beliefs, values, explanation, and basis for the solution of a problem (Behr, 1983), while others take it as a cluster of beliefs that influence what must be studied, how the study should be conducted and the results be interpreted (Kuhn & Martorana, 1982). Following the notes above, I explored the perception and practice at the ground on how the student, teacher and parent understand about school violence, consequence of it and ways to prevent in their own context.

There are four alternative knowledge claim premises (position) while design the research (Creswell, 1994). First is positivism; second is constructivism; third advocacy / participatory, and fourth is pragmatism. The positivism claims knowledge from reductionism, empirical observation, measurement, and theory verification. The constructivism knowledge claim premise refers to understanding through multiple participants meaning, social and historical knowledge, and generate the theory. The advocacy/participatory research see the changes through political, collaborative and empowerment process (Creswell, 1994). The pragmatism premise on the other hand suggests looking into the consequences of actions, problem centered, pluralistic and real-world practice oriented. In reference to four knowledge claim premises on research, I followed the last one i.e. pragmatism. The reason is that it provided me a set of ideas articulated by many authors, such as Dewey, James, and Pierce, Murphy, Rorty, and West (n.d.). It also gave me ideas of “what works,” use of diverse

approaches, and value of both objective and subjective knowledge (Cherryholmes, 1992). Though I have seen consequences of action, real world practice and level of acceptance on school violence: corporal punishment, bullying and sexual abuse, I liked to explore further on school violence whether the issue has been embedded in school culture and practice or already eradicated. Considering as social or cultural phenomenon of a research subject, I choose embedded mixed method of research to claim the knowledge of multiple reality on the research subject. Thus, I also included different nature of the research participants or respondents belongs to different culture communities such as *Muslim, Tharu* and *Magar* for analyzing different perspective.

A qualitative study assumes reality as a multiple layered, interactive social construction of social sciences, mixed methods research has increased its popularity and also considered a legitimate, stand-alone research design (Creswell, 2003). It is defined as “the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially and involve the integration of the data at one or more stages in the process of research” (Creswell, Plano Clark, Guttman, & Hanson, 2003, p. 212). Following this, I collected data concurrently in single study. However, students’ opinion survey with 834 students was completed a bit earlier than the qualitative data collection. Once qualitative data entry and analysis completed, and then the facts received from the students’ opinion survey were embedded in thematic data analysis. However, the qualitative data collection guidelines and students’ opinion survey form was designed within the themes of cause, consequence, and prevention of the school violence concurrently which was necessary to complement qualitative data analysis, further explanation and reaching to conclusion.

Research Paradigm

Usually there are two strands of doing research QUAN and QUAL; the mixed method is the outcome of pragmatic thought (Teddlie & Tashakkori, 2009). First paradigm rigidly follows all the research stages, no third-party intervention so that biases are prevented whereas the second paradigm builds good relationship with the sample group and search real information so that multiple realities could be uncovered. Similarly, the first paradigm establishes theory by testing the facts objectively with support of mathematics and statistics calculation. But the second paradigm emphasizes subjective points of view and human values, especially human being their surroundings and culture (Teddlie & Tashakkori, 2009). I as the user of the two paradigms concurrently i.e. embedded mixed methods, I paid attention to more subjective and less objective reality while exploring the knowledge there at the ground since I selected embedded mixed methods with higher attention to the subjective reality of the knowledge claim.

The table below explains different research paradigms and their theoretical relation used in social and behavioral sciences (Tashakkori & Teddlie, 1998) along with my methodological positions in them:

Table 3

Paradigms and Theoretical Premise Used in the Social and Behavioral Sciences

Paradigm	Positivism	Post positivism	Pragmatism	Constructivism	My methodological position
Methods	Quantitative	Primarily quantitative	Quantitative + qualitative	Qualitative	Qualitative + quantitative
Logic	Deductive	Primarily deductive	Deductive + inductive	Inductive	Inductive + deductive
Epistemology	Objective point	Modified	Both	Subjective	High emphasis to

	of view: knower and known are dualism	dualism. Findings probably objectively “true”	objective and subjective point of view.	point of view. Knower and known are inseparable.	subjective point of view and embedded objective view.
Axiology	Inquiry is value-free	Inquiry involves. Values but they may be controlled.	Values play a large role in interpreting results.	Inquiry is value-bonded.	Values play a large role in interpreting results.
Ontology	Naïve realism	Critical	Accept external reality. Choose explanations that best produce desired outcome.	Relativism	Accept external reality. Choose explanations that best produce desired outcome.
Casual linkage →	Real causes, temporarily precedent to or simultaneous with effect	There are some lawful, reasonably stable relationships among social phenomena. Causes are identifiable, that may change over the time	There may be causal relationship, but we will never be able to pin them down.	All entities simultaneously shaping each other. It is impossible to distinguish causes from effects.	causal relationship

Sources: Tashakkori and Teddlies (1998, p. 23)

Following the pragmatism research paradigm with embedded mixed methods of inquiry, I interpreted subjective views domination and embedded students' objective views received from students' opinion survey. In doing so, I paid attention to the existing values of school violence: corporal punishment, bullying and sexual abuse (Steckler, McLeroy, Goodman, Bird, & McCormick, 1992) while embedding survey data into the subjective data analysis and interpretation.

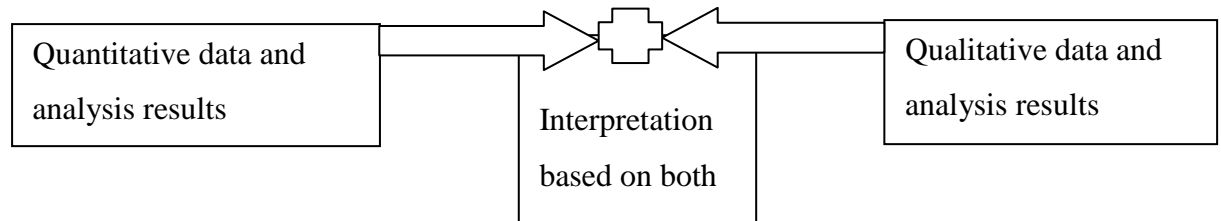
Research Design

I took the frame of Tashakkori and Teddlies for designing the research method. My design was embedded mixed methods. The combination of both forms of data provided me the most complete analysis of problems (Creswell, 2011). In this process, I situated numbers in contexts and words of participants, and I framed the words of participants with numbers, trends, and statistical results. I also realized that reporting only qualitative participant views of a few individuals may not permit generalizing the findings to many individuals. So, I embedded eight hundred thirty-four students' opinion (*Tharu, Magar and Muslim*) as quantitative data (Creswell, 2011) into qualitative information derived from different nature of participants' views.

The benefit of embedding quantitative data into qualitative facts in the evaluation of a complex intervention has two potential benefits (O'Cathain et al, 2007). First, the two methods may complement one another so that qualitative data illuminate some aspects of the intervention, while quantitative facts provide insight into others. Second, the use of mixed methods like the embedded concurrent design may be multiplicative, in that the combination affords greater insight than either method alone. It is the integration of data or findings from the different components

of the study that is the key characteristic and unique contribution of the mixed method research. The framework of the design is given below:

Figure 2. Triangulation Mixed Methods Research Design



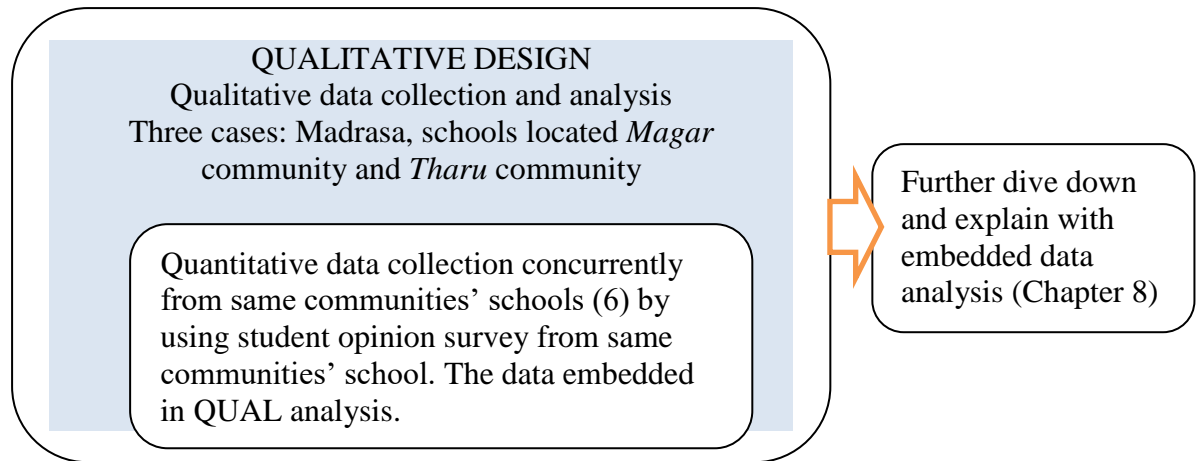
Source: (Kundalaputra, 2007, pp.57-60).

This design was initially conceptualized as a "triangulation" design where the two different methods were used to obtain triangulated results about a single topic, but it often becomes confused with the use of triangulation in qualitative research, and I used this design. The figure below shows that I used qualitative and quantitative methods concurrently. I acquired the reference of explanation and meaning at the ground through qualitative data to claim the ontology in regards of school violence. The casual relationship among the corporal punishment, bullying and sexual abuse was examined and analyzed the cause and effect through qualitatively, and further explained all these themes with support of the facts received from student opinion survey. Here, let me explain on how to carry on embedded mixed method design and I adapted it from Creswell (2011, p. 70), and I applied it for my research to generate knowledge by embedding objective data into qualitative subjective analysis.

As an embedded research design, I followed qualitative design in which qualitative data collection of three different cases such as Madrasa, schools with more than ninety percentage *Magar* students and other schools located in the community where more than ninety-five *Tharu* people settlement. Concurrently quantitative data collection through student opinion survey form of the same communities and embedded the data while further analyzing and explaining the causes, consequences,

and prevention of school violence (Chapter seven and eight). The following figure explained on how it was used.

Figure 3. Embedded Research Design



Source: (Creswell, 2011, p. 70)

Here, I utilized a qualitative priority where a greater emphasis was placed on the qualitative methods and the quantitative methods were used in a secondary role (Creswell, 2011, p. 65) and it is cited in researchdirect.uws.edu.au as well.

Firstly, I stated qualitative research tools, data collection process and protocol. I also determined research participants mainly *Muslim*, *Tharu* and *Magar* students, parent, and teachers.

Secondly, I formulated qualitative research guideline with possible questions for research participants who were purposefully selected, and classroom observation guideline. I also planned on how to approach for exploring qualitative data considering the research ethics. I followed purposive sampling procedure for qualitative data collection, but I applied cluster, quota and stratified sampling process while administered student opinion survey for 1,100 students. According to the embedded (with high value to QUAL) research design, I had set questionnaires of student opinion survey to receive either nominal or ordinal data rather multiple scale data in single variable which also limited in analysis of data dispersion from the

center value. According to the design for embedding the quantitative data, I followed a strategy of connecting quantitative data to build qualitative data analysis for further interpretation and explanation (Creswell, 2011, p. 67).

Thirdly, I reached to all three schools and different research participants in different regions which took a lot of time for collection of the data. But for the case of quantitative data, I just dispatched the sets of questionnaires to the different sample schools and respondents, and also took help of three trained co-researchers as data collectors from these schools which worked well to complete data collection a bit early. This helped me obtain all the dispatched questions back successfully. In this sense I followed concurrent timing for data collection (Creswell, 2011, p. 66).

Finally, I summarized concise the knowledge of the different research participants inductively and condensed the respondent views received from close-ended questionnaire separately. I produced complete understanding of school violence phenomena: cause, consequences, and prevention of violence in school which I ultimately concluded it as a nutshell of the numeric facts and textual quotes, photographs and observed researcher eyewitness.

The Qualitative Research Strand

The qualitative research has gained widespread acceptance in the past 20 to 30 years (Denzin & Lincoln, 1994). Qualitative researchers use inductive logic or reasoning through inductive process to qualitative data converted into general theory. Strauss and Corbin (1998) explained that grounded theory is an example of methodology for theory development from the grounded narrative data gathered systematically and analyzed information inductively. In this process I applied Patton (2002) who explained:

Inductive analysis involves discovering patterns, themes, and categories in one's data, in contrast to deductive analysis where data are analyzed according to an existing framework (p.453).

Qualitative research is exploratory in nature (Creswell, 2003). Exploratory research generates information about unknown aspects of a phenomenon, and it fits well with inductive nature of qualitative research though the exploratory in nature is common for quantitative research as well (Teddlie&Tashakkori, 2009). Teddlie and Tashakkorialis also described that the qualitative research is conducted with support of different theories such as grounded theory, critical theory, phenomenology, ethnography, and case study (p.25).

Considering the qualitative research logic, purposes, and its research question, I followed inductive logic while analyzing the data following grounded theory for knowledge claim. My research was explanatory in nature. The grounded theory and explanatory nature of research, this was easy for me to apply it in embedded mixed methods research design that I proposed for my study.

Samples / Cases

According to Teddlie and Tashakkori, the estimated sample size for case studies of institutions often varies from approximately four to twelve studies (2009) and sometime one case study can also be sufficed. Following this, three public schools situated in three different communities such as *Tharu*, *Magar* and *Muslim* of Nepal were selected with support of information rich cases. However, the cases were increased six schools while combined quantitative data such as student opinion survey data. Within the three cases, I explored the phenomena of violence rooted in school by using different methods of inquiry such as observation, focus group discussion and in-depth interview. I searched different cause and effect factors of school violence

whether it belongs to human behavior, tradition / culture, school environment or external influence. I mainly observed incident/case of violence or collection of diverse views of students, teacher and parents; and school system – code of conduct etc. Thus, my qualitative method of inquiry was like a phenomenology.

It is an act, process, or technique of selecting a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Merriam-Webster's, 2001). The aim of sampling is to produce a miniature copy of the population. Each member of the population has an equal likelihood of being selected into the sample. There are three types of population. One is theoretical target population (universe), two is empirical population, and three is sample population. In my research, for example; all the students, students at selected sample schools, and students interviewed are universe, empirical and sample population respectively.

According to Creswell (2003), non- probability sampling includes convenience, purposive and quota sampling techniques to be offered while selecting the samples. Convenience sampling is easy to access research participants, there is no need to give more justification for selecting the sample. Thus, I selected one school from the already sampled two schools of *Muslim* community, *Tharu* and *Magar* communities of different districts such as Sunsari, Baglung and Kanchanpur district of Nepal respectively by applying purposive sampling technique for qualitative data collection.

There are five research purposes particularly in qualitative studies enumerated by Maxwell (1998). The five purposes are:

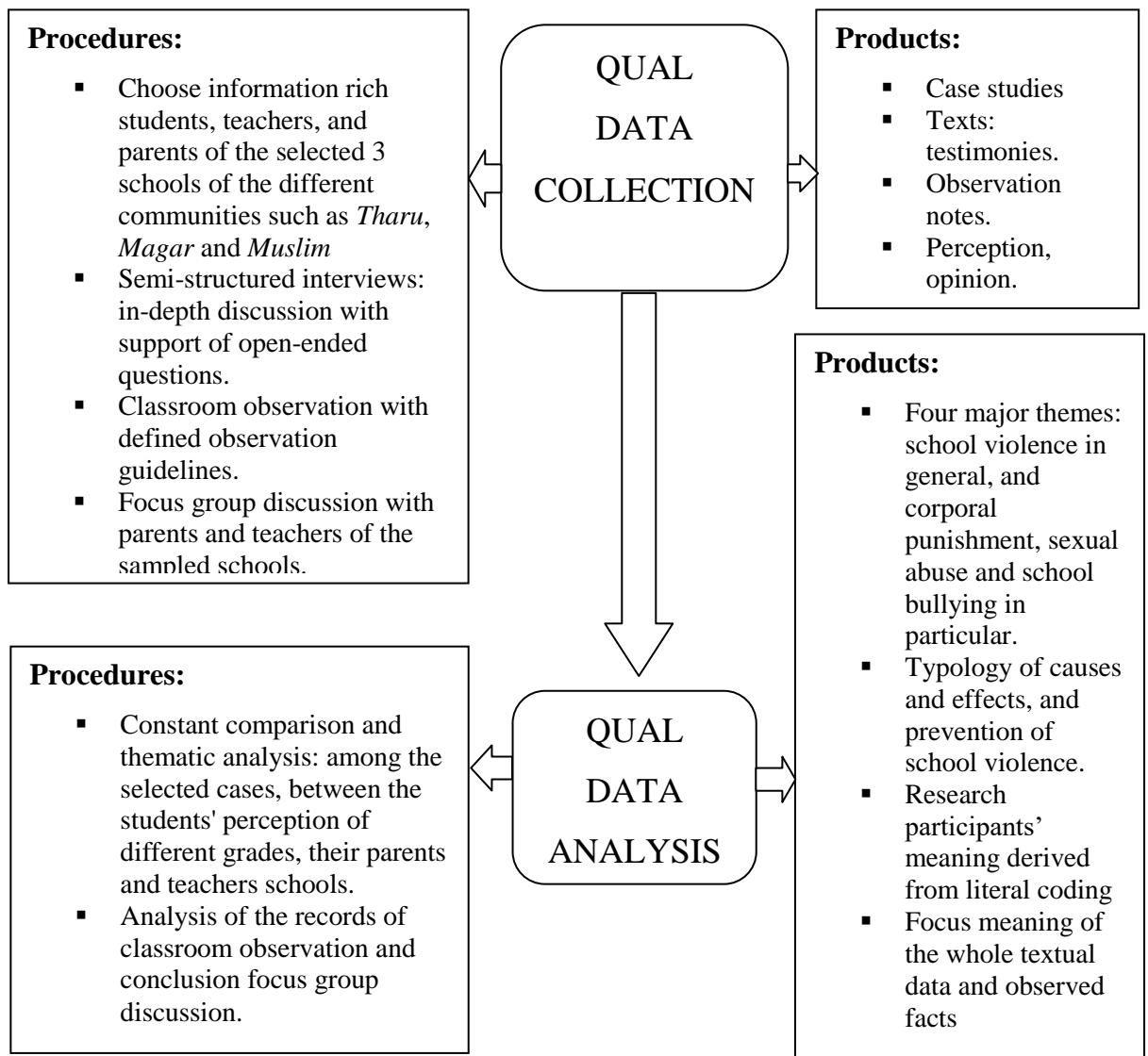
- i. Understanding the meaning that participants in a study give to the events, situation, and actions that they are involved with, and of the accounts they give of their lives and experiences,
- ii. Understanding the particular context within which the participants act, and the influence this context has on their actions,
- iii. Identifying unanticipated phenomena and influences, and gathering new grounded theories about them,
- iv. Understanding the process by which events and actions take place, and
- v. Developing causal explanations.

It consists of written descriptions of people, events, opinions, attitudes and environments, or combinations of these. Data is derived from direct observation of behaviors, from interviews, from written opinions, or from public documents (Sprinthall et al., 1991). Here, I followed the same to explore the perceptions, experiences through observing, interacting and focus discussion with different research participants such as students, teachers and parents who belongs to *Tharu*, *Muslim* and *Magar* family and communities.

The goal of qualitative research is thus to understand people, places, or situations. Qualitative research seeks to deeply describe people, their behaviors, experiences, interpretations, and their environment (Creswell, 1998). The focus of studies is a complete picture of a situation, person, event, technique, or in-depth view of the environment.

Here, I explained about procedures and products while I was collecting and analyzing the qualitative data, which is presented in figure four below:

Figure 4. Procedures and Products of Qualitative Data Collection and Analysis



In this qualitative aspect, I applied multi-method in focus, involving an interpretive, naturalistic approach to subject matter, and used an inductive approach that started with specific observations of phenomenon. That allowed me to analyze categorically as emerged categories during the data analysis stages. Those emerging categories describe routine and problematic moments and meanings in individuals' lives (Denzin & Lincoln, 2000), I applied it for searching the meaning of school violence, cause and effect including the ways they experience to prevent violence themselves.

Strategy of the Inquiry

Several preliminary observations and document analysis is necessary to explore and to synthesize the findings. These activities support significantly to narrow down the statement of the problem for the study and development of the research questions and assumptions (Creswell, 1998). In order to understand a phenomenon, reveal the meaning of the situation, or explain a process (how things happen), explanatory case study is considered as most appropriate (Creswell, 1998). It helps interpret phenomena with details that provide in depth insights into participants' experiences (Ibid). I followed the same strategy while inquired the phenomena of the school violence of the different three social or cultural settings such as *Tharu, Magar* and *Muslim*.

Once I got much familiar with the research participants, then I started to talk indirectly or informally about my research purpose in different occasion over the period of actual field work. That approach helped me to get into them before start of actual discussion, interaction, or interview. I followed the following steps while collecting primary data:

First, I handed over my research purpose and sample population to the district education officer and received permission letter to carry on field work to the selected school. I visited to the respective schools with permission letter given by the district education office and met to the head teacher. I also explained my purpose of the visit and handed over the permission letter to the head teacher. Finally, I got permission from the head teacher to stay school for interaction, discussion and observation as needed.

Second, I started data collection task with general observation of the school activities and followed to review school records, case of violence incidents, meeting

notes, school code of conduct, disciplining procedure, available play/sports and learning materials. I observed classroom teaching / learning activities of grade five, six, seven and eight for at least five periods. I did it more intensively for grade six to eight only. The classroom observation went for seven days each school. I made observation note for each day and verify them before consolidation of the observation notes of the different days. Once I completed the classroom activities observation, then I conducted focus group discussion with students, teachers, parent including school management committee members. I also made short cases for support of discussion and observation textual and visual facts.

As a reference of Dulayakasem (2003), I also used field notes or visual records with their consent to receive the respondents' experiences, feeling, viewpoint, memory, human meanings towards social and culture surroundings and context while collecting qualitative data. Later, both data was integrated to meaning at ground regarding the school violence especially the cause and effect of corporal punishment, bullying and sexual abuse, and ways to prevent them.

Research Participants

The participants were selected according to the researcher judgment and research purpose as Kruger (1988) stated, who have had experiences relating to the phenomenon to be researched. Neuman (n.d.) highlights the appropriateness of selecting unique cases purposefully so that the selected research participants could understand the central phenomenon of violence rooted in school and possible alternatives to end it. I had proposed the following research participants and criteria as given in the table:

Table 4

Selection of Research Tools and Participants

When	Who	Why	Criteria
Class observation	Students and teachers during teaching hour	To observe teacher and student behavior and practice during teaching hour.	Natural setting of classroom teaching learning activity in grade six to eight. Direct and indirect observation without disturbing to student and teacher is crucial.
Focus group discussion	a) six to ten girls' students b) six to ten boys' students c) six to ten parents including SMC members d) six to ten-woman teachers and parent	To understand on how the research participants perceived school violence such as cause, effect, and ways to prevent.	Literal meaning and focus meaning as noted quote, experience sharing, and validation with facts observed.
Key informant interview	Head teacher, student	To triangulate for further clarity on issue of violence, effect, and management	They must be aware of violence and involved in imposing violence or management of it.

Qualitative Data Collection

Observation focus group discussion and key informant interview are the instrument of qualitative data collection (Creswell, 2009). I used mainly observation guideline and focus group discussion guideline. I also applied picture discussion guide

for the student as instrument for collecting the qualitative data. In observation, I became a participant in the culture or context being observed (Torchim, 2002). While observing, I worked as a participant (Creswell, 2009) and recorded information as it occurred with their consent. Participant observation was usually the main aspect of the qualitative research (Creswell, 2009) which also made me close with them (Dooley, 2007) so that I easily observed their behavior, action and reaction in their natural classroom setting (Sullivan, 2001). Field notes were mainly taken as supportive source of data collection during the observation.

Focus group is a forum that is appropriate for making discussion on people's daily life and experiences by including their stories, and narratives (Kamberelis & Greg Dimitriadis, 2005). In connection with this research, I organized eighteen focus group discussion with girls' students, boys' student, teachers, and parents of the two schools and one Madrasa. Each group had five to seven research participants. This allowed me to gain insight into how people construct their world, and the dynamics of group discussion allowed an interaction between participants, which leads to add insight and information (Maykut & Morehouse, n.d.). Interaction was also a unique characteristic of a focus group (Ibid.) to explore the concluding ideas on cause of violence embedded in school, its effect, and their perspective on how to prevent it. Follow up questions and open-ended questions were used during the discussion until to reach the concluding idea from the group.

The individual key informant interviews to explore detail information as constructivist perspective of the inquiry are thought more appropriate (Henning, 2004) for my study. The key informant as a main research participant is regarded as social actors interacting with the interviewer in a communicative event (Ibid). Thus, I also interviewed individually who had rich information, and that helped to refine the

meaning of group discussion and observing facts which propounded insight into how the violence embedded in school culture and ways to prevent. This approach resembles to what Sullivan (2001) said in relation to in - depth interview technique that explores a wide range of topics by taking long duration. Considering the research participant's intense engagement in their work, in-depth interview is taken with the key informant in different time phases and setting. For this, I visited them repeatedly with the purpose of understanding their experiences, stories from their own meaning or perspective.

Qualitative Data Analysis

According to Creswell (2012), data analysis is taking the data apart to determine individual responses and putting it together to summarize it. First, I gathered all the data received from different data collection instruments. I read all the data either source of transcribed or field notes. I carefully studied literal meaning from the individual quotes, visual facts, concluding remarks of the discussion and outlined focus meaning through focus data coding procedure. I coded all these data in different breakdown for leveling the text in a form of description and broad themes (Creswell, 2012).

The data was analyzed through the inductive logic i.e. going from detailed data to general codes and themes or categories with the purpose of getting meaning or conclusion. As stated by Creswell (2012), categorizing means the similar codes aggregated together to form a major idea or theme in the database. It is also reducing data through the process of merging and regrouping. Thus, I read the collected data many times, made notes on emergent trends and then I constructed theme (Denzin & Lincoln, 2011). Moreover, I compared the findings of the thematic analysis with the selected cases, between the students' perception of different grades, sex and culture,

their parents, and teachers. The records of classroom observation and conclusion focus group discussion were also compared while analyzing the qualitative data of school violence in general, and corporal punishment, sexual abuse, and school bullying in particular. Typology of causes and effects, and prevention of school violence was another aspect of the data analysis (Ibid.) used in this research. The data-generated categories and sub-categories were coded into the literal meaning, and then clustered into the three themes such as cause, consequences, and prevention of school violence with sub-theme like corporal punishment, bullying and sexual abuse.

Data Reduction and Coding

Data is further refined during the process of data analysis. In view of this, the first step is coding and categorizing of data. This process mainly refers to the data reduction (Miles & Huberman, 1994). It has been further explained that data reduction refers to the process of selecting, focusing, and simplifying and abstracting the data collected. In this study, the data-generated categories and sub-categories were coded into the literal meaning, and then clustered into the three themes such as cause, effect, and prevention of school violence. I followed focus data coding procedure in which some of the irrelevant literal coded data were removed.

The Credibility of the Research Findings

Trustworthiness and credibility in qualitative research are major concern in terms of data collection and data analysis (Bryman, 2008). In this context, the triple crisis i.e., crisis of representation, crisis of legitimating and crisis of praxis is also major concern of trustworthiness (Denzin & Lincoln, 2005). I took care of it while taking the sample, during data collection, data reduction and coding. To reduce the crisis of praxis, I assured not harming any research participants from the research so that they could know the research is only to explore the situation of school violence

and that might have helped readers or policy makers to understand cause, effect, and prevention of school violence.

I maintained the credibility of the research findings through referential adequacy, a process whereby various documents, official records, pictures, and transcripts of interviews and focus group discussions as well as field notes collected during the study. They were made available for future reference and thus established referential adequacy. All those data included either in annex or main chapter for reference of the focus meaning and knowledge claim.

Triangulation improves the credibility of the study by comparing multiple sources of data used to assess the same variables. For this purpose, I maximized my engagement to develop a trusting relationship with the research participants. I changed myself for friendly behavior towards research participants in exploring their views and reality (Watt, 2007). I also facilitated to the students to draw picture on how they perceived cause and effect of school violence, and ways to prevent it. Which was much easy to them for giving symbolic message through drawing picture. Member checks also enhance credibility of the findings by subjecting them to the additional interpretations and opinions of the study participants (Watt, 2007).

The data analysis/interpretation and findings will be reported back to the participants to see if these interpretations made sense to them (Watt, 2007). I did it two to three times for better conformation whether the literal meaning and focus meaning directly connected with the views or experiences of the research participants. This process enhanced credibility and provided opportunity to incorporate the researcher participants' perspective and experience into the analysis process (Bryman, 2008).

Research Ethical Standards

I followed the prescribed norms of behavior and practices and avoided some other behavior and practices (Creswell, 2012). Those normative guidelines had served to advice and steer my quest while conducting field activities (Bloor & Wood, 2006). In this consideration, I also maintained following ethical standards suggested by Bryman (2007) while doing the research.

- i) Ensured whether there is harm to participants.
- ii) Ensured whether there is lack of informed consent.
- iii) Ensured whether there is an invasion of privacy.
- iv) Ensured whether deception is involved.

Thus, I mainly followed "do no harm" principle while talking to the research participants. I discussed only to the research participants like to express their views according to my request. I did not force to express their views to serve my inquiry if they found uncomfortable to tell me. Thus, for instance, I had also taken help of a women research associate to conduct focus group discussion with adolescent girls and women parent to explore their views, experiences, and position about school violence particularly sexual abuse, bullying and corporal punishment. I conducted my research field work once I received formal consent from the school authority, and I also verbal consent each of the research participant while discussing or talking on research subject matter. I protected privacy of the research participants' identities such as name with caste and age; however, I used pseudonyms while using the research participants' views, or statement so that I could have easily protected their privacy (Creswell, 2009). I was faithfully honesty to all research participants and explained the purpose of research rather than hiding the main purpose and explain other things before carrying on the research. However, as a sensitive issue of sexual abuse, one main

element of the research, I tried to discuss more indirectly to explore the hidden facts without harming of the research participant.

The Quantitative Data Inquiry within Embedded Qualitative Design

According to Creswell (2009), the researcher verifies a theory by questions derived from the problems to be explored. In my research, the qualitative discussion prevailed school violence such as bullying, corporal punishment and sexual abuse impacts children's education negatively", and "teacher, student and parent behavior and their previous socialization invites violence in school, so the violence is stopped through self-discipline of the individual rather using external influence (policy, or bylaw etc.)". But I wanted to do further explanation whether school violence impacts negative only. Moreover, I loved to know further whether school violence is behavioral and previous socialization issue. Within these premises, I wanted to see the facts through only students' perspective so that I could pick the ground knowledge from the experienced one such as students. I believed it also further validate my research knowledge claim. To inquire students' perception, I formulated twenty-five close-ended questions on three main outcome variables such as cause, consequences, and prevention of school violence to verify search the knowledge as perceived by the students.

The sampled student respondent were girls and boys studying in grade eight to ten belongs to the Muslim, *Tharu* and *Magar* communities or families. There were eight hundred thirty-four students included for data entry and analysis. I connected the student opinion survey findings into the relevant themes of the qualitative data analysis and interpretation. The main product of the data was numerical item returned respondents' forms with one hundred forty-five opinions stated in twenty-five close ended questions in three outcome variables: cause, effect and prevention included

comparisons and conclusion to draw knowledge on school violence. Here in my research that the different variables (reasons) associated with violence; and its respondent variables (girls and boys, different grades, different schools/ Madrasa) related to cause, effect and ways of prevention was measured. This procedure reinforces the cause - and - effect logic of quantitative research (Creswell, 2009).

The Population and Sample

The research population universe of *Tharu*, *Magar* and Muslim students were 279,359 of the three sampled districts, only sampled the then three village development committees' now wards of rural municipality interchangeably called Palika targeted research population decreased into 18,457. The number was again decreased to 1,252 while sampling only eight to ten grade students. Out of the 1,252 targeted research population, I sampled 1,100 student respondents of the sampled six schools which explained in the below table:

Table 5 *Sampled Student Respondents for Distribution of Questionnaire*

SN	Study Schools	Sampled for QUAN Survey	Students' Pop: 8 to 10 grades		
			Girls	Boys	Total
1	Kanchanpur- Shankarpur-Bhanu Sec. School	✓	139	128	267
2	Kanchanpur- Shankarpur-Saraswoti Sec. School	✓	143	133	276
	<i>Tharu student</i>		282	261	543
3	Sunsari-RamnagarBhutaha-JamiatulIslah Al – Islamia (Madrasa)	✓	89	109	198
4	Sunsari-RamnagarBhutaha-Balkrishna Sec. School	✓	51	71	122
	<i>Muslim students</i>		140	280	320
5	Baglung- Tangram-Dhara Secondary School	✓	88	109	197
6	Baglung- Tangram-Narayani Secondary School	✓	89	103	192
	<i>Magarstudents</i>		177	212	389
	Total students of grade 8 to 10		599	653	1,252

Within this universe, I followed Nis Population and Sample calculation procedure (Krejcie & Morgan, 1970) while pulling sample number of students from grade eight, nine and ten in which includes both boys and girls. I followed random sampling i.e., random sampling table, while selecting the respondent students.

Sampling is simply the process of learning about the population based on sample drawn from it (Gupta, 1989). Thus, in the sampling technique instead of every unit of the universe only part of the universe was studied, and conclusion was drawn on that basis for the entire universe. Besides, I was aware that there are broadly two types of sampling (Merriam-Webster, 2001). First is probability sampling in which includes simple random, systematic random, stratified random, random cluster, stratified cluster and complex multi-stage random. The probability sample is one in which each element of the population has a known non-zero probability of selection. However, it cannot guarantee “representativeness” on all traits of interest. Second is non-probability sampling in which includes convenience, purposive and quota sampling techniques to be offered while selecting the samples. The purpose of using non-probability sampling procedure is to meet the sampling procedure satisfactorily, and it also reduces cost, time, and human error of random sampling.

In the above frame of understanding, I applied random sampling and followed the stratified sampling technique (Gupta, 1989) for selection of students from grade eight to ten. I determined respondent sample size of students by following the Nis Population and Sample calculation procedure (Krejcie & Morgan, 1970) which gave evidence of the knowledge claimed from the 384 sampled respondents to generalize it for 1,000,000 population.

I followed the following procedure to sample the respondents:

First: I made a list of the then 75 districts (now 77) in a table form and cluster them into 3 population themes i.e., *Muslim* dominated population, *Magar* dominated population and *Tharu* dominated population. I selected first ten districts of each i.e., *Muslim*, *Magar* and *Tharu* in which their population representation is more than in other districts. I followed the population census report (CBS, 2012) while choosing the ten districts by giving high priority those having higher population of *Muslim*, *Magar* and *Tharu*. I wrote each district name in a piece of paper of those ten districts having higher population of *Muslim* and put all of them into a small pot. I followed the same process to the other districts while sampling *Magar* and *Tharu* students. Then I pulled three written pieces of the paper from each pot and sampled three districts from each box. I again gave the three districts name in written pieces of paper with wrap to a student and told to choose one. In this way I finally selected three sample districts i.e., *Sunsari* district for *Muslim* communities, *Baglung* district for *Magar* communities and *Kanchanpur* for *Tharu* communities.

Second: After selection of the districts, I made a list of all then now it refers *Palikas* (municipals) systematically, for example, the highest *Muslim* population VDC was written first then followed others *Palikas* in descending order. Thereafter, I selected only ten wards of ten *Palikas* those have higher *Muslim* population. Out of ten Wards, I selected only three by using lottery technique, and followed the same technique while selecting one Ward from the three *Palikas*. In this way, I finally selected one sample Ward i.e. Bhutaha of *Sunsari* district for *Muslim* communities. I also followed the same process to select another one sample Ward such as Tangram of *Baglung* district for *Magar* communities and Shankarpur Ward of *Kanchanpur* for *Tharu* communities.

Third: Once three Wards were selected, then I made a list of students from each of the sampled villages who have been studying in grade eight, nine and ten. According to the student number enrolled in different schools were found 1,252. Then, I made a list of schools enrolled students grade eight to ten situated in each sampled Wards. Finally, I sampled six schools: two from each village, out of sixteen listed schools of the sampled villages.

Fourth: I made enrolled student list studying in grade eight to ten of the sampled six schools in which there were 1,252 students including 599 girls' student. I fixed the quota i.e. 1100 students in which I stratified them into 550 girls and 550 boys for student respondent selection from the six schools including Madrasa. Then, I sampled 550 girls and 550 boys from the list of 599 girls and 653 boys respectively by using random table. Then I dispatched 400 copies of the questionnaire forms to the sampled schools of Shankarpur, 346 forms to schools of Tangram and 354 forms to the sampled schools of Ramnagar–Bhutaha. The following table explains about population and sample according to the three categories of the research population:

Table 6

Research Population and Sample Population

Districts and Social groups	Population (universe)		Sample schools and student Pop (empirical)		Sampled student respondents (sample pop.)
	S. District	S. VDC	Schools	Pop.	
Kanchanpur - Tharu	115,876	6635	5	655	400
Baglung - Magar	75,310	3054	4	488	346
Sunsari - Muslim	88,173	8768	7	449	354
Total	279,359	18,457	16	1,592	1,100

Source: (CBS, 2012)

In the table above there are theoretical target population (universe), empirical population, and sample population as stated by Merriam-Webster, 2001. In course of

this study, out of 1100 students' questionnaires sent, I included 834 questionnaire forms (filled by the students) for data entry and analysis. I excluded 266 forms of which 109 forms not returned and rest of the form not completed properly. A total of 474 forms out of 834 were filled by the girls. According to the formula, 384 samples represent 1,000,000 population which is crystal clear that the 834 samples were more enough to represent not only the selected village level population but also to the total population of grade 8 to 10 of the three districts because it is, in fact, the total population of grade eight, nine and ten students of the three districts was less than 100,000. The table below sample calculation numeric values explained clearly regarding the representation for generalization to prove the sample representation is enough. Table 6 Nis population size of calculated sample figure to represent of population.

Table 7
Sampled Sizes Generalize Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

The table is crystal clear the above 384 sampled sizes generalize population will be infinitive. In my research, thus, the sample population as an embedded part of the qualitative domination research has been ensured that the quantitative facts received from eight hundred thirty-four students is enough to generalize theatrically.

Data Collection

Data Collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Pandey, 2010).

Here, followed to collect the data as explained below:

First, I developed question statements in English, and then translated into Nepali. Second, I tested the question statements whether students understand or not. I simplified the statement again as observed feedback from the pre-test. Finally, I again translated the Nepali question statements into English by incorporating the feedbacks obtained from the pre-test. This reverse process reduced error of real meaning while translating one language to another (n.d.).

In this research, I collected quantitative data mainly in three outcome variables such as cause, consequences, and ways to prevent it especially on corporal punishment, sexual abuse, and bullying. I made the list of sample respondents from among the girl and boy students of grade eight, nine, and ten who belong to *Tharu*, *Muslim* and *Magar* families.

I trained six data collection field supervisors as my co-researchers including three women and made basic orientation on how to facilitate while collecting data as prescribed questionnaires. I mobilized all the trained supervisors for each school. Two facilitators with one woman were nominated for two schools located in different districts such as Kanchanpur, Baglung, Sunsari for collection of the data from Tharu, Magar and Muslim students, respectively. I handed over the questionnaire forms together with sampled schools' list to the students of grade eight, nine and ten of the respective schools to the field surveyors. Moreover, the consent letter from the then respective district education officers (I already received) was also given to them so that they could entry into the sample schools without any problem.

According to the basic training what I provided them, I conformed that they built relation to students first and requested the students to fill the questionnaire form. The women field supervisor facilitated to the girls' group and men surveyor helped and monitored boys' group while responding the questionnaires. The questionnaire

fills up exercise was done through the facilitative approach so that students feel comfortable to response the question in written form.

I had also strongly suggested to the field surveyors to develop better relation mainly students before asking them to respond the questions as stated in the questionnaire form. Once I received back 991 completed questionnaire forms out of 1,100 from the field surveyors, I reviewed them one by one. I found 78 forms were not filled correctly and 79 forms were filled by others. I excluded all those wrongly filled forms and the forms filled by others. So, I used only 834 questionnaire forms for data entry and analysis. The following table explained it with different respondent variables filled the forms:

Table 8

Student Respondent Variables Received Completed Questionnaire Forms for Data Analysis

Girls	Boys	Tharu	Magar	Muslim	Grade 8	Grade 9	Grade 10
474	360	388	224	222	226	360	327

I also collected records of enrollment, drop out, promotion and repetition of grade six to ten; and, teachers' training status with help of school / classroom observation check-list form.

Data Analysis

Following Creswell (2011), I analyzed the quantitative data such as students' opinion in different themes where the opinions are possible to embed into the primary design of data analysis by connecting (p.219) into the causes, consequences, and ways of preventing school violence. All data were interred into SPSS data software, and imported them into excels sheet, and all onions were clustered into three major themes such as cause of school violence, consequences of the violence and multiple methods of prevention of the violence. Within the three themes, the data derived from students'

opinion survey were further cluster down into the causes of corporal punishment, bullying and sexual abuses. They were also grouped into consequences and prevention methods of punishment, bullying and sexual abuse. The cluster of consolidated opinion was displayed either form of table or graph / chart. Then the narrative of the table or graph were embedded into the qualitative data analysis for further interpretation and explanation of the knowledge claim (Creswell, 2011, p. 219).

I also tabulated research population, targeted population, and sampled population on how they were collected and used for data analysis following the notion on how to analyze data statistically (Hittleman& Simon, 1997) and represented graphically for interpretation. While analyzed the cause, effect and prevention which were responded by girl, boy, Muslim, Tharu, Magar, I carefully investigated the comparison and variation of the different variables. Moreover, I followed Teddlie and Tashakkori (2009) single indicators of the degree of relationship between two or more variables for analysis which indicated the strength of the relationships between the outcome variables such as cause, effect, and prevention.

The Data Validity

The reason for combining the quantitative and qualitative approaches using multiple data collection strategies is to improve the validity of the study. This is in fact a form of triangulation that enhances the validity of one's study (Merriam, 1988). The validity of this research can be enhanced by the extensive and participatory nature of the investigations. It is where Reigeluth and Frick (n.d.) stressed the importance of construct validity, accuracy, thoroughness (internal validity), and the contents of result could be generalized (external validity).

I thus validated the data by using the same instruments, same category of people and following the same procedure for data collection in all three schools. Moreover, I conducted questionnaire pre-test, and revised as needed that also helped to validate the instrument before implementation. I also organized orientation sessions, briefings and debriefings to the students and teachers of the sampled schools so that the primary respondents volunteer to provide information according to the structured questions and observation form.

Internal Validity

Cardwell, Clark and Meldrum said that internal validity refers to the extent to which the research findings are due to the mechanisms suggested (n.d.). For this study internal validity refers to the extent to which the findings of the research are due to the advantage pragmatist instruction has over traditional instruction. Thus, I conformed the students were able to understand questions and alternative choices along with the questions. The design of this study was enabled for the identification and isolation of intervening variables such as class, gender, and prior experience that also helped me to recheck data' reliability. This was achieved by ensuring that classes selected by ensuring as homogenous as possible, for example, girl, boy, grade eight, grade nine, grade ten, *Tharu, Magar*, and Muslim.

Another measure to enhance the validity of the study was adopting the mixed methods approach which integrated the quantitative methods into the qualitative one. This integration enabled to investigate and validate the true reasons of violence depicted in school, its effect of children's education and their later life by using different categories of participants as well as multiple tools and strategies: Quantitative and Qualitative. I was also carefully followed literal coding procedure and focused coding procedure together with descriptive code categories (Charmaz,

1983, p. 117) for reaching to the truth grounded, and uncovered it through verities of the research participants and respondents.

External Validity

According to Cardwell, Clark and Meldrum, the external validity refers to the extent to which the results or research can be generalized to other settings (n.d.).

Following them the external validity of this study determined from two perspectives: population validity and sociological validity. From the selected six schools of different social background of all students studying in grade six to ten, their parent and teachers were considered as primary research participants and respondents. Thus, this study's population validity as such its findings was validated to generalize it for other schools having similar conditions and circumstances. All students in the sample schools involved in evaluating the causes of violence depicted in schools, its effect to children's education and their later life to the same context but different social backgrounds. It was expected that other schools have similar conditions like the sample schools for generalization.

The Reliability

Regarding the concern of reliability of the study; I ensured by using multiple sources of evidence, triangulation of data, rich and thick descriptions of my own observation, category derivation, content and theme wise discussion followed to the literal coding, focus coding together with descriptive codes categories while reaching to the conclusions. Those process led for the accuracy and credibility of the data. For the reliability and validity, designed instruments was tested and feed- backs were collected from expert over these instruments. The questionnaire was also tested to ensure whether the respondent could understand questions properly. Later it was

simplified as much as making easier to the student respondents while conducting quantitative survey.

Data Embedding

The quantitative data within embedded qualitative design is to support interpretation and further explanation of the knowledge claim. In embedded design with high value of qualitative strand, researcher can decide on how to use the secondary data results and when secondary data should be incorporated into the primary data set (Creswell, 2011, p. 219). Here in my research, I decided to embed the quantitative data into the primary data analysis themes so that I could interpret cause and consequences in school violence, interactive process among the incident of corporal punishment, bullying and sexual abuse i.e. core elements of school violence. This quantitative data supplementation was worthwhile to explain further about the existence of school violence.

I identified content areas to be embedded sets of data results and compared, made contrast, or synthesized the results in a discussion or table in chapter eight. I integrated the data results by embedding the counts into the qualitative themes and comparing these themes by mixing two results emerged from quantitative data and qualitative data (Creswell, 2009, p.208). Here, I drew the focus meaning into literal meanings of qualitative data categories as well.

I examined the differences and analyzed further to relate the transformed data to the other data, for example, conduct statistical analyses that included the thematic counts (Creswell, 2011). Here, I connected quantitative facts into the relevant thematic analysis of the qualitative data. Finally, I produced a complete understanding of cause and effect of school violence and ways to prevent it.

CHAPTER IV

THARU STUDENT IN SCHOOL - KANCHANPUR

The previous chapter discussed on research methodology particularly on how I conducted research. There, I have mentioned my philosophy, methods, theory, and techniques of selecting study sample, case investigation process, data collection techniques, data analysis and interpretation.

This chapter includes qualitative data of the case of *Tharu* students. The case was drawn from students, teachers, parents, and the members of school management committee. It also consists of observation notes, school records either form of field notes or photographs related to the incident of school violence occurred in school.

Introductory of the *Tharu*

According to Panjiyar, TN (2039: 10-12), *Tharu* word is made of from two words, '*Tha*' and '*Ru*'; '*Tha*' means '*Tarai*' and '*Ru*' means 'permanently residential people'. *Tharu* is pioneer people of *Tarai* and living permanently and calling "*Tharu*". The *Tharu* is the principle and the largest indigenous ethnic group of the *Terai* and inner *Terai* area. They are also found in the border districts of India, especially in Champaran, Bengal, Gonda, Nainital, and Gorakhpur and Kheri districts of Uttar Pradesh, India. Many authors, professors, researchers, scholars, historians, and writers have given different logics, verdicts, arguments, justifications, and views about the naming of '*Tharu*'. But it is still more controversy subject. It is worthy that the name "*Tharu*" was not in practice before Buddha Era and/or during the Sakya and Koliya dynasty. So, the name "*Tharu*" basically came into known only after no more of Lord Buddha. But the ancestors of *Tharu* people were there very long before the Buddha era (Dahit, 2062 B.S).

The physical structure of *Tharu* is wide face, flattened nose, medium height, solid body, and complexion colour. The body colour of *Tharu* is somewhere brown-black because of hot climate southern plain of Nepal. At first glance, if anybody looks to *Tharu*, seems as of Mongoloid physical structure. But they are not Mongolian, they are son of soil of *Tarai* and inner *Tarai* of Nepal as quoted the same source above.

The *Tharu* organisation systems such as *Barghariya* and *Kulapani Chaudhary*, are now practiced in Dang, Banke, Bardiya, Kailali and Kanchanpur districts; some villages of Rupandehi and Surkhet have retained the *Barghariya* system. Historically, both organisation systems were in widely practiced throughout the *Terai* and inner *Tarai* districts of Nepal and even in *Tharu* villages in India. The systems have an inherent relation with indigenous *Tharu* daily life, rites and rituals, feasts and festivals, protection from evil and diseases and so on (Dahit, 2062 B.S).

In Nepal, *Tharu* people are basically categorized into six sub-groups. *Morangiya Tharu* lived in Morang and Sunsari district; *Kochila* existing in Koshi river side to Birgunj areas; and *DangauraTharu* found from Dang valley far western area - Kanchanpur; even in West Champaran, Baharaich, Bhamar, Gorakhpur, Gonda and Kheri districts of India and Rupandehi, Kapilvastu and Chitawan districts and in Kathmandu valley. Similarly, *KatahariyaTharu* lives in Chitawan and Nawalpur; *Lampuchuwatharu* reside in Parsa district whereas *Rana Tharu* belongs to Kailali. Finally, *DeshauriTharu* people are found in Banke and Bardiya, which are categorized within *DangauraTharu* because they were also migrated from Dang-Deukhuri long before of mass migration from Dang (Gautam, 2044 BS).

According to Boker, UM (1999: 64), "even though the origin and history of the various *Tharu* groups cannot be further individually traced, one motif runs through all stories of their origin: the lowlands as the life setting, with its thick forests

and marshes - an area of refuge for a group that was driven back or preferred a life apart.

Tharu people are simple, honest, and peaceful by nature. They like to be far from all kinds of quarrelsome and forgery. They had adopted and have also been adopting five basic doctrines of Lord Buddha such as not killing any living being, not stealing from anyone, not having too much sensual pleasure, not lying, or gossiping about other people and refrain from intoxicants that cloud the mind from descendant to descendant, which developed themselves to be a patient and peace loving by nature. The weakest behaviour of *Tharu* is to endure suppression and depression over them. Therefore, cleaver and fraud men have been cheating to *Tharu* people in different ways (Dahit, 2062 B.S.).

The honesty of the *Tharu* is well-known. Amongst themselves the *Tharu* people are, for the most part, a peaceful and food natured race, following without question, as if by a law of nature, the customs and maxim of their ancestors. They always dislike staying or living in and around quarrelsome areas; and do not want to keep relation with forgery people. They are very laborious and dedicated farmers who produce sufficient food grains and supply for others also. Based on their occupation and joint family system, we could get two types of organizations working well, i.e., family organization and agriculture farming organization. The roles and responsibilities of each hierarchy are well defined from generation to generation, so it does not need to re-orient and re-defined. *Tharu* loves to live in joint family system.

According to Dahit (2062 B.S), the main occupation of *Tharu* is agriculture. They wake up early in the morning and mainly men go for digging up farmland and paddy plantation, and back to home late hour evening. They take their lunch at farmland served by women and only dinner at home. Women also reach to farmland

with food (lunch) after completing house works like cleaning house, cooking foods and taking care of pets. Daughter and son having age more than 9 years also take one possible responsibility like guarding of home or pets, seeds of paddy, doing as sheep herd, goat herd, buffalo herd, cow herd. Aged guardians take care of children and home also. One of the interesting facts of practice of marriage is that younger boys marry teenage girls. It means that the bride girl is older than the bridegroom. This system was practiced largely because of agriculture farming adopted by *Tharu* from the very beginning for better support in agricultural work as well as other domestic chores. However, there is not any obstructions cause by so called high and low caste for doing marriage among *Tharu* community (Dahit, 2062 BS).

Primary Qualitative Data of the Visited School

I met *Tharu* students in *Sharaswoti Secondary School* at Kanchanpur district. This school has 590 registered students with 302 girls from pre-primary to grade ten. Out of them, 410 students including 229 girls have been studying in grade eight, nine and ten of which 90% of students were *Tharu* (Appendix 5).

There were altogether seventeen teachers in which only two were women teachers. None of the women teachers employed for primary, lower secondary and secondary level, the two women were mainly taking care of pre-primary class or Early Childhood Education and Development (ECED) center. One has been hired for pre-primary class teacher and other one for care giver. Mr. Shiva Narayan Chaudahari, head teacher claimed that all teachers have received basic and refresher training in teaching profession.

Nepali, English, Science, Mathematics, Social Studies, Occupation Vocation Technology Education, Computer / Account and Moral Science are the subjects taught in schools. The records of first and last period of subject taught in grade six,

seven, eight, nine, and ten have been noted since these grades were the research target class and participants in which I drew the class observation conclusion on school violence i.e. causes and implication. The following table explained it further:

Table 9

Class Teacher and First / Last Period Subject

Grade	First period subject	Class teacher	Last period subject
VI	Social Studies	Ganesh Pant	Science
VII	Nepali	Yogendra R. Joshi	Social Studies
VIII	Science	Indra S. Thapa	Nepali
IX	Nepali	Laxmi P. Swoti	Environment Pop. Health Ed.
X	Science	Sidhha R. Awasthi	Account

The class teacher also appointed class monitor for each class so that s/he can help to discipline students while teacher absent. The record showed that *Phulmati*, *Mangali*, *Durga Datta*, *Dharma Raj* and *Bimal* were appointed as a class monitor for grade six, seven, eight, nine and ten respectively.

School / Classroom Behavior and Practice

I observed the *Tharu* students of different grades for a week. I focused my attention primarily on violence occurred during study hours. In doing so I tried to make the students and teachers comfortable. For this I talked informally, took class for teaching social study and played with them during lunch hour. My observation shows that the occurrence of violent behavior or incident frequency was carefully noted down as follows:

Table 10
Recorded Classroom Violence in a Week

Days	Imposed Punishment (how many times)	Bullying /gossip (How many times)	Sexual abuse (How many times)
Day 1 – Wednesday	/ / /	/ / / / / /	/ / /
Day 2 – Thursday	/ / / /	/ / /	/ /
Day 3 – Friday	/ / / /	/ / / /	/ /
Day 4 – Sunday	/ /	/ /	/ / / /
Day 5 – Monday	/ / / / / /	/ / /	/ /
Day 6 – Tuesday	/ / / / /	/ / / /	/ / / /
Day 7 - Wednesday	/ / /	/ / /	/ /
Total	27	25	19

The table above shows the occurrence of school violence such as corporal punishment, bullying and sexual abuse in the school. The occurrence of corporal punishment was highest and sexual abuse was the lowest. I also noted the causes of the occurrence of such violent behavior of student and teacher. Some reasons were visible that could have noted immediately whereas some reasons especially violence related to sexual abuse or assault were hidden and very difficult to unpack underlying causes. I observed the same incident sometime taken as a just fun and sometime turned intentional or incidental behavior into the sexual abuse. For instance, a boy teased a girl, she took it as a normal but other case, I observed the same doing to another girl, she reacted immediately and reported to the class teacher about misbehave done by a boy. It gave me a sense that friendship and fun by teasing does not bring happiness for both, sometimes it makes happy for one friend but for others it might have hurt and unhappy. I realized that if gossip, comments and teasing between boys and girls are accepted for either it can be fun but if one party takes it as revenge then the situation converts into violence i.e. either bullying or sexual harassment. It

found among the *Tharu* students studying in different grades. It has been further discussed in the following sections:

Forms of school violence and causes of occurrence.

I carefully observed the behavior and practice of the students and found that children were physically punished for different reasons. The following table presents the forms.

Table 11

Reasons of School Violence

Days	Imposed Punishment	Bullying /gossip	Sexual abuse
Day 1	Make a noise, unable to reply questions asked by the teacher.	Teacher absenteeism, tried to get fun, report to teacher that made angry against to the reporter.	Easy access to the girl seating by open window, tried to get fun throwing flower or paper
Day 2	Fight each other, verbal abuse against other, broken off the teacher's stick.	Verbal abused to other, teasing to a girl, report to head teacher and the victim shouted to the reporter, push back hardly as a fun, turn back fight.	Beautifications make up with using cosmetic items, willing to get fun with boy by the girl through gossip.
Day 3	Love letter trapped by a teacher, do not submit homework, left class – ran away, cannot say correct spelling.	Physically weak, the boy a bit stronger, the victim lower caste, the first make disturbs other as a fun and other did not take as fun, and she shouted the former.	A girl wearing tight paint and some boys made sexual comment, a boy has a bad habit, love letter trapped by the teacher which was fake.
Day 4	Broken electricity switch, late coming, throw out small stones from the window towards class six's girls.	Ask for a help to complete homework but did not get help and bullied, comment about the late coming.	Short snap (sleep) by a girl and received sexual comment, interested both boy and girl for sexual comment through exchange of written piece of paper.
Day 5	Absent in previous day without inform, unable to submit homework, do not understand the question and	Kicked food ball that hit other which made angry and fight back, lost homework copy and blamed to other which turned	Cosmetic use such as red henna in hair, earrings, neck items, Bengals, eyebrow etc.

	unable to reply, teasing to other class girls.	into quarrel.	
Day 6	Not submit math homework, unable to answer questions of Nepali, make a noise in class, and speak back to teacher.	Teachers absent that make free to students make noise, quarrel and fight, ask for bunk the class but did not obey, tear a page of copy.	Three girls with no school uniform and received sexual comment; a teacher slaps gently on back of a girl.
Day 7	Use abusive words to the Dalit student, bunk class, speak dirty words in class	Occupy the seat by other, laugh at boy while he was unable to answer, once the class was over, he shouted with abusive words	Two girls were standing by a classroom door and boys passed through door with big push to the girls, commented each other with dirty words

The table above showed that reasons of corporal punishment were mainly making a noise in classroom; expressing abusive words against to the Dalit student; being absent in school without informing to the teacher; not doing homework; teasing to girls; breaking electricity switch; breaking teacher's stick; coming late in school; trapping the love letter written by the boy; bunking (left) class and quarrelling / fighting each other. It is crystal clear that teacher-imposed punishment mainly to dalit student and the student who makes a noise and not submitting the homework whereas the student who did not like to gossip or fun play were often become victims of bullying from the peers. It is also noted that the girls who wear fashionable dress with other cosmetic items often received sexual comments from the boys, and teachers.

Similarly, the main reasons of bullying / abusing in classrooms were teacher's absence; laugh at a boy while he was unable to answer on asked question by the teacher; tearing a page of exercise book; blaming others while lost homework copy; not helped to complete another friend homework though requested; being a physically weak to defend; teasing to other girlfriend and reporting (who make a noise) to the teacher. Moreover, the causes of abuse (sexual) to girls were noted mainly boys easy

access to the girls who seat by window, getting fun and pleasure – throwing flower through window; girls coming out dress – received sexual comment and slapping on back by the teacher; excessive use of cosmetic such as red henna in hair, ear rings, neck items, Bengals, eyebrow by girl; standing on classroom door – intention to make difficult to boys entering classroom; girls dress up; and teasing to the boys.

School Violence Effect / Consequence

I searched whether the school violence had become cause to drop the students.

While observing the school records and explore the reasons of dropout (one-year cycle 2012 or 2015 /16), I found the following situation as noted below table.

Table 12

The Effect of School Violence for Student Drop Out 2012 or 2015 /16

Grade	Dropout	Reason of dropout
Six	9 (g-5)	Other reasons
Seven	5 (g-3)	Punishment, fear to come school
Eight	1 (g-1)	Insult, bullied, don't like to study, suicide: swallowing acid (Nirmala Rana)
Nine	10 (g-6)	Other reasons
Ten	20(g-12)	Fight, do not continue, unwillingness,
Total	45(g-27)	

The table showed that punishment and fear of continue punishment pushed out (drop out) student from the school. Another unrecorded case such as insult of boy and girl relation impacted to a girl insecure, feeling of guilty and committed suicide. A girl of class eight did suicide who was unable to bear the sexual insult in school. Parent did not support her though she was innocent, teacher did not manage such insulting case, and she felt alone herself that led her to escape such unbearable situation getting into internal peace through suicide which also the effect of abused and insulted by the boy to lead the girl drop school forever and end the life.

I came to know through unrecorded source that a *Chaudhari* boy has affair another girl of the same class. I observed a bit closely (but indirectly) to them whether I could see the behavior and practice on how the incident of abuse occurred and its effect. One day another boy teased her many times. The girl informed to the boy about it. The Chaudhary boy scolded against another boy who frequently teased to his lover. He told that was only fun, not take seriously. But the girl did not receive as a fun. So, the girl and two boys got into the hard debate that resulted into physical abused and fight each other. The Chaudhary boy pulled out knife from the pocket and tried to attack. However, he could not hurt since teachers were able to stop him. The head teacher in consultation with other teachers, SMC members and parent, expelled to the Chaudhary boy. Thus, teasing as a fun (one sided) turned into insult or abuse or bullying; the case keeps further worse i.e. verbal abuse and reached to physical fight which resulted combine effect of teasing for fun –unacceptance of other – produce feeling of insult or abuse or bully – get into the physical violence. Due to the incident, the boy had to leave (drop) school.

Another case, shared by a class monitor, a *Chaudhari* girl (grade 6) like to play and fun with other boys of the class. Out of them she likes one boy a bit more. But other started teasing to her. She did not feel comfortable. However, she like to have a fun and play with him for pleasure which is not possible according to others' attitude and behavior in school. Other started to see her with big eyes. Then she ran away with the boy and left the school. Even the case of fun and pleasure for both, the third eyes also disturbed by unwanted behavior which was received as an abusive behavior by both. Both had to leave school since both could not find friendly behavior.

I further explored on how the bullying / sexual abuse and corporal punishment contributed school dropout. First, I saw the records, and then asked the reasons of dropout so that I could see whether school violence effect for drop out or not. The following table explained it further:

Table 13

School Violence Effects for Student Drop out

Grades	School violence cause and effect for drop out
Six	<ul style="list-style-type: none"> • One of the girls has a good intimacy with her peer boy which became an unnecessary talk which obliged to a girl leaving school. • Some families forced to get marry especially daughter who was unnecessary talk about her intimacy with the boy in school. • Fight each other, head teacher and management committee expelled who involved physical abused and threat to other.
Seven	<ul style="list-style-type: none"> • Some weak students could not submit homework and teacher gave punishment. With fear of punishment, the student either absent or irregularly attended. The teacher threatened time again, but s/he could not submit homework, learning performance further worsen which gradually loosed dignity in the class. Ultimately 3 students dropped due to the fear of teacher and loosen the self-dignity. • Fear of gossip, frequent teasing about his / her intimacy that felt bad and left the school.
Eight	<ul style="list-style-type: none"> • Death. Unpacking the privacy of adolescent girl intimacy to the boy by other peers made feel very bad (case of a girl). Her parent also got know her intimacy (nothing bad as such) but she was also received verbal abuse at home due the case of intimacy with a boy. The boy also showed frustration with her about the unpacking the relation at surface at school and community. All these situations compelled her to hang herself (suicide). It is a kind of abuse, and restriction of intimacy as a fun or pleasure between the boy and girl that even led to the death.
Nine	<ul style="list-style-type: none"> • Some of the students (both boy and girl) used of excessive mobile phone: SMS chatting and unnecessary conversation for a fun and pleasure. Some girls have such contact other grown up man which got know by other peer in school and started gossip or back biting. Because of such gossip, she left school and ran away with the man.
Ten	<ul style="list-style-type: none"> • A lot of work pressure (household work and farming) at home which after school and student mainly girl did not find time for study and next day lesson preparation. Teacher used abusive words towards girl. The grown-up adolescent girl did not feel comfortable

	<p>to listen such words, tried to escape such situation and found good solution is either absent class or left the school for ever.</p> <ul style="list-style-type: none"> • Some of the boys left school due to poor economic condition of family. He required to earn money (temporary work – wages) which hinder their regular study. He also unable to replied correctly while teacher ask questions. He even received unpleasant words from the teachers and other students also laughed at him. He felt that the behavior of friends and teachers seemed to down his moral. Then he left the school to escape from such situation for ever.
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The observation facts above clearly indicated that school violence, either corporal punishment or bullying and sexual abuse supported to push out the students from school. Teacher used abusive words towards girl while not submitting homework. The grown-up adolescent girl did not feel comfortable to listen such words, tried to escape such situation and found good solution that was absence in class for some days, then left the school for ever. Verbal abuse and bullying to a girl by many students and teachers which made her humiliation in school and home too and she compelled her to hang herself (suicide) because she did not like to listen further about her love affair to another boy of the school. The economically weak and poor learner also left the school because of unable to bear frequent received corporal punishment, gossip from peers and laughing at him by others.

Immediate Effect of School Violence

What I saw that most of the victims of school violence either punishment or bullying or sexual harassment either remain fearful situation or crying or loneliness-keep quiet or aggressiveness to take revenge. Some were found crying because of physical pain of the punishment whereas some found reluctantly to continue class. Furthermore, I have seen some are talking that they had to receive punishment without reason and the victim felt that they lost their self-dignity. I also found a vicious cycle of violence turning around among the bullying, corporal punishment and

sexual or physical abuse. One bullied the weaker or other, the victim report to senior or teacher, teacher correct the behavior by giving punishment to bullies, the bullies again do the same either bullied or harassed sexually taking as a revenge of punishment. The one segment of violence such as bullying cycles around corporal punishment and physical or sexual abuse. Some are seen more visible whereas some case is not much visible. Thus, the three elements such as bullying, corporal punishment and sexual abuse are contributing each other for existence of different form of school violence.

Perception on School Violence: Meaning from *Tharu* Community School

The discussion was conducted with the group of students, group of parent and teacher. I conducted the discussion with mixed group of students both girls and boys and later I segregated the group such as girls' group and boys' group. I also took support of a women research associate to carry-on in-depth discussion with the girls' group. The discussion with parent, teacher was done separately. Moreover, key informant interview with head teacher and class monitor was carried out to review meaning derived from the group discussion. The discussion was mainly focus on how they perceived school violence in general and the cause, effect, and prevention of the violence. It also further broke down into different emerging sub-theme for deeper understanding the causes, consequences, and prevention of school violence.

Causes of School Violence

Taking a role of class monitor is challenging job to me because teachers have been frequently absent in the class, some of my friends started to make a noise and some of them wanted to go field for play. But I did not allow them go out from the room. It also increased noise behind the classroom door. I listed out the names who make a noise inside the classroom and report to the class teacher. Then most of them received punishment and teacher also shouted them for not making a noise again. Though the noise has gone for a while, I

did not feel happy because of the punishment imposed to my colleagues. They were also unhappy with me since they don't want me to report teacher. (Field note, 23 June 2016)

While reviewing the field note above gave so many clues to emerge violence. The clues such as student behavior, classroom control mechanism and set norms to control behavior through punishment i.e. authoritarian role of teacher have been seen as an underlying cause of violence emerged.

Student Behavioral Cause

The class monitor also reported that two boys i.e. Ramesh and Bijaya teased girls reading in class room (grade 6). But teacher beat to the girls who also abused by the two boys of class eight. She felt very bad that teacher punished to girl without proper investigation to find the guilty one. Here, it was noted about cause of punishment and consequences – feeling unhappy though the noise was stopped.

The boys' group (6) shared their experiences of violence i.e. corporal punishment, bullying and sexual abuse at their school. As expressed at the discussion, I noted the cases of violence emerged. Firstly, between the friends have some misunderstanding which made bad feeling. The bad feeling spelled over either through shouting / verbal abuse against each other or physical attacks. Secondly one student reports the bad things of his / her friends to the teacher, teacher either cautioned or punished as per the report. Later, the victim of punishment gave verbal threaten and shouted against the reporter. Thirdly students enjoyed by gossiping, pushing each other, and making fool each other. Sometimes one of them feel bad and disturbance of his / her personal matter which turned back the fun into the violence i.e. either physical fight or verbal threat with dirty words. Fourthly some student bunks the class, teacher noticed it by class monitor, and next day s/he received physical punishment. Fifthly some girls themselves teased boys first, the boys teased

back to the girls, it repeated many times and enjoying each other. However, girls suddenly fired back to the boys once felt bad rather a fun, boys also shouted with dirty words i.e. abusive words to the girls. Lastly some student gossiped unnecessarily about friendship relation between girl and boy, once it was noticed by either a girl or a boy (who have a good friendship relation) felt bad and attacked to the gossipers. The attack could be either physical or verbal or both. One of the attacks was more serious, for instance, physical injury of a teacher.

It was noted that all girls are aware about corporal punishment, bullying and sexual abuse happening in their schools and such practices have also been accepted as a normal thing.

Sometime students are teasing each other. Once it increases a lot, they started quarrel and fight each other. Class monitor report to the teachers so that both stop fighting due to the fear of punishment. Teacher needs to find who is innocent and who is the guilty. Sometimes it finds both guilty and sometimes one is innocent and another guilty. It also compels teacher to impose punishment either both or only one, the guilty. Thus, student behavior invites violence in school.

The discussion also highlighted that most of the parent engages domestic work such as cattle grazing, working in the farm and firewood collection which made less possible to monitor or take care of their grown-up children. They got a bit more freedom at home after school. Some of the students gradually started smoking cigarette, taking alcohol and unwanted teasing to others mainly girl. Sometimes such behavior appears in school as well which is unacceptable. In such situation, teacher need to take action i.e. corporal punishment for correction of such behavior.

Teacher Absenteeism and Behavioral cause

As discussed with girls' group, some of the pertinent remarks noted that the boys showed bad behavior, for example, they broke classroom fan, windows and kicked duster making it football. They also made a lot of noise while teacher absent in class. Once other teacher mainly account teacher noticed it, he came and gave punishment. The main cause of this punishment is teacher absenteeism in class and noticed of bad behavior of the boys at classroom. The girls also commented that parents never visit school and support for making better environment. Moreover, they expected more household chore and did not give enough time at home for study and doing homework. As a result, student mainly girls have been unable to submit homework and it pushed them into the trap of punishment from the teacher.

Smoking cigarette, drinking domestic wine, and entering classroom is very bad practice which mainly done by some teachers and also some boy students which was expressed at the discussion. Due to such bad practice has created conducive environment for school violence mainly bullying and abuse – expressed bad and dirty words towards mainly girls, added one girl during discussion. One of the personal communications below also quoted similar notion.

“Sir ra Bidyarthi churot khanchhan...., bidyarthi jandha rakshi khanchan., Sir jandha rakshi khayara padhaunaanchhan” it means some students took domestic wine and cigarette; and teacher also came to school drinking domestic wine and cigarette.

One of the school blocks remained a bit outside the main school building and playground. Student frequently bunk the class and absent in school. The monitor reported with indicating the names of student who were absent frequently. Teacher asked them about the reason of absent in the class. They said nothing. Thus, with intension of correcting their behavior, teacher beat them. Here construction of school

block outside the main premise and lack of under regular supervision of teacher is the main source of punishment imposed to the students.

One of very interesting story noted from a class monitor of grade 6. The story was that the social study teacher beat with stick to twenty children because of unable to respond question related “our constitutions”. The monitor showed the broken sticks and added the stick was broken yesterday due to beating twenty students.

I mostly like to keep quiet even some of girls of my class teased me. I don't care what ever the dress wearing by girl. Some of my friends made comment about the tight jeans trouser wearing by girl, I told them for ignoring those things. I also tried to form a friendship group so that everybody could be a close friend and avoid unnecessary gossip. I also advised to all friends not bring mobile phone in school so that it did not disturb others because of mobile phone ring. (Field note, 23 June 2016)

During informal discussion, it was noted a bit contrast version of another class monitor about causes, effect, and prevention of school violence.

Though I am class monitor I do not like to control my friends who are making a noise and enjoying themselves while teacher was absent. I also like to see the friends' telling jokes, teasing each other for a fun and play outside the room while any period is off due to the absent of teacher. Those informal play, gossip, jokes and fun made me a laugh a lot that was enjoyable moment for me. I also found everybody happy. (Field note, 25 June 2016)

The testimonial above indicated that teacher absenteeism made all students free for making a noise, gossip each other, shouting and quarrelling which also created them for a fun and pleasurable time, and accepted it class monitor as well. The effect of students' behavior here was only fun not occurrence of violence.

Cause of Attitudinal Variances

At the discussion, the girls agreed that they motivated towards make-up like putting red henna in hair, earrings, neck items, eyebrow, and other cosmetic items to make themselves beauty while coming to school. The school administration does not care about the effects of those things however sometimes boys tried to tease and make a comment. Sometime girls shouted back to the boys who teased and remarked about dress up and make-up.

Sabailai ramro huna man lagchha, hamilai pani ramro huna man lagchha, hami make up garchaun, kasaike manparaos vanera hoina, hamlai manlageko kura lauchhaun, ani keta harulai kina tauko dhukhnu paryo.... (Field note, 22 June 2016)

The noted above remarks by a girl of class eight meaning was that everybody like to be beautiful, so we girls like to be more beautiful, make-up our body and face by using cosmetic things. It is not doing to attract others and there is no reason for boys to bother about it. These two points' i.e. personal communication and group discussion gave clue that girls' make-up and boys' traditional negative attitude towards it is a cause of dispute between them.

In past years, the newly married couple especially girls must bear lot of torture by colleagues and teachers at school but these days such practice has been reduced at school however early marriage has been a challenge for them for maintaining school and family life. Boys write bad words on copy, blackboard, and wall. They write love letter to girls and handover through other girls. If the love letters are trapped by teachers, then girls must justify even being unaware about those situations. (Field note, 23 June 2016)

It was prevailed during discussion that some of girls herself teased to boys for a fun and sometimes they also used dirty words while calling to the boys. Such teasing and getting fun each other, crossed beyond the fun, and appeared violent behavior each other such as pushed hardly from the back and physical fight etc.

Cause of Cultural Acceptance

The teachers who participated in the discussion perceived that imposed corporal punishment against students though even good wish, teased or abused to girls with sexual intension, and harassed or threatened to the physically weaker student all are accepted as a school violence if such incident happened inside the school premise. The group also accepted that teasing each other among the students is also fun if that does not hurt or harm physically and mentally. However, the teasing for a fun sometime transform into physical and emotional pain, which evolve violence.

Moreover, teachers also concluded that corporal punishment such as beating by stick or slap, sit-up, standing on bench was considerable as a school norm to fear student, motivate for study and also for correction of unaccepted behavior. They claimed that most of the parent also accepted it as an option for good wish i.e. the children must have studied better.

Most of the parents accepted that the school violence mainly imposed of corporal punishment and bullying is an unintentional behavior of teacher and student. They perceived it mainly behavior related practices for making fear to student so that they could have compelled to study for good result in examination. With good faith, slapping to the students by a teacher for correction of their stupid behavior and practice was normal for them which also could help to draw student's attention for improvement of wrong behavior. "*Guruleek-dui thapadhanerakebigranchara*"- it means there will be nothing wrong if teacher slaps to the students for a good faith. "*Gharma homework gardainan ani lathi khanchhan...., bidyarthi vayara churot piuchhan ani lathi ta vetihalchhan.*" – it refers that some students received stick

beating because they did not do their homework and some other also received stick beat due to their bad behavior such as smoking cigarette in school.

Cause related to physiological change and desire

The teachers also claimed that the incident of teasing each other i.e. between the girl and boy mainly in adolescent and post-adolescent age grows due to physiological changes and acceptance as a fun should not be considered as a violence i.e. bullying or abuse. They perceived bullying as a considerable matter to some extent, and also took it as an enjoyable experience in school (even felt a bit pain or hurt) rather referred to school violence.

The following lines were noted during the discussion which was related to affair or friendship between girl and boy and how it turned into violence.

One adolescent girl has good affair or friendship with another boy, the others become jealous. They started to gossip and teased directly to the girl and the boy as well. One of them mainly girl felt very bad i.e. mental torture. The girl made complaint to me, I as a teacher investigated the situation and found she was becoming victim by unnecessary teasing. In such situation, I compelled to give punishment to the abuser so that the victim feels secure. (Field note, 23 June 2016)

The above lines proved that affair or friendship between girl and boy become issue in school because there is no social or cultural acceptance that affair / friendship between girl and boy which is contradict with physiological change and desire. It becomes matter of gossip and unnecessary back biting which transform the situation into violence. Here source of gossip by jealous friends, willing to attract opposite sex and contradict with desire and social thinking.

The age of fourteen to seventeen years is difficult. Student cannot manage both i.e. study and sexuality. "*aptheroumer padhai ra jawani dubai samhalnuparne*" which was also expressed during discussion with parent. This notion is strongly

rooted with rapid biological and psychological changes during the adolescent age which spilled over sometimes as a fun and sometime as violence in school while they are gossiping or debating each other.

Some parents claimed that there is weakness of themselves to emerge school violence such as bullying and abuse. For instance, parent did not monitor their grown-up children's behavior and did not correct wrong behavior timely. The bad behavior gradually increased. It also increased motivation and confidence to abuse other for a fun that mainly expressed in school since s/he find more peers or minor - weaker there instead at home. Moreover, their age also increased gradually and sometimes they expressed the sexuality by teasing and harassing others. "*Ramro keti dekhepachhi jiskauna man lagchhahola*" – it denotes that the boy may like to tease a girl who is beautiful. Such expression of parents also symbolized that the beautiful girls have high chance to receive abusive behavior from the boys mainly the older and stronger one due to physiological change and desire.

Socio-economic cause

The parent had experienced that the abuser and bully mainly harassed on the way to school and back to home because they took advantage of situation such as there was neither teacher walking together with them and nor the victim within group. Sometime the victim received teasing and verbal threat, and sometime even assault physically. In such situation, the abuser strong status – physically and socio-economically helped to abuse more and more to the weaker one. "*Usko ta bau-baje dhekhiko dhak dhamki hola ani ta arulaihepihalchha*" – it gives the meaning that he has a pride of his father and grandfather and likes to follow the same to insult and harass others i.e. weaker.

Consequence / Effect of School Violence

According to the discussion, the incident of school violence i.e. corporal punishment, bullying, sexual abuse has been noted several sensible consequence or effect on school education environment in general and children's education in particular.

As shared experiences of the boys, what I found several consequences of school violence. First some students gained pleasure and fun through bullying and gossiping. Second most of the victim always afraid whether they can be safe or not, feel insecure. Third the victim of punishment lost his / her attention and unable to understand what is being taught in the class. The victim is absent next day class due to the fear of next punishment from the teacher. Fourth the victim either afraid to speak or keep silence. Fifth physical pain and injury. Sixth emotional pain, mental torture, and very sad. Seven suicide death (two cases in the school). Eighth discontinue study and left the school. Ninth girls trapped into early marriage and worst form of child labor. Tenth boys entered physical and dangerous labor work.

Violence consequence to dropout

The discussion with girls group prevailed noteworthy experiences on consequences of school violence. They perceived that affair (love) starts from early age (grade 5 onwards) and most of them get married too. After married they liked to come school but fear of gossip, bullying by others most of the young married did not come to school. They dropped school. The drop out of married couple especially girl is higher than boy since more gossip and unnecessary talks directed towards the girl. Compared to past years the trends of not continuing school after wedding (child marriage) has been reduced. However, the couple has been still facing challenges such

as gossip, back biting and bullying after marriage at school though they continued study.

Some of girls did not come to school regularly because they could not learn by rote the lesson and afraid with the high chance of receiving punishment from teacher or insult in front of others. Some girls left school because they did not tolerate frequent experience of gossip and teasing unnecessarily. All teachers are men, the girls did not have to say openly with man teacher about their problem with fear of unwanted comment from the teacher. So, the most of girls left school after victim of school violence mainly bullying and sexual abuse. It was also prevailed that one girl ran away with the boy (early marriage).

It also noticed during discussion that some students had absent three or four days and sometimes even month due to the threat of physical harm of other older / stronger student. It gave clue that school violence impacted negatively i.e. long day absenteeism of the weaker student.

Violence consequence to emerge fear and loss of confidence

Incident of school dropout is a byproduct of unable to understand what taught in class, panic on how to answer and fear of entitlement of punishment from the teacher. Due to the fear, student just shakes the head “Yes” when teachers ask (Do you understand?) them in a group though some of them do not understand what was taught by the teacher. However, some of them has anxiety on how to response if teacher asked individually since they neither understand the lesson nor have courage asked for repeating the lesson again due to the fear of the possibility of the teacher upset. In such context, the student either come school irregularly or absent in the class to escape from the punishment. Frequency of school absenteeism generate further tension of fear and anxiety that resulted to drop the school.

Incident of school violence either motivated victim to leave the school or compelled abuser to leave the school. The victim mainly left school due to fear of next level of abuse or bullying whereas the abuser must have left school due to performing unacceptable abusive behavior. School administration rejected to continue study and expel from the school.

Teacher felt very bad in terms of professional integrity, dignity, and anxiety in teaching profession. It also resulted that a teacher had to leave the school. It again hampered children's education, for example, student must wait other teacher for some days or weeks or even months. Generally, professionally good teacher has a bit more strictness to discipline student which sometimes does not work and backfire the strictness for a self.

The victim of violence i.e. teasing, sexual abuse suffer from mental torture, and get confusion what should do or shouldn't. This situation also pushed further him/herself into the either taking revenge or feeling of loneliness and unsecure. It also effects negatively his / her study i.e. anxiety for doing homework, memorizing lesson etc.

Violence consequence to threat, injury, and death

The school violence injured physically to the teacher and student. One of the worst consequences of school violence observed that a girl did suicide (swallowing acid), and another one girl hang herself. Those were painful consequences of school violence i.e. bullying and sexual abuse in school. A parent had shared his experience that school administration rejected one student to study at their school and expelled him by charging his unacceptable violent behavior i.e. terrorized another student showing knife and attempt to attack.

Violence consequence to teaching and learning environment

The incident of school violence i.e. mainly bullying, sever type of punishment and cases of abuse has made difficulty to the head teacher and teachers to maintain school discipline for smooth school operation. Some teacher received physical threat, and some student also reactive same threat from the abuser which turned school environment a bit disorder.

Parental legacy on caring and raring practice shape children's early socialization for behaving others. Once the child already habituated that s/he does work or obey instruction after receiving negative reinforcement i.e. either a shout with threat or punishment.

Violence consequence to change behavior

In discussion, parent realized that sometime school violence, for example, applied corporal punishment to the students' who frequently disturbing others could have changed that behavior. Similarly, one incident of violence, abusive behavior of the bigger / stronger one invited punishment himself once it was reported to teacher and parent.

The student who was victim of school violence such as bullying and abuse from his / her colleagues in school, did not like to go to school. S/he perceived internally fear of being victim of violence again in school.

The punishment sacred to the most of students including the punishment recipients. Thus, they believed that punishment helped to change student behavior towards a good study to some extent. However, they also agreed that it did not work to the habitual bad behavior for such positive change. It resulted negatively i.e. left school and one student harmed physically to the punisher (teacher) after sometime left the school.

During the discussion, the parent also reported that one girl student hanged herself and another one swallowed acid because of the unbearable situation (fear of adult norms and culture in the society) of sexual abuse of the older student.

Prevention of School Violence

As discussed with students (boys and girls), parent and teacher group, it prevailed several grounded ideas having practice to prevent violence in school. It has been noted that the boys' group perceived as experienced themselves of prevention of school violence their own individual level, school level and others such as policy, code of conduct etc. I discussed in depth to explore overall perception of head teacher on how he understood school violence, cause and effect including his ways of prevention. I transcribed a head teacher verbal remarks into the written form which gave significant insight on how school violence is complex and hidden.

Personally, I dislike punishing students. I also believe that punishment does not help to change student behavior. However, some of our schoolteacher has punished students with good faith. The good faith means to change bad behavior into the good behavior – regular school attendance, not making a noise in classroom, doing homework regularly and not abusing verbally or physically others in school. Since some of the students debate unnecessarily with teachers, left class without informing, bullying, or abusing each other as a fun which created havoc. Some of teacher take immediate action i.e. punishment to manage such havoc so that the havoc could not transform into the chaotic situation – undisciplined.

One day, I slapped on back of a girl studied in grade 7 since she was sleeping in class while I was teaching social study. She glared to me with her red face, I surprised since I did not slap her much harder. I just tried to wake up her concentration towards my teaching. However, I did not tell anything more to her, I continued teaching until the period was over. I liked to investigate why she glared me continuously and went her home. I asked her about it, she replied that she felt shame due to my minor slap on her back. Oh god! I realized how a teacher behavior affect negatively to a girl though the intension was nothing wrong.

I am observing that many students getting fun different ways such as teasing with name calling, pushing from the back, pulling hair and unacceptable way of touching to the girl etc. All these behaviors sometime remain as a fun but sometimes it turned into violence because sometime the victim did not take it as a fun, and either reacted violently or came to the teacher for a report. I also found that one boy student writes a love letter to a girl, but he mentioned another boy's name at the bottom of the letter. Once the girl received the letter, she gave the letter to teacher for punishment to the boy. I called the boy and asked about the letter, he replied that was not written himself and claimed himself he was innocent. Then I checked most of the possible letter writer students' handwriting, compared their write up to the love letter and ultimately found the real one who wrote the letter. He also accepted and told that was done only for fun there is no intention to harm. However, he got punishment – seat up and receive warning not repeating such misconduct in school.

I also observed that the girls who are talent and good physically beauty teased by the characterless boy students. In some cases, the girl became fatigue by such behavior, compelled to accept the boy and ran away with him. I have seen more than dozens of such good girl students had to ruin their life because of the characterless boy student. As far as I know, we should not block internal desire and wish which is human physiological change that demand some specific desire i.e. attraction between the opposite sex, sexual curiosity etc. that must be oriented better way to them rather strictness of their good affair or friendship relation. Sometimes, I have been sharing separately to the adolescent girls on how to remain a bit distance with the bad character person or people so that they could manage themselves to escape being victim of sexual abuse or exploitation. I also gave information of the student who has bad character to be caution with them. (Field note, 24 June 2016).

However, pragmatic view of preventive measures recommended by students, parents and teachers have their own understanding and experience to prevent violence in school at different levels.

Prevention violence from individual level

Firstly, regular attendance of all students, paying attention to the teacher during teaching hour, doing homework regularly and submission it to the concern teacher; and stay in classroom or school with discipline are the self-management to reduce or stop of possibility of school violence mainly corporal punishment. Secondly students should not bring mobile phones in school. It is disturbed others due to the sound of short text message received and also mobile ring. It also increased unnecessary connection with different types of persons. Sometime such connection had been harmful, for example, the bad person started to threaten by calling or sending text message. Thirdly regular attendance of teacher in school and teacher's equal attention to all students during teaching hour help to engage children for study rather for gossip and unnecessary talk, noise etc. If teachers engage their teaching duty with honest of profession, it also created such a situation that students must be engaged for study. Thus, honest professional engagement of both teachers and students is a good solution to stop unwanted or unexpected behavior i.e. violence. Fourthly, boy students should show gentle behavior to girl student. It would be better to be way even the girls tried to tease. Boys also do not think negatively even sometimes girls wearing tight zine pant coming to school.

I was called one of my class friends (girl) at her home. Unwillingly with curious I went her home. I saw that she was alone. She invited inside the kitchen room. She was cooking food i.e. roast breads for family. She started to tease me. I felt a bit shame, uncomfortable to be there inside the kitchen. She further teased me, came nearby me and slapped by uncooked wet wheat flour on my cheek. I felt embarrassment, I came out from the room and ran away quickly. Next day, I could not see her in school. I felt a bit sad. She did not come school for 3 days. However, I could not know the reason. (Field note, 23 June 2016).

It was noted that individual self-management is an effective way to escape from sexual abuse and bullying.

Fifthly, it was also observed that grade seven class monitor has been managing for reduction of school violence such as bullying and abuse. The monitor was found a bit stronger to manage classroom noise and unnecessary gossip.

Once teacher absent in class, I facilitated to read the lesson which supposed to study for that period. It helped to reduce the chance of unnecessary talks and noise in the classroom. Sometimes I also requested to head teacher for play in a group when teacher absent. It also helped me to engage all my friends for a fun and play. They were also happy with me having chance to play while teacher not attended in class. Sometimes, I also guarded to my friends because the boys of grade eight came to tease us. I shouted them not to tease, if it was repeated, I had reported to teacher. Then, the boys ran away to their classroom (Field note, 24 June 2016)

The testimonial is crystal clear that individual level creativity to engage all students for different activities such as study and fun, has helped to reduce noise and avoid chance of possible victim of violence.

Sixthly, student self-responsible for not to disturbing others by showing bad manner or behavior in school helped not to be victim of violence in school. Regular attendance and not bunk the class- ran away contributed to scale down occurrences of violent behavior in school. Student self-management for good study following school's norms also avoided school violence incident.

Seventhly, way of thinking with positive rather suspecting negatively towards girls' behavior, wish and desire, and friendship between girl and boy in school was experienced to minimize the violent students' behavior. Unnecessary supervision and suspect girl and boy friendship increased anxiety which changed them as a guilty though they were innocent and doing true love. Love and friendship increased peace and happiness but gossip and prohibition of intimacy between girl and boy invited

tension including misbehaving behavior. However, they had also realized that monitoring and counseling from parent, senior student and teacher helped them to internalize the duty of study better rather go down for pleasure and fun.

Eighthly, “Do not speak back, keep silence, go own way without even looking the abuser” could be better to escape from the abuser or bully i.e. persecutor. Such practice was useful while the potentially victim was alone. The girls experienced such practice of preventing to stop potential harm or violence of worse situation on the way to school and back to home.

Finally, teacher self-accountable with regular attendance for avoidance of students’ gossip, abuse, bullying and making a noise was found supportive to reduce school violence. They experienced that maximum contact hour between teacher and student helped for productive discussion for the learning purpose rather unnecessary dispute and gossip among the students which generally invited violence behind the classroom and inside the school compound.

Prevention violence from school level

Prohibition of practice of entry in classroom with bad smell of alcohol or *Jandh* (a kind of domestic wine) by a teacher was also suggested by the students. The reason was that such practice was also imitated by the students. It invited unnecessary emotional violent behavior such as angry face, talking with unexpected loud voice, touching to girl without reason and give a slap on back. One of the boys commented, “*madakpadartha seban garera hamro sir naaidiya hunthyo*”. The meaning of the comment is that teachers would not have come to school having with bad smell of alcohol or domestic wine.

Teachers believed that the prosecution must have done with fair and justice so that victim of the violence could realize the teacher’s action for remedial and

immediate control had been in favor of the victim. The school has adopted following steps for prevention of school violence.

First: Class Teacher has appointed one monitor for each class from primary level to secondary i.e. mainly grade four to ten. All monitors have received basic orientation on how to maintain less noise, study together and provision of report to the teacher if somebody harm or abuse or tease to others and absenteeism in class without information class. The class teacher also informed to all other students about role of monitor and suggested them not doing harm others and making a noise so that class monitor should not have to report about it to the teacher. Thus, the school tried to reduce causes of violence through regular observation of children behavior and activities through direct supervision by the class teacher and with help of the class monitor. It has worked to reduce the incident unwanted behavior or practice which also helped to minimize school violence i.e. abuse, bullying and corporal punishment.

Second: Teacher always tried to promote mutual understanding between the victim and abuser so that victim feels safe for coming days and abuser also realize his / her guilty. Most of the cases of violence i.e. abuse and bullying has been managed positive way without imposing another violence such as corporal punishment. Teacher persuade with verbal warning to the abuser not repeating same abusive behavior and also convinced to express apology with the victim.

Third: Teachers have made consultation with students to set up school norms so that all students could have realized their duty and responsibility. The norms were mainly for students, for example, attending school regularly, asking question to teacher if not understand, doing homework regularly, sitting in classroom without making a noise. Moreover, monitor must take care of class while teacher be absence for any period was also added in the school norms. The norm helped to reduce the

practice of bullying and abuse. It also resulted not to impose corporal punishment for correction of misbehavior.

Furth: To avoid repetition of abuse or bullying to the victim, teacher transferred abuser to other section. Sometimes the victim allowed to sit front bench and abuser was offered to sit back bench of the classroom. In such situation, teacher also warned to the abuser not repeating the same abusive behavior and keep monitoring for some days. For some serious cases –physical injury and threatening to kill by showing knife, teachers and head teacher discussed with school management committee; and reached decision to expel such type of abuser.

Fifth: Head teacher continued to talk with teachers and advised not impose corporal punishment to discipline students. Thus, teachers mainly report to head teacher about problematic behavior of the student. Head teacher tried to explore student problem, and sometime even discussed with their parent. Head teacher also talked politely with problematic students and helped to solve problem. In such cases, head teacher deals positive way rather using negative reinforcement.

Sixth: Offered additional assignment or do the same assignment or homework next day in class if someone came school without completing homework. Additional assignment or completing the homework at school replaced the chance of imposed of punishment which is a kind of positive approach to discipline student. It also encouraged students to be realized that completion of homework is their main duty.

Finally, one of the teachers was also transferred another school to avoid the high possibility of physical harm from the abuser. The case was a bit sensitive i.e. accuse of trying sexual abuse to woman teacher of the same school. The woman teacher warned for physical attack with help of her friends. Thus, head teacher

managed to transfer the teacher to avoid chance of physical violence or injury in school.

Prevention violence from policy level

Complete prohibition of teachers' practice of chewing tobacco and smoking cigarette by teaching and non-teaching staffs in school is also important to stop the chance of school violence. It was noted that students also imitated such practice, teacher noticed it and gave punishment to the student. The reason of punishment was smoke cigarette and chewing tobacco by the students. The source learning of smoking cigarette and chewing tobacco was from the teachers.

Prevention violence through power of group

The discussion came out that forming a student group and trying to be in a group so that opponent strong one could not harm or bully. Moreover, it also concluded that friendship forum in each classroom and school can also help to stop school violence i.e. bullying and abuse. The group's notion was making good friends, walk together while coming to school and back to home, and not to stay in classroom alone.

As discussed with the girls' group, they had perceived the ways to prevent of school violence in different ways. Their perception built on own experiences came out several remarkable ways on how to end violence at their school. Even both girl and boy have a good friendship, it is not better to go somewhere only two so that other could not gossip unnecessarily. "*Jodi – Jodi ghumne bani chhodne*". It means habit of visiting only one pair - girl and boy should leave so that others feel better and do not the matter of gossip. However, the group made remarks that this is not long-term solution, it is only for better to the cultural things and tradition.

Parenting role to prevent school violence

Most of *Tharu* parent found their own role to prevent violence at school. They suggested themselves that each parent need to take care of the grown-up adolescent children. They also emphasized that mainly girls can be more vulnerable to be victim of violence, thus they perceived monitoring with special care to girls particularly in between the age of 14 to 17 years was necessary. Parent also need to discuss with their children about their study and progress. Parent can ask to their children whether they do homework or not. Such discussion with children at home encourages doing homework which helps themselves not to receive punishment next day in school.

If any parent come across (chance meeting) to the students fighting each other, the parent intervenes to stop the fighting and advised not to fight and helped to end further violence. One of the parents experienced many times to intervene for stopping the quarrel between students mainly on the way to home. Parents sidestep while taking domestic wine, alcohol and cigarette helped their children not imitating bad habit such as smoking and alcoholic which was helpful to prevent violence caused through emerged of the bad habit. They claimed that such habit mostly transferred from parent to their children which impacted school environment such as smell of smokes, alcohol and chewing tobacco which required to stop through violent act – punishment to them.

Summary of the Observation and Discussion

The observation facts showed that same incident sometime taken as a just fun and sometime turned intentional or incidental behavior into the sexual abuse. The observed notes concluded that friendship and fun by teasing does not bring happiness for both, sometimes it makes happy one friend but other might have hurt and unhappy. I realized that if gossip, comments and teasing between boys and girls are

accepted for either which can be fun but if one party take it as a revenge then the situation converted into violence i.e. either bullying or sexual harassment.

A weeklong classroom observation fact showed that reasons of victim of corporal punishment were mainly making a noise in classroom; expressing abusive words against to the dalit student; being absent in school without informing to the teacher; not doing homework; teasing to girls; breaking electricity switch; breaking teacher's stick; coming late in school; trapping the love letter written by the boy; bunking (left) class and quarrelling / fighting each other.

Similarly, the main reasons of bullying / abusing in classrooms were teacher's absence; laugh at a boy while he was unable to answer on asked question by the teacher; tearing a page of exercise book; blaming others while lost homework copy; not helped to complete another friend homework though requested; being a physically weak to defend; teasing to other girlfriend and reporting (who make a noise) to the teacher. Moreover, the causes of abuse (sexual) to girls were noted mainly boys easy access to the girls who seat by window, getting fun and pleasure – throwing flower through window; girls coming out dress – received sexual comment and slapping on back by the teacher; excessive use of cosmetic such as red henna in hair, ear rings, neck items, Bengals, eyebrow by girl; standing on classroom door – intention to make difficult to boys entering classroom; girls dress up; and teasing to the boys.

The numerous implications of school violence were noted. Though several reasons of drop out and grade repetition observed, the corporal punishment and fear of another punishment pushed student from the school. Another unrecorded case such as insult of boy and girl relation impacted to a girl insecure, feeling of guilty and committed suicide. A *Tharu* girl of class eight did suicide who was unable to bear the sexual insult in school.

Teasing as a fun (one sided) turned into insult or abuse or bullying; the case keeps further worse i.e. verbal abuse and reached to physical fight which resulted combine effect of teasing for fun –unacceptance of other – produce feeling of insult or abuse or bully – get into the physical violence. Due to the incident, the boy had to leave (drop) school.

The economically weak and poor learner also left the school because of unable to bear frequent received corporal punishment, gossip from peers and laughing at him by others. One bullied the weaker or other, the victim report to senior or teacher, teacher correct the behavior by giving punishment to bullies, the bullies again do the same either bullied or harassed sexually taking as a revenge of punishment. The three elements such as bullying, corporal punishment and sexual abuse are contributing each other for existence of different form of school violence.

Girls' make-up and boys' traditional negative attitude towards it, is a one cause of dispute between them (girls and boys) to some extent. However, students gained pleasure and fun through bullying and gossiping among them.

Due to the threat of physical harm of other older / stronger student, school violence, impacted negatively i.e. long day absenteeism of the weaker student. Individual self-management is an effective way to escape from sexual abuse and bullying. The group's notion was making good friends, walk together while coming to school and back to home, and not to stay in classroom alone.

Unnecessary supervision and suspect girl and boy friendship increased anxiety which changed them as a guilty though they were innocent and doing true love. Love and friendship increased peace and happiness but gossip and prohibition of intimacy between girl and boy invited tension including misbehaving behavior.

Unaccepted social / cultural norms on affair or friendship between girl and boy caused of occurrence violent behavior in school though such relation between girl and boy is normal in western society.

Incident of school violence either motivated victim to leave the school or compelled abuser to leave the school. The victim mainly left school due to fear of next level of abuse or bullying whereas the abuser must have left school due to performing unacceptable abusive behavior.

The abuser's strong status – physically and socio-economically helped to abuse more and more to the weaker one. Thus, occurrence of school violence somehow connected to the upbringing students' behavior - pride of his father and grandfather socio-economic status. While analyzing all the facts above I summarized school violence scenario categorically in the table below:

Table 14

Perception and Practice of Violence in Tharu Community Dominated School

Violence	Knowledge	Attitude	Behavior	Practice in school
Corporal punishment (CP)	Tharu parents accept peace loving behavior but imposing minor punishment to students is acceptable, no harmful.	Teachers and parents largely say CP is natural and more students says CP is silently dishonesty or unacceptable	Willing to use CP as corrective measures	Continued in different forms applying CP in school such as, scolding, beating, detaining, seat-up, making body discomfort position, and students left school due to fear of punishment
Bullying	Students perceived it as a fun, pleasure, and sometimes it is considered as a harmful act by the victims and teachers	Accepted by stronger as a fun and unaccepted by weaker	Situational and depend on how victim react	Bully continues bullying for fun and pleasure whereas victims try to escape or respond back
Sexual violence	Some parent and student considered it as a desire of attraction between opposite sex, making intimacy between two is not harmful	For some it is a fun, and for others it is a physical desire, or simple a violence	If culture accepts it is taken for granted, if not it is unaccepted	Expressed for fun and pleasure – just teasing or making love, or abusive

Connecting to cultural and behavioral pattern of *Tharu*, my study complied literatures written by G. Dahit (2062), UM Boker (1999) and T. Gautam (2044 BS). These literatures claim that *Tharus* are found more patient, peace loving by nature,

and they endured suppression and depression. These literatures also indicate that *Tharu* children's KAP shown in school is culturally constructed behavior such as making fun, being away of disputes, not confronting to against the punishment and other torture and just pleased to leave school or enduring suppression. It also appeared on how a *Tharu* girl committed suicide. The reason for the creation of the silent culture among *Tharu* is their subjugation as *Kamaiya* and *Kamlari* (Dahit, 2062 BS). This subjugation taught them to be silent before their masters. Each year *Tharus* used to organize *Maghi* to go for the selection of their master (Boker, 1999). The master (both the *Tharus* and non-*Tharus*) use to buy them for a year as *Kamaiya* and *Kamlari*. Unfortunately, the master of the house and his/her family members used to exploit them sexually. Even then they were supposed to keep silent. Children of this group of people thus learnt to accept taken for granted.

While analyzing KAP, phenomena of school violence I found the applicability of the pleasure principle for abuser (McConnell, 1983). In this principle, violent act is perceived by the victim depending on the situation that can be called as reality principle (William, 2006). The consequences of violence also remained different phases such as endure suppression, accepting abuser behavior, reacting to avoid behavior. The phases sometimes end another form of violence imposed and in worse case reached to suicidal death due to unbearable situation imposed by peers, parent, and teachers – social behavior. Here, I found the clear linkage and pain principle. This principle for Freud and philosophers (Norman, 1951) is based on “pleasure principle”: In this principle, all activities are directed towards the pursuit of pleasure and avoidance of pain (Norman, 1951). On the other side of the coin, it is also related to the attitudinal theory (nd.). This theory mentions that many things depend on parents, peers' teachers, and lover makers' (adolescent girl and boy) attitude. My finding can

also be understood from the theory of biological desire of opposite sex. This gave me an understanding that Tharu children can be dealt with the amalgamation of theory of subjugation, theory of pleasure, and theory of biological desire.

CHAPTER V

MAGAR STUDENT IN SCHOOL: THE BAGLUNG

The previous chapter discussed on how school violence was perceived by different research participants of schools situated in Tharu dominated communities. The chapter highlighted on knowledge, attitude, behavior, and practice of school violence in schools with focus of causes, consequences, and method of prevention. The chapter includes subjective (qualitative) data entry and interpretation mainly journey through *Magar* student domination school in which included school observation facts, discussion notes with students, teachers, and parents including school management committee members. The subjective data mainly included on how the students, parents and teachers perceive school violence: cause, consequence, and prevention which revealed at the discussion based on their own experiences and also witnessed to peers' actual incident of violence in the school. The subjective data has referred mainly transliterated textual form, photographs and observing facts which included in this chapter.

Magar” is called in different terms at different geographical regions. *Mangar*, *Chwang*, *Muggar*, *Parai*, *Parkotya*, *Mahara*, *PrajaJat* are different terms to call *Magar* (Baral, 2068). They believed that *Praja Jat* transformed into the *Magar* which is now commonly used for all *Magar* ethnicity or communities. Some Nepalese historians claimed that *Magar* communities mainly resided mid hill region of Nepal which made them easy for calling *Magar*. They believed that the word “*Magar*” was modified from the *Madhya* (middle or center). The *Magar* people mainly worked in twenty-two copper mines in *Baglung* hill and mountain areas and called them as *Bhagara*. Later it was transformed into the *Magar*. Some *Magars* also claimed that

they always used to ready doing any difficult works, and such hard-working behavior made them comfortable to name themselves as a *Magar*.

Rodi Basne (dance and parody songs with music) is very popular among Magar youths for both unmarried boys and girls. They also took local wine during the period of *Rodi Basne*. It is very common to tease unmarried ladies and becoming closer to them in *Rodi*. The Rodi make nearer boy and unmarried ladies, fell in love and finally the lady run away with the boy, which is called *Bhagi Bihe* or *Poila Jane* or *Prem Bihe*, it meant both love each other and get married. It is still very common in Magar communities. Such practice still existence in rural areas of *Baglung, Myagdi, Palpa, Parbat, Syangja, Dolpa, Tanahu, Gulmi, Gorkha, Lamjung, Rolpa, Salyan, Arghakhanchi, Jajarkot, Dailekh, Sindhuli, Rukum and Udayapur* where majority of *Magar* people are living (Shris Thapa, 2014). This marriage system shows that, it is very common bullying or abusing to young woman or adolescent girl in Magar communities which is also accepted as a fun and pleasure (Baral Magar, 2068 BS). Shris Thapa (2014) also added that there are two category of *Magar* such as *Arian Magar* and *Mongolian Magar* and followed Hinduism and Buddhism respectively. The author also claimed two skin color of the Magar one is black, and another is white. Palpa to Gorkha led by Magar is claimed white whereas Rolpa and Rukkum area led *Magar* remains as a black (Pun, 2014).

Magar communities have their own local judiciary system for punishment and reward (Shris Magar, 2067 BS). Under this system, local *Magar* leader calls both disputing parties no matter it is of family quarrel, family properties, physical abuse or assault, sexual abuse to discuss at the presence of other key people. The leader hears the complaints of both parties and makes decision either for penalties or excuse based on the case of severity. However, the guilty is warned not repeat the wrong act –

behavior against the community norms before giving excuse to him / her. For instance, sexual abuse – rape cases, the man engaged such acts boycott them in their communities and pushed out them from the village. However, teasing and abusing between the youth between male and female, particularly between the cousin- brother and sister in-laws is accepted as a fun, pleasure, and cultural norms before getting marriage. They refer it as *Thateuli*, which is very common and well accepted behavior. But it is not allowed to the married woman to do the same.

Primary Qualitative Data of the Visited School

I visited *Dhara* Higher Secondary School located at Tangram village development committee now a ward of Tangram Palika in Baglung district. A total of 315 students are studying in the school. Only 165 students including 87 girls have been studying from grade six to ten. More than 93% of the students belong to the Magar family.

There are altogether sixteen teachers in which only five are women. Only eight teachers including three women teachers received teacher professional development training. It meant that 50% teacher at the schools are untrained in teaching profession. All together nine subjects i.e. Nepali, English, Science, Mathematics, Social Studies, Occupation Vocation Technology Education, Moral Science, Health population and physical education and Computer are being taught in the schools. However, computer education is only for grade five to eight. Economics, Trigonometry and Education are optional subjects for grade nine and ten. I also reviewed the teaching routine of the school and tried to record the first and last period subjects taught.

The record showed as table below:

Table 15
Class Teacher and First / Last Period Subject

Grade	First period subject	Class teacher	Last period subject
VI	Science	Laxmi Thapa	Health and Population
VII	Mathematics	Krishna Pun	Health and Population
VIII	Social Study	Shiva Sharma	Occupation Vocation Technology Education
IX	Mathematics	Bhanu Neupane	Education
X	Science	Nanda Bdr Pachya	Economics

The class teacher also appointed two class monitors for each grade for better disciplining to all students. *Laxmi Thapa* and *Narayan Khati*, *Pooja Pun* and *Sudip Kisan*, *Asmi Thapa* and *Krishna B.K*, *Prabina Thapa* and *Tahal Singh B.K*, *Huma Thapa* and *Lalit B.K* were appointed as a class monitor for grade six, seven, eight, nine and ten respectively.

School / Classroom Behavior and Practice

It primarily included the facts – incident of violence occurred during observation. The observation facts were noted indirectly so that research participants such as students and teachers did not feel uncomfortable and could not have changed their behavior suddenly. The occurrence of violent behavior or incident frequency was carefully noted down which was in table below:

Table 16
Recorded Classroom Violence in a Week

Days	Imposed Punishment (how many times)	Bullying /gossip (How many times)	Sexual abuse (How many times)
Day 1 – Wednesday	/ / /	/ /	/
Day 2 – Thursday	/	/	
Day 3 – Friday	/	/ / /	
Day 4 – Sunday	/ /	/ /	
Day 5 – Monday	/ / /	/	
Day 6 – Tuesday	/ /	/ /	/
Day 7 – Wednesday	/	/ /	
Total	13	13	2

The data showed above indicated that the frequency of violence occurrence such as corporal punishment and bullying or abusing found more whereas the incident of sexual abuse was very little.

I have noted the reasons of occurrence of the violence in school based on my direct observation of the students and teacher behaviors related to corporal punishment, bullying and sexual abuse incident in the school.

First: student did not give much time for study at home, unable to complete homework, and teacher gave punishment.

Second: one student back biting another student, once it was noticed by other student, and then they both scolded each other.

Third: there is no separate toilet for girls, and they did not feel comfortable to urinate in the same toilet because other boys and teachers frequently come to the toilet.

Fourth: one student pushed back and fell down, he received punishment from the teacher in return.

Fifth: one student absents without leave request, next day he received punishment. The reason of absenteeism was that he went for fishing.

Forms of School Violence and Causes of Occurrence

I carefully observed the behavior and practice with back in mind cause and effect principle and revealed numbers of reasons to erupt violence in school. Most of the reasons revealed behavioral either retained by norms, hierarchy, physically weak or for a just fun and pleasure. The following table explained specifically about it as per my visual facts (eye witness) noted in subjective data form:

Table 17

Incident of School Violence Causes Observed

Days	Imposed Punishment	Bullying /gossip	Sexual abuse
Day 1	Not submitting the homework	Breaking the agreed rules of game	-
Day 2	Gone to toilet without informing to class monitor	Cheating during the play of marble – glass ball	Reluctant to go toilet with fear of abuse
Day 3	Use of mobile phone in class	Enter the toilet without following turn	-
Day 4	Grade six student were making a lot of noise while a teacher was absent	Scolded with dirty words against a <i>dalit</i> boy	-
Day 5	A student came a bit late	-	-
Day 6	A boy beat younger one while they scolded each other	-	-
Day 7	Unable to memorize English word meaning	-	-

The observation notes above showed that teacher absenteeism created situation for making a noise which invited punishment to stop the noise. Use mobile phone in class and went for toilet without informing to class monitor had become the reason of receiving punishment to stop such behavior. Late coming and abusing to the

weaker one was noted as an immediate cause of imposing punishment to the late comer and the abuser too. Last day observation showed that students had to receive punishment while they unable to memorize word meaning within the given time by the teacher.

Similarly breaking the game rules, cheating glass ball, interring the toilet without knocking, using abusive words to Dalit were key reasons of occurrence of bullying behavior observed as noted facts in the table above. Moreover, the girls found high chance of abused while interring toilet because there was not separate toilet for the girls. I observed girls found more reluctant to go toilet due to the fear of abuse.

School Violence Effect / Consequence

Regarding the victims of school violence either punishment or bullying or sexual harassment, I observed that either they were found fearful situation or crying or loneliness-keep quiet or aggressiveness to take revenge. Some were found crying due to unbearable physical pain caused by punishment whereas some found reluctantly to continue class. Furthermore, I have seen some are talking that they had to receive punishment without reason and the victim felt that they lost their self-dignity.

I observed that a boy bullied the weaker, the victim report to a senior, the senior abused to the boy as same as he did, then the victim report to a teacher and the teacher gave punishment to all three. It was much interesting to see the incidents on how bullying and corporal punishment interface each other. Similar incident between sexual harassment at toilet and punishment given by the teacher was also observed. For instance, in this case, incident of sexual abuse invited corporal punishment for correction of such bad behavior. Thus, I concluded that bullying, corporal punishment and abuse or harassment fuel each other for its existence. It is all about behavioral

problems and itself invited violent situation for correction of the behavior as expected by the senior or stronger.

Table 18

Effect of School Violence for Drop Out

Grades	Violence effect for drop out
Grade 6	NA
Grade 7	NA
Grade 8	NA
Grade 9	One girl has a relation and friendship with a boy of other village, so she quit school and ran away with the boy and got married.
Grade 10	NA

The table showed that there is not any drop out case with associated reason of school violence i.e. corporal punishment, bullying and sexual abuse. However, it was noticed in informal chat with a teacher, one student had stopped to come school due to fear of punishment.

Understanding on School Violence, *Magar Community School*

Here, I explained in narrative form as identified perceptual qualitative data derived from discussion with Magar students, teachers, and parent. I conducted the discussion with mixed group of students both girls and boys and later I segregated the group such as girls' group and boys' group. I also took support of a women research associate to carry on a bit more open discussion with the girls group. The discussion was mainly focus on how they perceived school violence in general and the cause, effect, and prevention of the violence in particular. I have explained it in main themes such as causes and consequences of school violence, prevention of school violence, and then further explained in different sub-theme. Moreover, key informant interview with head teacher and class monitor was carried out to review meaning derived from the group discussion.

Causes of school violence

Let me start with following qualitative fact received from girl student group on how they perceived causes of school violence.

Girls and boys are equally responsible for teasing and harassing each other. Some boys and girls both are so crazy to tease each other for making a fun and enjoyment, both like each but others has considered it as a sexual harassment or abuse. So, to me, it is difficult to say whether such behavior is sexual abuse or pleasurable matter for both of them. (Field note, class seven girl student, 14 September 2016)

The testimonial above gave clue that the students have perceived teasing or harassing each other as a fun and pleasurable matter rather sexual abuse or bullying. Another similar field note also explained the same.

A boy told me that he tried to be closer and teased by calling uncomfortable words of sexuality to me because he found me beautiful and gentle, also belonged to rich family and like to make girlfriend for a fun and enjoy forever. (Field note, class eight girl student, 14 September 2016)

Here, the purpose of teasing was for a fun and making a girlfriend forever but not sure whether the girl accepted or not. However, such behavior considered as a violence while the girl rejected it as bad intention and felt shameful acts.

Causes related to meaning or understanding

Without any intention, giving punishment to the students for a good cause is not considered as a school violence. It is an act for changing unwanted behavior and transforming their habits according to the set norms by the school or community. If a teacher does not create fear through punishment, it will not be possible to control as many as children at school. Fear of punishment and verbal abuse prevent to arise chaotic situation in school. It is also necessary to protect weaker and younger students otherwise they will be victims of bullying or abuse from the senior or stronger students. (Field note, a male teacher, 16 September 2016)

A male teacher testimonial above is crystal clear on how he has an understanding about his supremacy to impose punishment as a disciplinary tool. He has also strong belief that teacher does not have bad intension to hurt students, punishment is only for correction of bad behavior. Such type of fixed mindset contributed a lot keep on the practice of corporal punishment against children in school.

Students quarreled each other and verbal or physical abused to the weaker or younger so teacher gave punishment to control their bad behavior and protect younger or weaker one. Most of the teacher-imposed punishment to students only with good intention to ensure better learning outcome in examination so that the student could be an example for others. Majority of girls viewed that teacher gave punishment because student did not study properly, did not do their homework and they did not come school regularly, absent without informing to teacher, and they sometimes ran away (bunk the class).

In discussion with parents and members of school management committee and parent teacher association, they accepted that verbal threats, minor beating imposed by the teachers has not been considered school violence except severe punishment led to the injury.

Cause associated with school practice

Below testimonial showed evidence that school practice to set certain norms and contradict it with students' hobby, and erupted violence.

I like to make a long hair and wearing an ear - ring which make me feel very good. But my class teacher punished physically and abused verbally many times due to the ring I wear and not cutting the hair. My class teacher doesn't like to student mainly for boy having long hair and wearing earring. Two of our classmates - girls used to use nail polish, eyebrow beauty care

also received punishment from the teacher which I felt very bad. (Field note, 14 September 2016)

Likes or dislikes or setting the norms for students have become the reason or justification for punishing the students in the name of crossing the school rules or norms. Boy student having a long hair and wearing an ear – ring or use of beauty care related materials by a girl does not harm for study or even it is difficult to say that it disturbs the teacher for better teaching. But teacher found it is harmful and tried to avoid such behavior through punishment. The teacher has a view such behavior ruins school environment. However, it is a matter of argument whether such behavior is harmful for school or not, probably it is all about the set norms and tried to keep it forever rather bad or good for student.

Cause of acceptance /culture

As discussed on cause of sexual harassment or abuse, one of the revealing facts came out why the boys teased or abuse. A girl student of class six said, “*Malai keta sathiharule rupmani, katiramri, masanga jane ho bhanera jiskaune garchhan*” meaning that boy found her graceful, very beautiful and teased let go with him. A girl’s remark above the cause of sexual verbal abuse was the graceful or beautiful appearance of a girl and that motivated the boys for teasing and getting fun through it.

Some of the girls perceived that girl has shyness nature, physically weaker than the boys, not showing offensive behavior even irritated frequently which helped to increase boys’ dominating and bullying behavior and girl became victim of abuse from the boys.

Girls are shyness in nature, physically weaker than the boys and not response back negatively against the boys which helped them for a sexual harassment against the girl. Girls have also fear whether they would not have to be safe or not if the harassment case reported to the teacher. Such

unsafe mindset of girls also motivated boys to abuse or harass girls unnecessarily. (Field note, class seven girl student, 15 September 2016)

The above testimonial gave sense that low morale and less competitive masculinity feeling of a girl also gave space to the boys for abusing and bullying behavior against to girls. Moreover, the boys dominating mindset towards girl also fueled to occur violent behavior. They did not like girls' competitiveness in game which emerged internal patriarchal mindset and blamed unnecessarily.

I competed with boys in two games in school. I defeated them in both games. The boys who defeated with me, had verbally abused me with accused of cheating in the game. They also accused me that teacher also ignored of the cheating because of me, a good girl. (Field note, class nine girl student, 16 September 2016)

The above testimonial denoted that boy abused unnecessarily while he defeated with a girl in the game. In discussion with boy student group prevailed different causes of school violence including the effect (implication) of it on education.

Caste based bullying or abusing practice existed in the school. A woman teacher said that she heard many times some students called like "*Damai,..Damai*" which made bad feeling to the student who belongs to the *dalit* family.

In a lunch time, I was observing students' gossip and playing together. One student teased by calling "*Damai..Damai*" many times. He did not like calling *Damai* instead of his formal name *Ram Kisan*. He shouted back to the caller. But he kept continue calling *Damai..Damai*. Ram became angry and punched back to the caller. I intervened to stop further fight between them. (Field note, a woman teacher, 16 September 2016)

The above lines proved that feeling of caste-based domination germinates violent behavior which resulted school violence i.e. bullying or verbal and physical harassment incident arisen.

Physical desire of opposite sex in adolescent age

The discussant also accepted as a normal for teasing each other i.e. between the girl and boy mainly in adolescent and post-adolescent age because it is physiological changes which demands physical and emotional attraction between the two-opposite sex. It is naturally considered as an enjoyable experiences rather school violence even though it is felt a bit pain or hurt to some extent.

Student behavioral cause

Let me start with the behavioral cause of school violence on how the boys' student group perceived it.

I had to fight others because they made a noise while I was reading in classroom. I also quarreled with a classmate while he did not return my pen. He had lost my pen. My books and copies were fell down on the floor when my books and copies were pushed while two of my classmates pushing each other. I shouted against both to pick up my books and copies immediately. But they did not do. Then I gave one punch to each of them. They only shouted back me. I did not say anything. (Field note, 14 September 2016)

The experience shared by a boy above showed multiple reasons, mainly related to the behavior, occurred in the classroom during the teacher absenteeism. The unnecessary talks, disputes make disturbance other that fueled to quarrel and even physical assaults. It was noticed that some were making fun each other which made inconvenience for study. Thus, here fun was also violence to other boy because he felt his classmates' fun behavior unacceptable to him. So, he punched back to both for stopping their so-called fun.

One of class seven boy said that he had to fight with classmate because he was pushed back unexpectedly while they were playing marble (glass ball) at school ground during lunch hour. He was pushed back because other player charged him not to follow the rule of play, he added. It proved that unexpected behavior (not followed

the set rule, pushed back unexpectedly) invites violent act such as physical assaults and verbal abuse.

A boy of class eight reported that he enjoyed a lot while swimming and fishing in the stream. But that enjoyment or fun ended into the physical pain while he got sever physical punishment in the next day, he explained. Thus, it is clear that the fun acts such as swimming and fishing is also the cause of violence i.e. corporal punishment imposed against the student. Here doing what students like invited punishment because teacher do not like to student for swimming and fishing.

Parenting practice

Parent considered that home or family environment is a key element to influence children behavior either good or bad which also appear the same in school, and they accepted that teacher should have authority for correction of the bad behavior either by threating or punishing physically or counselling at school if any student showed the bad behavior. They also well perceived that parent's ill behavior also caused to be a victim of corporal punishment in school.

One of the parents (father) never gives time to his daughter for study at home. He always shouts against her for doing household work such as fetching water, firewood collection, fodder collection, dish washing, cooking and imposing to carry on heavy things i.e. wood. I did not see her sit for study at home due to her father threating behavior. I feel very bad while comparing the daughter of my neighborhood and my own daughter. I think it is very disturbing behavior not only to her daughter but also to the school for quality education promotion. (Field note, a parent, 17 September 2016)

The fact above gives the clue that some parents expected to beat or shouted their children at home, and some do not the same. I also explored the girl's learning outcome and found that she has poor marks and observed that she received frequent negative comments (verbal abuse) from the teacher. Here, what I came up with the

understanding that the negative family / home environment supported her poor achievement, it also invited verbal abuse (negative comments) from teacher at classroom, and it resulted anxiety in study. One of the interesting things what I found that the girl belongs to the so-called higher caste i.e. Brahmin who are living under the domination of *Magar* (96%) population. In general, now a days, Brahmin family gives more time to study their children at home as compared to the other caste/ ethnic families.

Girls dominate to boys in this school. They also tease and abuse verbally to the boys. The boys seem a bit shy and don't like to play with the girls. But the girls like to play, gossip and tease to the boys for a fun. They are more open for a fun and play. If someone teased to them, they do not think whether he is abusing. The girls take it as a fun rather sexual abuse or violence. (Field note, a woman teacher, 16 September 2016)

The statement expressed above at the discussion gave a clue that it is not fair judgment to level sexual abuse in school if an adolescent boy and girl are making fun by teasing or gossiping each other. Such behavior is very normal in *Magar* communities. Teasing, fun fighting etc. between *Magar* girl and boy is a ritual that led to ran way both for marry. It is acceptable in the *Magar* communities.

Most of the discussants also accepted that teasing each other is a part of fun if it does not hurt or harm physically and mentally. However, the teasing for a fun sometime transform into physical and emotional pain, which evolve violence, added one of the discussants.

Teachers' ill behavior

Some of the students have viewed that teacher sometimes punished unnecessarily that could not be considered as good intention. Some of the students accused that they had to receive punishment and verbal abuse from the teacher without reason that could be sorted out through discussion and clarification of the

actual situation. It meant that the reason was bad intention helped to keep on practice of corporal punishment in school.

Every day minimum three and maximum ten students of my classmates received punishment from the teachers because of not doing homework. Another reason is that some of them had also bunk the class and some were absent without informing class teacher. I also received stick beat occasionally, the reason was same, not submitting homework and another reason was that I had used nail polish which not liked by the teacher. I saw a class teacher beating to three students who had a bit long hair and forgot to cut it. (Field note, class nine girl student, 14 September 2016)

The testimony above proved that some of the teachers' imposing punishment is like a instrumental because some of the case presented could be sorted out other ways rather jumping to impose punishment. It proved that some of the punishment was intentional.

There are several reasons of receiving physical punishment and verbal abuse from the teacher. I have seen that teacher punished students with the reasons of a) quarreled or physical abused each other in the classroom, b) not submitted homework, c) ran out from the classroom frequently, d) spoke bad or rough words, e) disobeyed instruction given by the teacher, f) came with dirty uniform and g) not attended at physical fitness training cum morning assembly. Last Friday, I also received punishment because I had to go to school without shoe, I were slippers because my shoe was not dried enough. (Field note, 14 September 2016)

The above intense quote expressed at discussion gave sense that some of the reasons associated with behavior whereas others related to negligence. Some reasons a bit more situational and justifiable not respecting the school norms. However, teacher used blanket (wholesale) approach to implement the rules i.e. imposed punishment, incapability of the teacher for doing fair judgment even there is sufficient justification. It is also anarchy of the teacher.

Consequence of School Violence

While gathering qualitative data to assess consequence of school violence have prevailed both negative and positive with viewed of abuser and victim. The data were derived through discussion with students, teachers, and parents in different group. It prevailed many consequences, or effect to the victims of school violence as discussed with girls.

Physical and mental pain / fear to victim

Some of their expressions below have been highlighted as evidence of effect or consequence of the school violence.

On the way back to home from school, a boy, a bit bigger teased me with bad looking towards me and who also liked to be closer to me even in school. I did not know what his intention was, either for fun or something harmful act against me; I was a bit confused and afraid observing his bad behavior. I told to my father about it, but he took it as a normal thing. Next day, I reported to the head teacher. Head teacher shouted against him and ordered to do 100 sit-ups. Since then neither he told me, nor have I told him. (Field note, 14 September 2016)

The experience shared by a girl captured mainly three consequences. Firstly, the fear and confusion. Secondly, had to receive verbal abuse and corporal punishment from the teacher. Thirdly, close the communication between the victims which may invite further worse implication, the boy can do physical harm to the girl.

I remembered one day when I felt very bad because class teacher had given punishment me in front of others. I felt not only physical pain but also pain in my heart. The punishment was given due to not doing homework. The homework was not done because I spent time talking with our relatives who came home long year interval. Since then, I recalled time and again angry face of the teacher, thinking I would not have to see his face forever because I could not concentrate for study while he interred into the classroom. (Field note, 15 September 2016)

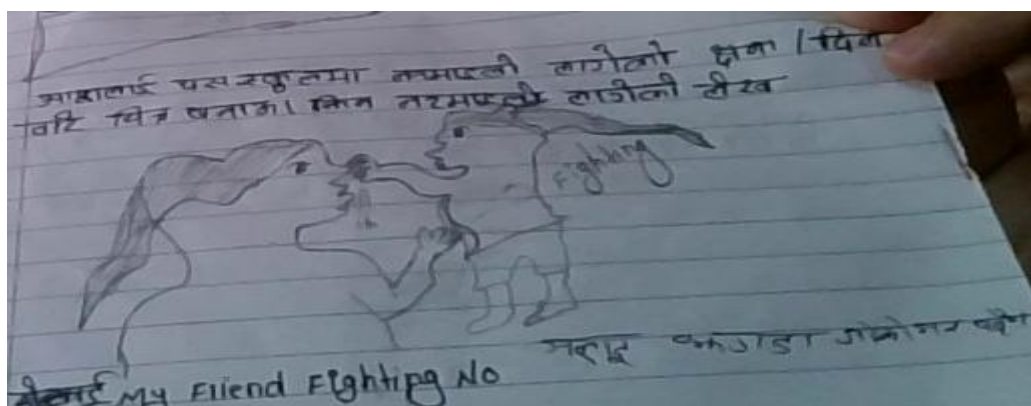
Physical pain or hurt, emotional pain for longer duration, emotionally disconnect the relation of teacher and student, anxiety to study and lost concentration to the subject taught by punisher, teacher are the major consequences can be extracted from the testimonial above.

In discussion with boy student group, it was found that several consequences of school violence noted. It has been described further below:

I felt internal pain and hopeless while I had to see teacher beating to my friend in the classroom. Last Sunday, I cried a lot due to severe pain caused of stick beating on my back and legs. I also cried in school because one of bigger student beat me while playing game at the school ground. I did not like to read in the classroom that day. I just remembering the bad face of the guy who beat me. (Field note, class six boy student, 13 September 2016)

The expression of a victim above gave several effects of violence either physical abused / bullied or corporal punishment imposed by a teacher. As noted above, the crying – emotional pain, physical pain, and anxiety to read are the immediate effect to the victim whereas growing bad memory against the abuser or perpetrator is a long-term effect which could be turn back violent act against the perpetrator by the victim. One of the students of grade seven said that he felt very bad while he had to see fighting student each other in his school. He also sketched a scene of fighting with caption as below figure.

Figure 5. Student Sketch of a Scene of Fighting each other



Source: (Taken by the Author, September 2016)

The caption with drawing picture gave a clue that violence between the peer not only implicate to the students engaged in fighting but also other peer who must be exposure on it. Other peer feels bad and get confused why they are fighting each other being a friend of the same school.

The interesting facts prevailed that eight out of ten boy students of grade six and seven had to cry in school either beat by teacher or abused physically by the bigger or older student. It is much clearer that there is high prevalence of school violence existed and impacted it negatively, physical, and emotional pain to the victim.

Emerging next level of violence – revenge

I stroked not feeling good and would like to take revenge to whom abused and beat me in school. One day will come that I surely harm physically him when I grow well. Since then, I did not talk with him, and thinking I would not have to see his face until I could hurt him. (Field note, 16 September 2016)

The quoted above lines of a girl gave clue the long-term negative consequence to establish peace and harmony in society. The bullies have put a seed of violence in mind of a girl that the seed is expected to grow together with physical growth of the girl. Once she will have reached equally competent, then there is high possibility of another violence that could be the worst situation: hurt physically and sever injury. Thus, one violence has possibility to invite other sever case of violence could be visualized from the above quote.

I was so angry to speak against the perpetrator who abused me verbally and physically. The teacher also verbally abused me on charging shouted against to the perpetrator – older student. Then I was very angry observing the behavior of the teacher: not supporting me. I also thought that I would have killed both immediately. Now a days, I don't like to see their face and avoid

dialoguing with them. (Field note, class nine boy student, 14 September 2016)

The intense quote above showed the impact of violence to the victim is related to arise of revenge, aggressiveness, and criminal thought against the abuser or perpetrator which could be possible to erupt high degree of violence if the victim is not properly guided or counselled by the teacher. The quote gave clue that the victim did not find a just and treated unequally by the teacher which has created plenty of aggressiveness internally.

Consequence to study

It also resulted that the victim either absent at least for following day or is not able to read in the classroom properly for the day after being victimized. One of the students of grade eight also shared that he felt very bad while a teacher abused verbally in front of his classmates. It indicated that even the verbal abuse gave emotional pain which supported to lose an interest of reading in the classroom after received verbal abuse from the teacher.

The discussion prevailed that the victim of violence either physical or verbal abused, or corporal punishment impacted towards internal psychosocial pain such as worry, fear, humiliation, quiet /coolness, face down – feeling of lower the self-dignity, and anxiety to continue study. The following quote also proved it.

I could not raise my face and see to the perpetrator. I felt very bad. I don't know why I was abused verbally and physically by the older one. And I received the same from teacher as well. I like to cry but could not do, just be quiet with down my face. I found myself I am very sad person. I thought that why should I continue to study in this school if I was insulted, abused, and beat here. (Field note, class eight boy student, 14 September 2016)

The intense feeling of the victim showed that the consequence is related to low self-morale, feeling of unsecure and internal anxiety for speak and study that could be

continued longer period. It certainly implicates negatively in continuity of study of the victim if someone counsel or guide properly in time.

I was so angry to speak against the perpetrator who abused me verbally and physically. The teacher also verbally abused me on charging shouted against to the perpetrator – older student. Then I was very angry observing the behavior of the teacher: not supporting me. I also thought that I would have killed both immediately. Now a days, I don't like to see their face and avoid dialoguing with them. (Field note, class nine boy student, 14 September 2016)

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In discussion with teacher group, I conducted discussion for exploring the cases / situation of school violence and its implication including the prevention aspect of the school violence. Let me start on how they perceived cause of violence in school.

Positive consequence

Teacher viewed positive consequence of applying corporal punishment, it considered disciplinary measures rather defined violence.

First: the punishment stops making a noise. Second: student is motivated doing homework. Third: senior / bigger student does not abuse or bully to the weaker and junior students due to the fear of corporal punishment. Fourth: practice of sexual abuse or unwanted affair between the girl and boy reduced at least in school due to high chance of punishment imposed if it is noticed by the teacher.

Fifth: it helps for better socialization and promotion of respect between the senior and junior. Teachers still liked to keep it in practice to discipline student and taking care of younger children in school.

I take care young students by showing affection and love. They all are much closer to me and share everything with me. They also follow my suggestion while I told them for not making a noise. But I do not follow same behavior to the adolescent boys and girls. I showed a bit hard behavior, warned them occasionally for whom not doing wrong things and even punished physically in front of others. It has been helpful for me managing student behavior properly. However, sometime, I felt myself unhappy due to the scene of painful cry of the students who received physical punishment. (Field note, head teacher, 17 September 2016)

The lines above are crystal clear that behaving to the younger children by showing affection and love is as easy as possible to manage younger children behavior and practice in school whereas showing anger, frighten of head teacher and imposed punishment to the adolescent students is impacted positively managing the disturbing behavior and practice of some students in school

Negative consequence

Teacher also experienced negative consequences of corporal punishment. First: the punishment receiver cry and feel insecure. Second: teacher feels internal pain while student cry due to the physical pain. Third: physical injury such as bleeding, breaking legs or hands, injury at eyes, ear etc. due to the severe punishment. Fourth: parent of the punishment receiver attack physically to the teacher – punisher. Fifth: student drop or change the school.

In discussion with parents, it came out that frequent verbal abuse and punishment impacted negatively to the student and left school due to the feeling anxiety for study.

I shouted and beat my children particularly son because he did not do any work at home, he always spent time playing and walking around with his friends. My daughter is doing well at home and at school. She helped me a lot doing household work and read and did homework once she helped me for my work. My son did not do homework even I shouted many times. He did not go to school regularly, now he left school. I do not know why he left school. (Field note, mother parent, 17 September 2016)

The mother parent expression as above at the discussion proved that girl is doing better in her education than the boy though she spent much time in helping her mother at home because she received positive response from mother whereas the boy received physical punishment and verbal abused from mother. Such negative family environment to the boy created anxiety for study at home. I also explored his learning outcome at school, which found very poor, and the teacher has a lot of negative comments to him. I found that he received physical punishment and verbal abuse from the teacher frequently due to his undisciplined manner, disturbing behavior and not submitting homework. One teacher informed that he left school three months before.

The excessive coercive actions such as punishment, verbal abuse and shout changed student's behavior into the negative direction. The victim did not like to follow the instruction given by teacher and parent. The following field note also proved it.

I have seen that many children mainly boys have spent time either playing or hanging around without purpose. Their parent did not like such behavior and shouted against them. They sometimes received physical punishment as well. Such students did not study properly in school, they sometimes disturbed others and did not submit homework as well. I have seen that such students received verbal abuse and physical punishment also from the teacher in school. I found that teacher shouted against them and imposed corporal punishment was just for correction of their disturbing behavior and

motivation towards better study in school. (Field note, SMC member, 17 September 2016)

The school management committee (SMC) member witnessed that boys' laziness gave mental tension to their parent, and they beat or shouted against their child for reducing the tension. The same behavioral situation of the boys experienced at school also tempered to the teachers which influenced them to impose corporal punishment for correcting disturbed behavior, motivating towards study and for reducing the temperedness very quickly. In absence of counselling technique to reduce the temperedness, teacher could not see other options and she / he started either beat or shouted to them which also gave some relief from the temperedness caused by the students.

Prevention of School Violence

Here, I explained qualitative data received from discussion with students, teachers and parents including school management committee members to prevent school violence.

Self-awareness to escape from violence

The girl student group, the most of girls have good understanding on how to prevent possible bullying and abusing from others. They would like to keep equal friendship relation to all classmates to prevent possible violence from the bullies and abuser. They also remained away with the strangers met on the way to school and back to the home. One respondent believed that showing friendliness and trying to be a good with them rather expressed proudness also helped her to escape from possible violence. Boys believed that all students follow the discipline of the school to avoid possible victim of violence either corporal punishment or verbal / physical abused.

Most of student discussant viewed that managing good behavior such as coming school with school uniform, not try to hide during morning assembly himself /

herself, must not speaking dirty words, respect older peer, and follow the guidance, doing homework regularly, and following teacher's instruction. They also found effective that treated fairly for all and behaved equally for all girls, boys, different caste, and economic background for reducing violence in school.

Self-managed to prevent violence

The girl's student found relevant not respond immediately while someone teased and tried to abuse, better to keep quiet. Here it referred to prevent harmful act according to context, for example, theory of acceptance (culture, norms, value etc.) or theory of elimination – against the old value and practice.

We should respect each other and build togetherness among all friends at school. We should be polite and listen to others including the strangers. We should avoid being nearer with the doubtful or suspicious persons. We should create such an environment that the bullies could not find chance to abuse or bully anyone. For example, we must try to remain in group rather alone. We should keep quiet or not try to fight back for prevention of further victimize if the bullies or abuser is stronger enough than the victim. And we all must do homework, do not make a noise in the classroom, and should not complain about minor disputes to the teacher for avoiding corporal punishment. (Field note, class seven girl student, 15 September 2016)

The knowledge shared by a girl to prevent or manage school violence incident is a good guide for school management, teachers and for all students. The solutions suggested by a girl is not only for other but also tackling the situation self not to be victimized further either from abusers / bullies or from teacher. The girl has highlighted self-management to be protected themselves from the abuser which is more practical.

Form a group and remain in group

The girl student found effective to remain in a group especially on the way to school and back to home, do not live alone in classroom at the time of all friends are

out at the school ground and try to remain with others or group to avoid possible chance of being victim of abused (physical and sexual).

Self-defensive to manage harmful behavior

Few of the girls have a bit different view on how to manage or prevent the possible harm from the bullies or abuser. One of the girl's thoughts that she must be stronger enough to respond immediately to the bullies and abuser through either fight back or scolded against them.

Teacher and parent positive role

Students found teacher positive behavior and attitude and to monitor students' activities equally, avoiding practice of punishing to the abuser (either physical or sexual) in front of other motivated not repeating such act again which meant to support reducing the violence in school. Moreover, it was experienced that teacher and monitor, or older student take care of younger one with continue counselling for better socialization also prevented the occurrence of violent behavior. Teacher not blaming openly contributed to reduce anger and abusive behavior. Teacher role for orientation on positive disciplining to the student and teacher helped to scale down occurrence of violence in school. What the student believed that parent making available time for study to their children every day at home was helpful to be a victim of punishment in school.

As discussed with the teachers gave clue that prevention of school violence through peaceful way and assertiveness or coercive technique always remain situational. The prosecution must be fair so that victim could have a realization that the coercive action of the teacher only for remedial and immediate control of unexpected behavior in favor of the victim.

I saw some boys were teasing a girl and the girl was crying with bleeding (menstruation) at classroom because she was humiliated by some of the

boys. I took away her from the classroom and encouraged her be strong. At the same time, I also reported the case to the head teacher. The head teacher called the boys at office and gave punishment for their misbehavior to the girl. The head teacher and I expressed empathy to the girl and not felt humiliation and stay a bold girl. We together also suggested her to come school regularly. But she had absented for three days: during the menstruation period. (Field note, woman teacher, 16 September 2016)

The testimony above proved that on how a schoolgirl has been victim of abuse by her boy colleagues during menstruation period. The woman teacher including head teacher tried to manage such case both ways peacefully and imposing physical punishment so that both victim and abusers must realize that the technique applied by the teachers is fair particularly empathy words towards the victim and physical punishment to the abusers for a lesson not to repeat again such behavior against the girls in school.

There is a system to monitor behavior and practice of the students in school and even in the classroom. We all class teacher appointed class captain: one girl and one boy for each class. The class captain reports to teachers if s/he found doing wrong thing in class and abusing others. Then teacher calls the wrong doers or abusers at office. Based on the degree of misbehave and doing unwanted act, they have been received either verbal threat or physical punishment for giving lesson not to repeat the same manner again. Most of the time such technique has worked positively but sometimes it created problem, for example, one of the boys discontinued to study from grade eight. (Field note, male teacher, 16 September 2016)

The text above has prevailed that though school has some system to monitor students at micro level and using coercive technique for controlling students' misbehavior, it did not support for all positively because one of the student left school due to feeling of humiliation while he received physical punishment with verbal abused from the teacher.

In discussion, the most of parents shared their views mainly they perceived parent caring and nurturing role was crucial to prevent abusive behavior of their children at home which they believed it also supported to reduce violent behavior in school as well.

I trained on good behavior and practice to my children at home before sending them into the school. I also instructed about the bad behavior and practice, and communicated such practices are harmful for others. As far as I know, my two children received neither punishment from the teachers nor abused by their peers at school. I found them that they are enjoying studying better, showing affection to their friends, and using respecting words to the teacher. I believed parental training for young children was helpful for positive socialization not only at home but also in school. Positive socialization and behavior at home transferred to the school, if it was negative then would have transferred the same into the school. Parental guidance is crucial to prevent possible violent act in school. (Field note, a parent, 17 September 2016)

While analyzing the testimony of a parent above prevailed an ontology: seed of human behavior – positive or negative, amity or violent depends on family or home nurturing environment. A child having an exposure of amity with positive nurturing germinates peace and harmony whereas a child having an exposure of hostility with negative nurturing grows violence and disharmony. These are the two-basic knowledge: the underlying root cause of school violence and the preventive aspect of the violence management in school sustainably, I noted.

Moreover, they found the teacher as a parent of all student at the school and thus, they perceived teacher must give verbal threats and minor punishment to prevent unexpected abusive behavior.

Teacher is a parent of all children at school and responsible to take care all children for their safety. It is a reality that different children brought up

differently, and some children do not follow the school rules; and teacher must control their behavior through verbal threats and little punishment only with the good intention. I do not accept that teachers' verbal threats and minor punishment to the students as a school violence, it is only managing the student behavior for safety of all children of school. Otherwise, stronger / bigger student could abuse physically and verbally to the weaker and younger one. (Field note, PTA member, 17 September 2016)

The intense quote above gave clue that reason of the practicing verbal threats, physical punishment is socially accepted norms for correction of children's behavior at school. This acceptance stamped for the teachers to exercise their power and pedagogy process over to the students. However, it also prevailed the knowledge that verbal threats and threats of punishment is helpful to stop physical and verbal abused against weaker or younger one by their older /stronger peer. Such knowledge at ground assisted to the teachers keep on practice of punishment, verbal threats and shouted against the students.

School level

Moreover, it prevailed (at the discussion) that the school also managed student seating system through rotation. All students have opportunity to stay front bench through the rotation which is more helpful for teachers guide equally and take care of student behavior individually. Similarly, girl and boy must sit in a same bench alternatively: boy and girl which has been also helpful to control unwanted chatting or making a noise. Such seating system also helped to promote feeling of equality between the girl and boy in school. They do not have any shyness since they played together rather playing only among the boys or girls.

The parent and teachers both found relevant to reduce violence in school in different ways. First: parent must be careful to monitor children behavior and practice and help them for positive socialization. Second: teacher should be careful in micro level

monitoring of students' behavior and practice at school; and help positive transformation to whom having exposure of hostility with negative nurturing at home. Third: minor punishment and verbal threats with good intension imposed against some students can be applicable to protect junior, or young or physically weaker children from the possible abuse and exploitation from the senior or stronger student. Fourth: parent must send their children to school regularly. Fifth: teacher should not impose punishment or shouted to humiliate a student who have poor learning performance. Sixth: school should provision separate toilets for girls, boys, and teachers mainly to end the high chance of sexual abuse against the girls at toilet. Seventh: Teacher or head teacher must not give sever physical punishment, humiliate through abusive expressions in front of others for the sake of improvement of learning outcome.

Summary of the Observation and Discussion

The frequency of violence occurrence such as corporal punishment and bullying or abusing found more visible whereas the incident of sexual abuse was very little or invisible. Teacher absenteeism created situation for making a noise which invited punishment to stop the noise. Use mobile phone in class and went for toilet without informing to class monitor had become the reason of receiving punishment to stop such behavior. Late coming and also abusing to the weaker one was noted as an immediate cause of imposing punishment to the late comer and the abuser too. Breaking the game rules, cheating glass ball, interring the toilet without knocking, using abusive words to Dalit were key reasons of occurrence of bullying behavior in school.

The girls found high chance of abused while interring toilet because there was not separate toilet for the girls. The girls found more reluctant to go toilet due to the fear of abuse.

Bullying, corporal punishment and sexual abuse or harassment supported each other for their existence. It is all about behavioral problems and itself invited violent situation for correction of the behavior as expected by the senior or stronger or teacher.

It was noticed in informal chat with a teacher, one student had stopped to come school due to fear of punishment. A girl also left school with the fear of gossip or bullying by her friends in school because she got married (ran away with a boy) with a boy. The *Magar* students have perceived teasing or harassing each other as a fun and pleasurable matter rather sexual abuse or bullying. In such case, the purpose of teasing was for a fun and making a girlfriend forever.

Students quarreled each other and verbal or physical abused to the weaker or younger so teacher gave punishment to control their bad behavior and protect younger or weaker students. The *Magar* girl students believed that most of the teacher gave punishment to the students only with good intention to ensure better learning outcome in examination so that the student could be an example for others. However, some girls also agreed that teacher sometimes punished unnecessarily with bad intention. Thus, such teachers' bad intention helped to keep on practice of corporal punishment in school.

The source of the cause of sexual verbal abuse was a graceful or beautiful appearance of a girl which motivated to boys for teasing and getting fun. Moreover, girls perceived that they have nature of shyness, physically weaker than the boys, not showing offensive behavior even irritated frequently which helped to increase boys'

dominating and bullying behavior and thus, girl became victim of abuse from the boys. Similarly, low morale and less competitive masculinity feeling of a girl also gave space to the boys for abusing and bullying behavior against to girls.

Teacher absenteeism, unnecessary talks, unnecessary fun behavior to hurt others, ran away for swimming and fishing are the source of violent behavior of the teachers erupted which occurred violence in school. The incident of sexual abuse (here non-contact: verbal abuse) to a *Magar* girl created fear and confusion, once it was reported, the abuser received verbal abuse and corporal punishment from the teacher and later closed the communication between the victims.

Physical pain or hurt, emotional pain for longer duration, emotionally disconnect the relation of teacher and student, anxiety to study and lost concentration to the subject taught by punisher, teacher are the major implications were also observed as an implication of school violence.

Two consequences such as positive and negative of school violence observed. First: the punishment stops making a noise. Second: student is motivated doing homework. Third: senior / bigger student does not abuse or bully to the weaker and junior students due to the fear of corporal punishment. Fourth: practice of sexual abuse or unwanted affair between the girl and boy reduced at least in school due to high chance of punishment imposed if it is noticed by the teacher. Fifth: it helps for better socialization and promotion of respect between the senior and junior.

The negative consequence is also seen. First: the punishment receiver cry and feel unsecure. Second: teacher feels internal pain while student cry due to the physical pain. Third: physical injury such as bleeding, breaking legs or hands, injury at eyes, ear etc. due to the severe punishment. Fourth: parent of the punishment receiver

attack physically to the teacher – punisher. Fifth: student drop or change the school.

Students themselves have acceptance of not repeating unwanted violent behavior, not breaking school's norms, and loving and caring to the younger one for ending violence in school. Fairness behavior for all girls, boys, different caste, and economic background showed positive effect for reducing the violence. Parent making available time for study to their children every day at home was helpful to be a victim of punishment in school.

Moreover, there were some thoughts noted to prevent violence in school. Parent's careful monitoring children behavior and practice and helping them for positive socialization reduced violent behavior in school. Teacher's careful micro level monitoring of students' behavior and practice at school; and helping them for positive transformation to whom having exposure of hostility with negative nurturing at home was worthwhile to reduce the incident of violence in school. They also considered minor punishment and verbal threats with good intension imposed against some students is applicable to protect junior, or young or physically weaker children from the possible abuse and exploitation from the senior or stronger student. The provision of separate toilets for girls, boys, and teachers helped school for mainly to end the high chance of sexual abuse against the girls at toilet. In a nutshell, I summarized this chapter in the table below:

Table 19

Perception and Practice of Violence in Magar Community Dominated School

Violence	Knowledge	Attitude	Behavior	Practice
Corporal punishment (CP)	Punishment is necessary to control unwanted behavior and ensure safety of younger and weaker students	Largely perceived corrective action rather punishment, few of them consider another alternative.	Creating fear and threats; and loving, caring to younger one (primary grade children)	Minor beating; verbal threats; punishment in case of rape or unacceptable behavior
Bullying	Threats of punishment and imposed some punishment is helpful to stop other forms of violence in school	Teasing among girl and boy is okay, no harmful act for all but teachers don't want to bully younger and weaker by the older boy	Largely accepted by both girls, boys, parent	Fun, pleasure and equal between boy and girl
Sexual abuse / violence	Strong discipline measure and cultural openness can prevent sexual violence	Acceptance on creating fear of punishment, and cultural openness for girl and boy affair / love	Supportive and taking easily, but some girls careful with unacceptable behavior	Ignored possibility of abuse in toilets, common toilet for both sexes even teacher

Connecting to cultural and behavioral pattern of *Magar*, my study complied with as the literatures such as Baral (2068); Thapa (2014) and Pun (2014) in a sense that teasing and abusing behavior between young woman or adolescent girl and young man or adolescent boy particularly between the cousin- brother and sister in-laws is largely accepted (Thapa, 2014). This cultural value was observed in school as well.

This behavior can be understood as spillover effect, accepted as a fun and pleasurable matter rather than offensive act. “*Rodhi Basne* (dance and parody songs with music), *Thateuli Garne* (making fun with sexual connotation to young woman) and *Poila Jane* (elope)” are very common and accepted behavior of the Magar community. Because of this societal practice, these acts cannot be termed as violent or abusive acts before marriage (Pun, 2014). This value laden mindset of the Magar children showed the similar behavior in school as well.

Besides, Magars' judiciary system for punishment and reward (Magar, 2067 BS) was also reflected in the school that enabled teachers and students impose and endure punishment. The less preference of Magar children to study can be seen from that angle as well. In other words, they enjoy merry making and escape from punishment.

The CAP showed school violence, particularly corporal punishment, mostly occurred as a spillover effect of local judiciary system of punishment and reward of *Magar* communities. Besides, Magar community valued male and female equal. Even the single toilet is fine with the girls. This KAP was the result of open culture of Magar community (Baral, 2068 BS). It also noted that making fun and pleasure through teasing and loving between adolescent girl and boy in school was considered as a normal for girl and their parent (Baral Magar, 2068 BS). The openness and their perception towards bullying, sexual teasing or corporal punishment as normal act helped reduce the stated problems above even in school: This finding of the study complies with several notion of sexuality, sexual abuse, and sexual exploitation (William, 2006). But they can be understood from societal attitudes toward sex (Bullough, 1976). It is where the western thought of sexual abuse and sexuality was not found fitted with Magar communities and their children.

CHAPTER VI

MUSLIM STUDENT IN MADRASA

The earlier chapter discussed on how school violence was perceived by different research participants of schools situated in Magar dominated communities. The chapter highlighted on knowledge, attitude, behavior, and practice of school violence in schools with focus of causes, consequences, and method of prevention.

The chapter includes subjective (qualitative) data entry and interpretation mainly journey through *Muslim* students studying school – *Madrassa* in which included school observation facts, discussion notes with students, teachers, and parents including school management committee members. The subjective data mainly included on how the students, parents and teachers perceive school violence: cause, consequence, and prevention which revealed at the discussion based on their own experiences and witnessed to peers' actual incident of violence in the school. The subjective data has referred mainly transliterated textual form, photographs and observing facts which included in this chapter.

Introductory of the Muslim Community

The *Muslim* gives high importance of education. *Quran* and *Hadith* are main source of knowledge or education or religious guidance for *Muslim* communities. The first verse of *Quran* revealed to the prophet begins with “Ikraa” “to read” and the first five verses of that revelation contains the words like “read”, “teach” and “pen” etc. (Mohammad, 1997). *Hadith* includes say of *Hazarat Muhammad* which instructs *Muslims* about importance of education and acquisition of knowledge. According to the *Hadith*, *Hazarat Muhammad* had instructed Muslim to the acquisition of education from wherever they got it. It further added that God will forgive the sin of

those who go about in search of knowledge (Miasahib, 1991). According to Miasahib (1991), *Hazarat Muhammad* said:

“Search knowledge though it be in China and even if it is Mars” (p. 363)

In other place he had said, “The word of wisdom is an astride animal of wise man, so wherever he finds it, he is entitled to get it” (p. 352).

The two-broad aim of education are i) *Farze Ain* – compulsory duty and ii) *Farje Kafayah* – social duty (Ibid.). According to the Islamic belief, only the person that has full faith in this religion can be called *Muslim*. This complete faith is the belief in oneness of God, his angels, and messengers *Hazarat Muhammad* being the last of them all (Abdelatz, 1995). To acquire knowledge, of these matters, the *Muslims* should study the *Quran*, the verse of God and *Hadith*, saying and doing of *Prophet Muhammad*.

The Muslims have established their own educational institutions according to the specific curriculum to achieve two broad aims of Islamic education. The Islamic education begins with account of divine revelation of verses by *Prophet Muhammad* to his followers. It was run an oral tradition in which the followers of *Prophet Muhammad* learned the revelation and spread it among others. Later, all the oral verses compiled as a book, *Quran*, which is still the main text of Islamic education (CERID, 2009). The first school of Islamic education was Mosque where *Hazarat Muhammad* conveyed the divine revelation with their interpretations. It imparted *Quran* education and later converted it into Maqtab (Anzar, 2003). Mosque – Maqtab remained as a main institution of Islamic learning even after the death of *Hazarat Muhammad*.

Muslims felt the need of an educational institution to provide religious as well as earthly knowledge. This felt need motivated them to establish *Madrasa* as an

institution of Islamic education with a defined curriculum. “*Madrassa*” is an Arabic word meant center of learning where *Muslim* can learn not only the *Quran*, but also other subjects related to national international curriculum required for job market (Ibid.). However, Maqtabas are continued to provide only the knowledge of *Quran* (CERID, 2009) right from the age of four up to adolescent period.

Primary Qualitative Data of the Visited Madrasa

In 1 October 2016, I reached *JamiatulIslah Al – Islamia*, an Islamic Institution, *Madrasa* of Nepal situated in a pleasant place, *Rangapur*–the then *Bhutaha* Village Development Committee of *Sunsari* district. Now it lies in Palika. There I spent seven days for searching (through qualitative data collection instruments) on how the Muslim students, teachers and parents perceive school violence.

This *Madrasa*, established in 1946 A.D, is one of the largest and oldest Islamic Institution of Nepal and has been serving education from nursery / kindergarten to equivalent of higher secondary education only for *Muslim* children. The institution has two levels. First level was nursery to secondary which called *Jamia*. Another (second) level was higher secondary which referred to *Almiyah*. The institution has also separate section for girls and boys from class four onward. Between the boys and girls were not allowed to meet, talk, and play each other in the premise of institution but among the girls or boys could do. I have found that the Madrasa has 2,825 Muslim students (Nursery to 12 grade) including 1514 girls. The Institution is also running Islamic religious nursery classes (Maqtabas) at different communities where 1,000 young children studying (Appendix 7)

Muslim children enrollment in grade six and towards upper grade is decreasing trend. The decreasing enrollment ratio of the girls in upper grades is

higher than the boys. The Institution has altogether ninety teachers including twenty women teachers of which only two teachers were provided by the government, district education office. All teachers were trained on teaching, care of children, *Islamic* religious codes and ethics or morale as quoted by the head teacher.

I found that the Muslim children must study more subjects as compared to other public schools. They required to study at least 8 subjects in grade six and twelve subjects in grade ten (Appendix 8). I also found that the *Madrasa* has maintained teaching routine and nominated class monitor / leader for a support of class teacher.

Table 20

Grade wise Class Teacher and Monitor

Grades	Name of class teacher	Name of class monitor
Class six	Aslam and Yasmin (Girls class)	Mohamad Faisal
Class seven	Sarajudin and RuksanaFalai (G-class)	Ajaruddin
Class eight	Aja Falai and Afsana (Girls class)	RiyajudinAlam
Class nine	Faruk	Apsar Ansari
Class ten	Isahudin and Nuran Nisha (G-class)	Raful

The main role of the class monitor or leader was mainly to keep the class silence, monitor whether students go toilet and return timely and report to the class teacher if someone did misbehavior or quarreled each other. I observed that the monitor was doing the same.

Madrasa/ Classroom Behavior and Practice Observation

The curriculum of the *Madrasa* has mainstreamed to the national curriculum of Nepal government. However, *Quran* religious books written in Arabic and Urdu language were the main subjects taught from the nursery to grade twelve. The *Muslim* students had to memorize all texts and lines of *Tafheem-ul-Quran* which devoted to the *Allah*, the lord of retribution (justice), the all-mighty and the all-wise. The student

had to pay *Namaj* (pray to Allah) five times in a day and memorize the text and lines for a pray to Allah which was written in Arabic and Urdu language – almost 400 pages book. For instance, I picked some texts and lines which highlighted here:

Our Lord! Do not let our hearts swerve towards crookedness after you have guided us to the right way and bestow upon us your mercy. Surely you, only you are the munificent Giver! Our Lord! You surely will gather mankind together one day, a Day coming, there is no doubt. Surely Allah never goes against his promise. Those who disbelieve, neither their wealth nor their offspring will avail them at all against Allah, and it is they who will be the fuel of the fire. To them shall happen the like of what happened to the people of Pharaoh, and those before them? They rejected our signs, so Allah seized them for their sins. And Allah indeed is severe in punishment. Tell those who disbelieved: You shall soon be overpowered and mustered to hell and that is an evil resting place! Men are naturally tempted by the lure of women, children, treasures of gold and silver, horses of mark, cattle, and plantations. These are the enjoyments in the life of this world; but with Allah lies a goodly abode to return to. Say: Shall I tell you of things better than these? For the god-fearing there are, with heir lord, garden beneath which rivers flow; there they will abide forever, will have spouses of stainless purity as companions, and will enjoy the good pleasure of Allah. These are the ones who pray: Our Lord! We do indeed believe, so forgive us our sins and keep us safe from the chastisement of the fire.

These types of memorizing nature of education were practiced by the *Muslim* children from the beginning through pray to *Allah*. Because of my constructivist's orientation, I found it very hard to read and recall it. But the students and the Molvi/Maulana there were used to cognitivists' approach of teaching and learning. Constructivists don't prefer rote memorization while cognitivists accept it as a way to develop learning faculties (Allyn & Bacon and Gredler, 2001). Despite these orientational differences between me and the Molvi/Maulana and students, I observed

Madrassa for a week: there, I observed violence incidents many times. The following table explains what I noted during my observation:

Table 21

Recorded Classroom Violence in Madrasa

Days	Imposed Punishment (How many times)	Bullying /gossip (How many times)	Sexual abuse (How many times)
Day 1 – Saturday	/ / / /	/	
Day 2 – Sunday	/ / / / /	/ /	
Day 3 – Monday	/ / / / /	/ /	
Day 4 – Tuesday	/ / / / /	/ /	
Day 5 – Wednesday	/ / / / / /	/	
Day 6 – Thursday	/ / / / / / /	/ /	
Day 7 – Saturday	/ / / / / / /	/	
Total	39	11	0

The eye witness as recorded above that there was high prevalence of corporal punishment as compared to bullying or gossiping incident in Madrasa. There is no incident of sexual abuse to the girls observed during a weeklong stay in the school. The observation record showed that higher the incident of corporal punishment impacted to scale down the incident of bullying in the school.

Forms of Violence in Madrasa and Causes of Occurrence

I carefully observed the behavior and practice with back in mind cause and effect principle and revealed numbers of reasons to erupt violence in school. Most of their behaviors were related to the Islamic norms, social hierarchy, physically weakness of the person or they were done just for fun and pleasure. The following table explains specifically about it as per my visual facts (eye witness) noted in subjective data form:

Table 22

Observation notes during School Field Observation Visit

Causes of the incident of violence			
<ul style="list-style-type: none"> i) Ten students of grade six unable to memorize the lessons given to them previous day. ii) Made a noise which disturbed to another class, teacher came and beat them. iii) Unable to reach (3 students) in school timely, late enter school, class teacher abused verbally; 	Corporal punishment	Day one	
<ul style="list-style-type: none"> i) Gossip each other, one was asking homework copy, but his peer did not give it. ii) Shouting and pushing each other to grab the first bench seat; 	Bullying		
<ul style="list-style-type: none"> i) Two students of class seven went for toilet without taking permission from class Monitor. ii) Three students not attended Nabaj prayer room at the time of prayer to the Allah; iii) Unable to memorize the text of Quran, Islam religion; 	Corporal punishment	Day two	
<ul style="list-style-type: none"> i) Pulled hair from the back; ii) Disputed between two who go for toilet first; 	Bullying		
<ul style="list-style-type: none"> i) Left science class, and hide at toilet; ii) Abused to the grade 5 student; iii) Not doing Nepali homework 	Corporal punishment	Day three	
<ul style="list-style-type: none"> i) Scolded and pushed back other peers due to unable to grab the first beach seat 	Bullying		
<ul style="list-style-type: none"> i) Not doing homework (English); ii) Unable to memorize the text of Quran; 	Corporal punishment	Day four	
<ul style="list-style-type: none"> i) Ruined of bed cover (which is used for sleeping), classroom and bedroom is same of the grade six; 	Bullying		
<ul style="list-style-type: none"> i) Made a noise in the class while teacher not coming to teach ii) Entering the girls' school building compound 	Corporal punishment	Day five	
<ul style="list-style-type: none"> i) Name calling, low social status 	Bullying		
<ul style="list-style-type: none"> i) Made class dirty or dusty, breaking pieces of paper ii) Borrowing pen from friend, not return it to him since he lost the pen on the way to home; 	Corporal punishment	Day six	
<ul style="list-style-type: none"> i) Quarreled between two students, because the borrower unable to return the pen to the giver since he lost the pen; 	Bullying		
<ul style="list-style-type: none"> i) 3 students themselves hiding at canteen due to fear of English teacher (unable to memorize word meaning) ii) Frequently coming to the school ground and school lobby during teacher absenteeism (social study) 	Corporal punishment	Day seven	
<ul style="list-style-type: none"> i) Abusing verbally called poor performer, "<i>nothing he knows</i>", he also scolded to the abuser. 	Bullying		

The table above gave clue that the most of violence were occurred due to students' bully behavior, making a noise, ruining bed cover and being unable to memorize *Quran* text. Interestingly bullying was caused to invite punishment, and the punishment also became the cause of bullying or abusing. The victim was punished because of his abusive behavior against the weaker one. The stronger one also gave verbal threat to the weaker again. It was very interesting that the bedroom and classroom was same for grade nine and ten, one student unknowingly scratched bedcover which made the bedcover owner (another student) unhappy and scolded loudly against whom scratched the bed cover. It was also noted that a student received punishment for charging of entering girls' school compound. However, none of the incident of abusing (sexual intention) to the girls observed because the boys and girls were strictly disallowed to meet each other and talk between them. However, among the boys and among the girls had frequent disputes, verbal abuse and harassed physically were observed.

Effect / Consequence of Violence in Madrasa

I searched whether the school violence had become cause to drop the students. While observing the school records and exploring the reasons of dropout (one year cycle 2072 to 2073 or 2015 /16), I found the following situation as noted in the table below:

Table 23

Observation Note of Reasons of Repetition, and Dropout (2072 to 2073)

Grades	Enrollment 2072			Dropout			Reasons of dropout	Repetition		
	Boys	Girls	Total	B	G	T		B	G	T
Grade six	53	137	190	4	25	29	Early marriage, left for earning / income to take care of family, frequent verbal and physical punishment due to unable study properly, humiliate or abuse by peers, fear of punishment.	4	30	34
Grade seven	45	82	127	7	1	14		8	2	10
Grade eight	30	85	115	1	30	31		1	21	22
Grade nine	28	34	62	5	3	8		2	1	3
Grade ten	21	30	51	2	4	6		2	3	5
Total	177	368	545	19	63	82		17	57	74

The table above indicated that some of the students left school because of frequent verbal and physical punishment: they were found unable to bear humiliation of the peers and fear of another punishment. I minutely observed the immediate effect to the victim once s/he received punishment, or verbal assault from the teacher or abuser. Some of the scene (though it was too hard to unhide), I noted as below:

Scene one: The student had tears due to unbearable physical pain of the punishment (beat on palm by stick); the student was also absent following day.

Scene two: The student face looked a bit red, unhappy gesture, feeling of guilty that easily marked her/him was very desperate because of the pain of humiliation. The student could not study properly in the following period.

Scene three: The punishment received by many students at a same time, it was noticed that they did not feel much humiliation, and the recovery of punishment or verbal assaults effect was quickly over.

Scene four: Red marks with a bit swollen on back skin and palm was seen due to use the stick while beating them.

Scene five: One student kept crying, and he was taken to Sadar Madaris (head teacher) room for stopping the cry.

Scene six: It was noticed that a student was absent for 2 days because he had a dispute with the class monitor and other students of the same class in the previous day.

Scene seven: It was also noticed that s/he himself kept quiet while the verbal assaults was about to change into the physical attack. Since the abuser looked a bit bigger and stronger physically.

Scene eight: All most all students of the class (i.e. 5, 6, and 7) kept very quiet throughout the period once they received punishment with verbal assault by the Molvi or Maulana/teacher.

Scene nine: Teacher's verbal threat of punishment (the next day) for those not submitting homework / assignment affected positively and negatively as well. One had completed the assignment and submitted it to the teacher whereas another one was absent that day due to fear of punishment or verbal humiliation in front of the friends.

Scene ten: It was noticed that some of the students seemed much happy and clapping while teacher gave punishment whereas some students of the same class seemed unhappy and kept quiet.

Scene eleven: During the disputes between the two students, some peer liked to motivate for discontinue the disputes whereas other peer of the same class fueled to change it into the physical attacks or fight.

Prevention of Violence in *Madrassa*

I figured out some visual facts on how to control student unexpected behavior into the classroom and in playground. The Madrasa teachers mainly followed coercive actions and they also believed such actions not considered as a violence and took it as a disciplinary instrument (big stick) for only changing students' behavior. They thought that stick is required to reduce other forms of violence such as bullying and gossiping among the peers. The following photograph gave evidence:

Photograph 3. Grabbing a Big Stick, Another One is Under the Desk, Trying to Hide



Source: Taken by the Author, 2 October 2016

As per my eye witness, I noted other ways of prevention of violence at their Madrasa which is explained as follows.

Islamic moral teaching or lesson towards Allah, the lord of the gods is the core education of the Islamic Institution. All the teachers and Muslim students (girls and boys) have received the same moral education (Islam) and they have been prepared for high moral towards Allah. As a beginner, Muslim students start to learn Urdu and Arabic text (Nabaj) for praying to Allah. However, only boys sit for pray to Allah. The students have gained knowledge on human good and bad behavior as explained in Quran which helped them to show a bit spiritual behavior (not bullying or abusive act) due to the internal (instinct) fear of Allah. This has significantly reduced the incident of bullying cases inside the premise of the Islamic Institution.

Though as a beginner (nursery to grade 2) both boys and girls have been studying together, the management has segregated into the girls' institution block and boy's institution block from grade 3 onward so that possible abusive behavior or sexual abuse or regular contact between the boy and girl could have prohibited in the premise of the institution through the segregated education system. There was a

separate gate, separate playground, separate building and classroom, separate toilet including water for a drink for the girl. There was same provision for the boys as well. They could enter and study only their respective institution, for instance, girls were restricted to enter boys' institution block and boys were prohibited to enter girls' institution block. Other interesting thing observed that girls' class was over 15 minutes before the boys as set rules of the Madrasa. This management system helped to end bullying or abusing between the opposite sex, unnecessary relationship between the grown-up boys and girls and incident of sexual abuse to the girls.

The institution has appointed two administrators to monitor student behavior constantly for both boys' institution block and girls' block. Thus, students have less chance to abuse each other. Students themselves were generally aware that they are constantly being supervised by the administrator. Moreover, class teacher also monitors constantly their respective class's students' behavior. Similarly, class monitor has also been appointed to take care of student behavior and report to the teacher accordingly. It also noted that only older (above 50 years) teachers can teach girls and even they are strictly disallowed to touch the girls while they take class. The dress code for the Muslim girls and woman teachers also a bit strictness. All the Muslim girl students must wear burka (face and head covered by thin black cloth) on the way to school and home. They can put off the burka only after entered the class and returned at their home. None of the people can see girls' face during the journey to school and home. Thus, all these institutional arrangements have helped a lot to minimize abusive act against others in general and no sexual abuse to the girls. It also noted that most of the boys have high respect to Muslim girls and women in school and communities. Teasing and unnecessary touching to girls or women is a sin for Muslim boys or men who must be entitled for punishment from Allah.

Understanding of School Violence from Muslim Perspective

Understanding on phenomenological perspective of Muslim students, teachers and parents has been explored through focus group discussion, individual interview and observing facts. Their own perspective has been explained here in different three main themes such as causes of violence in Madrasa, consequences of violence and prevention practice of it. In each main theme, it has been further defined into different sub-theme emerged while explaining main theme. Such explanation has been done based on their own meaning as expressed in discussion. The discussion was parted into mainly into different homogeneous group such as girls' group, boys' group, women teacher group, men teacher group and Madrasa management committee member group. Students of grade six, seven, eight, nine and ten had participated in discussion. I could not feel comfortable to sit with the girls' group for face-to-face discussion which was also not allowed to a youth (man) having such face-to-face contact with them. Thus, I managed one-woman research associate to carry on discussion with the *Muslim* girl students and with women parent. I conducted the discussion with Muslim boy students and another male group. However, the discussion guideline was the same to conduct discussion and consolidating their views and experiences.

In discussion with *Muslim* boy students, I felt very difficult on how to start discussion according to the research purpose. Thus, I followed the steps such as direct and indirect methods of discussion to explore their views and experiences. First day, I began taking class only. I taught Nepali, social study, science, English in grade six, seven, eight, nine and ten, respectively. Doing so, fifty percentage of my time was gone but it helped better mix up with students to explore school violence causes and effect indirectly. Rest of the time, I was walking around the school lobby, playground,

prayer room, teacher room, observing classroom through the window and took a note of the incidents related to school violence occurred. All the time I was mainly focused on how the students and teachers perceived school violence in general and the cause, consequence, and prevention of the violence in particular.

Cause of Violence in *Madrassa*

In discussion, it prevailed different causes of violence occurrence. The causes are related to behavioral, cultural, and religious norms, and teaching method.

Behavioral cause

“We had to use sticks mainly to the students of grade five to seven, since they make a lot of noise and don’t like to complete their homework at home”, a woman teacher expressed at the discussion session. It denoted that the age factor and corresponding behaviors also invited punishment in formal education setting. Even in *Madrassa*’s strong disciplining code did not prevent the children behavior which naturally surfaced during teaching hour. They were taking support of fear and threat embedded their own culture to prevent violence in *Madrassa*. Thus, following only negative reinforcement and own culture rather other skills and knowledge of positive ways to engage children in educational activities were found reason of imposing punishment – i.e. incident of violence in *Madrassa*. In discussion with boy’s student group, I perceived that the most of students made an unnecessary noise while teacher taking in the class, which became cause of punishment to control such behaviour.

The male group discussants have understood that beating or giving any form of punishment to the students in *Madrassa* is only for good cause such as disciplining them and creation of fear to motivate study properly. They perceived that punishment either physical or emotional is all about the correction of behavior according to the *Madrassa* code of conduct. So, what I found that they did not believe that corporal

punishment is an issue of school violence at least at their Madrasa where more than 2,800 Muslim children both girls and boys have been studying since decades. Such notion keeps perpetuating the practice of physical or emotional punishment against the children by the teachers of the Madrasa.

Socio - cultural cause

I found that only women teachers give punishment to the girls. The woman teacher twisted ears while girls came out from the classroom. Most of the woman teachers experienced to impose corporal punishment to discipline Muslim girls and they also perceived that it was necessary. Let me present on how the woman teacher perceived the cause of sexual abuse in context of Muslim communities and Madrasa:

Due to the strict dress code for Muslim girls, there is very rare chance to abuse or looking with sexual intention or teasing. All Muslim girls cover their whole body (even face covered by burka) by clothe, such descent dress codes for Muslim women or girl helped to prevent bad looking of man or grown-up boy student. I have seen incident of sexual abuse against a girl on the way who had not covered her whole body by clothe, just wearing half pant and short T-shirt that invited boys for comment on her dress up, and body part. (Field note, 3 October 2016)

The above lines proved that chance of victim of sexual abuse from man or boy students can be the cause of the dress wearing by the girls. In Muslim communities, they followed the dress codes given by the Madrasa, and thought that it was a must to prevent any evil look or possible threat of sexual violence.

One of the parents (discussant) expressed his view “*Hamne bacha didiya, Usko Chamra vi didiy, lakin haddi to nahidiya*”, it means Madrasa’s teachers have been authorized to beat only to give sever pain on skin but not allowed to break bone while teacher gave physical punishment against Muslim children. The quoted lines above are sufficient to analyze underlying cause of keep continuing the physical

punishment in Madrasa. Let me present the testimonial of a father which was noted at the discussion.

Muslim children do not keep studying properly if there is absence of punishment imposed them, and not threatened them for better study including better discipline. The threat of severe punishment worked very well to discipline students, for example, they come Madrasa regularly, stay whole period and do not disturb others. All 28,00 Muslim children attend in time and leave as set time by the Madrasa Management Committee, which is the very positive effect of the punishment against children. (Field note, 3 October 2016)

The lines expressed by a father clearly indicated that he found giving punishment for good cause impacts positive effect. I therefore understood that such knowledge or value at the ground (in parent mind) is a reason for continuation of corporal punishment in Madrasa education institution.

One of the father discussants claimed that love, fear, and physical punishment towards the children remain situational. He explained further children are required to experiences all those behavior for respecting values, norms, and early socialization process. "There is nothing wrong if a teacher or parent create some fear or give punishment and should not take it as a violence against children", he added. With support of the above notion, what I understood that there is plenty of knowledge rooted in favor of applying any forms of punishment for correcting children's behavior and early socialization process and most of them see only the positive effect of any forms of punishment against children either at home or Madrasa.

Religious cause

The *Quran's* moral lesson socialized differently to the Muslim boys on how to behave girls. Let me present a *Muslim* boy's perception:

We do not even see girls with bad intention in this institution. How we can we abuse the girl and unnecessary touch their body? It is very sinful work. A man

can touch, do love or sex only after marriage. This is a rule for all who believe Islam and follow the direction of *Allah*. (Field note, class ten boy student, 3 October 2016).

The testimonial proved that Quran teaching changed devil mindset of man and taught always be respectful for woman rather abusing her. Such belief was the reason of not abusing girls in the *Madrasa*.

We are not studying together with the grown-up girls. I believe it is good system. If we sit and study together with the girls, we might have emerged evil idea, unnecessary physical attraction and might have sinful act to the girl. In such a situation, violence such as sexual abuse or bullying incident could be happened. So, I am happy to be away from such evil incident which has been not happened in this institution. (Field note, class ten boy student, 3 October 2016)

The opinion above gives direction that grown up boys and girls studying together was main cause of bullying or sexual abuse among the students in general and sexual abuse to the girls in particular. The argument was found closer to the truth (to some extent) because I could neither observe nor hear about incident of sexual abuse or bullying to the girls at the discussion.

Teaching technique

Rote learning to memorize religious text (text of *Kuran*) has been observed that every Muslim student should memorize the religious text. If someone unable to do it, are entitled to receive punishment. A student explained in a discussion, punishment from teacher to students not able to memorize the text is frequent and sometime, the punishment is so hard to tolerable that made student cry a lot due to severe pain.

Absenteeism

The girls come out from the classroom while the teacher absent. The girls start to make a noise while teacher absent and not coming to class for teaching. It makes disturbance to other class where teacher delivers lesson. Then the teacher either beats

by sticks to the noise makers or shouts against them so that their noise could be stopped.

Let me present a field note what I transcribed a girl student tale.

While a teacher absent, we liked to talk each other. We talked about our family and home environment. We also started to tease each other in the class. The teasing each other was only for a fun, but it happened unhappy situation. The teasing changed into the disputes between the girls. All these things made a lot of noise which disturbed to the teachers who was teaching nearby classroom i.e. class eight. Then the teacher came and beat by the sticks, shouted to all of us. We all kept silence. (Field note, class seven girl student, 2 October 2016)

The girl's testimonial gave a clue that violence incident occurred because of teacher absenteeism. If head teacher manages to send another teacher to take the class, the girls could not have opportunities to talk unnecessary things for inviting disputes among them which might not be there a lot of noise. It helps understand that teacher absenteeism, lack of alternative teacher to take class while a teacher takes a leave or absent and making a lot of noise are causes of violence occurred as explained testimonial above.

Consequence of Violence in Madrasa

In discussion with girls' group, boys' group, man teacher group, woman teacher group, parent group and Madrasa management committee group, the consequence of violence was noticed not only physical pain but also felt humiliation, confusion, and lower self-esteem, and also claim of some positive effect of punishment and threat of violence to some extent. Different consequences of the violence in Madrasa have been explained on how different discussant perceived about it as below.

Physical pain, humiliation, and anxiety

Once student received punishment, s/he experienced very painful physically and felt very bad, a kind of humiliation. Let me explain below lines on how school violence is painful.

I felt very bad right after received punishment i.e. beating by stick, it was so painful to bear it. I felt humiliation as well. However, I also thought the punishment was given only for good study not for other intention. I changed my mind myself it was okay, I thought that I received punishment due to not doing homework at home. I could not answer the questions of a homework and wanted to tell it next day. I could not get chance to ask again, teacher punished me as she did others. I felt very bad again why she beat me without giving chance of explaining the reason of not doing homework. I was confused a lot after the punishment and did not like to read that day and next day as well. I also did not ask for teaching again. (Field note, class seven girl student, 2 October 2016)

The violence, beating to a girl, consequence she could not find what was wrong and what was right. She thought that the punishment given her was very bad. Later, she compromised herself it was okay. At the end, she again felt that punishment imposed on her was not good because she did not have chance to explain the reason of not doing homework. The punishment not only gave physical pain but also emerged confusion in young mind that impacted anxiety for study because she did not read properly for two days and even, she did not ask for again to the teacher though she did not understand on how to answer correctly. Thus, here physical pain, humiliation, fear, confusion, low self-dignity, anxiety, and demotivation to continue reading were the main consequences noted.

Change student behavior and classroom environment.

On my open question - what was happened when students made a noise, one of the boys responded as below:

The unnecessary making a noise by some students invited stick in the classroom. The noise came out again, the stick reached to palm and to the back of the students who were making a noise. Then the noise stopped. It was also so painful situation that they could not bear the pain and fell down tear. I saw other one slashed skin and appeared blood due to stick hit hardly. The class turned into very calm. Some friends were scared, and I was also afraid. But some expressed smiling face with indication that the punishment was good for them. I felt very bad due to such behavior showing my friends. I could not study that day due to recalling the scene with teacher angry face again and again. (Field note, class seven boy student, 4 October 2016)

Making unnecessary talks or a noise again and again; made irritation and angriness to the teacher. The angriness transformed into the violence such as beating to the students very badly.

In discussion with women / mother group, I observed notable remarks received from the discussion that Muslim girls had to do early marriage to avoid possible chance or threat of sexual abuse or unwanted touch to their body part from boy or man. One of the discussants said that some parents insist their daughter to get marry as early as possible so that their daughter would have safeguard from her husband. "In Islam, married woman rarely abused by others, sexual abuse to other wife is sinful act", he added. His remarks also connected what I observed the practice (during my stay in the Muslim community) - Muslim girls or married women mostly remain inside the home, they cover their whole body (head to foot) by clothe while they are walking on the way, and rarely like to talk new people. The remarks and observed practices gave sense that they had protective measures to prevent possible threat of sexual abuse. Such practice also transformed into the Madrasa institution to protect Muslim girls from sexual abuse.

One of the discussant's testimonials presented below which was trying to prove the positive effect of the violence.

Sometimes, I beat my daughter at home, but her father and elder bother never did. The reason beating was that she lost her pen. Other reason was she went outside without wearing burka. I could not see repeating such behavior. So, I beat to her. One day I scolded a lot while she refused to go Madrasa, but she went to Madrasa due to my verbal threat. (Field note, 3 October 2016)

The above expression proved that on how deep-rooted mindset of a mother that fear, punishment, and verbal abuse is very effective to change daughter behavior such as negligence, or dislike to go to Madrasa and wearing burka.

Physical injury to victim and psycho-social effect to others

Teacher sever punishment dropped down the blood from skin. It dropped down the blood. The hard-beating flushed skins which was very painful. It not only gave physical pain but also pain in heart. The effects extended to others as well: some scared and felt very bad whereas some felt good or happiness having opportunity to see stick beating. It also changed students' mood either angriness against teacher or anxiety for a study.

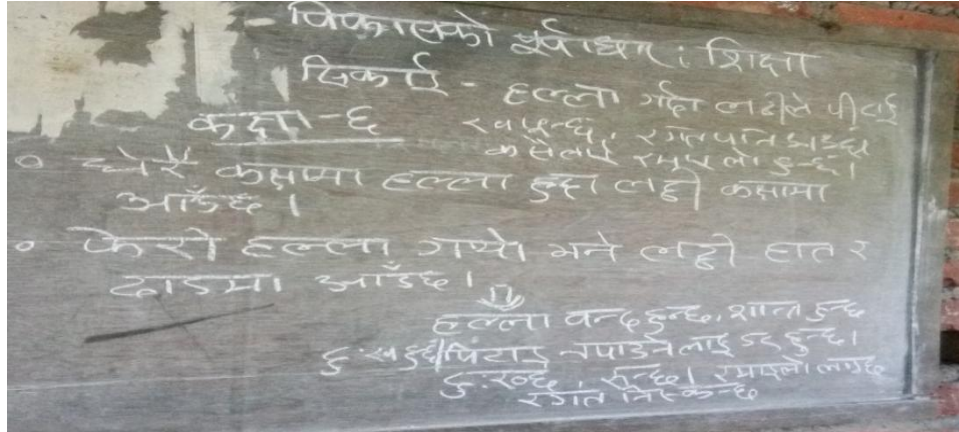
Consequence of positivity

In a discussion, a boy claimed that suppressed with strict discipline to the disciples (pupil) and created fearful environment for them helped to learn better, stopped doing bad things and engaged only study for achieving good result. He perceived that punishment or threat of punishment has impacted positively to discipline, and memorize text of *Quran*, otherwise disciples/students would not have given attention to memorize text of *Quran* and other subjects. Most of them also argued that students having too much free in Madrasa create anarchy environment and ruin their study.

In discussion with grade six boy students, I noted their experiences of punishment on how it worked positively to manage behavior and stopping habit of

making a noise in class including negative effect of the punishment, reference was copied as below:

Photograph 4. Field note expressed by grade six student, Bhutaha, Sunsari



Source: Taken by the Author, 3 October 2016

The above experiences expressed by the students while discussed it indirectly while I took a class - *Bikash Ko Pubadhar Kshicha*” in class six. It was important to note on how the students experienced the cause and effect of noise in the classrooms which also interconnected chain effect of school violence.

The discussion gave hint that some teacher imposed corporal punishment to correct students’ behavior for better study of Islamic education and general education. The teacher firmly believed that punishment impacted students’ life positively, for example, better study and exit of bad / harmful behavior. The following testimonial of a man teacher also gave similar thought:

A boy (studied in grade 4) had a very bad habit. He grabbed pen, pencil from others bag and hided in his pocket. When we got know his habit, I shouted against him and threatened not repeat such act again. Then he did not steal anything in Madrasa. However, he repeated such bad habit in home and neighborhood. One day, he stole a goat from a bit away of his neighborhood which came to notice at school from the parent. I punished a lot to him, beat by stick on back, hands and legs. After the punishment, he left his habit to

steal other goods or materials. He also studied better up to grade 9. Then he left school and went aboard for employment. (Field note, 4 October 2016)

The above lines gave clue that the teachers have strong belief in favor of corporal punishment to change bad behavior of boy student in Madrasa, otherwise few bad one spoil many others. They believed that it was also allowed from Allah for correcting wrong doers.

Chain of negative consequence

The chain of negative consequence of violence here triples down. In discussion with woman teachers, they claimed that most of the Muslim girls got married before appropriate age due to the threat of possible sexual abuse i.e. touch, unnecessary contact etc. They believed that once they got married, it was very rare to tease her or abuse by other man. "If someone especially man, did it, he is severely punished according to the Muslim culture", added one of the discussants. The child (early) marriage (violence) cases were more visible during the discussion. They believed that if their daughter got married as early as possible, there would not have any chance of being victim of sexual abuse or bullying because nobody abused sexually to the married woman, it was taken as sinful act if somebody committed it. In Muslim culture, thus, possible fear of sexual abuse to the Muslim girls (which considered sinful act) impacted other face of violence such as child marriage.

In discussion with women / mother group, I observed notable remarks received from the discussion that Muslim girls had to do early marriage to avoid possible chance or threat of sexual abuse or unwanted touch to their body part from boy or man. One of the discussants said that some parents insist their daughter to get marry as early as possible so that their daughter would have safeguard from her husband. "In Islam, married woman rarely abused by others, sexual abuse to other wife is sinful act", he added. His remarks also connected what I observed the practice

(during my stay in the Muslim community) - Muslim girls or married women mostly remain inside the home, they cover their whole body (head to foot) by clothe while they are walking on the way, and rarely like to talk new people. The remarks and observed practices gave sense that they had protective measures to prevent possible threat of sexual abuse. Such practice also transformed into the Madrasa institution to protect Muslim girls from sexual abuse.

One of the discussant's testimonials presented below which was trying to prove the positive effect of the violence.

Sometimes, I beat my daughter at home, but her father and elder bother never did. The reason beating was that she lost her pen. Other reason was she went outside without wearing burka. I could not see repeating such behavior. So, I beat to her. One day I scolded a lot while she refused to go Madrasa, but she went to Madrasa due to my verbal threat. (Field note, 3 October 2016)

The above expression proved that on how deep-rooted mindset of a mother that fear, punishment, and verbal abuse is very effective to change daughter behavior such as negligence, or dislike to go to Madrasa and wearing burka.

Prevention of Violence in Madrasa

Most of the discussant claimed that there was not any incidence of sexual abuse and bullying against the Muslim girls at the Madrasa. However, parent and teacher experience some threat of sexual abuse from man or grownup boy to adolescent Muslim girl, so they would insist to get married their girl child as early as possible. They believed that none of Muslim man abused sexually to the married woman. The several cultural or religious practices promoted by Madrasa and Muslim community to prevent violence.

Individual level

Woman teacher has been forbidden to impose punishment to boy students and man teacher also strictly disallowed to punish even to touch girl student. One woman teacher shared it at the discussion.

In Madrasa, only woman teacher allowed to beat or punish girls if they did not complete homework, unable to memorize *Urdu* language, and making a noise in the classroom. Although older male teachers are permitted to teach girls section, but they are not allowed even to touch the Muslim girls, so they never punish or beat the girls in the Madrasa. Similarly, women teachers are not allowed to teach boys' student the reason is mainly to prevent possible chance of touch each other. (Field note, 3 October 2016)

The remarks above notified that the religious belief could have helpful to minimize the corporal punishment imposed by the teachers. Restriction on touch ability between the adolescent boys and girls, woman and man in Muslim culture helped a lot to minimize violence incidents such as bullying, corporal punishment and sexual abuse (between the opposite sexes) in Madrasa. Such culture has practiced at individual level among teacher, student, and parent.

A class seven boy shared his experience on how to stop violence showing expected good behavior by both teacher and student as below:

Teacher should regularly attend in Madrasa. Students should listen carefully to the teachers and respect. Making a noise is very bad that must be stopped ourselves. Teacher should not give attention only the student who seat on first bench. Teacher must know the reason of making a noise rather suddenly use stick. Teachers' loud voice make easy to hear for whom sit in last bench. A bit large size text written on the black board also makes easy to see it who sit in last bench. Teacher could tell jokes or story for stopping unnecessary noise in class rather just blaming to them. (Field note, 4 October 2016)

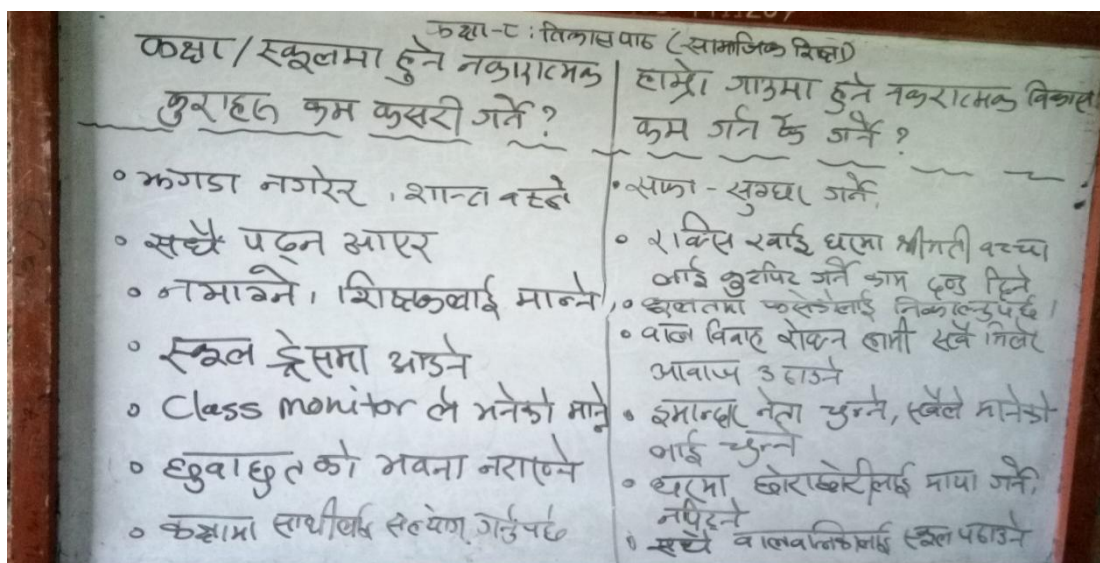
The above remarks gave a clue on how Madrasa manages student behavior peacefully. Teachers' skill on how to get students' attention was crucial for prevention of unnecessary gossip or a noise. Only content-based knowledge and

coercive attitude made teacher more aggressive, and it occurred violence in Madrasa. Students' supportive behavior to the teachers could have helped to reduce teacher's aggressive behavior and stop violence.

Madrasa / School level

In discussion with man teachers, it was also found that there was not allowed to youth teacher (below 50 years age) to inter girls section for teaching. They are strictly prohibited to talk and meet the Muslim girls who studied in grade 4 onwards. The main reason is that the grown-up Muslim girls should not be in contact or physical touch by man or boy. Only husband can touch physically to the Muslim girls or woman after formal marriage. This sounds a bit strange culture to the non-Muslims. However, the Muslim female teachers claimed that it helps them a lot to prevent different forms of violence imposed to girls at the Madrasa. While I was taking a class in grade eight, I also discussed about student and community peoples' violent behavior indirectly to explore their perception on how violence could be prevented in Madrasa. The following figure displayed what I discussed and how they responded:

Photograph 5. Discussion notes of Grade Eight *Muslim* Students



Source: Taken by the Author, 3 October 2016

The noted information above was crucial to analyze on how the views of the *Muslim* students about violent behavior and practice against *Muslim* women and children at family level and gradually spilled over towards *Madrassa* and kept it as a norm in *Madrassa* for stopping violence.

One of the discussants told that the *Madrassa* has a rule to leave girls 15 minutes early so that the girls could not have chance to meet boys during way back to home from the *Madrassa*. Thus, the *Madrassa* management committee has given high attention for protection of Muslim girls from abuse and harms from the boys or stranger.

In discussion with *Madrassa* management committee members and parent, they argued mainly on how to manage student – teacher behavior related incident of violence and disciplining methods applied by the *Madrassa*. All the members participated in the discussion expressed view somehow similar regarding incident of violence in school. Some gave clue that segregated education system for boys and girls was helpful to end the sexual violence between the boys and girls whereas other found that Quran teaching prepared boys to respect girls rather bullying and abusing them.

In discussion with women / mothers, they were found more confidence on how their daughters were protected from sexual abuse or bullying by the boys or men at the *Madrassa*, and way to home. The following testimonial of a mother, noted at the discussion, uncovered their perception on how to prevent violence – sexual abuse at *Madrassa*:

Who can abuse sexually our daughter in the *Madrassa*? She studied together with Muslim girls; boys are not allowed to meet her. If someone tried, they are punished severely. Male teachers are strictly prohibited to touch my daughter in the class. She left *Madrassa* 15 minutes before leaving the boys group and

come back together with her friends (girls). On the way to school and back to home, she always wears burka, and nobody can look having bad intension. Once she comes at home, she spends most of the time inside the home. (Field note, 3 October 2016)

In Muslim communities, providing education to girl and boy separately is the best way to prevent possible chance of sexual abuse against Muslim girls. Similarly threat of severe punishment provision to the boy for doing any wrong behavior to the girl also worked very well to prohibit being a victim of sexual abuse. Moreover, she also thought that burka also stopped for bad sight towards daughter from any man or adolescent boy at Madrasa and way to home.

The members of the Madrasa Management Committee discussed a lot about usefulness of segregated education system for prevention of unwanted sexual behaviors between the boys and girls in Madrasa. I noted one testimonial expressed by a member which found more relevant to present here:

We do not allow study together boys and girls from grade 3 onward. All students must follow the Madrasa dress code. Girls must wear burka so that none of the boys could see their face. Girls and boys disallowed to meet and talk between them in Madrasa. There is separate gate for girls to enter Madrasa in morning, and they leave to home 15 minutes before left of the boys. So, they don't have chance to meet each other even on the way to home. Such system in the Madrasa helped greatly to prevent bullying or sexual abuse to girls. But sometimes, few disputes prevailed among the girls and among the boys as well. (Field note, 4 October 2016)

The communication of the above lines marks that segregated education for boys and girls can help to end school based sexual abuse or violence against girls in education institution. Muslim girls always follow the dress code (covered face by burka), and nobody can see their face that demotivates grown up boys or men to talk or tease them on the way to home and Madrasa. Fifteen minutes time excused for girls to leave Madrasa made difficult for physical contact between

the boys and girls on the way to home which also prevent the chance of abused to the girls by the boys or vice versa. However, it does not work to stop bullied and abusive behavior within the same sex i.e. among the girls and among the boys.

Socio-cultural Practice

At discussion with the girls' group, an interesting perception revealed that decent dress with wearing black burka protected being a victim of sexual abuse.

We wear decent dress such as full shirt and trouser (*Kurta Suruwal*). We wear black burka that cover our head and face completely. None of the man or boy could see us but we can see them. I believe that our decent dress also protects us from dirty look (glare) and other abusive act from the boys. The dress is important for us to protect ourselves from abuse. (Field note, class eight girl, 2 October 2016)

The expressed views of a girl (quoted above), wearing burka and decent dress (covering all body) ends the sexual abusive acts and behavior against the grown-up adolescent schoolgirl. They perceived that it was natural, if someone found physically more beautiful, she has a chance of being victim of abuse or unwanted affair from the man or boy while the dress did not cover completely her body part. According to Quran girls are supposed to cover their bosom including up to wrist and the legs (Srua and Aayat). This Islamic education does not allow girls wearing fashionable dress that invites possible sexual abusive behavior.

Moreover, the Muslim girls had perceived very well not studying together with boys and not playing together with them was strong prevention of being victim of abuse from the boys in Madrasa. Let me share a note on how a girl student perceived on prevention of violence.

I play with girls only. The boy cannot come to play with me. Boys are not allowed to play with girl. I did not have any experience playing with them. In fact, I neither saw the boy very closely and nor told them face to face. So, I

never experienced on victims of abuse by the boys. (Field note, class eight girl student, 2 October 2016)

The lines above expressed by a girl indicates that strict prohibition to the boys playing together with girls helps to protect girls being victims of unwanted behavior and abuse from the boys. As discussed, whether men teacher abused or beat or twisted ears of girls. All girls said that men teacher neither abused nor beat or twisted ears. All men teachers followed guidelines of Quran such as even not touching grown up girls, dirty looks (glare) against girl student in Madrasa. The teacher follows Quran's message that giving any kind of physical pain above the neck is sin. However, it was noted that some of girls explained older man teacher (*Maolana*) shouted them while not submitting homework and threatened for doing it next day. Thus, it claimed that Islamic education norms did not allow man teacher to punish *Muslim* girls.

At the end of the discussion, a boy explained that “The Muslim girls are doing early marriage. Once they got married, none of boy or other man looks her with bad intension and abuse sexually”. The expression gives clue that early marriage also prevents sexual abuse against the grown-up girls. However, the girls probably would have to bear other types of violence at home and also stop to study. It demanded further research on it.

Religious faith to Allah

In discussion with boys' student group, it was noticed that the most of *Muslim* boys had a strong faith to *Allah*. They had trust with wrong doer would have fired by the *Allah*. They thought that even thinking of doing wrong to girls was sine, and punishable by the messenger of *Allah*.

We believe that touching to girl or other woman with bad intention, beating them and making a hurt all are sinful work. Thus, we cannot even think to look them with bad intention. Similarly, none of man can touch upper part of neck

(cheek, ear, forehead, lips, hair etc.) of girl or woman. Only husband has allowed touching the body part of his wife. Our teachers also follow the same, and they do not slap on cheek and twist or pull skin of cheek. If they do it, it will be very sinful act in Islam and will be punishable. (Field note, class ten boy student, 3 October 2016)

Creating unknown threat of God – *Allah*, I found that girls or women have been socialized to be separated from the boys and men. So, it is the case for boys and men not to touch girls and women. This early socialization of the Islam believers has proved to prevent sexual abuse or bullying against *Muslim* girl in the Madrasa. Developing as a high morality or faith to *Allah*, deep rooted it in their mindset for doing wrong things to the woman, perceived must have threat of punishable from Allah, had worked well to stop abusive behavior against the *Muslim* girls in the *Madrasa*.

Similarly, some discussant found that Quranic moral teaching combined with strict discipline system worked very well to prevent unnecessary noise, disputes, verbal / physical abuse among the students, especially boys.

Everyday morning assembly, Sadar Madaris /head teacher gives speech of Islam moral values and on how to behave others for making Allah happy. The last message of each day's speech that wrong doers are punished by Allah or his messengers and warning for all not do any harmful act or hurt others without permission of Allah. Such fear or value has been injected into the young mind which helped to be self-discipline and no abusive act mainly bullying or sexual abuse to girls practiced due to the fear of Allah. (Field note, 4 October 2016)

The above lines hint that Islam moral value indoctrination from the very beginning to all Muslim children in Madrasa has helped to promote self-discipline which has been useful to prevent sowing misbehavior among the students. However, they also believed that wrong doer must have received punishment which also allowable by the Allah. They thought that Allah sent many followers (messengers)

for correction of wrong doer and bad people so that Islam people could have not been ruined. It meant that they followed twin track approach to prevent violence in Madrasa: one promotion of Islam moral value against the violence and two applying severe coercive actions (in the name of Allah) to the wrong doers – violence cut violence.

The parents also discussed a lot on how the moral teaching of “Quran” helped significantly to discipline Muslim students at the Madrasa. They firmly believed that such moral lesson helped teachers to reduce frequencies of applying punishment for correcting students’ bad behavior. The following testimonial of a discussant, noted in the discussion, emphasized it further:

Morale teaching, for example, study Quran is a great effect of behaving friends in Madrasa that in fact helps most of the boys having better relation between them. They don’t like to fight each other since they always keep in mind if somebody do wrong thing, s/he is punishable by Allah or his messengers. All the boys are inducted from the very beginning that they should not touch any girl or woman until they got married. Similarly, the girls are also oriented very well from the beginning that showing their face to the strangers except her husband is sinful act. Such moral values helped them for self-discipline which contributed significantly minimum incident of violence in Madrasa. (Field note, 3 October 2016)

The views quoted above that moral teaching worked to reduce the incident of school violence mainly bullying and sexual abuse. Though such value seems a bit less freedom and liberty, the morale impacted positively for showing good behavior and less bullying to others. What I understand that it also worked positively for reducing evil behavior due to the fear of Allah angriness and everybody like to be his good follower or messenger.

Creating self-awareness by setting common norms for all

In discussion, Muslim students shared their own experiences on how violence could be stopped in Madrasa. Some of their key experiences were noted below as translated form, based on discussion with them.

Firstly, student should come to Madrasa with uniform to avoid chance of victim of punishment due to attending school without school uniform. Only one set of uniform each of them had compelled sometimes attend in school wearing other clothes. They found themselves two sets of dress could help them attended always in school uniform in Madrasa and avoid punishment and verbal threats. Secondly, feeling touch ability and untouchability among the students, sometime, brought disputes which turned into violence. Removal of such mindset could have helped to end the dispute. Thirdly, they experienced that helping each other among *Muslim* students, respect to teacher and follow instruction of class monitor was supported to end the violence in the *Madrasa*. Fourthly, students should come Madrasa and maintain regular attendance, not leaving class without permission and doing homework regularly to avoid teacher's verbal threat and punishment. Fifthly, they opined that providing enough time to study at home, not experienced of father's abusive acts against mother and children at home also enabled them for better study and avoid verbal abuse and punishment of the teacher since they could submit homework regularly. Sixthly, punishable provision to teachers at *Madrasa* (if they beat children) and father (if he beats children) at home could have helped significantly to reduce violence in *Madras*. Finally, student group notion concluded that the man or father who beat wife and children must have strong law to give castigation and put in jail for some months. Such law provision helps to end violence act at home which help to close violent behavior and act in school as well.

Conclusion of the Observation and Discussion

The Madrasa teachers mainly followed coercive actions and they also believed such actions not considered as violence. They take it as a disciplinary instrument (big stick) for only changing students' behavior.

There was high prevalence of corporal punishment as compared to bullying or gossiping incident in Madrasa. There is no incident of sexual abuse to the girls observed during a weeklong stay in the Madrasa. The observation record showed that higher the incident of corporal punishment impacted to scale down the incident of bullying in the Madrasa. Plenty of knowledge rooted in favor of applying any forms of punishment for correcting children's behavior and early socialization process and most of them see only the positive effect of any forms of punishment against children either at home or Madrasa. All these perceptions rooted in parent's mindset has helped to keep practice of violent acts to discipline pupil in Madrasa.

Most of the violence occurrence due to the reason of student bullying behavior, making a noise, ruin bed cover and unable to memorize *Quran* text. Interestingly bullying was caused to invite punishment, and the punishment also became the cause of bullying or abusing. Similarly, only content-based knowledge and coercive attitude made teacher more aggressive, and it occurred violence in Madrasa.

Teacher absenteeism, lack of alternative teacher to take class while a teacher takes a leave or absent and making a lot of noise are causes of violence occurrence in the Madrasa.

The age factor and corresponding behaviors invites punishment in formal education setting. Even in Madrasa's strong disciplining code did not prevent the

children behavior which naturally surfaced during teaching hour. Thus, following only negative reinforcement and own culture rather other skills and knowledge of positive ways to engage children in educational activities has found a reason of imposing punishment – i.e. incident of violence in Madrasa.

No permission for boys and girls to meet each other ended the incident of abusing (sexual intention) against the girls in the Madrasa. However, among the boys and among the girls had frequent disputes, verbal abuse and harassed physically was noted. Teacher's verbal threat of punishment (the next day) for those not submitting homework affected positively and negatively as well. One had completed the homework and submitted it to the teacher whereas another one was absent that day due to fear of punishment or verbal humiliation in front of the friends.

The teacher's punishment gave pleasure to someone and clapping while teacher gave punishment whereas somebody other student of the same class found unhappy and kept quiet in same situation. The main immediate consequence of the violence (physical punishment) has been noted of physical pain, humiliation, fear, confusion, low self-dignity, anxiety, and demotivation to continue reading.

Muslim students perceived positive effect of applying strict discipline with punishment to the disciples (pupil) and created fearful environment (threatened) for them helped to learn better, stopped doing bad things and engaged only study for achieving good result. Students having too much free in Madrasa create anarchy environment and ruined their study. In Muslim culture, thus, possible fear of sexual abuse to the Muslim girls (which considered sinful act) impacted other face of violence such as child marriage.

Giving spiritual knowledge through religious citation of Allah, text of Quran to the Muslim students for good human behavior (not bullying or abusive act) has

significantly reduced the incident of bullying or sexual abuse cases inside the premise of the Madrasa. Islamic education norms of not allowing man teacher to punish *Muslim* girls are also good to reduce violence in Madrasa.

Provision of separate gate, separate playground, separate building and classroom, separate toilet including drinking water tap for the girls, difference of school hours for leaving to home helped a lot to end bullying or abusing between the opposite sex, unnecessary relationship between the grown-up boys and girls and incident of sexual abuse against the girls. Muslim parents, teachers, and students as well perceived that wear burka (face and head covered by black thin clothe) on the way to school and home is a safeguarding to all Muslim girls of the Madrasa from the victim of sexual abuse. According to Islamic education, not wearing fashionable dress with showing bare body invites possible sexual abusive behavior and hence girls cannot be safe from victims of abuse.

Creating possible threat of God – *Allah* for those disrespected girls or woman, and developing the same understanding from the very beginning – early socialization proved to prevent sexual abuse or bullying against *Muslim* girl in the Madrasa. Similarly, students' supportive behavior to the teachers has helped to reduce teacher's aggressive behavior and stop violence.

Muslim parent experienced that practice of early marriage (child marriage) of their daughter has prevented chance of sexual abuse against the grown-up girl student in Madrasas because they have a belief of sinful act for abusing sexually to the married girl in Muslim culture. Considering all the facts and interpretation of the testimonial, I summarized the causes, consequences, and prevention of violence in Madrasa in table below:

Table 24

Perception and Practice of Violence in Madrasa-Islamic School

Violence	Knowledge	Attitude	Behavior	Practice
Corporal punishment	Allah is eligible to punish the wrong doers. And yet parents, Molvi and Maulanas believe that they can use punishment as corrective measures	Pray to Allah and say that one can punish child	Accepted by parent, teacher, and Muslim communities. Students also accepted.	apply different forms of punishment
Bullying	Bullying and teasing among the boys, and among girls is accepted to some extent.	Stronger could beat, shout, and abuse younger and weaker	Teachers have right to control bullying or abusing behavior through punishment	same sex can provide corporal punishment to reduce bullying
Sexual violence	Even touching to adolescent girl or young woman by an adolescent or young man is sinful act, it is prohibited by Allah	Supportive attitude, but still some fear of being chance of sexual abuse if the girl is lonely	Adolescent boy and girl never exposed face to face talk or closer physical presence between them	Nonexistence of sexual violence, early marriage due to the fear of touch and abuse.

While reviewing the facts of the KAP above in line with literatures such as Miasahib, (1991) Abdelatz, (1995); Mohammad, (1997); Anzar, (2003); and CERID, (2009), I found that Madrasa children are dealt with Islamic code of ethics or morale. Islamic code of ethics says that talking and making friendship for a fun, pleasure, or physical contact between two sexes before marriage is considered unacceptable and sinful act (Mohammad, 1997). This code was reflected as it is in the Madrasa.

Consequently, there was non-existence of sexual abuse, at least during the study. But early marriage was there. But the girls in the lonely places were subject to prey which can relate to human physiology such as desire of sexual behavior (William, 2006). But the early marriage contradicts to UN CRC protocol such as right of expression, freedom of choice and participation (UN, 2012) but practice of early marriage is subjected to the pragmatic views of the Muslim parents, for instance, they had a fear of sexual abuse from others, and wished to stop it by imposing early marriage to their daughter.

CHAPTER VII
COHESIVE CONNECTION ON CAUSES, CONSEQUENCES, AND
PREVENTION OF SCHOOL VIOLENCE

The chapter VI discussed about causes, consequences and prevention of school violence occurred in *Tharu*, *Magar* and *Muslim* dominated schools. The present chapter discusses on cohesive connection of 834 students' opinion obtained from survey data with the subjective discussion of the earlier chapters (Chapter IV, V and VI). Out of 834 student respondents; there were 388 *Tharu* student, 222 *Magar* students and 224 Muslim who had shared their opinion during my survey. From gender point of view there were 474 girls and 360 boys who had shared their views. The opinion survey finding has further supported to deepen and expand the knowledge obtained from the previous chapters in different themes and in different cultural as well as behavioral and practical setting of the schools situated in different communities i.e., *Tharu*, *Magar* and *Muslim* domination. The chapter describes different theme of hidden causes of school violence, seen and unseen effect or consequence of school violence and ways of prevention with embedding of the key findings of opinion survey into the knowledge driven from the qualitative data analysis.

Causes of School Violence

WHO (2002) published one research report, *world report on violence and health* referred violence as a global public health problem. The report also quoted that violence is the product of multiple levels of influence such as societal, community and individual with interacting relationship among them. Parental behavior and family environment are central factors in the development of violent behavior in young

people, added in the report. Let me start with the seven days observation facts as given table below:

Table 25

Seven Days Observation Records of Violence in School

Incident of violent behavior	Punishment (Occurrence)	Bullying /gossip (Occurrence)	Sexual abuse (Occurrence)
Sharaswoti Sec. School, Kanchanpur	27	25	19
JamiatulIslah Al – Islamia /Madrassa, Sunsari	39	11	0
Dhara H. Sec. School, Baglung	13	13	2

The table showed that *Muslim* students more frequently victim of violence – corporal punishment whereas *Tharu* students more frequently victim of bullying / gossiping and also followed to the victim of sexual abuse. The occurrence of sexual abuse to *Muslim* girls in *Madrassa* was not seen and few incidents observed in *Magar* girls. Moreover, it showed that the frequent occurrence of corporal punishment helped to scale down the incident of bullying and no sexual abuse in the case of *Muslim* children (*Madrassa*). However, it was different for the case of *Magar* and *Tharu* students.

Referring to the appendix 10 (10.1 and 10.3 Graphs), most of the students (N=600, 72 percentage point) opined those teachers imposed corporal punishment to the students for charging of not doing homework. The *Muslim* students (N=186, 83 percentage point) rated it as prominent cause of school violence and followed by *Magar* and *Tharu*. More boys also rated it as a main reason compared to the girls. Another strong reason, they gave that they had to receive punishment for making a noise in the classroom and quarreled / fight each other. Moreover, a total of 158 students (19 percentage point) perceived that teacher even gave punishment if

someone is very poor in reading and writing. Approximately 32 percentage point of the respondent thought that students got punishment due to not abide school discipline.

However, I noted some of the violent behavior related to sexual abuse was taken as a just fun and while doing same thing other student was perceived as a sexual abuse. For instance, a boy teased a girl, she took as a normal but other case, I observed the doing so to another girl, she reacted immediately and reported to the class teacher about misbehave done by a boy. It gave sense that teasing or abusing is a fun only for abuser; the victim is taken it as a wrong doing and misbehave and felt being harassment. However, Magar girl did not take seriously, generally perceived as a matter of fun. Sometimes it makes happy one friend but other might have hurt and unhappy. I realized that if gossip, comments and teasing between boys and girls are accepted among them can be fun but if one party takes it as revenge then the situation converted into violence i.e., either bullying or sexual harassment. Thus, the underlying cause of school violence is prominently associated with behavioral and cultural practice of different communities which also reached to school.

The following table also explains different causes of school violence in different cultural and behavioral settings.

Table 26

Reasons of School Violence Occurrence as Noted Seven Days School Observation

School violence	Causes of school violence occurrence		
	<i>Tharu student Kanchanpur</i>	<i>Muslim student Sunsari</i>	<i>Magar student Baglung</i>
Corporal punishment	Make a noise	Yes-same cause	Make a noise
	Unable to reply /answer	Unable to memorize Quran text	Yes: unable to memorize w-meaning, no time

	Did not submit h/w	Yes-same cause	Did not submit h/w
	Verbal abused to other	Yes-same cause	-
	Abused verbally to lower caste student	Went toilet without informed to monitor	Went toilet without informed monitor
	Boy's love letter to girl	-	-
	Teased to other class girls.	-	Mobile phone use
	Spoke dirty words in class	Not attended <i>Nabaj</i> prayer room	-
	Fight each other	Yes-same cause	Fight each other
	Late coming to school	Yes-same cause	Late coming to school
	Absent without notice	-	A boy beat younger one
	Left class/bunk– ran away	-	-
	Talked loudly with teacher	-	-
	Cracked teacher' stick	-	-
	Cracked electricity switch	-	-
Bullying	Teacher absenteeism	Teacher absenteeism	Not followed game-rule
	Report of abuse to teacher	-	-
	Fun and pleasure	Fun and pleasure	Cheated play of marble
	Being a physically weak	Physically weak	-
	Being a lower caste	Being poor student	Being a <i>dalit</i> boy
	Being a big and strong	-	-
	Not helped for writing h/w	Yes – same cause	-
	Laughed at while unable to answer in class	-	Not followed turn for toilet
	Lost h/w copy and blamed other	Yes – same cause	-
	Grabbed class seat by other	Grabbed class seat by other	-
	Hit on head by foot ball	-	-
	Commented to late comer	The Madrasa has	-
Sexual abuse	Girls stood at classroom door	separate school, and separate classroom	Common toilet for girls and boys
	Girls came with other dress	with separate	-
	More cosmetic used by girl	compound wall and	-
	Short napped by a girl	main gate for girls.	-

	A girl wearing tight paint	Boys strictly disallowed to enter girls' school.	-
	Willing to get fun with boy		-
	Willing to get fun with girl		-
	Easy access to the girl seating nearby window		-

The table showed that reasons of victim of corporal punishment were mainly making a noise in classroom; expressing abusive words against to the lower caste student; being absent in school without informing to the teacher; not doing homework; teasing to girls; breaking electricity switch; breaking teacher's stick; coming late in school; trapping the love letter written by the boy; bunking (left) class and quarrelling / fighting each other.

Similarly, the main reasons of bullying / abusing in classrooms were teacher's absence; laugh at a boy while he was unable to answer on asked question by the teacher; tearing a page of exercise book; blaming others while lost homework copy; not helped to complete another friend homework though requested; being a physically weak to defend; teasing to other girlfriend and reporting (who make a noise) to the teacher.

Moreover, the causes of abuse (sexual) to girls were noted mainly boys easy access to the girls who seat by window, getting fun and pleasure – throwing flower through window; girls coming without school uniform – received sexual comment and slapping on back by the teacher; excessive use of cosmetic such as red henna in hair, ear rings, neck items, Bengals, eyebrow by girl; standing on classroom door – intention to make difficult to boys entering classroom; girls dress up; and teasing to the boys.

Let me explain (table below) on how student opined about school violence such as practice of corporal punishment, bullying and sexual abuses.

Table 27

Tharu, Magar and Muslim students' Perspective on School Violence

School violence	Opinion of <i>Tharu</i> students	Opinion of <i>Magar</i> students	Opinion of <i>Muslim</i> students
Corporal punishment	<p>63% student (N:388) experienced to receive punishment with reason of not doing homework and 21% of them also got the punishment with cause of making noise in the classroom.</p> <p>57% student opened that their parent's accepted corporal punishment as a disciplinary measure rather violence. Such acceptance of parent made student victim of punishment.</p>	<p>78% student (N:222) experienced to receive punishment with reason of not doing homework and 59% of them also got the punishment with cause of making noise in the classroom.</p> <p>59% students opened that their own behavior and weak position (unable to discuss with teacher) is reason of being victim of punishment in school.</p>	<p>86% student (N:244) experienced to receive punishment with reason of not doing homework and 61% of them also got the punishment with cause of making noise in the classroom.</p> <p>38% students opened that teachers' aggressive behavior and abuse of power are source of punishment in Madrasa. Such aggressive behavior is source of violence in school.</p>
Sexual abuse	<p>It prevailed that 54% student (N:388) experienced of abusing by older friend mainly to girl when she is alone in classroom or school or in toilet or way to home and 17% students have experience of abuse in same situation from the teacher as well. 34% student opined that a girl has high chance of abuse who frequently meets teacher for tutorial support.</p>	<p>It is noted that 50% student (N:222) experienced that older friend mainly abuse girl when she is alone in classroom or school or in toilet or way to home and 16% students experienced of abuse in same situation from the teacher as well. 9% student opined that a girl has high chance of abuse who frequently meets teacher for tutorial support.</p>	<p>The data showed that 51% student (N:244) experienced of abuse by older friend mainly to girl when she is alone in classroom or school premise or in toilet or way to home and 17% students experienced of abuse in same situation from the teacher as well. 17% student opined that a girl has high chance of abuse who frequently meets teacher for tutorial support.</p>
Bullying	<p>41% student (N:388) liked to bully other or weaker student for a fun and pleasure. 30% of them also experienced of bullying from student belongs to higher socio-economic family background.</p>	<p>45% student (N:222) liked to bully other or weaker student for a fun and pleasure. 9% of them also experienced of bullying from student belongs to higher socio-economic family background.</p>	<p>34% student (N:244) liked to bully other or weaker student for a fun and pleasure. 30% of them also experienced of bullying from student belongs to higher socio-economic family background.</p>

Practice of corporal punishment is the highest in Muslim school /Madrassa whereas experience of sexual abuse in schools located *Tharu* domination community is maximum. Similarly, experience of bullying incident (as a pleasurable matter) is higher prevalent in school belonged to *Magar* community. The main cause of appearing different forms of violence in school is cultural and behavioral influence of adult to the children. However, in the case of Madrasa, cultural norms of dress code do not support Muslim student opinion because 51% Muslim student opined that Muslim girl have experience of abused by teacher and older boy while they find alone. Occurrence of school violence variables (different forms) is existed but magnitude of occurrence is different due to different cultural understanding about the variables like corporal punishment, bullying and sexual abuses.

Here, with support of students' opinion survey, I further explained where the source of violent behavior or abusive act is. Though there is not significant difference between the views of boys and girls that 237 girls (50 percentage point) accepted "bullying abusive act, punishment start at home, and it reached to school" and 184 boys (51percentage point) also agreed for the same (10.25 graph, appendix 10). Similarly, 131 *Magar* students (59 percentage point), 121 Muslim (54 percentage point) and 175 *Tharu* (45 percentage point) students believed same views (10.26 graph, appendix 10). It gave clue that the source cause of the violence is parental behavior and practice at home mainly how they brought up their children in home whether peaceful manner or terrorized environment.

Though most of the causes of being victim of corporal punishment found similar between *Tharu* and Muslim student, some reasons were observed quite different, for example, *Muslim* students had to receive punishment due to not attending *Nabaj* prayer room and unable to memorize Quran text properly. However,

the *Muslim* girls of the Madrasa found safer from being victim of sexual abuse because the Madrasa has separate school, and separate classroom with separate compound wall with main gate for girls; and boys were strictly disallowed to enter girls' school and meet each other.

The students' opinion survey also proved behavior of students, teachers and parents contributed a lot to erupt violence in school. With reference to appendices 10.4, 10.5. and 10.6 (Graphs), student's absenteeism without communication to teacher, unable to read or answer properly, use mobile phone and bunk class and teasing others were the main reasons found by majority of *Muslim* students (N:224, 55 percentage point) whereas *Magar* students (less than 10%) did not experience such reasons to invite violence. However, *Tharu* students (N:388, 38 percentage point) found such cause invited violence in school. Parents' behavior and attitude is also prominent cause for eruption of violence as experienced by the *Tharu* students and followed to *Muslim* whereas it is low in the case of *Magar* students. However, student behavior and their weak position (power) contributed a lot being a victim of punishment and other types of violence in school. It is highest in *Magar* and followed to *Tharu* and *Muslim* (10.5 Graph). Head-teachers' attitude and behavior also influenced to exit violence in school. But it is comparatively lower influence than the other teachers' aggressive behavior. For instance, 46% teachers' aggressive behavior contributed for the eruption of school violence with Muslim students(N:224). Whereas it was only 33% contribution of the head-teachers' behavior and attitude on *Magar* and *Tharu* students. It is also same pattern noted as perceived by *Magar* and *Tharu* students – teachers' aggressive behavior is higher than head-teachers to fuel for school violence.

Moreover, *Tharu* students experienced computer teacher is the most violent and aggressive, Muslim students found SadarMadaris/head-teacher is the most violent and aggressive, and for the case of Magar students, they found their science teacher is the most aggressive and violent as compared to other subject teachers (10.6 Graph). One of the interesting facts that source violence is accepting culture on corporal punishment for better learning and reading (10.7 Graph). *Muslim* students were the highest (N=222, 36 percentage point) for strongly agreed in favor punishment or creating fear against the students for their better reading and better learning whereas *Tharu* students rated lower and followed to the *Magar* students (17%) agreed for the same which is though the lowest one. The data fairly concluded that more than 50% of students (222 *Muslim*: 62 percentage point) accepted that punishment worked better for improvement of reading and writing, has also powered to teachers applying punishment i.e. caused for violence outburst in school. Thus, students' acceptance culturally is a cause to continue teachers' violent behavior which resulted to appear violence in school. Here, I like to link with the previous knowledge. When people notice that their opinion is losing ground, they tend to fall silent. This makes the affected opinion camp appear even smaller, silencing more and more of its own supporters. This part of the theory became famous as the spiral of silence. When it is finished, public opinion is established and only very few people (if any) hold on to the minority opinion, the so-called hard core (Roessing, 2013). Thus, punishment behind the classroom door is still largely accepted, only hard-core group have few voices against it, which continued punishment practice and results school violence.

Most of the *Magar* student mainly girl did not have much time for study at home, and they had to engage for household chore which resulted to be obliged for receiving punishment in school. Moreover, there was not separate toilet for girls, and

they did not feel comfortable to urinate in the same toilet. Other boys and teachers frequently come to the toilet which also noted that girls became victim of sexual abuse from boys while they are in toilet. Here, what I understood that not supportive parent to study their children at home and unavailability of gender specific school facilities is found the underlying cause of school violence such as punishment imposed by teachers and abused by peer (opposite sex) in toilet.

School violence incident also occurred due to the cause of bullying behavior of the students. There are different types of students, for example, older and stronger, younger, and weaker, girl, boy, different caste and ethnicity studying in school. One student did back bite other, once it was noticed by another student, and then they both scolded to him which turned into bullying or abusive act. Referring to appendices (10.8 Graph) a class monitor and a student who mostly liked by teacher continued bully or abuse other, it reached peak (39%) if the person is same (the monitor with support from teacher). The stronger one had notorious behavior. It was also main cause for the incident of bullying to the weaker. The stronger one thought that s/he could abused younger one either seek of fun or tried to suppress with the idea perceived his/her high-status family pride. Here, The 57% of stronger and bigger Muslim student (N=222) abused or bullied others i.e., peer, weaker and younger in school. It is same for the case of *Magar* and *Tharu* stronger and bigger student, but their magnitude of abuse or bullying is lower than Muslim. An ideology of domination that makes it seem natural and normal to many that some people or groups will always have power over others (Allen, 2011).

Here, I like to link the testimonial of a parent “*Usko ta baubajedhekhiko dhak dhamkihola ani ta arulai hepihalchha*” – it gives the meaning that he has a pride of his father and grandfather and likes to follow the same to insult and harass others i.e.,

weaker. The abuser targeted to abuse and harasses mainly to the weaker one walking alone way to home from school, added one parent in the discussion. The abuser had comparatively good social status – physically and socio-economically by which made him proud that led to abuse other without hesitation.

Another statement of a woman teacher of *Magar* student dominated school below also linked with the students' perception survey related to why the stronger try to abuse or bully:

In a lunch time, I was observing students' gossip and playing together. One student teased by calling “*Damai...Damai*” many times. He did not like calling *Damai* instead of his formal name *Ram Kisan*. He shouted back to the caller. But he kept continue calling *Damai...Damai*. Ram became angry and punched back to the caller. I intervened to stop further fight between them. (Field note, 16 September 2016)

The caste-based domination emerged violent behavior which resulted school violence i.e., bullying including verbal and physical harassment incident. The field note, expressed by a woman teacher also proved it.

The family high status proudness of the individual students had caused to bully or abuse younger and weaker one, especially it was prevailed high in *Muslim* students (37%) whereas it was very low in *Magar* students (9%). In contrast, 50% *Magar* students (N:222) abuse or bully others for the purpose of fun which is highest among other social groups such as *Muslim* and *Tharu*(10.9 Graph). However, the *Magar* students (83%) considered it as a bad behavior though they did it for fun and pleasure.

Referring to the 10.9 graph, all different group of students accepted bullying behavior emerged in schools based on they learned at their families and communities - culture, practice, acceptance etc. It is higher in *Tharu* and *Islam* communities than *Magar*. However, *Magar* students gave higher score (51%) to the frustration and

aggression caused to erupt bullying incident in school whereas Muslim students did not think (experience) like that. They thought that social norms, common as a fun and pleasure contributed largely to emerge bullying incident in school. *Tharu* students have also similar line of thinking on it. One of the interesting facts showed that more *Muslim* students (46%) accepted that bullying is common and accepted as a fun which gave sense that such practice happened a lot at their communities and home and spilled over it towards school as well. Here, the hidden cause of bullying was an interest or wish of older and stronger to have a fun and pleasure by making fool or abusing physically or verbally to the weaker or younger one which ultimately erupted incidence of violence in school.

I explored students' experiences whether they accept that "the girls are physically weaker than the boys, so girls are mainly abused by the older boys, and even their own classmate". In response, I found that different students have different experiences or opinion i.e. agreement and disagreement.

With reference to appendix 11 (11.1. Table), despite of more students not accepted that girls' weak position caused to abuse girls by others, 26 to 41% of the different group of students experienced that girl had to be abused due to their weak position physically as compared to the boys. More girls than boys, more *Tharu* and *Magar* students than *Muslim* have such experience and they found it was one of the causes of frequent abused against girls in school, classroom and way to home and school. Moreover, such experience marked the highest (49%) especially by grade eight and ten students.

I also further explored which one is the prominent cause of victim of sexual abuse through 834 students' opinion survey in schools in which I gave them to choose six alternative answers based on their experiences. The opinion survey clearly

indicated that more girls than the boys were victim of abuse due to their physical appearance. All most all six categories of student group have similar understanding and experiences (Appendix 11, 11.2 Table) that a beautiful girl who also wish for easily mixed with others have been victim of abuse whereas very few students have similar experiences for the case of handsome boy. Moreover, most of the student group also found that more girls (12 % to 22%) than the boys (4% to 10%) often meet teacher for additional tutorial support have been victim of abuse by the teacher. Similarly, being the girls from economically poor and *dalit* families have also insulted, discriminated, and abused in school. Such experiences were found highest (21%) in *Magar* student dominated communities and school.

One of the prominent causes of victim of abuse (sexual or other) was that a girl with physically beauty, poor economic family background and poor learning performer (need tutorial support from teacher) has been often victim of abused either by teacher or her classmate – boy. The multiple causing factors increased frequency of abused against such girls which was not equally compared to the boy.

With support of students' opinion survey, I further went down to dig out situational reasons of being victim of abuse of girl or boy in school and on the way to home. Referring to the appendix 10 (10.10 Graph), the girl was mainly abused while she is alone either in classroom or on the way to home. Moreover, more boys (their older age friend) than teacher abused girl while she was alone in classroom or on the way to home. However, the teacher (male) also took chance to abuse girl while he finds her alone. In such situation, incident of abuse of girl by the older friend (boy) was found highest (62%) in Muslim dominated school i.e., *Madrassa*, and followed to the same in *Tharu* student (55%) dominated school. However, in such situation, fewer

incident of abuse of girl by boy and teacher was experienced in *Magar* student dominated school.

Similarly, Molvi/Maulana/teacher (male) of Madrasa was the highest (37%) to abuse girl while girl student was alone. 24% teacher of the *Tharu* community dominated school and 10% teacher at *Magar* community dominated school abused girl student in such situation. It is crystal clear that even Muslim's strong cultural prohibition to touch or abuse girls; does not work for prohibition of abusing girls sexually while they are alone. This fact rejected the idea and cultural philosophy given by Madrasa teachers and parents which are avoided in practice in hidden manner or secretly.

More *Tharugirls'* students than the *Muslim* and *Magar* were abused by using mobile text message whereas it is lower incident of abuse in the case of boy student in all three types of school i.e. *Madrasa* (18%), *Tharu* dominated (24%) and *Magar* dominated (14%) school.

One of the interesting facts showed that more girls experienced of abuse from the boys while girl was alone whereas more boys' student gave clue girl were abused by the teacher (25%) than their older friend (boy – 23%: as scored by girl) in such situation (10.10, Graph).

All these fact or knowledges at the ground that girl remains alone has invited being a victim of abuse from not only their own older friend (boy) but also teacher in all research communities i.e. *Muslim*, *Tharu* and *Magar* dominated schools. In such situation, girls were found more vulnerable of being victim of abuse than the boys.

Here, I further explained on how violence is emerged and continued. Firstly, between the friends had some misunderstanding which made bad feeling. The bad feeling spelled over through shouting / verbal abuse and physical attack against each

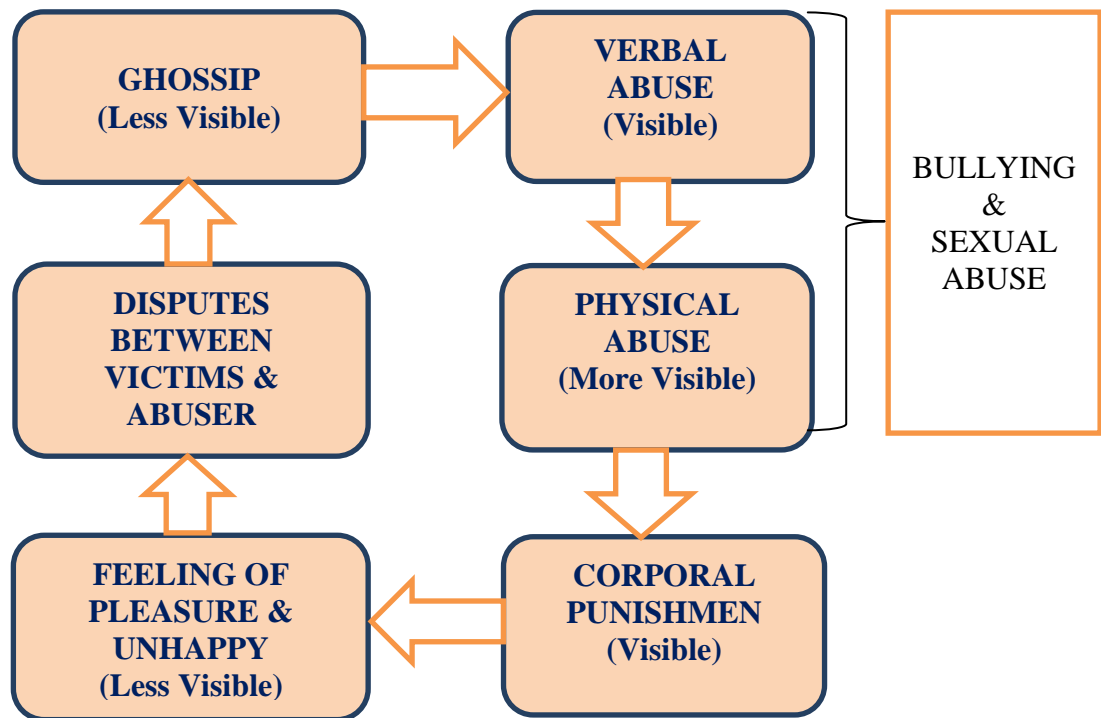
other. Secondly one student reported the bad things of his / her friends to the teacher, teacher cautioned first and then punished as per the report. Later, the victim of punishment gave verbal threats and shouted against the reporter. Thirdly students enjoyed by gossiping, pushing each other, and making fool each other. But one of them felt bad with disturbance of his / her personal matter which turned back the fun into the violence i.e. verbal threat with dirty words first and followed to physical fight. Fourthly some student bunks the class, teacher noticed it through report of class monitor, and next day s/he received physical punishment. Fifthly some girls themselves teased to boys first, the boys teased back to the girls, it repeated many times and enjoying each other. However, the girls suddenly fired back to the boys once felt bad rather a fun, boys also shouted with dirty words i.e. abusive words to the girls.

Lastly some student gossiped unnecessarily about friendship relation between girl and boy, once it was noticed by the both - girl and boy (who have a good friendship relation) felt bad and attacked to the gossipers. The attack was verbal abuse first and then followed to physical assault. One of the attacks was more serious, for instance, physical injury of a teacher. Thus, it proved that violence is the product of multiple levels of influences on behavior of individual relationship guided by societal and community norms and practice (Walter & Park, 1964).

Based on review of facts and statements of the research participants, in a nutshell, I understood that the existence of school violence continues with cause-and-effect process. Thus, the school violence is possible to remain in different forms such as corporal punishment, bullying, sexual abuse / harassment with hidden, less visible, and more visible in school for years to years. The behavior and practice related school violence has been transferring as a learning, and early socialization to students, they

imitated and continued to practice either as a fun or as a tool of correcting others behavior. The following figure explains on how bullying and sexual abuse caused to apply corporal punishment and vice versa.

Figure 6. Cause and Effect Cycle of School Violence



Source: Researcher's analysis of cause and effect, 8 October 2017

The above figure shows the cause and effect of school violence which turning around with some enablers related to the human behavior. The student gossiping each other fuels for occurrence of verbal abuse first, then it moves towards physical abuse. The verbal and physical abuse either experience bullying or sexual abuse. Once such students' violent behavior reported to the teachers or seniors the abuser received either punishment or physical assault which gives pleasure to victims and unhappy to the bullies or abuser. The bullies feel unfair and again emerges disputes between the victim and bullies. It continues verbal threats between them, and ultimately, they reach to gossip and back biting. Once its frequency and intensity gradually increased,

it shifts to the verbal and physical abuse. In this way, the cause and effect of violent behavior turning around many times which has become the main cause of school violence existence. The cycle of cause and effect of the violent behavior predicts to remain school violence in different forms such as hidden and visible. Thus, I came to know that school violence is emerged not only the causes of cultural and behavioral practice but also it is evolved while the incident of corporal punishment, bullying and sexual abuse annoy each other to control the behavior.

Effect or Consequence of School Violence

In *Tharu* students, one of pertinent reason of student dropout was found frequent imposed corporal punishment, occurrence bullying and sexual abuse or insult. One girl of class eight did suicide who was unable to bear the sexual insult in school. Parent did not support her though she was innocent, teacher did not manage appropriately such insulting case, and she felt alone herself that led her to escape such unbearable situation getting into internal peace through suicide. It was a huge impact of school violence.

The students' opinion survey noted several effects of corporal punishment i.e. school violence (Table: 11.3), 33% boys and 31% girls scared to come school, absent in school and also drop out. Similarly, 28%, 39% and 18% of *Tharu* student, Magar student and Muslim student respectively were unable to comprehend teaching due to fear of punishment. However, students also found positive effect of corporal punishment such as students did homework, attended school regularly and secured good marks in exam. Though it scored lower rate such as 19%, 11% and 20% of *Tharu* student, Magar student and Muslim respectively believed such positive effect of corporal punishment. It explained very well about positive and negative implication

of the punishment in graph (10.11 graph), in which also noted 7% students learned and developed confidence to apply punishment for correction of unwanted behavior.

Here I like to link the following testimonial which correlated with Muslim parents' perspective.

Muslim children do not keep studying properly if there is absence of punishment and also not threatened them for better study including better discipline. The threat of severe punishment worked very well to discipline students, for example, they come Madrasa regularly, stay whole period and do not disturb others. All 28,00 Muslim children attend in time and leave as set time by the Madrasa Management Committee, which is the very positive effect of the punishment against children. (Field note, 3 October 2016)

The above experience of a Muslim father gave sufficient evidence of positive effect of the punishment. They also further claimed that the practice of severe punishment and creating terror through Muslim religious text – education to those who tried to abuse sexually against Muslim girls in Madrasa impacted very positively not occurrence of sexual abuse and bullying to the girls. They believed that one violence, for example, corporal punishment prohibited two types of violence such as bullying and sexual abuse in Madrasa. However, the Muslim parent perceived punishment as a disciplinary tool rather school violence. As a researcher, what I perceived that the reduction of unaccepted behavior such as bullying and abuse to the girls due to the fear of *Allah* angeriness, punishable by *Allah* for wrong doers and everybody liked to be good follower of *Allah* which was indoctrinated to all *Muslim* children from the very beginning in the Madrasa.

What I saw most of the victims of school violence: punishment or bullying or sexual harassment either remained fearful situation or crying or loneliness-keep quiet or aggressiveness to take revenge. Some were found crying because of physical pain of the punishment whereas some found reluctantly to continue class. I also observed

some were talking that they had to receive punishment without reason and the victim felt that they lost their self-dignity. I found a vicious circle of violence turning around among the bullying, corporal punishment and sexual or physical abuse. One bullied the weaker or other, the victim report to senior or teacher, teacher correct the behavior by giving punishment to bullies, the bullies again do the same either bullied or harassed sexually, taking as a revenge of punishment. The one segment of violence such as bullying cycles around corporal punishment and physical or sexual abuse. Some were seen more visible whereas some cases were not much visible. At this point I came to know that the three elements of school violence contributed each other for existence in different form of violence in school, which was common for all students such as *Tharu, Magar, and Muslim*.

In *Magar* students, I found the victim were fearful situation with crying and some kept quiet or and in fact, some were found more aggressiveness to take revenge. They were found crying due to intolerable physical pain caused by punishment whereas some found reluctantly to continue class. Though there was not found the record of drop out as an impact of school violence – either corporal punishment or bullying and abuse. However, few students were found frequent and long days absent due to the fear of punishment, and verbal humiliation in school.

In Muslim students, it was noted that more students dropped school because of the punishment imposed against them. Within one year, eighty-two student left school with reasons of frequent verbal and physical punishment, humiliation or abuse by peers, fear of punishment violence and early marriage, for earning / income to take care of family. The violence effect led to more boys pushing out them from school whereas more girls left school because of early marriage.

With reference to appendix 11 (table 11.4), the responses of students stated that emotional effect (crying, annoying, bad-feeling, and thinking of revenge) to the students was found vital to invite violence. For instance, 35% girl students and 42% boy students experienced of such emotional negative effect immediate after they received punishment. Such emotional effect observed more to the grade nine students (40%) as compared to other two grades – grade eight and ten. It was also found similar effect to different social group of students such as *Tharu* (31%), *Magar* (38%) and *Muslim* (45%) once teacher-imposed punishment to them. After punishment, it also affected to teacher (perpetrator) behavior – becoming more aggressive and authoritarian. The grade ten students (13%) experienced it more than other grades and more girls (12%) than the boys experienced the same. The corporal punishment made worse physical effect – injury also prevailed. 10% girls and 9% boys injured physically. The physical injury case was found higher to the *Muslim* students (15%) and lower to *Magar* student (4%). Such worse physical effect to the grade nine students was seen higher (12%) as compared to the other grades like eight and ten.

The emotional effect, physical effect (injury and pain), teacher aggressiveness and authoritarian behavior further impacted on continuity of education – firstly unable to comprehend, secondly unable to ask / talk with teacher, thirdly not like to come school, fourthly absent a week or more and finally they left (dropout) school for ever. Such negative effect (dropout) showed that 23% boys and 19% girls stopped go to school. It was higher in the case of Muslim students (22%).

It clearly mentioned that 9% teacher and 19% student had to leave school because of corporal punishment which was the great loss to both student and teacher (10.12 graph). Another effect also observed that 29% of the students kept quiet, did not participate in teaching learning activities, no interactive teaching after the incident

of school violence. Such effect was seen not only to the victims but also other students of the class. However, 43% of the students found that the violence mainly punishment to the bad students helped significantly to discipline students, no noise, and no gossip in classroom while teacher taking a class (10.12 graph).

The student opinion survey said that negative effect of corporal punishment such as no interactive learning is found higher in *Magar* whereas the positive impact such as student discipline was seen higher in *Tharu* and *Muslim* (10.13 graph). Another negative consequence of school violence (severe punishment) experienced that higher rate (24%) of Muslim student had to leave school, and *Magar* students were also dropped out from the school due to the direct effect of the violence. It was also prevailed that not only the students but also the teacher had to leave school because of the same reason. Such incident was found in all three types of schools (*Magar* dominated, *Tharu* dominated and *Muslim*).

The students belong to the different social groups found pleasurable effects doing abusive behavior against others in school. 73% of *Magar* students did not experience of pleasure while abusing others, but 23% of them experience of pleasure by abusing other, 18% *Tharu* students and 12% *Muslim* students found pleasurable experiences while abusing others (10.14 graph).

Even girls enjoyed while they exposed in an incident of abusing / bullying behavior in school. However, boys comparatively more than the girls, have such pleasurable experiences. 10% girls and 15% boys of the total respondents (834) experienced pleasure or fun while abusing others. It is much interested areas to be explored why children – abuser got fun or pleasurable environment even somebody else victim of abuse or bullying and hurt internally and externally to the victim. Thus, it indicated that abuse and bullying in school somehow has become a part of student life - as a fun

and pleasure though it literally defined abuse and bullying as a part of school violence.

Here I liked to link the teacher's perception which also supported to the students' experience of fun and pleasure gained through bullying and abusing others.

Girls dominate to boys in this school. They also tease and abuse verbally to the boys. The boys seem a bit shyness and do not like to play with the girls. But the girls like to play, gossip and tease to the boys for a fun. They are more open for a fun and play. If someone teased to them, they do not think whether he is abusing. The girls take it as a fun rather sexual abuse or violence. (Field note, 16 September 2016)

The above text is crystal clear that teasing and abusing to girls by a boy implicated to them as a fun and pleasure. However, when it was done by the girl to boys, they found unusual and feeling of the boy's shyness rather fun and pleasure. Similarly, such teasing and fun fighting behavior between girl and boy has been taken as normal in *Magar* community which lead to ran way both even for getting married between them. Thus, teacher found reluctant to correct students' such behavior and just ignored it which is completely opposite compared to the case of *Muslim* teachers.

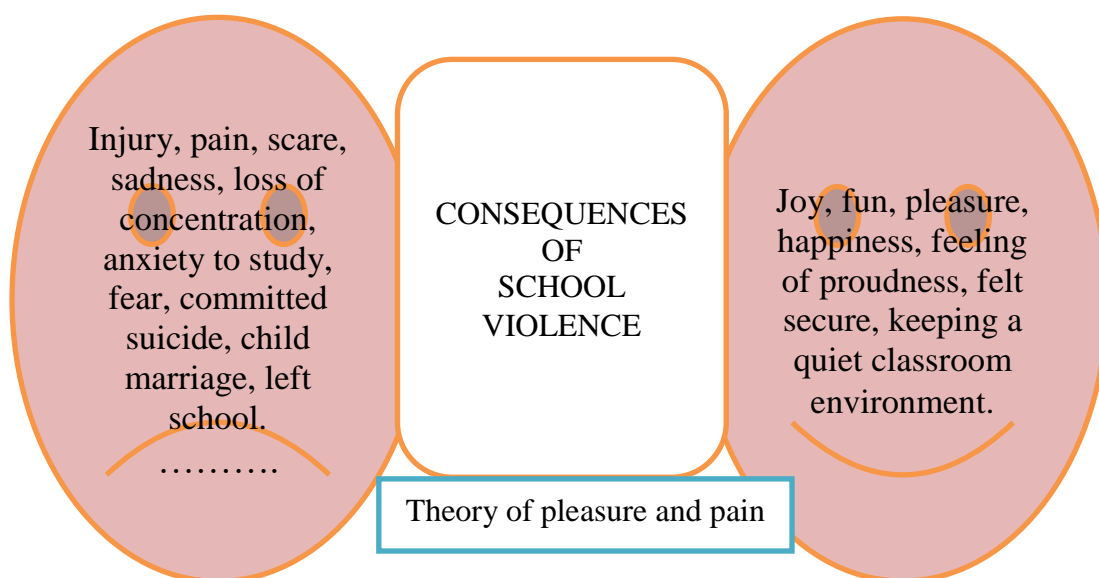
However, 73% of the respondent accepted that once somebody else abused or misbehaved to girls or others in school, they were punished by the teachers. Such cases were very high in *Tharu* students (79%), and lower in *Magar* (73%) and *Muslim* (62%) students (10.16 graph).

I also researched through student opinion survey whether school violence i.e. bullying or abuses contributed to push out the students from school or not. It prevailed that more girls than the boys who were victims of abuse, had left school -dropout. Such cases more frequent in *Tharu* girls and followed to the *Muslim* and *Magar* girls

(10.17 graph). It was also reported during discussion with head teacher that one *Tharu* girl did suicide due to intolerable victim of abuse by an older boy.

While reviewing all these facts and statements, testimonial and argument explained in chapter 4, 5 and six; I reached to establish two faces of school violence implication which have clearly seen as perceived attitude, behavior and practice of the students, teachers and parents. The prominent or significant consequence is negative or dark face and another one is positive face which also referred as a fun, pleasure and behavior improvement. It explains on how the two faces of consequences founded on the theory of pain and pleasure in the following figure.

Figure 7. Two Face Consequences of School Violence



Source: Researcher's analysis of two faces of consequences of violence, 8 October 2017

The school violence produces both pleasure and pain. It was noticed some students found joy, fun, pleasure, happiness, feeling of proudness, and feeling of secure whereas some of them got injury, pain, feeling of scare, sadness, loss of concentration, anxiety to study, committed suicide, victim of child marriage and left school. The pain and pleasure remain either for short term or for longer term. It depends on the intensity or frequency of victim of violence such as corporal

punishment, bullying and sexual abuse in school. The pain, for example, pain in skin remains short term, injury takes a bit longer period to heal whereas the effect of sadness, anxiety to study and child marriage persists lifelong. The pleasure or fun persist just for few minutes and hours. However, the effect of feeling of proudness in the name of fame and pride can transfer one generation to another generation. It refers learning and socialization: imitation of the violent behavior as a social prestige.

Prevention of School Violence

First, let me summarize on how explained in previous chapters i.e. 4, 5 and 6 for prevention measures to minimize school violence or maintain school discipline. One common thing for all three schools (*Tharu, Magar and Muslim* communities) was found that teacher appointed class monitor to supervise peer's behavior, abusive acts and undisciplined manner; and also quickly report to teacher. All the monitors have found similar orientation to control students' unwanted behavior, if unable to manage them and the monitors report to teacher. It was also common for all three schools i.e. had school discipline code of conduct. Those codes of conduct were fully applied in *Madrasa, Muslim* institution. Muslim student was found mainly followed Islam code of conduct (religious belief) which was effective to prevent possible chance of sexual abuse to the *Muslim* girls in *Madrasa*. Moreover, the *Madrasa* had a rule that boys must have to leave school fifteen minutes later the girls left so that possible chance of misbehaving to the *Muslim* girls on the way to home could have avoided. Such code of conduct was not seen in the schools where majority of *Magar* and *Tharu* students studied.

In all three schools, it was also common prevention practice, for instance, teacher either verbal abused or humiliated or imposed corporal punishment to stop peer bullying and sexual abuse. Thus, I found stick in each classroom in all schools

during the observation. Moreover, all schools have appointed one teacher and given authority for coercive actions against to the students if they make mistakes or misbehave in school. However, teasing and gossiping between girls and boys was common among *Magar* students, they took it as a fun and pleasure. Girls were found more open for it, and it was also taken by teachers as usual behavior whereas it was taken more seriously among Muslim students, Molve/Maulana/teacher gave severe punishment while such incident occurred. Thus, violence is culturally determined, some people mean to harm others but based on their cultural backgrounds and beliefs, do not perceive their acts as violent (Walter & Park, 1964).

Second, let me analyze quantitative facts received from the student opinion survey on how they (834 students) opined to prevent school violence. The students scored highest for strict discipline with punishment and stopped making a noise in classroom as a solution or prevention of any sort of school violence (Table 11.5 in appendix 11). The idea of strict discipline with provision of corporal punishment suggested by the students, some extent, link with the fear towards abusers or wrong doer rather self – awareness for prevention of the violence. They also equally counted that self – awareness for stopping a noise in the classroom has been experienced to avoid punishment i.e. school violence. Moreover, they recommended that students themselves should stop bullying each other (19%) which not only helped for reducing the peer violence but also supported to escape from another form of violence such as punishment from the teacher, severe violence – gang fight etc. More *Tharu* students (30%) accepted the idea of self – awareness of not making a noise and stopping the bullying behavior (Table: 11.5). However, some students would like to see an environment for a fun to enjoy each other rather strict discipline. More *Muslim* (23%) students and *Magar* (19%) students believed to manage school violence through

creating for a fun to enjoy each other in school whereas very little *Tharu* students (7%) believed for the same.

The students also gave high priority to self – awareness for prevention of possible chance of abuse. As stated in the graph (10.18 graph, appendix 10), girls found lower masculinity behavior such as be quiet / not reactive, stay away to the bad one and report to the teacher for managing the possible chance of abused by somebody in school whereas the boys showed stronger masculinity behavior for the same. Higher number of boys compared to the girls do not like to be quiet, stay away from the bad students, and they don't like as much as girls to report teacher for support. More boys joined quickly their own group and be ready for defensive position against the abuser and tried to avoid the victim of abuse by taking support of own group member. They, in fact also tried to be a friend even with the students who suspect possible threat of abuse whereas girls did not like as much as the boys followed the same.

Tharu students showed a bit calm behavior (try to be good friend even with the abuser, and just inform to teacher) to manage possible chance of abuse whereas more *Magar* students would like to stay away from such abuser to avoid being a victim of abuse (10.19 graph, appendix 10). Similarly, more *Muslim* students join quickly to their own group and be ready to defend the possible abusive behavior of the abuser, s/he protected self by taking of his/her group force. They did not like as much as others report to teachers for being a safe position by taking help from the teacher. They mostly believed either managed such abusive behavior by self or taking help from own group.

Teachers' effort / support has been counted as main role to prevent school violence. The teachers' behavior and practice for controlling and facilitating to avoid

violence in school such as applied positive approach, continued reinforcement, and advance communication to the students about the negative consequences of bad / ill behavior for creating fear in early not doing wrong behavior were the way of violence prevention (Table 11.6, appendix 11). Some teachers also made effort either positively (take care equally to all – 22%) or provided threat / fear for wrongdoing (20%) to stop violence in school. But teachers (28%) liked to take parent support to manage students' unwanted behavior and prevented violent act in school (Table 11.6). Similarly, 34 out of 100 *Tharu* students and 30 out of 100 girls experienced that teacher loved to take parent supports for prevention of school violence which is the highest than other ways to control violence in school. Monitoring students' behavior / practice followed to positive motivation (encouragement for sharing of wishes) performed by the teachers found less effective to prevent violence in school. Only 14 in 100 students experienced that some teachers have applied such approaches to stop school violence.

Muslim student found their teacher prevented school violence mainly by monitoring the students' behavior and practice (27%) whereas *Tharu* students' experience gave clue that their teacher-controlled students' bad behavior by (34%) informing parents and prevented possible violence in school. But the case of *Magar* student, they found their teacher was able to control unwanted students' behavior and practice through making alert (23%) the consequences of violent acts (bullying and abusing) among them and including with teachers in school (10.20 graph, appendix 10). Moreover, they also found their teacher was taking care equally all students (24%) and also encouraged to share their feelings or problems (21%) which was worthwhile to minimize unwanted students' behavior and helped to prevent school violence. But Muslim students found few teachers (10%) having nurturing behavior

such as listening to students' feeling, problems for solving the unwanted students' behavior and preventing violence in school peacefully.

Despite of different preferred five options to teachers for prevention of school violence; they mainly liked to take support from parents by informing their children unwanted act and controlled such behavior (28%) which was useful to prevent school violence incident again and again. However, *Magar* students found comparatively lower to their teachers (18%) to follow it preventing school violence (10.20 graph).

Students both girls and boys including students of the different grades i.e. grade eight to ten experienced that their teacher reported students' bad behavior to the parents in order to control violence in school (10.21 graph, appendix 10). More girls followed to grade ten and eight students found their teacher tried to stop repeating the violence in school with support of parent. The second preferred option: the teachers equal taking care and close monitor for all students was found impressive to prevent school violence as scored (41%) mainly boys and grade ten students (10.21 graph).

Students counted greater role of parent to prevent violence in school (Table 11.7, appendix 11). First, parent provided time for study at home (33%), students found time for doing homework, next day, they did not have to receive punishment due to the reason of not submitting homework. Second, parent provided uniform and stationaries to their children in time (21%) which prevented the verbal abuse and physical punishment to the children who had presented in school with uniforms and required stationaries. Third, children experienced violence in school who belonged to the parent frequently fight each other (17%), and found when it stopped, their children also did not have to experience of violence such as abuse and punishment in school. Fourth, parent contacted to teacher regularly for children progress update (15%) supported to guide students appropriately for behavioral matter which ultimately

helped to prevent possible violence related to the cause of inappropriate behavior and practice (Table 11.7). Fifth, informing teacher through parent about their child absenteeism could also reduce violence – punishment with reason of absence without inform. Finally, as stated facts and figure scored by the different categories (gender, caste – communities, grades) of the students, it concluded that parent found greater role equally to the teacher and students to prevent school violence.

Muslim students (35%) compared to others suggested parents for their help by providing time at home for study and doing homework which could help significantly to prevent violence – punishment from teacher, in school. Other students had also experienced and suggested for the same (10.22 graph, appendix 10). 24 out of 100 *Tharu* students experienced violence in school due to having no school uniform and stationery and they suggested to their parent for timely providing school dress and stationaries which they found that would be helpful to prevent repeat of school violence. Though it was lower in *Muslim* and *Magar* students, they also experienced violence for the same reason and would recommended their parent providing uniform and stationeries as needed which could have helped to reduce school violence. Moreover, more *Tharu* students (20%) had experienced of violence in school due to the underlying cause of their parent fight each other at home whereas it was less experienced for *Muslim* (16%) and *Magar* (12%) students. However, they also found relevancy for reducing school violence through loving and caring behavior and practice of parent at home.

In a summary, firstly *Tharu* student gave high priority for their loving and caring parent at home whereas *Magar* students wanted parent for regular contact with the teacher to reduce school violence. Secondly, more *Tharu* students experienced to manage school violence with support of parent timely provided uniform and

stationaries whereas more Magar students could see to manage violence through regular contact of their parent to the teachers. Finally, more *Muslim* student would like to seek enough time for study at home could have helped to repeat school violence – corporal punishment (10.22 graph).

Here, with support of students' opinion survey, I further explained where the source of violent behavior or abusive act is and how it can be prevented at the source. Though there is no significant difference between the views of boys and girls that 50% girls accepted “bullying abusive act, punishment start at home, and it reached to school” and 51% boys also agreed for the same (10.25 graph, appendix 10). Similarly, 59% of the *Magar* students, 54% *Muslim* and 45% *Tharu* students believed same views (10.26 graph, appendix 10). It gave clue that stopping parental violent or abusive behavior is the departure of violence prevention at home for all communities' (*Tharu*, *Magar*, and *Muslim*) students who could be enabled to reduce violence in school. It is also clear link with the statement of a parent on how positive parenting is crucial to prevent violence in school:

I trained good behavior and practice to my children at home before sending them in school. I also instructed about bad behavior and practice and communicated such practices will be harmful to others. As far as I know, my two children received neither punishment nor abused by their peers at school. I found them that they are enjoying studying better, showing affection to their friends and using respecting words to the teacher. I believed parental training for young children was helpful for positive socialization not only at home but also in school. Positive or negative socialization at home transferred to the school as same what they learned. (Field note, 17 September 2016)

Student own self-management experiences to prevent violence in school was also worthwhile (Table 11.8, appendix 11). The student's own defensive and self-management strategy to avoid victim of violence is prominent. A total of 37% of

respondent said that they preferred to remain in a group for a safe position and being protected from possible harm from the abuser. It was highest for the case of *Magar* students (44%) compared to other two such as *Tharu* and *Muslim* (Table 11.8). However, *Muslim* student managed to prevent possible harm or abuse from others by not staying with older boy or teacher while she was alone. Such escaping strategy was adopted more *Muslim* student (42%) to prevent violence in school whereas more *Tharu* students believed to escape from sexual abuse through not hanging around with only one friend (boy) more time in school and way to home. Some students also believed silence strategy (not report or not engage – tutorial class) to protect further harm or victim of abuse from the abuser. Such strategy was adopted higher in *Tharu* and lower in *Magar* student. One interesting fact showed that the trend of not staying alone to avoid abuse followed lower number of students in grade eight (18%), and gradually increased upper grade such as nine and ten (23%). In fact, the preference of different approaches was influenced by community norms, values, and culture, for instance, *Magar*, *Tharu* and *Muslim*, and including defined gender role.

In summary, the table indicated that student own defensive and self-management strategy to avoid victim of abuse is prominent. Similarly, their second preference was escaping strategy and followed to silence strategy (culture of impunity) to prevent further victim of abuse or violent in school. Students also followed to avoid the contact with bad students through either always remain away or quickly hide if encountered or carefully not to go for play with such students. Such self-avoidance strategy or stay away strategy followed by the students to escape from victim of abuse or physical bullied in school was found paramount. A total of 64% students followed it to be safe from victim of physical bullied and abused in school and way to home. Such practice was prevailed even more in *Magar* students

(69%). More girls (65%) compared to the boys also followed the same to avoid victim of verbal and physical bullying in school (Table 11.9, Appendix 11). Moreover, students also followed group strength or defensive strategy to prevent being a victim of either verbal or physical bullying in school. They made their own group to fear and fight against the bad one who often tried to abuse. Here, I liked to link the following testimonial of a student on how he is defensive to stop further bullying or abusing.

My books and copies were fallen on the floor because of two of my classmates pushed each other hardly. I shouted against both to pick up my books and copies immediately. But they did not do. Then I gave one punch to each of them. But they shouted back me. I again punched. Then they stopped shouting to me. (Filed note, 14 September 2016)

Here violence has stopped through applying another violent act (defensive manner). It is crystal clear violence was stopped by another violence. Similarly, some students followed pleasing strategy (offering money, materials, and showing answer sheet) to the abusers or bullies so that they could stop further abused or bullied for those who surrendered or pleased to them. A total of 17% of students were able to be safe by adopting such strategy. It was prominently (21%) practiced by *Tharu* and *Muslim* students. However, it was less practiced by *Magar* students and followed to the girls (Table 11.9).

As many as students had chosen either escaping strategy (hiding, avoiding, and being away) or defensive strategy to prevent being a victim of verbal and physical bullying in school. For instance, 69% *Magar* students had avoided to be a close contact (hiding) with the abusers and not played with them. More *Muslim* student (65%) followed same practice but a bit lower number of *Tharu* students (56%) persuaded it to avoid being a victim of verbal and physical bullying (20.24 graph, appendix 10). Similarly, more *Tharu* students and *Magar* student liked to make own group, remain in the group so that they could defend once the abuser tried to bully.

However, fewer *Muslim* students (14%) followed such practice. The graph also displayed more *Tharu* (21%) and *Muslim* students as compared to *Magar* (9%) had pleased to the abusers by providing money, materials and showing answer sheet (10.24 graph). Thus, pleasing strategy was also practiced avoiding further victim of verbal and physical bullying in school. Some of the students (mainly weaker one) had strong belief to cope the situation and be a safe by pleasing to them particularly for the stronger and aggressive one. Here, a class monitor statement (*Tharu* student) below is referring the same:

Though I am class monitor I do not like to control my friends who are making a noise and enjoying themselves while teacher was absent. I also like to see the friends' telling jokes, teasing each other for a fun and play outside the room while any period is off due to the absent of teacher. Those informal play, gossip, jokes and fun made me a laugh a lot that was enjoyable moment for me. I also found everybody happy. (Field note, 25 June 2016)

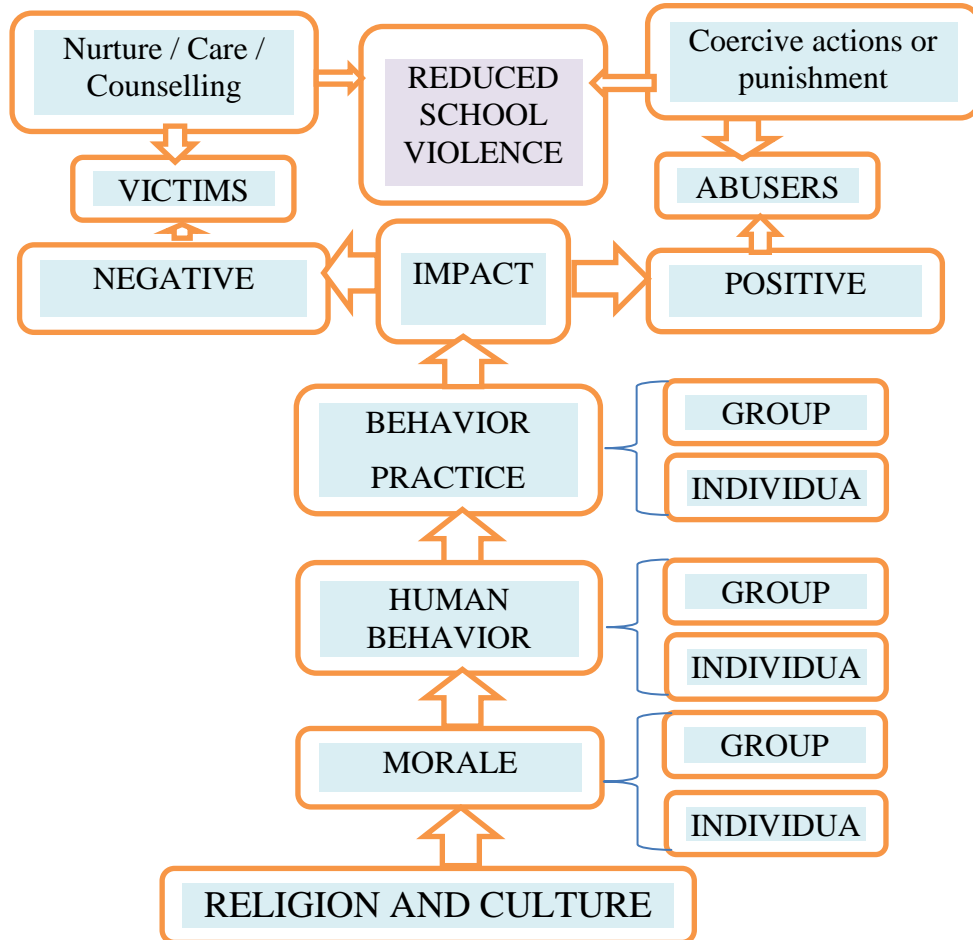
Forty-four percentage point (24%) of total respondent accepted that touching, pushing, and pulling hair was part of their fun and pleasure which was not taken as violence. They thought that it was just happened and managed itself as usual. More boys (30%) than girls and more *Muslim* (29%) and *Magar* students than *Tharu* (20%) accepted it as a fun and pleasure (11.10 table, appendix 11). A total of 57% boys and 38% girls either accept or show ignorance respectively for such behavior which directed towards as usual student behavior rather unwanted abusive or harmful act (11.10 table, appendix 10). Here, I preferred to link a statement given by a parent: “*apthero umer, padhai ra jawani dubai samhalnu parne*” means the age of fourteen to seventeen years is difficult because student should manage both i.e. study and sexuality. This notion is strongly rooted with rapid biological and psychological

changes during the adolescent age which spilled over sometimes as a fun and sometime as violence in school while they are gossiping or debating each other.

It gave sense that students (more boys and some girls) had practiced as an accepting strategy for a fun and pleasure to manage such behavior though some other students had taken it as an abusive and harmful practice particularly to the victims. However, such accepting behavior has rejected by 55% *Tharu* and 57% *Muslim* students which noted as cultural differences where they brought up (11.10 table). Thus, culturally support strategy also helped to manage or accept such behavior and practice as a normal in school.

Looking back to the facts and observation records including testimonial what I derived the knowledge confirmed that the violence is emerged by human (student, teacher, and parent) behavior and practice in which involved abusers and victims. Thus, victims healed through nurturing, caring, and counselling whereas abuser's behavior controlled or changed through coercive actions or punishment. The school violence prevention chain is interconnected on how it is occurred behavior and influenced practice by student – teacher – parent in schools.

Figure 8. School Violence Prevention Chain



Source: Researcher's analysis on violence prevention chain, 8 October 2017

The figure gives evidence of human moral values founded on religion and culture and that shapes human behavior and practice which impacted others either positively or negatively. The religion or culture promotes both negative and positive morale values which shapes individual and group behaviors. Once the behavior on morale values accepted as many as followers, then it is practiced though it is harmful for somebody else. For example, violent behavior such as bullying, sexual abusing and applying corporal punishment has been seen and accepted it either name of adolescent age or disciplinary tool or certain community values and culture. Such practice generates victim (if disobeyed) and abuser (administer to protect norms and practice).

The victim is always in lower position - weaker and abuser is in higher status – stronger, powerful. The violent practice in school impacts negatively to the victims such as pain, injury, low morale, no dignity, fear, anxiety, insecure feeling, stigma whereas it impacts positively to the abusers such as pleasure, fun, happiness, proudness, high morale, evidence of powerfulness. Thus, in such situation, nurturing, caring and counselling to the victims for boosting confidence and applying coercive actions as provisioned laws, policies and code of conduct to the abuser for minimizing proudness is basic approach to reduce school violence incidents. Once, the abuser became victims of coercive actions and negative reinforcement on return of the violent behavior; the first victim of abuse (bullying or sexual) erases negative feeling and feels secure.

Thus, the school violence prevention chain has established to positive feeling for both victims and abusers so that the abuser found guilty himself / herself and could realize not repeating such behavior again. Here it is clear linkage with the statement of a Muslim girl student how a victim realized guilty and convinced her wrongdoing:

I felt very bad right after received punishment i.e. beating by stick, it was so painful to bear it. I also felt humiliation. However, I realized it was given to me for better study and not with other intention. I changed my mind myself it was given for not doing homework at home. But I could have done homework next day. Why not she did not give chance for just one day rather suddenly punished me as she did others. I felt very bad again why she beat me without given chance of explaining the reason of not doing homework. I got confused a lot after the punishment and do not like to read that day and next day as well. I also did not like her behavior at all. (Field note, 2 October 2016)

The prevention chain also emphasizes for reorientation at milestone i.e. religion, culture, morale values for better early socialization towards respecting and

nurturing behavior promotion rather counselling to the abusers for correcting the violent behavior. Changing attitudes and norms in society is an important part of preventing violence against children in school. Doing so often requires modifying deeply ingrained social and cultural norms and behaviors – in particular, the idea that some forms of violence are not only normal, but sometimes justifiable. For example, “spare the rod spoil the child”, teacher and parent pick such idea and try to legitimate their rights to hit children either in school or home. Other examples such as girls forced to have sex because of the sexual entitlement felt by boys and men; male peers coercing younger boys into the gang violence as a “rite of passage”; and girls and boys not reporting violence because of fear of stigma and shame which all generate social norms and practice that requires for reorientation suggested by the school violence prevention chain above.

Conclusion of the Chapter

After analyzing the qualitative and the quantitative data, I understood that school violence is a form of diseases which occurs in each situation of socio-cultural or behavioral and biological changes and desire. This desire gives fun and pleasure for the abuser or perpetrator. At the same time the victim suffers from the abuser or perpetrator throughout the life. It means the induced human ego, behavior, unknown belief, and desire need to be wiped out from school if we want reduce school violence.

The different forms of violence make victim differently. The gender norms relating to male entitlement over girls and women’s bodies - and control over their behavior, for example, girls are particularly vulnerable to sexual violence whereas boys are more vulnerable to receive corporal punishment and bullying from the stronger one / abuser. Later, it transforms towards male youth violence as an effect of

revenge mentality since violence has injected negative thought in mind (referring to a testimonial of *Tharu* student). It is also seen that violence is not only consequence poor school performance and drop out but also evidence of change in student's habit which motivated them for regular school attendance. This finding complies with experiential learning theory which asserts that individuals grasp information through experience as well as thought (Kolb 1984). This suggests that school stakeholders have space of review their ontology on school violence through process of learn – unlearn and relearn for new forms of understanding on school violence.

CHAPTER VIII
DISCUSSION AND REFLECTION ON CAUSES, CONSEQUENCES AND
PREVENTION OF SCHOOL VIOLENCE

The foregone chapter discussed on cohesive connection of causes, consequence, and prevention of school violence by analyzing both qualitative and quantitative data. It also highlighted double face of school violence, its consequences, cause and effect relationship and the ways to reduce violence in the school and on the way to home.

This chapter includes deeper analysis of causes of school violence, consequence, and way out to prevent school violence. It contains the analysis of thematic causes, areas of implications and synthesis of different ways-out to prevent school violence. The chapter also critically explains different themes and sub-themes. However, it is limited within the research frame (Chapter II), which has already set the scope for exploration of the knowledge.

Let me start with findings of joint display (table below) on how knowledge has been constructed for responding school violence.

Table 28

Joint Display (Juxtapose) about Understanding of School Violence

Research questions	Qualitative data analysis	Quantitative data analysis
How do students, parents and teachers construct knowledge regarding school violence and how do they	Knowledge and practice: a. Punishment is necessary to control unwanted behavior and ensure safety of younger and weaker students; b. teasing among girl and boy is okay, no harmful act for all; c. bullying and abusing is considered as a fun and	Above 60% students (N:834) opined that violence in school emerged due to students' own behavior and their weaker position. 39% of them agreed that teacher should give punishment to stop fighting and quarrelling among students in school. Above 24% of students (N:834) understood that touching, pushing, and pulling hair is a part fun and pleasure rather considered as a

respond to it?	<p>pleasurable matter; d. victims do not always consider it as a pleasurable matter but some parent student considered it as a desire of attraction between opposite sex, making intimacy between two should not be considered sexual abuse.</p>	<p>violence. More boys than girls and more Muslim student than <i>Magar</i> and <i>Tharu</i> have accepted such behavior as a fun and pleasure.</p> <p>Moreover, 50% girls (N: 474) and 51 % boys (N: 360) accepted that bullying, abusive act, punishment start from home, and it reached to school.</p>
Why does violence exist or occur and continue in school?	<p>Knowledge and practice: a. Male teacher can provide corporal punishment only to boy and female teacher only to girl to reduce other forms of violence; b. Allah is eligible to punish the wrong doers, if boy tease to girl, he is punishable severely.</p> <p>Student gossip each other that turns verbal and physical abuse among student, teacher shouted and beat against the student who abuses other for ensuring safety of victim who is generally weaker and younger than the abuser. The violence turns around cause and effect cycle.</p>	<p>In regards of school violence, 38% girls (N: 474) that they do not react though they experienced of misbehave or abuse by teacher or older peer. Approximately 18% girls and 20% boys (N:360) accepted that there is no harmful abusing and teasing or humiliating among each other, it is a fun & pleasure. About 20% <i>Tharu</i> student (N:388), 9% <i>Magar</i> students (N: 224) and 20 % Muslim students (N: 222) have same understanding.</p> <p>It is noted that 33% of Muslim student, 24% of <i>Magar</i> and 22% <i>Tharu</i> students accepted that bullying each other, unwanted touching, pushing, and pulling hair etc. are a fun and pleasure which is part of their student life, and it does not harm at all.</p> <p>Approximately 54% students (N:834) opined that practice of bullying, sexual abuse and punishment start from families and transformed such practice in school. It is noted that 53% Muslim student, 51% <i>Magar</i> student and 44% <i>Tharu</i> student have similar opinion.</p>
How can we reduce the occurrence of school violence?	<p>Knowledge and practice: Threats of punishment or imposed mild punishment is helpful to stop other forms of violence in school, and strong discipline measure and cultural openness can prevent sexual violence. Muslim parent claims that girls under burka can prevent possible harm of sexual abuse.</p>	<p>About 57% student (N:834) opined to reduce violence through avoidance of close contact with aggressive and bad student. It is noted that 45% Muslim, 54% <i>Magar</i> and 57% <i>Tharu</i> students have also same opinion. The data also showed that 56% students suggest that trying to be a good friend with bad one can help to avoid being victim of the abuser. The data showed that 51% Muslim student (N:244) experienced of abuse by older friend (boy) mainly against the girl when she is alone in classroom or school premise or in toilet or way to home and 17% of them experienced of abuse in same situation from the teacher as well.</p>

The joint display table above showed that students of different cultural background have multiple understanding about school violence. However, all three communities' students have similar knowledge about the practice of different forms of school violence such as punishment, bullying and sexual abuse. However, Muslim communities have different perspective to stop violence through hiding girls in burka whereas students belonged to Magar communities opposed such ideas, they would like to be empowered for self-defense for avoiding possible victim of abuse in school and way to home. This joint display also correlates with findings of 834 students' opinion /perspective (table 27, p.225 and p. 221).

Existence of School Violence

Muslim students were found more frequent victims of violence – corporal punishment whereas *Tharu* students were more frequent victims of bullying / gossiping, followed by sexual abuse. No incidents of sexual abuses of Muslim girls were reported in *Madrasa*. A few incidents were observed among *Magar* girls. The occurrence of violent behavior related to sexual abuse was taken as a fun by some students, while the same was perceived as sexual abuse by others. For instance, in one case, a boy teased a girl, who took it as normal. In another case, a girl, who was teased by a boy in the same way, reacted immediately and reported it to the class teacher. Such behavior is well connected to the self-discrepancy theory that states people have beliefs about and expectations for their actual and potential egos that do not always match up with what they experience (Higgins, 1987).

The frequent corporal punishment of the students resulted in the decrease of the incidents of bullying and the absence of sexual abuses of *Muslim* children in *Madrasa*. But the same was not noticed in the schools, where *Tharu* and *Magar* students studied. *Magar* girls did not like to use the shared toilets due to the fear of

abuse by grown-up boys. Muslims believed that Muslim girls and boys should not study together, whereas *Magar* communities believed that girls and boys were equal and there was no harm sharing the same toilets in school. Such practice is linked with social comparison theory: develop self-concept through comparisons such as superiority or inferiority and similarities or differences (Hargie, 2011). The common social norms of fun and pleasure contributed largely to increase the incidents of bullying in schools. *Tharu* students have also similar line of thinking about it. It was an interesting revelation that majority of *Muslim* students (46%) felt that bullying was common and was a fun (10.9 graph, appendix 10). This implied that such practices happened a lot in their homes and communities and hence, spilled over it in schools as well.

People, mainly teachers, students and parents believe that corporal punishment is still effective to discipline students and motivate them for better study. Similarly, some of them experienced and perceived the bullying or abusing behavior as fun and pleasure: i.e. theory of pleasure. Such thinking is found pertinent to the existence of different form of violence such as corporal punishment, bullying or sexual abuse in school.

I found a vicious circle of violence turning around among the bullying, corporal punishment and sexual or physical abuse. One bullied the weaker or other, the victim reported it to the senior or the teacher; the latter corrected the behavior of the bullies by giving punishment. The bullies again do the same as a revenge of punishment by either bullying or harassing sexually. One segment of violence such as bullying cycles around corporal punishment. Others such as physical or sexual abuses follow bullying. Some cases were much visible, whereas others were not. This gave

me the understanding that those three elements of school violence mentioned above contributed each other for existence in different forms of violence in the school.

Causes of School Violence

The school violence is the product of multiple levels of influences on behavior of individual relationship guided by societal and community norms and practices.

Sometimes it is perceived as a fun and sometimes as a violent behavior. Here, multiple levels of influence leading to violence are explained.

i) Theory / previous knowledge

Violence is the product of multiple levels of influence such as societal, community and individual with interacting relationship among them (WHO, 2002). First, the teachers' authoritarian values and beliefs for correction of students' unexpected behavior through coercive actions causing physical as well as mental pain have continued school violence – corporal punishment. Majority of the people of the sampled schools kept silence on it implying their acceptance. There are few, let me say, hard-core groups, who are opposed to such values and beliefs. Here, it is well connected to the silence theory that individuals are afraid of isolation, which results from the idea that a social group or the society in general might isolate, neglect, or exclude members due to the members' opinions. This fear of isolation consequently leads to keeping silence instead of voicing (Roessing, 2013). Thus, it is perpetuating such values and beliefs, which result in existence of the violent behavior in schools.

Second, the students' own behavior nurtured by parental and family environment is not only instrumental in increasing the violent acts – bullying or abusing but is also resulting in other forms of violence – corporal punishment, which has also fueled the continuation of the school violence. Third, the contextual understanding of the people, owning the tradition values and practices, have

contributed to continue the violent acts either as fun and pleasure or as legitimized tools of discipline. Fourth, the physical and emotional attraction between the two-opposite sexes that emerges with their physiological changes during adolescent age also leads to the unwelcome behavior such as bullying or sexual abuse. Some consider it as usual norm and practice, whereas others take it as a violent / abusive behavior. Here, it is also connected with Freudian psychoanalysis. The pleasure principle (German: Lustprinzip) says such behavior appears as the instinctive seeking of the pleasure, avoiding pain, to satisfy biological and psychological needs. Specifically, the pleasure principle is the driving force behind it. In Freud's psychoanalytic theory of personality, the pleasure principle is the driving force of human behavior that seeks immediate gratification of all needs, wants, and urges. In other words, the pleasure principle strives to fulfil over most basic primitive urges including hunger, thirst, anger, and sex. When these needs are not met the result is a state of anxiety and tension (Munn, 1951).

The stronger one having notorious behavior is also the main cause for the incident of bullying to the weaker. The stronger one thought that s/he could abuse younger one either for fun or dominating one with his/her perceived high status. The perception of self-importance by students due to their high family status had also encouraged them to bully or abuse the younger and weaker ones. Especially such behavior prevailed high among *Muslim* students (37%), whereas it was very low in *Magar* students (9%) as opined by the students (10.8 graph, appendix 10)

The acceptance of bullying as fun and pleasure by some students across different groups is responsible for its continuation in the student life as a common phenomenon. One of the findings is that most of the *Muslim* students (46%) accepted that bullying was common and accepted as a fun (10.9 graph, appendix 10). It follows

such practice happens a lot in their communities and homes, and hence, has spilled over in schools as well.

ii) Schools' norms and practice

Non-supportive school management that is not willing to provide the gender specific toilet facilities is also responsible for the abuses against girls, while they use common toilets in school. When the case of an abuse in toilet was reported to the teacher, the abuser received physical punishment. Here, two incidents of violence source are unavailability of girls' toilet.

Responding students talked about two other reasons of the violence in classrooms. One is due to the students not doing or submitting homework (63%) and another is due to the indiscipline and fighting / quarrelling (37%) (10.3 graph, appendix 10). Thus, students' unexpected behavior was second main cause of school violence in *Tharu* community dominated school. The behavior and attitudes such as power abuse, aggressiveness, and students' weak position have contributed a lot to the violence in school. Teachers' aggressive behavior with strong position (power relation) and students' behavior including their weak position (lower power relation) perpetuated school violence, mainly the corporal or physical punishment to the students.

More than 50% of students (*Muslim*: 62%) accepted that punishment worked better for improvement of reading and writing (10.7 graph, appendix 10). Such belief has also empowered teachers to apply punishment on students, causing outburst of violence in school.

The absenteeism of teachers coupled with the lack of alternative teachers creates a freedom for students to make noise in classrooms. This ultimately becomes a cause for the corporal punishment once the teachers notice it. Teachers give

punishment to the students with good intention that the students achieve better learning outcomes in the examination. Both the student's behavior and the teacher's attitude fuel the continuation of punishment practices in school. The teacher's supremacy and the authoritarian attitude-mindset come to play in the bid to discipline the students. Instead of motivating and caring – nurturing mindset, teachers apply violent acts of punishment, which are considered as the disciplinary tools rather the school violence.

Finally, lack of self-prepared disciplining techniques through morale and religious / spiritual orientation on non-violent behavior to the students in school is also rated as supporting cause of occurrence violence in academic institutions.

iii) Acceptance and tolerance

The acceptance of corporal punishment by teachers, students and parents for better learning and reading granted the liberty to teachers for use of physical punishment, which caused the violence in schools. The acceptance by students and parents is mainly the factor, encouraging the teachers' violent behavior in the name of punishment to the students.

Just as parents and students accepted the punishment in schools as a disciplinary tool, the bullying is also accepted as a common behavior for fun. Such behavior is frequently observed in communities and homes, and, hence, is seen in schools as well. It is spillover effect. The individual wish to get fun and pleasure through unnecessary teasing, touching, and pushing of girls can trigger more violent act of sexual abuses. The hidden cause of bullying, thus, is an interest or wish of the older and the stronger to have a fun and pleasure by making fool or abusing physically or verbally to the weaker or younger ones. According to Allen (2011), the race as a socially constructed category based on differences in appearance that has

been used to create hierarchies that privilege some and disadvantage others. Such socially constructed idea is prevalent in *Tharu* and *Magar* communities. For instance, all students have a common understanding that a beautiful girl, who wish for easily mixing with others, have often become victims of abuse, whereas very few students have similar experience in case of the handsome boys. Boys mainly tease and abuse the gentle, beautiful and a bit richer girl with the intention of making them girlfriends for fun and joy. The girls' shyness and introvert nature and behavior that is a bit more accepting also encourage boys to show abusive behavior against them.

Parent and even poor learning performer (need tutorial support from teacher) has accepted, it is common or normal they have been often victim of abused either by teacher or her classmate – boy.

iv) Religious and cultural influence

The Muslim culture and belief do not allow the grown-up girls and boys to study together in the same room of Madrasa. They think that letting boys' and girls' study together leads to the occurrence of sexual abuse and bullying against the girls. However, other schools give opportunity for boys and girls to study and play together. Though frequent verbal abuses (with sexual connotation) to Muslim girls by Muslim boys are minimal compared to those among *Magar* and *Tharu* girls, it is just reverse, when a Muslim girl is found alone by the Muslim boy and even the teacher. Here, the strict cultural prohibition also has aroused curiosity among the grown-up boys and teachers to bully and abuse girls for fun, when they find a girl alone. This, however, is not observed among *Magar* and *Tharu*. Here, I prefer to link this to the inter-cultural relation. The intercultural relationships are formed between people with different cultural identities and include friends, romantic partners, family, and co-workers. Intercultural relationships have benefits and drawbacks. Some of the benefits include

increasing cultural knowledge, challenging previously held stereotypes, and learning new skills (Martin & Nakayama, 2010). For example, if Muslim and Magar communities had chance of cultural interaction, they could have learned causes of violence and way to avoid it that ultimately would have helped to reduce the school violence through intercultural relationship. *Magar* and *Tharu* promotes open culture. There is no dress code for girls, whereas Muslim communities do not like it. They prefer to keep their girls under *Burka*. Because of open culture, *Magar* and *Tharu* girl students have empowered and able to challenge the boys' abusive behavior, whereas Muslim girls either kept away from boys or hid their faces in *Burka* to protect themselves from abuses from the boys.

The beautiful girls as compared to the handsome boys frequently faced abusive behaviors. The abusive behaviors often included verbal sexual abuses, threats, teasing, pulling, pushing and body touching. Here, it's not only behavioral issue but also the influence of culture to tease girls, mainly who is more beautiful. Thus, Muslim culture gave *Burka* to all Muslim girls and women to cover their face, whether they are physically beautiful or not. However, the multiple causing factors increased the occurrence of abuses against girls, who is not equally compared with the case of Muslim. For instance, *Magar* and *Tharu* culture gave liberty to boys and girls play together and learn together but it is forbidden in Muslim culture. For instance, even if a Muslim boy talks or touches a Muslim girl, it is considered violence in Madrasa, and he is entitled to receive severe punishment. However, even Muslim's strong cultural prohibition to touch or abuse girls does not work for prohibition of abusing girls sexually while she is alone. 37% Madrasa students experienced that they have been abused sexually by teachers, when they (Muslim girls) were alone (10.10 graph, appendix 10).

The students from the high family status often abused those from the poor socio - economic family background. Similarly, the girls from economically poor and *dalit* families have been insulted, discriminated, and abused in schools. The caste-based discriminations and dominating behavior of students and teachers from elite families enhanced the school violence. I found it as a matter of influence of the culture given to the low respect to the weaker, for instance, poor socio-economic background student i.e., *dalit*.

Thus, it is understood that the violence is a by-product of influences on behavior of individual relationship guided by societal and community norms and practice (Walter & Park, 1964).

v) Family – parenting practice

The lack of parental support and conducive environment at homes, such as family disputes, quarrelling, not providing note-copies and uniforms, made the children unable to better prepare the homework and sometimes compelled them to go to schools without uniforms. In such a situation, the teachers gave punishment, or humiliated them for not doing homework and also not wearing school uniform. The root cause of the violence is parental behavior and practice (learned from their culture) at home, mainly how they are bringing up their children in a peaceful manner or in a terrorized environment.

The Muslim woman teachers and parents have a belief that the primary cause of sexual abuse or bullying of girls in schools / Madrasas is unnecessary body exposure by wearing short dresses, such as T-shirts, half pants, and frocks. They also explained that such dresses helped them to uncover some sensitive body parts, which prompted sexual abuse and bullying in schools and on the way back to homes. Thus, as a normal practice in Muslim community, all Muslim girls are given such a dress,

which covers all body including face (Burka). Despite of such strict parenting practice, the teasing or abusing to Muslim girls, when they were alone, is continued. Nevertheless, the cases of teasing and abusing of girls found alone is not many among *Tharu* and *Magar* girls (10.10 graph, appendix 10).

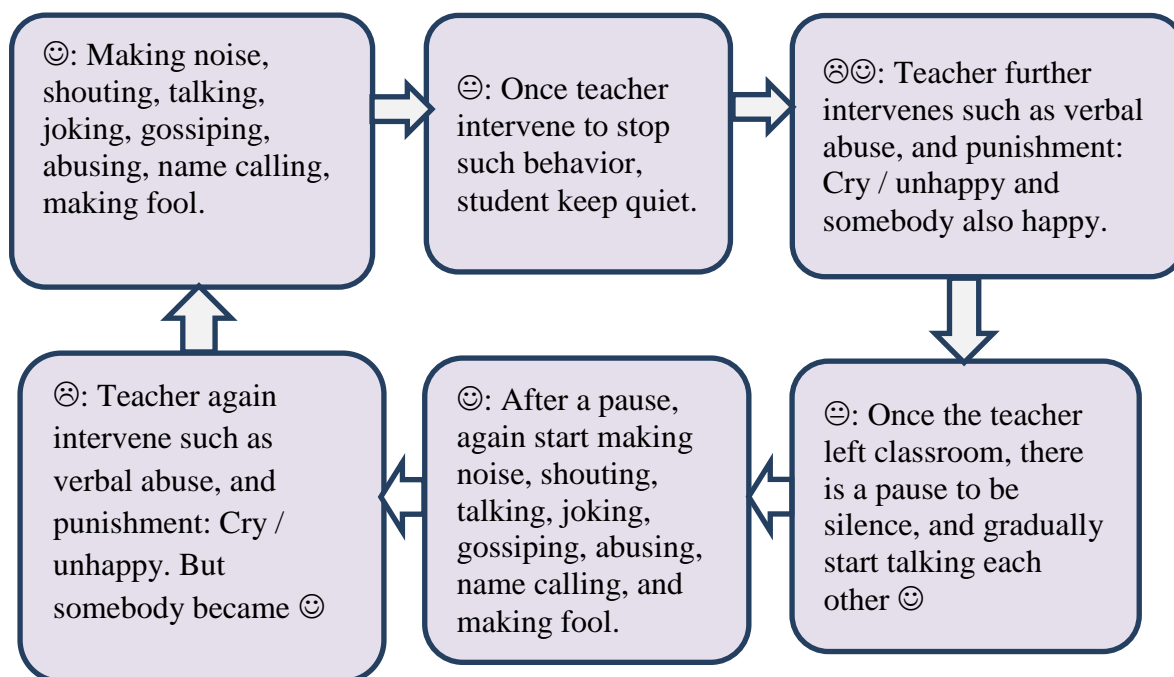
Finally, the cause of school violence is prominently associated with behavioral and cultural practices of different communities, which is also replicated in schools. The behavior among students, teachers and parents contributed a lot to the prevalence of violence in schools.

Absence of moral teaching with religious orientation /unknown fear of God or Allah in teaching institution is also the cause of occurrence of violent behavior such as punishment, bullying and sexual abuse. Such religious orientation to all *Muslim* children worked somehow to suppress abusive behavior. However, it is not fully internalized; thus, incidents of punishment, bullying and sexual abuses continued unabated.

The causes of school violence are closely associated with student – teacher – parent behavior and practices. It is turning around cause and effect system. Now, it proves that existence of school violence continues with cause-and-effect process. The proven cause and effect are seen in cultural / religious value of students, the student and teacher behavior, and the school codes of conduct. Thus, it is likely that the school violence will remain in different forms and faces such as corporal punishment, bullying, sexual abuse / harassment with visible, less visible and hidden respectively in schools for years to years. It is still believed that the bullying and sexual abuses are considered as fun and pleasure rather than violence. As long as such belief exists, one can predict that the violence like bullying and sexual abuses might continue over the

years in schools. The following figure explains on how the student-teacher behavior turning around to perpetuate violence behind the classroom door.

Figure 9. Cycle of Student-Teacher Behavior and Practice behind the Classroom



Source: Researcher's analysis on classroom student-teacher behavior to continue violence, 29 December 2017

The figure above showed the student teachers behavior behind the classroom door turning around the whole day and continues it day by day as a ritual or normal process. Students start talking and gossiping, bullying, or abusing as a part of fun (though it is considered by some as violent / abusive act). Once teachers notice it, he/she resorts to shouting and the corporal punishment at the perpetrator for keeping the classroom in order and protect the victim of abuse. Although, the teacher's abusive behavior protects the victim of abuse, it also victimizes the abuser, as he/she is punished in front of the victim of abuse and other onlookers. The victim of abuse becomes happy, but the victim of punishment is not. Once the teacher leaves the classroom, after a pause few minutes, the students repeat the same behavior, which invites teacher's intervention such as verbal abuse and punishment.

According to Skinner and Thorndike, the punishment occurs, when a response removes something positive from a situation or adds something negative to it. They argue that punishment is effective, and that punishment does not decrease the probability of a response. Instead, they suggest punishment can be used to suppress a responses or habit but not weaken it. For the punishment is a consequence of undesired behavior (Hergenhahn, 1976).

Consequence of School Violence

The consequence of school violence - punishment or bullying or sexual harassment – on the victim might include one or all the symptoms like feeling fearful, crying, staying lonely, keeping quiet or being aggressive to take revenge. Some were found crying because of physical pain of the punishment, whereas some found reluctant to continue class. Some was also seen cheerful face and looks happy with the punishment given by the teacher for whom showed abusive behavior and not doing homework.

a. Negative effect / consequence

Victims / students: Emotional effect (crying, annoying, bad-feeling, and thinking of revenge) among the students was found critical. The physical pain, injuries and damages of parts of the body were also observed. It also caused victim's death as a worst implication of the school violence. Here, I prefer to link a recent literature that showed how emotional effects can damage the brain. The abuse is associated with augmented activities in the brain area that trigger fear, the amygdala (Big Win, 2018). The literature further added that emotional abuse is associated with damage to brain areas involved in self-awareness, such as posterior cingulate cortex. It was also discussed in an old literature. The scientist had explained that *Amygdala*, an almond - shaped nerve center, part of the limbic system, situated on both side of

human head, decides influence of on how much violent a human is and individual sex life – aggressive or emotional. Study shows that removal of *Amygdala* made a monkey rather unemotional / nonaggressive and easygoing, but has other effects as well (McConnell, 1983). However, my study neither explored such human mental physiology nor linked such case of animal.

Abusers: After punishment, it affected the teacher (perpetrator) behavior – becoming more aggressive and authoritarian. Teachers' aggressive behavior erupted due to the violent student behavior. The abuser found guilty herself/himself while s/he realized his/her abusive act harming the victim adversely. Such guilty feeling remains for longer duration, which inflicts emotional pain on the abuser.

One abusive or violent behavior might cause engaging in other abusive or violent acts i.e. corporal punishment imposed to the abuser. More than 73% of the respondent accepted that once somebody abused or misbehaved the girls or others in school, teachers punished them (10.16 graph, appendix 10). It is linked with cause-and-effect theory.

Children's education: The emotional and physical effect (injury and pain) and teacher's aggressive and authoritarian behavior lead to ultimate discontinuation of education, starting with first, inability to comprehend, second, inability to ask / talk with teacher, third, dislike of the school, fourth, absence in school for a week or more and finally dropout from the school forever. The school violence is attributed a lot for most of the school dropouts. Girls are affected more, particularly from *Tharu* and *Muslim* communities. The student, who commits abusive act against other children in school, causing physical injury, might be expelled from the school by the school administration. It is also same in the case of the teacher if the punishment he/she gave caused injury. The teacher might have to leave the school. It would disrupt the

continuity of teaching which ultimately impacts children's education until another teacher hired.

Teaching environment: The school violence showed negative effect on teaching environment. Most of the students found themselves unsecure and it increased fear and reduced comprehension since they were not able to do conversation with the teacher. Teacher is only for teaching, not for learning, as student – teacher interaction is almost zero. These negative effects have prevailed high towards boys than the girls.

Students' behavior and practice: Early learning and socialization with experience of corporal punishment or other forms of violence also helped to imitate such behavior and used it against others what s/he experienced or learned earlier.

b. Positive effect /consequence

As an immediate effect, the positive face is also seen though it is rejected in different literature. It is all about individual knowledge and belief, which are related to school and community practice.

i) Abusers: - They received fun and pleasure while abusing or bullying others by which they found school as a pleasurable place. Abuse and bullying in school have become a part of student life - as a fun and pleasure though the latter is literally defined abuse and bullying as school violence. 13 % of students found fun and pleasure from abusing or bullying others (10.15 graph, appendix 10); in which *Tharu* and *Muslim* students felt more pleasure from it than *Magar* students (10.14 graph, appendix 10). They accepted that there is no harm of abusing and teasing /humiliating among each other; it is a fun and pleasure. This perception of fun and pleasure is aligned with the philosophy of Freud and many philosophers (Norman, 1951) of human nature that the pleasure is the goal of life. According to so called "pleasure

principle”, all activities are directed towards the pursuit of pleasure and avoidance of pain (Norman, 1951). We find aspects of the pleasure principle involved in reinforcement during conditioning and learning, and it is evident in a theory, which characterized motives as anticipatory goal reactions based upon prior association of pleasure or pain (McClelland, 1951).

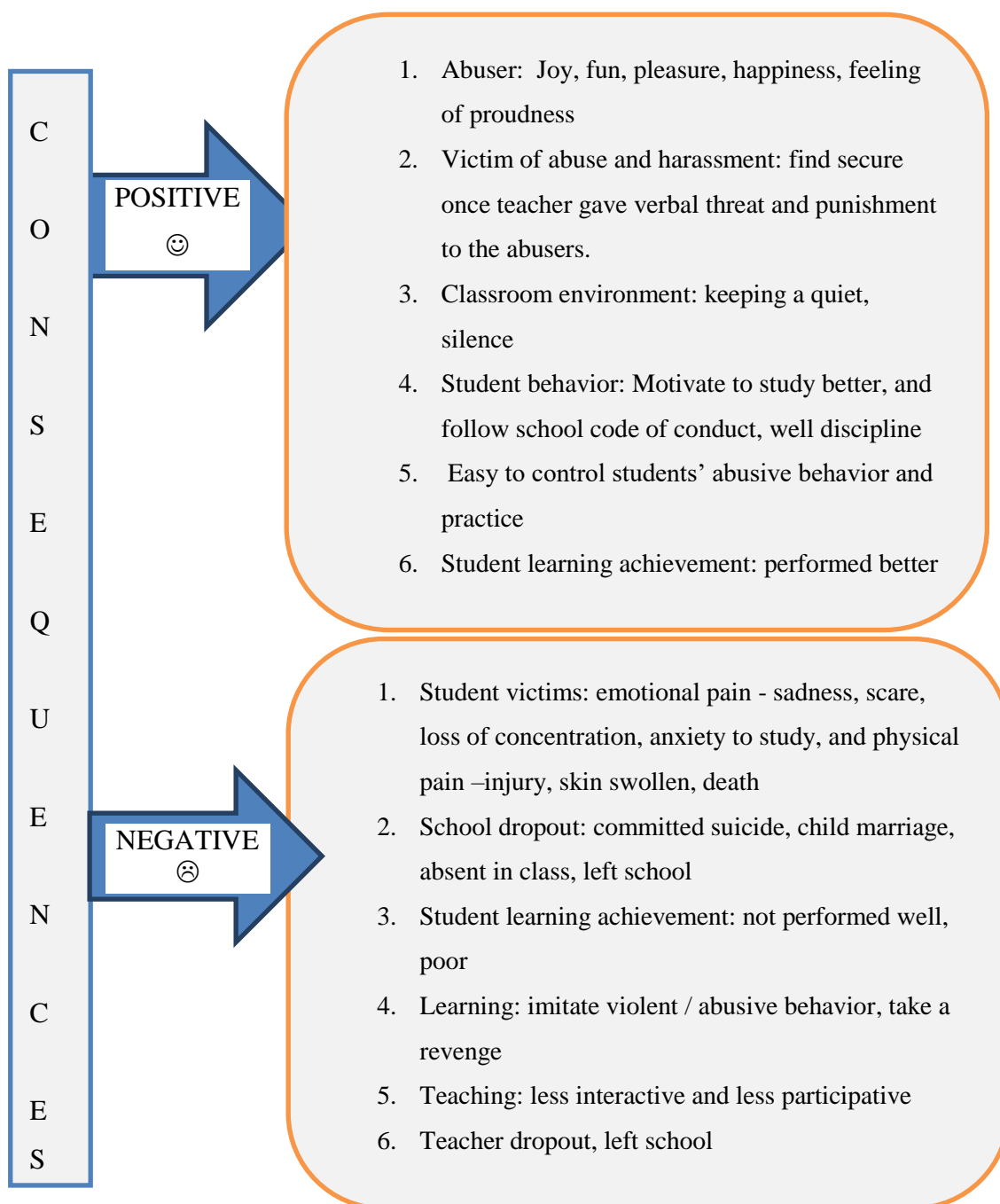
ii) Victims: - The violence did not affect some at all., who accepted the punishment by teachers as normal in schools. However, the violence mainly punishment to the bad students helped significantly in disciplining the students, reducing chaos and gossips in classrooms, while teachers were taking classes. Majority of the students accepted it. One abusive or violent behavior impacted to increase other abusive or violent act i.e. corporal punishment imposed to the abuser which makes the victim happy. Here it links with how to break the habits (Hergenhahn, 1976). According to Hergenhahn, the habit can be changed with three methods. One is thresholds method i.e., the rule for achieving a desired response or habit is always same. After sometimes, the repeated enforcement of the same rule makes giving the corrected response habitual. A second method is fatigue. It involves allowing a child to do what he/she wishes for a long enough time. The child grows tired of it and stops doing it. Third way is punishment, which helps the child either to stop or to suppress the unwanted behavior due to the fear of pain. The punishment can break the habit and achieve desirable behavior (Guthrie, 1935 as cited in Hergenhahn, 1976, p. 212 -215)

iii) Classroom environment: - The punishment controlled students’ unwanted behavior immediately, and the classroom environment turned calm and quiet. Such environment made it easy to deliver the contents through lecture, though it is considered the teacher-centered teaching.

iv) Students' behavior and practice: - The school violence, particularly the corporal punishment of students, had some positive effects; it helped students do homework regularly, increase their attendance and secure good marks in examinations. Such positive impact was observed more among *Muslim* students, whereas it was very less among the *Magar* students.

In brief, the research proved that the consequences of the school violence have two facets. First is the negative facet and second is the positive one. The negative facet refers to injury, emotional pain, physical pain, scare, sadness, loss of concentration, anxiety, absenteeism, suicide, child marriage, school dropout, low self-dignity, negative thinking to take revenge. The positive facet includes keeping the classroom quiet, joy, fun, pleasure, happiness, feeling of proudness, well maintained school discipline, better learning, school code of conduct, feeling secured. The following figure shows the positive and negative aspects of bullying, sexual abuse, and corporal punishment – school violence:

Figure 10. Consequence of School Violence at Individual and Institutional Level



Source: Researcher's analysis on consequences of school violence, 30 December 2017

The figure above summarizes that the different forms of school violence have positive and negative impacts that are validated by the ground realities, largely accepted by the students, teachers, and parents.

C) Consequence on existing norms and values

The existing values and norms to control students' unpleasant behavior associated with school violence have been rejected in actual practice. For instance, Muslim's have respects for girls and woman. Men and the adolescent boys are not allowed to touch other women / adolescent girls and to look at their faces. If somebody, does it, it is considered a sinful act, which is punishable by Allah. It is clear from the separation of girls and boys in Madrasas. Most parents, teachers and students have a belief of respecting girls in Muslim communities. This has helped in the prevention of bullying and abusive acts against the girls in Madrasa, because they did not have chance even to contact each other in presence of physically. However, the opinion survey of Muslim students revealed an exception to this. It showed that Muslim girls experienced sexual abuses, while they were alone in classrooms, or on the way to home (10.10 graph, appendix 10). Such incidents were kept secret and were rarely reported.

Another example: a school head-teacher had set a norm for using the common toilet by girls and boys. He had a strong belief that nobody would abuse girls in the toilet. However, the school norms and the head-teacher's belief were not fully followed in the schools from Magar communities. Some Magar girls had experienced abuses at the time of urination in the common toilet.

Prevention of School Violence

Some forms of school violence, for example, bullying and sexual abuse, can be stopped with the other forms of violence, i.e. corporal punishment and verbal threats for not repeating such behavior in schools. However, the study demands

school violence prevention at various levels such as individual, institutional / school and policy levels, which are explained below:

a) Individual level

Student: - The student's individual self-behavior management follows seven approaches such as self-awareness, self-cleverness, self-defensive, self-escaping, self-silence, self-accepting and self-pleasing. These are the primary ways to prevent being a victim of violence and support to reduce school violence. The students' own self – awareness, self-cleverness and coping approach are also worthwhile to escape from the school violence. Hiding, quickly running away, pretending when encountered the abuser, cheating – false reporting and remaining in one's own groups are some examples of the coping approach adopted by the students themselves to be safe from abusers.

To avoid being the victim of abuse in the school and on the way back to home, the students' self-management mainly followed seven approaches such as self-awareness, self-cleverness, self-defensive, self-escaping, self-silence, self-accepting and self-pleasing. Here it is well connected with the individual's self-management theory: it purports and occurs within the context of families, communities, and the environment, and is influenced by risk and protective factors (Grey, 2006). In my research, prevailed several self-management principles in connection with self-management theory, for instance, remaining in the group as much as possible; avoiding to stay alone with abuser – potentially stronger as well; not hanging around with only one friend (boy or girl); not reporting to teacher or senior about the bad behavior of peer, and teacher; making happy to the even bad one by giving money, materials, showing answer sheet in examination; and also avoiding tutorial class alone

with a teacher were some good examples experienced on how the students approached to decrease being victim of school violence either bullying or sexual abuse.

Most girls preferred self-defensive approach including fewer preference for self-escaping approach, whereas most boys followed self-escaping and self-silence approach. Similarly, Muslim students adopted escaping approach, whereas *Magar* students accepted self-defensive as well as self-silence approach and *Tharu* students preferred self-escaping and self-silence approach to prevent bullying and sexual abuse in the school and on the way to home.

Self-cleverness on managing the possible chance of victim of abuse experienced by the students is seen very substantial. They followed self-cleverness such as be a quiet - nonreactive, either try to be good friend even to the bad ones or stay away with them, making own group / join own group, false reporting to escape from the situation were main examples to manage possible chance of being a victim of abuse.

Quickly communicating a teacher or a close friend helps in avoiding possible abuse. More girls than boys followed it to escape from possible sexual abuse in schools. However, most boys took support from their own gang or group to avoid any possible chance of abuses in schools and on the way to home. Most *Muslim* students followed it, whereas *Magar* students ran away or stayed away to escape from being victims of abuses. The *Tharu* students often surrendered themselves, ready to pretend as a friend of the abuser. Hiding face behind the black burka and the avoidance of face-to-face contact with the boys significantly helped in avoiding the sexual violence in Madrasa.

Some students, more boys than girls had shown the tendency to accept the abusive behavior such as unnecessary touching, pushing, and pulling hair etc. as fun

and pleasure to settle the incidents of abuses. However, many students did not easily compromise in this way and regarded such behavior as abusive and harmful to the victims.

Muslim girls believed that wearing burka and decent dresses (covering whole body) could prevent sexually abusive acts and behavior against the grown-up adolescent schoolgirls in Madrasa. Hiding their faces behind burkas worked well in avoiding abuses or unwanted advancements from other men and boys. However, they had experienced sexual abuses when they were alone, despite of wearing burka and decent dresses (cover whole body). On contrary, *Tharu* girls did not believe that the cause of sexual abuse was boys' ill mind set, i.e., negative attitude towards girls' short dresses exposing body. The *Tharu* girls believed that the boys had misunderstanding about the well –presented body expression of girls; they just perceived overprotective mind set of masculinity and less informed about principle of human rights – individual choice and right of expression (UN, 2012).

In fact, the preference of different approaches was influenced by community norms, values, and culture, for instance, *Magar*, *Tharu* and *Muslim*, and including defined gender role. However, self-defensive approach is the first preference of all students, self – escaping approach is second choice and the third one is self-silence approach to avoid or prevent school violence. The self-pleasing approach was also practiced avoiding further victimization of verbal and physical bullying in school. Some of the students (mainly weaker ones) had strong belief in coping with the situation and staying safe by pleasing them, particularly the stronger and aggressive ones. Comparing those three different groups of students belonging to *Muslim*, *Tharu* and *Magar*, the pleasing approach was the least preference for the *Magar* students. Girls compared to the boys had least preference for the pleasing approach to avoid

school violence. The previous cross-cultural research (Africa) has found that boys and girls in most cultures show both aggressive and nurturing tendencies, but cultures vary in terms of how they encourage these characteristics between genders (Wood, 2005).

Parent: - In fact, parents had greater roles equal to those of the teachers and students to prevent the school violence. Parents by providing time to help study and complete homework at home (33%) can avoid punishment due to laps in submitting homework. Giving uniforms and stationaries to their children in time (21%) helps to prevent verbal abuses and physical punishment for not wearing uniforms and not having stationaries. By avoiding quarrels at home, contacting teachers for regular updates of their children's education and behavior, and informing teachers about the reasons for absence of their children in schools, parents can contribute to reducing school violence. It prevailed that more *Tharu* students were victims of punishment in school with reason of not wearing uniforms and lacking required stationeries for classwork whereas *Muslim* students frequently were being victims of corporal punishment due to not having much time at home to do homework. The bullying and abusing behavior first emerge at home. Gradually it reaches out to schools.

Parental behavior and family environment are central factors in the development of violent behavior in young people (WHO, 2002). Thus, stopping parental quarrels or fights between father and mother has positive impact in reducing school violence, , because children will not get chance to imitate violent behavior that they might carry to their schools. Comparatively, there were higher incidents of fighting between *Muslim* parents at homes. Here, even teachers (28%) including *Tharu* teachers (34%), *Muslim* teachers (26%) and *Magar* teachers (18%) liked to

take parents' support to manage students' unwanted behavior and prevent violent acts in school (10.20 graph, appendix 10).

Parental care of the grown-up adolescent children, especially girls of ages between twelve to seventeen years is necessary to prevent them from being the victims of sexual violence in the schools and on the way back to their homes. Parents' observation of their children's activities on the way to home and in the schools help in decreasing chances of physical and verbal abuses of the weaker and younger ones. There is strong evidence that parents intervening, while disputes break between the students on the way, was helpful to stop the violence. Similarly, better parental socialization with their children at home contributed significantly to reduce untoward behavior, which is supportive to reduce the occurrence of violence in the school. Positive parenting is a measure to stop the possible threat of abuse and punishment. A child brought up with positive socialization is expected to show positive behavior, which helps to create a non-violent school environment. On the other hand, a child brought up by negative parenting makes it difficult to change student's unexpected behavior in the school without applying punishments. The practice of developing the school's policy for nonviolent teaching and the nonviolent code of conduct jointly by pupils and teachers, and of nominating class monitors are also supportive to avoid the chances of school violence.

Teacher: - Teachers' support is noteworthy to reduce violence in schools. They apply a positive approach as well as continued both positive and negative reinforcement and provide information in advance to the students about the negative consequences of bad / ill behavior for creating fear in early not doing wrong behavior. Teachers either made efforts positively (i.e. taking care equally of all – 22%) or

provided threat / fear for wrongdoers (20%) to stop violence in school (10.20 graph, appendix 10).

Monitoring students' behavior / practice followed by positive motivation (encouragement for sharing of wishes) were found less effective in reducing violence, whereas the approach of taking care equally and the close monitoring of all students were more effective, as scored (41%) mainly boys from Grade 10 students (10.20 graph and appendix 10). The teachers' behavior, either assertive or aggressive, did not work well in avoiding or stopping school violence in all situations.

The transfer of aggressive teachers also helps in reducing school violence. It makes it easy to stop possible physical attacks by the student gang in school or on the way to home.

The teachers' facilitation for developing mutual understanding between abusers and victims and promoting feeling of apology or guilty of misbehaving assist significantly to prevent further violence. It is necessary to improve students' behavior for loving and caring the younger ones and to control the adolescents' behavior through verbal threats and punishment.

The seating arrangement in classrooms is also crucial to reduce occurrence of violent behavior. Rotating seats for providing the opportunity to all students to have a seat on front row and caring all students equally are effective to reduce unnecessary abusive acts and punishment practices as well. Alternating girls and boys having seats in the same bench also controls unwanted chatting or noise. However, such practice is not necessary in Madrasa, as they have complete segregation of boys and girls in schools and have prohibited touching, abusing or bullying against Muslim girls. As stated before, the perception of Madrasa about stopping violence in school is possible through complete segregated education system for adolescent girls and boys.

Institutional / School Level

It was an interesting perception in Madrasa that the girl child marriage prevented the sexual abuse of girls Madrasa and on the way to home, because abusing or even touching a married woman was considered a sinful act, and Allah never forgave those who did it. Thus, male teachers are also disallowed for touching, or slapping, or punching the Muslim girls in Madrasa.

Interestingly more *Muslim* students accepted the act of touching or teasing girls as the matter of pleasure as compared to *Magar* and *Tharu* students. Following the culturally support approach also helped to accept such behavior and practice as a normal in school. For example, in Madrasa, the students' behavior such as unnecessary touching, pushing and pulling hair among the girls and among the boys only was accepted as a fun and pleasure.

However, students also equally counted that self – awareness for stopping a noise in the classroom has been experienced to avoid punishment i.e. school violence.

Policy Level

Discussions among students, teachers, and parents for promotion of positive behavior and reaching at common agreement among them were helpful to minimize unexpected behaviors. The policy of segregation of girls and boys in Madrasa has reduced disputes or scolding or fighting / physical abuse between girls and boys. The punishment of girls by the male teacher is also prohibited, since Madrasa education policy does not allow touching the grown-up girls. Similarly, female teachers also not allowed to touch grown up boys, which also contributed to reduce punishment against boys from the female teachers.

Inclusion of nurturing, caring, counselling, or applying positive /negative reinforcement in the policy could give way out for controlling school violence. The

primary source of school violence is associated with the behavior of student, teacher, and parent in which one is abuser or perpetrator, and another is the victim. Thus, the victim is required to heal through nurturing, caring, and counselling service whereas the abuser's abusive behavior is required to change through coercive actions or punishment. However, the option is open for some positive reinforcement to control the perpetrator's abusive behavior depending on the situation. The idea of strict discipline with provision of corporal punishment suggested by the students, to some extent, is linked with the fear of abusers or wrong doers rather than self – awareness for prevention of the violence.

Reflection over Theories and Literatures

In this section, I have reflected my findings with reference to the theories and literatures whether they fit with them, or challenge them, or show me the gray areas for theorization. Let me explain against my research questions:

My first research question was: how do students, parents and teachers construct knowledge in regards of school violence and how do they respond to it? As per this research question, I found multiple understandings related to school violence. Some research participants perceived its root cause mainly as the human physiology and behavior, whereas others saw it as a product of human socialization process through either religious or cultural setting of different communities. The school violence is considered as a by-product of misinterpretation of religious codes as well. Some see it as a corrective measure to help children for socialization of cultural or religious norms and other accept it as a requirement of discipline and better learning. It is also seen as challenging the principle of human rights for individual choice. For instance, the adolescent Muslim girls have lack of freedom of movement and have over-protective parents due to a heightened fear of violence (sexual abuse). The girls

are forced for early marriage and are confined to their homes. However, religious knowledge (overprotective with consideration of Islam code of conduct) and human physiology (opposite sex desire of adolescent) helped to reduce incident of sexual abuse. The reason is that Madrasa strictly forbids meeting boys and girls at school. *Magar* and *Tharu* communities are different in their societal codes. This challenges the theory of sexuality – pleasure and pain, sexual abuse, and sexual exploitation (William, 2006). The reason is that these theories do not see cultural and religious norm as the determining force. However, Muslim communities believe that co-education of grown-up girls and boys in the same room and the school premise is the main reason of sexual abuses and bullying against the girls. Thus, it is disallowed in Madrasa, whereas other communities like *Magar* and *Tharu* give opportunity for boys and girls to study together and play together. Though the Muslim girls rarely face the verbal abuse (with sexual connotation) by *Muslim* boys, as compared to *Magar* and *Tharu* girls, it is just reverse while Muslim girls are found alone. Here, the strict cultural prohibition also increased motivational curiosity to abuse girls when a grown-up boy or teacher find her alone. This is not found in the case of *Magar* and *Tharu*.

Following the pragmatism point of view, the school violence consequences are seen in two facets: one is negative, and another is positive which has challenged the theory of violence-free school environment, a fundamental requirement to ensure child protection in school” (United Nation [UN], 2012). The research participants claimed that the corporal punishment is fine to protect younger and weaker children from bullying and stop abusive sexual acts in the school. Here I found that the practical knowledge of the community was shaping the KAP of the students and the teachers about punishment, bulling and sexual abuse. This can be understood as a form of cause-and-effect relation of the community (Tashakkori&Teddlies, 1998,

p.23). This finding challenges the notion of "my body, my choice": here the societal and religious values decided the choice of participants.

The second research question was: why does violence exist or occur and continue in school?

This study found that Student-Teacher Behavior and Practice behind the classroom shows the violence existed in different forms such as bullying, abusing and corporal punishment. This violence has worked in a cycle; and continued as usual normal process. This is still connected with a theory: punishment is used to suppress a responses or habit (Hergenhahn, 1976). Student – teacher behavior and practice in classroom (Figure 9) is an example of it. The occurrence of such behavior was seen because of the teacher-centered pedagogy. My informants also perceived that the teacher is only the source of knowledge directed by curriculum in general and particularly in Madrasa education curriculum.

Here, one important factor like social power dynamics has worked greatly to nurture school violence. Foucault's social epistemology as a social theory directly on power concept consider knowledge as a power that affect people to intervene in social affairs (Ball S. 1990). The school violence thus has remained as a productive element of the power move from focusing on controlling actors to the system of ideas that construct and normalize rules for everybody to abide. The construction of ideas and normalize them as an accepted tradition came through pedagogy and power, religious and cultural norms, and normative value of certain people and contributed to create school violence. Moreover, the school violence has been continued with support of pragmatic knowledge and practice that belongs to *Tharu*, *Magar* and *Mulsim* communities, which is also connected to Foucault's social theory of power. It noted that the differences of understanding on corporal punishment, bullying and sexual

abuse were interpreted through political theory as well as theory of knowledge to fuel school violence continually. The culture of acceptance of corporal punishment, teasing and making fun among girls and boys also contributed to continue violence in school.

While observing classroom teaching and learning activities and occurrence of violence incident, I found the absence of student-centered teaching technique for engaging students in creativity, collaboration, critical thinking and communication to generate knowledge by following the lessons learned from practices (Springer, 2019). This can be considered as STEAM learning approach: educational approach to learning that uses Science, Technology, Engineering, The Arts, Mathematics as the right entry points for guiding students: inquiry, dialogue, creativity, critical thinking and technology innovation. My study also showed that teacher-centered teaching practice in Madrasa showed prevalence of violence. This has created anxiety for the continued attention towards the teacher's lecture and the textbook contents. Such behavior was suppressed through violent acts by either teacher, or a senior or stronger fellows. Considering this fact, the violence continues until we change our teaching approach, whereby the master of knowledge creator / author is student / learner and teacher is only the facilitator or observer. It also refers to the Federal Education Policy (MOEST, 2019) strategy section 9.32, policy action 10.44.4. The policy sections talk about STEM learning approach promotion: Science, Technology, Engineering, and Mathematics as an entry point for guiding student: inquiry, dialogue, creativity, critical thinking and technology innovation. This learning approach is also referred to as constructivist technique of teaching, in which the occurrence of unwanted students' and teachers' behaviour is minimum (Aryal, 2010). However, there is still some gray

areas to be explored systematically whether STEAM learning approach helps to reduce violence in the school.

The third and the final research question was: how can the school violence be reduced in schools?

This study indicated that school violence prevention methods remain diverse since it exists in different forms. It cannot be stopped by school violence prevention chain with cause-and-effect theory of victim and abuser (Figure 8); and it remains with support of pain and pleasure principle. This finding also refers to the human physiology, whereby the aggressiveness is the result of biological, intra – psychic and social behavior (McConnell, 1983) and it is also supported by theory of habit change. It means desirable habits could be formed through rewards and undesirable ones could be eliminated through punishments (Dash, 1995). However, pragmatic view of research participants, particularly students, showed that the theory can be applied for the reduction of school violence, rather than for stopping it. The reason is that the student's self-response theory: pleasing or hiding or confronting or obeying or escaping or remaining in a group has become more effective to avoid being a victim of violence in school and on the way to home. Here, self-awareness among all in general and potential victims, requires the use of self-response theory for stopping violence. The study also proved that policies, law reforms, code of conduct, teachers' behaviors, religious and cultural norms have seen as a supportive instrument to reduce different forms of violence in school.

Following the post positivists' stance, I found that there is pragmatic understanding on school violence in Tharu, Magar and Muslim communities. This understanding follows the theory of pain and pleasure (as a real experience of victims and perpetrators / abusers). This was a part of socialization process, different societal

norms, value and religious belief or it was the byproduct of misperception on adolescent sexual desire and practice in line with pluralistic and real-world orientation (Teddlie&Tashakkori, 2009). Students' self-response strategy has largely worked to minimize but is not enough to end the violence in school. Other supportive influence for the same is always to be taken as contextual. Here, I conclude that the truth of school violence is plural (Teddlie&Tashakkori, 2009); different people have perceived differently not only the meaning of violence: bullying, corporal punishment, and sexual abuse, but also the consequences and the prevention methods of it. Thus, considering the pluralistic understanding on school violence leads to the conclusion that the school violence remains forever in different forms, carry on it by perception of the victims and perpetrators or abusers which has been shaped through socio-cultural norms of the community. Such social orientation kept continue to transfer their children as well.

CHAPTER IX

CONCLUSION AND RESEARCH IMPLICATION

The earlier chapter answered all the research questions that I had. These questions were answered based on the information obtained from the qualitative and the quantitative data. The questions were answered under different themes and sub-themes. Keeping the findings in mind, I have drawn conclusion and implication of this study in this present chapter.

Conclusion

I have drawn several conclusions from this study. Let me begin with the vicious circle of violence turning around the bullying, corporal punishment and sexual or physical abuse. One bullies the weaker or someone else; the victim reports to a senior or the teacher; the teacher tries to correct the behavior by giving punishment to the bully; the bully again does the same - either bullying or sexual harassment as a revenge of punishment. The one segment of violence such as bullying cycles around corporal punishment and physical or sexual abuse. Such cycle has established through their own cultural practice to control others with coercive action. Such actions, sometimes, are seen visible, and some are hidden. Thus, the theory is that three elements, namely bullying, sexual abuse and corporal punishment, fuel each other resulting in the continuation of school violence. The study also claims that the school violence exists over the years with support of diverse behaviors of students, teachers, and parents; and including the religious values and culturally accepted practice. Some accepts "bullying and sexual abuse / harassment" as fun and pleasure, and some perceive it as abusive violent behavior. It is a result of cultural influence. The Muslim communities' perception differs from that of Magar communities. It is due to the

difference of their culture and values. Similarly, some students, teachers and parents see “corporal punishment” as disciplinary tool, whereas others particularly the victims find it an offensive act, because it inflicts physical and emotional pain, injury and even death. Thus, the different perceptions have conflicted with each other. Such battles sometimes crossfire between the cultural values of the different communities to respond school violence. For instance, Muslim want to keep girls under Burka whereas Magar want their girls to empower equally for avoidance of bullying and sexual abuse. Moreover, such religious and cultural norms also crossfire with the desire of opposite sexes (human sex desire) that fuels to emerge violence in school.

Regarding the causes of occurrence and continuation of violence in schools, the study proved that students, teachers, and parents have acceptance of both positive and negative outcomes of school violence. Some students agree bullying and abusing each other is a fun; some parents and teachers accept the corporal punishment is required to control students’ behavior, whereas those receiving punishment see it as the rude action of the teacher causing pain, injury, and unnecessary threats. The victim of corporal punishment responds with similar violent behavior sooner or later. Thus, the occurrence of violence in school cruxes on the cause-and-effect theory (nd.). The religious value and culturally accepted practice are also contributing to the occurrence of violence. For instance, *Muslim* boys are beaten for simply talking to girls in Madrasa. *Magar* girls have been abused in toilets (though it was hidden) due to the practice of using common toilets by girls and boys. *Tharu* girls are compelled to commit suicide due to humiliating behavior of parents, teachers, and peers around their love affairs. On perspective of love makers (*Tharu* boy and girl) find no harm making love each other. But such behavior was battled with community values and

turned it in situation of humiliation only to the girl which ended with committing suicide because of high influence of the community value.

The research has also established several other reasons associated with the behavioral aspects of students, teachers, and parents for occurrence of school violence. The children have been compelled to receive corporal punishment for various behavioral reasons. The reasons includes making noise in the classroom, expressing abusive words against the lower caste students, being absent in the school without pre-informing the teacher, not doing homework, teasing girls, breaking electricity switches, breaking teacher's sticks, coming late to the school, exchanging love letters written by the boy, bunking classes, and quarrelling / fighting with each other. Similarly, the teacher's absence in the class has caused the occurrence of bullying / abusing between the students in classrooms. Besides, some other proven examples causing the bullying and abusive behavior in school are as follows - laughing at someone, while he is unable to answer the questions asked by the teacher; tearing a page of exercise book; blaming others for the loss of the homework copy; not helping to complete another friend's homework though requested; being a physically weak to defend; teasing to other girlfriend and reporting (who make a noise) to the teacher.

Moreover, the causes of sexual abuse of girls include boys' easy access to the girls, who seat by windows, getting fun and pleasure – throwing flower through windows; and girls coming to the school in out-dresses. The girls do also receive sexual comments and slapping on their backs by the teachers. The excessive use of cosmetics by girls such as red henna in the hair, earrings, neck items, bangles, and eyebrows have also attracted boys' attention resulting in sexually oriented comments and flirting. Girls are also found standing on classroom doors, with the intention to

make it difficult for boys to enter the classrooms and teasing the boys. I viewed all these as the causes related to contextual understanding and disrespectful behavior against other individuals' interest and the choice and freedom that emerge out of the violent behavior.

Though most of the causes of being victims of corporal punishment were found similar between *Tharu* and *Muslim* students. Some reasons were observed quite different, for example, *Muslim* students had to receive punishment due to not attending *Nabaj* prayer room and being unable to memorize Quran text properly. However, the *Muslim* girls of the Madrasa found safe from sexual abuses, because the Madrasa had separate classrooms for girls, which were enclosed by the compound wall with the entrance only for girls. Boys were strictly prohibited to enter girls' part of the school and meet with girls. Most of the *Magar* students mainly girls did not have much time for study at home. They had to engage in the household chores with not enough time left for completing homework. They often get punishment in schools for this reason. In another incident, one student noticed another engaged in backbiting him. This caused a scuffle between the two, in which they scolded each other using abusive words.

In connection with question "how can the school violence be reduced in school", the study has proved that the school violence can be reduced but cannot be stopped. Students, parents, and teachers have formed their own knowledge to prevent or reduce violent behavior in schools. The techniques applied by individual students are effective to reduce the school violence. It is also referred self- prevention approaches described below are instrumental in avoiding different forms of violence in schools.

Firstly, the student him / herself learn to stay alert about the possible chance of being victim of either corporal punishment or bullying or sexual abuse. S/he makes his/her own strategy to avoid possible encounter of abuser. Hence, how the student's self-awareness theory is important to help in preventing the violence.

Secondly, if a student perceives a possible chance of being abused, he / she tries to avoid it by either giving the false information about his/her whereabouts to the potential abuser or hiding herself/himself or not attending the school on the day when there is risk of abuse in the school. This is what is called the students' self-cleverness theory that helps in preventing violence in the school.

Thirdly, the student, who notices the likelihood of being abused, s/he forms his/her own group / gang or joins another group to show that s/he is not alone and is protected by the group which s/he belongs to. The individual girls or boys defend themselves from the threat of violence with the collective strength of their groups. This is what we call students' self-defensive theory, by which the potential victims stay safe from peer bullying and sexual abuses in schools through mutual surveillance and support.

Fourthly, the student has self-developed plan on how to escape from the risky situation of being a victim of violence. Sometimes s/he talks cunningly, for instance, telling something different from what is not true. This is referred to as students' self-escaping theory, by which the students cleverly escape from any potential situation of abuses.

Fifthly, students keep quiet with face down, when they encounter the potential abuser, and shows no offending behavior, which gives message to the abuser that s/he is being panic. Students' such practice is seen frequently, which refers to students' self-silence theory, which blocks any possible chance of being victim of abuse.

Sixthly, students ignore shouting, name calling, pushing and unnecessary order by the perpetrator so that s/he could stop abuser for doing further harm. Students also accept such acts as fun and pleasure. This is what we term as students' self-accepting theory, which ensures that the harm from the violence does not escalate further.

Finally, student mainly physically weaker one, try to maintain a good term with the stronger and abusive ones so that the latter cannot think of assaulting or abusing the weaker ones. In a friendly gesture, the weaker ones do give some gifts and, even, money to the stronger ones and help them in examinations. Such practice is not always open. This practice is referred to as students' self-pleasing theory to avoid abuses.

Cultural values and practices do not only support in reducing the school violence, but also fuel its occurrence. For instance, students' behavior such as unnecessary touching, pushing, and pulling hair within the same sex is accepted as a fun and pleasure. On the other hand, it is strictly forbidden between the girls and boys. Any such acts are rather considered abusive, is subject to punishment, particularly in *Muslim* culture. Though the practice of segregating boys and girls in *Madrassa* help much in the protection of girls from sexual abuses by boys, there are incidents of Muslim girls being sexually abused, when they are alone. This is not the same in *Tharu* and *Magar* communities. The abusive or violent behavior can be controlled through similar aggressive behavior, but it does not end the school violence rather emerge another form of violence. It does satisfy the first victim. However, it makes the perpetrator unhappy.

The parents' role for development of positive behavior of their children and transferring the same behavior to the schools as well are central to reduce violence.

Giving a considerable amount of time for helping their children in their study and making available required education materials and uniforms to the children are also essential for ensuring their children not subjected to punishment in schools. The habit of bullying and abusing emerges at home. Gradually, the children carry such habits to the communities and, eventually, to schools. About 57% students (N:834) conformed it. Thus, the parental role is crucial to break the violent behavior at source, i.e., the family.

Teachers' perception and behavior is crucial for minimizing school violence and breaking the cycle of violence and reinventing it. Teachers follow negative as well as positive reinforcement to reduce students' violent behavior. While a teacher adopts negative reinforcement such as punishment, verbal abuse, and threats to control students undesired behaviors, s/he is also helping in re-occurrence another form of violence such as punishment, verbal abuse, or threat though the teacher considers it as a disciplinary tool. The teacher also perceives that s/he is authorized to practice this for the promotion of safe school environment. Thus, nurturing / caring / counselling or applying coercive actions / punishment are all applied by teachers for prevention of violence. Physical punishment is frequent against the boys as compared to the girls. It is influence of cultural value and practice, for example, "*Chhoralai laa; chhorilai dhog*". However, by doing so, they are also causing the reoccurrence of the violence.

The practice of the school's policy of nonviolent teaching and nonviolent codes of conduct developed jointly by pupils and teachers, and nomination of class monitors are also critical to avoid possible chances of school violence. The national policy provision for learn-without-fear-school environment also guides to some extent for reducing different forms of school violence. However, it is challenging to control

the behavior and attitudes of the teachers and the students with those codes of conduct and the policy provisions only. So, the constructivist teaching and learning approach could minimize the school violence, since such approach makes the student busy their own learning activities such as integrated learning practicing to increase skills of creativity, collaboration, critical thinking and communication that ultimately generate the knowledge (Springer, 2019). The engagement of students in such learning activities distract the students from indulging in unnecessary violent behavior and acts. However, further systematic study is still required to confirm it as an integrated learning approach (STEAM approach) whether it works to empower learner and help to stop school violence.

Reflection to the previous assumption

Now, let me go back to the assumption and reflect whether it is acceptable or unacceptable as stated in the whole discussion and arguments. In regards of “school violence such as corporal punishment, bullying and sexual abuse impacts children’s education negatively”, the study has proved that the research participants and respondents gave clue that corporal punishment, bullying and sexual abuse, in fact, impact children’s education negatively. However, those also give them pleasure, fun and improvement of learning performance. Moreover, its effects are somehow situational and contextual depending on cultural, religious and community practices. In connection with “teacher, student and parent behavior and their previous socialization invites violence in school, so the violence is reduced through self-discipline of the individual rather using external influence (policy, or bylaw etc.)”, the study proved that most of the discussion, arguments and conclusion largely accepted the violent behavior emerges from family or home, spill over to the surroundings and reach to school. This is preventable through individual student self-prevention theory

rather than the external influence (policy or bylaw). However, the behavior of teachers, parents and head teachers including school code of conduct, child protection policy or bylaw have some relevancy to minimize school violence. They all might have played roles to avoid possible chances of school violence, but such external influence or stimuli often crossed fire into cultural practice, diverse behaviors and attitudes of students, teachers, and parents.

Implication of the Study

After concluding findings of the study, I realized the need of drawing implications of this study for policy, program, and practices in general at the individual level such as students, teachers, and parents. In this section, I, therefore, like to discuss potential ways out to decrease existing school violence and promote safe place for girls and boys in the premise of schools or educational institutions. These ways out, in the forms of implications, are presented in subheadings such as policy implication, theoretical implication, programmatic implication, and research implication.

Policy Implication

The study reveals that the source of school violence is associated with the individual behavior of students, teachers, and parents, which primarily is nurtured at home. The knowledge gave the clue to re-define the child protection policy and bylaw for dealing with the individual behavior and parenting practices at home. The current “policy provision of learn-without-fear environment in all schools” (MOE, 2012) has directives only to decrease the practice of corporal punishment in the schools. The study reveals several underlying causes of school violence in general and bullying, sexual abuse, and punishment. It also uncovers some hidden practices for avoiding or

keeping the violence in schools. These knowledges are worthwhile to develop “comprehensive education policy against school violence.”

Theoretical Implication

Previously tested stimulus and response theory (though it was tested in animal) has also influenced the teaching practices. For example, the corporal punishment has been used to motivate the better study and change untoward behavior of students. It is advisable to re-define the theory of stimulus and response in teaching so that teachers or educators do not misinterpret it for the excuse of imposing corporal punishment. Although there is space for positive stimuli, but teachers wish to use negative stimuli for the expected response with support of this stimulus and response theory. Thus, it demands to unlearn theory of stimulus and response in teaching.

It argues that the theory of pleasure (human physiology) and the theory of reality (constructed by norms and system) crossed fire each other, which led to the violence in schools. For instance, touching and looking face to face between the Muslim girl and boy are considered violence (theory of reality) whereas most boys would have liked to do the same for pleasure, while *Muslim* girls are found alone. On the other hand, this phenomenon is absent in schools where *Magar* and *Tharu* students are studying. The girls and boys playing together are well accepted (theory of reality). Even though the boys and girls touch each other and look at each other's face for considerable amount of time, it is not regarded as inappropriate act or violence.

The study has described the students' self-prevention theory (which was hidden before) to avoid being a victim of different forms of school violence such as corporal punishment, bullying and sexual abuse. Student self-awareness and self-cleverness under this theory are prominent to prevent occurrence of violence in school. Thus, idea of student self-prevention such as self-defensive, self-escaping,

self-silence, self-accepting, and self-pleasing is pivotal for quick avoidance of violence. Students can utilize these knowledge to be safe from the violence in school.

Another theoretical discourse could be emerged between the idea of human physiology on how to control human aggressive behavior for ending violence in schools and communities. The scientist explained that *Amygdala*, an almond - shaped nerve center, part of the limbic system, situated on both side of human head, decides influence of on how much violent a human is and also individual sex life – aggressive or emotional. The scientist claimed that removal of *Amygdala* made a monkey rather unemotional / nonaggressive and easygoing, but has other effects as well (McConnell, 1983). As many psychologists have noted psycho – surgery is seldom all that effective to make gentle, and placid in all circumstances. It concludes that removal of the *Amygdala* in wild animals like the Lynx and the Wolverine makes them relatively disciplined (Ibid, p. 102 – 103). If it works such psycho – surgery to reduce human aggressive behavior, why not start to discourse for transforming violent human society into peaceful society in general and peaceful school environment in particular. I quoted that family planning surgery has been more successful to control population growth. I wonder whether removal of *Amygdala* through psycho surgery is possible to control human aggression, emotion, frustration, and wild behavior for peaceful environment everywhere. The further discourse on such surgery in connecting with violent behavior is needed. Since my study shows cause – and – effect (mostly behavioral related) worked a lot to emerged violence in school.

According to the research design of the triangulation-mixed methods of Kundalputra. 2007: 57-60, both quantitative and qualitative data require interactions simultaneously for validating the knowledge claims. However, I followed stand-alone

process of data collection tool and analysis. I then interacted both data at the stage of interpretation to come up with the new knowledge.

The quantitative data analysis includes descriptive statistics, inferential statistics, and effect size as stated concurrent / convergent design: flowchart of basic procedures, Creswell, 2011(p. 79). However, I included data analysis of descriptive statistics, which is sufficient to obtain either nominal or ordinal data only. As stated earlier, embedding quantitative data into the qualitative discussion themes is sufficient to claim the knowledge of existence of school violence, consequences and methods to prevent it. However, it was not merged the two data sets, they remained standalone for instance data analysis, interpretation, thematic analysis etc. Thus, I preferred to use the terminology “quantitative data embedded into the qualitative data analysis rather than “merged” or “mixed” for further explanation of cause, consequences and prevention of school violence. Here, what I have realized was it is not possible to embed the quantitative data directly into the qualitative data analysis with three different groups of research participants. I have done it only after consolidation of and discussion on the quantitative data findings. Besides, I have realized that we could reduce number of questionnaires if we followed sequential exploratory mixed method.

Practical/Program Implication

The parental awareness on giving more time for supervising the study by their children at home; making educational materials including school uniforms available; no more fighting between the parents at home; monitoring students' behavior and learning progress are vital to decrease violence in schools. Teachers' absence in classes is also attributable for the occurrence of violence in classrooms, such as bullying and abusing. The corporal punishment follows later due to aggressive behavior of teachers. Thus, the teacher's availability on time in classes is important to

reduce violence in schools. The individual perception and certain community/ cultural norms are also responsible for continuation of different forms of violence such as bullying, sexual abuse and corporal punishment in school. The study, thus, has given a direction for the reconstruction of individual perception and the start of dialogues on certain cultural values or norms (wearing proper dresses / wearing proper make-up, wearing burka, separation of girls and boys in schools, regarding avoiding the violent behavior in schools. Thus, the study has recommended the re-orientation of the understanding of causes and consequences of school violence, and methods to stop it through the perspective of Learn – Unlearn – Relearn cycle.

According to Origin of the Human Race, translated into Nepali version, 2009, sexual behavior such as teasing, pushing or name-calling between the opposite sexes is accepted as a normal sexual act, which is also reflected in the perception of some research participants and respondents. Nineteen percentage point girls and thirty percentage point boys have accepted it as a matter of pleasure rather than sexual violence. Similarly, 22% *Magar*, 20% *Tharu* and 29% *Muslim* students have same perception (ref. table 15). Thus, it is suggested to redefine whether such behavior is really violence or not at practical level.

According to UNESCO (2016), among ten targets and forty-three indicators for tracking of sustainable development goal four (SDG4) – “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (p.36), the target four (a) has stated, “build and update education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environment for all”. The target four has also set the indicator such as “percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse” (p.37). Considering the facts showed in the

literature above, what I thought was why not I should contribute to generate knowledge with detail explanation of causes, consequence, and prevention of school violence: corporal punishment, bullying and sexual abuse / harassment in Nepalese context. Thus, I believed that such piece of academic research work would help in the generation of knowledge that would be used for reducing school violence. It is realized that the violence cannot be eliminated in the schools. It will perpetuate in different manifestations in the given contexts of human behavior and culture.

School Sector Development Plan 2016 to 2023 of MOE (2016) Nepal has stated strategies like equity, quality, and efficiency for improving basic education. Two out of seventeen strategies outlined for the promotion of equity in education are related to gender-sensitive learning environment, and the school as a safe space free from bullying and harassment. It clearly spelled out, “ensure that schools are safe spaces to learn in and equip teachers and school management with the skills to identify and address the bullying and harassment of and among students and staff in schools. Also strengthen the grievance and complaint referral system in school” (p.41). In view of the recent development of the educational reforms and SSDP strategies for gender-sensitive learning environment, free from bullying and harassment in school, the exploration of academic knowledge on causes, consequences, and prevention of school violence: corporal punishment, bullying and sexual abuse / harassment; certainly, contributes to enforce the strategies below:

- Ensure gender-sensitive learning environment, and district and school-based support structures, including strengthening national gender education and gender focal point network to address gender – based violence in schools to increase girls’ participation and their completion of basic education (p.40),

- Ensure that schools are safe spaces to learn in and equip teachers and school management with the skills to identify and address the bullying and harassment of and among students and staff in schools. Also strengthen the grievance and complaint referral system in school” (p.41).
- The measures to prevent school violence can help in ensuring the expected school environment as mentioned above in the School Sector Development Plan.

Implication for Further Research

It is quite interesting to explore why children – abuser get fun or pleasure, though it hurts the victims internally and externally. It demands the research to find out the correlation between structural functionalism of society and individual meaning of school violence in connection with pleasure principle. It will be interesting areas of exploration to see it with view of anthropology and gender roles. Another key area of research is to explore whether peace and conflict theory helps to reduce school violence.

My research has found the relevancy of understanding the impact of family quarrelling on school violence, i.e., whether it fuels the violence in school, and how much impact it has in continuing school violence. My research found that source is family where children learn the abusive behavior, and it is transferred to the communities and schools. This phenomenon is referred to as spillover effect (nd.). However, scholar has opportunity to explore whether socio-cultural context of the parents can contribute for existence of school violence. Such research might be helpful to analyze on how socio-cultural context shape human behavioral practice in connection with school violence.

My research has proved that the school violence continues to exist with cause-and-effect process. Thus, the school violence is likely to remain in different forms - visible, less visible, and hidden - in schools for many years to come. Therefore, it also opens the window for scholars to do further research on the possibility of ending different forms of violence in schools.

Though my research showed two facets of the consequences of school violence such as positive face and negative (dark) face. Further research is needed to explore whether it is only contextual view or a set understanding of cultural and religious ideology.

While reflecting over the methodologies that I used, I found that such research can be done by using multi-case study method. It can also use mixed methods to crosscheck the soft data generated from qualitative approach and the hard data collected from quantitative approach. It is possible to merge the data obtained from the two sources in the beginning of discussion. Chapter IV, V and VI in this study are the examples of it. This process could be less stressful while merging the data in chapter VII. The quantitative data analysis includes descriptive statistics, inferential statistics, and effect size as stated concurrent / convergent design: flowchart of basic procedures, (Creswell, 2011, p. 79). However, I included data analysis only in a descriptive statistic as set questionnaires to obtain either nominal or ordinal data only. As stated in the mixed methods, both data should be merged into the one set to claim the knowledge. In my study, these data remained stand-alone, but they were used simultaneously as per needed. It is where I used the terminology “quantitative and qualitative data interaction” rather “merged” or “mixed”.

I faced critical challenges to observe phenomena of sexual abuse through classroom / school observation. So, I appointed female researcher to investigate it

through informal discussion with girls' group and used student opinion survey form as well. Somehow, I managed applying these two strategies to get such data. Once qualitative data entry and analysis completed, and then I faced more challenging situation on how to fit or embed quantitative data into thematic analysis of QUAL data. However, I have plenty of quantitative data (with 25 key questions' answer) of both variables such as respondent variables and variables associated to reasons and different forms of violence (corporal punishment, bullying and sexual abuse) which was helpful to pick relevant quantitative data for embedding them into the qualitative data analysis. Moreover, the qualitative data collection guidelines and students' opinion survey form was designed within the themes of cause, consequence, and prevention of the school violence concurrently which was necessary to complement qualitative data analysis, further explanation and reaching to conclusion.

Finally, I claim that school violence is a human induced behavior. The school violence has appeared in different forms, namely corporal punishment, bullying and sexual abuses with varying degree of severity /intensity. Such forms of school violence have been nurtured by knowledge, attitude, and behaviors learnt through social and religious practices. Apart from this, I also tried to analyze school violence from the point of views of social theory on power dynamic, basically, from the eyes of pedagogy and power: power relation between teachers and students, stronger and weaker, and pain and pleasure principle. I also tried to interpret my findings with cause-and-effect theory on school violence. This means we need to understand school violence from the perspectives of theories, culture, and diverse methods to reduce school violence for creation of safe and fearless learning environment. The application of the theory of self-awareness and self-management to avoid being victims of violence is the best option to reduce school violence.

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APPENDIXES

Appendix 1. Research Population, Targeted Population and Sample Student**Respondents**

Districts and Social groups	Population (universe)		Sample schools and student Pop.		Sampled student respondents
	S. District	S. VDC	Schools	Pop.	
	3 out of 10	3 out of 10			
Kanchanpur - Tharu	115,876	6635	5	655	400
Baglung - Magar	75,310	3054	4	488	346
Sunsari - Muslim	88,173	8768	7	449	354
Total	279,359	18,457	16	1,592	1100

Appendix 2. District Sample Selection Table with Research Population

SN	Districts	Types	Pop. And Tharu Pop of the top 10 Districts			Selection of top 10 districts	Second: 9-Sampled districts	Final: 3-sampled districts
			Total	Male	Female			
1	Kailali	All Caste	775,709	378,417	397,292			
		Tharu	322,120	160,052	162,068	1st		
2	Bardiya	All Caste	426,576	205,080	221,496			
		Tharu	226,089	109,960	116,129	2nd	Bardiya-Tharu	
3	Dang	All Caste	552,583	261,059	291,524			
		Tharu	163,116	79,015	84,101	3rd		
		Magar	75,131	34,722	40,409	7th		
4	Kanchanpur	All Caste	451,248	216,042	235,206			
		Tharu	115,876	57,204	58,672	4th	Kanchanpur-Tharu	Kanchanpur Tharu
5	Nawalparasi	All Caste	643,508	303,675	339,833			
		Tharu	97,275	45,956	51,319	5th		
		Magar	112,331	51,148	61,183	2nd	Nawalparasi-Magar	
6	Sunsari	All Caste	763,487	371,229	392,258			
		Tharu	91,500	43,669	47,831	6th		
		Musalman	88,173	43,610	44,563	5th	Sunsari-Musalman	Sunsari-Musalman
7	Rupandehi	All Caste	880,196	432,193	448,003			
		Tharu	84,788	41,442	43,346	7th		
		Musalman	72,468	35,925	36,543			
		Magar	94,267	43,497	50,770	4th		
8	Banke	All Caste	491,313	244,255	247,058			

		Tharu	76,879	37,906	38,973	8th		
		Musalman	93,298	47,244	46,054	3rd	Banke-Musalman	
9	Saptari	All Caste	639,284	313,846	325,438			
		Tharu	73,697	34,182	39,515	9th		
		Musalman	57,145	27,228	29,917	10th		
10	Bara	All Caste	687,708	351,244	336,464			
		Tharu	71,993	35,735	36,258	10th	Bara-Tharu	
		Musalman	89,834	45,598	44,236	4th		
11	Dhanusha	All Caste	754,777	378,538	376,239			
		Musalman	63,697	31,038	32,659	8th		
12	Mahottari	All Caste	627,580	311,016	316,564			
		Musalman	83,849	40,031	43,818	7th		
13	Sarlahi	All Caste	769,729	389,756	379,973			
		Musalman	60,754	30,425	30,329	9th		
14	Rahutahat	All Caste	686,722	351,079	335,643			
		Musalman	135,519	67,477	68,042	1st	Rahutahat-Musalman	
15	Parsa	All Caste	601,017	312,358	288,659			
		Musalman	87,212	44,900	42,312	6th		
16	Kapilbastu	All Caste	571,936	285,599	286,337			
		Musalman	103,856	52,001	51,855	2nd		
17	Rukkum	All Caste	208,567	99,159	109,408			
		Magar	49,743	23,481	26,262	10th		
18	Rolpa	All Caste	224,506	103,100	121,406			
		Magar	97,011	44,309	52,702	3rd	Rolpa-Magar	
19	Piyuthan	All Caste	228,102	100,053	128,049			
		Magar	74,312	33,019	41,293	8th		
20	Palpa	All Caste	261,180	115,840	145,340			
		Magar	136,588	60,408	76,180	1st		
21	Baglung	All Caste	268,613	117,997	150,616			
		Magar	75,310	33,164	42,146	6th	Baglung-Magar	Baglung-Magar
22	Syangja	All Caste	289,148	125,833	163,315			
		Magar	62,074	26,985	35,089	9th		
23	Tanahun	All Caste	323,288	143,410	179,878			
		Magar	87,078	38,160	48,918	5th		

Appendix 3. Village Development Committees' Sampled Table with Research

Population

SN	Districts-VDCs	All caste Pop	Muslim Pop	Muslim (%)	Selection	3 Sampled (First)	1 Sampled (Final)
1	Sunsari-Basantapur	5705	2172	38	<input type="checkbox"/>	<input type="checkbox"/>	
2	Sunsari-Bhokraha	19415	6495	33	<input type="checkbox"/>		
3	Sunsari-Dewanganj	7484	2188	29	<input type="checkbox"/>		
4	Sunsari-Ghuskee	10931	8660	79	<input type="checkbox"/>	<input type="checkbox"/>	
5	Sunsari-Duhabi	21245	4996	24	<input type="checkbox"/>		
6	Sunsari-Jalpapur	6633	4874	73	<input type="checkbox"/>		
7	Sunsari-Narsinghatappu	21094	9268	44	<input type="checkbox"/>		
8	Sunsari-RamnagarBhutaha	12337	8768	71	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Sunsari-Sonapur	11707	3573	31	<input type="checkbox"/>		
10	Sunsar-Sripurjabdi	15059	7065	47	<input type="checkbox"/>		
SN	Districts-VDCs	All caste Pop	Tharu Pop	Tharu (%)	Selection	3 Sampled (First)	1 Sampled (Final)
1	Kanchanpur-BaisiBichawa	14301	6952	49	<input type="checkbox"/>		
2	Kanchapur-Dodhara	19703	2951	15	<input type="checkbox"/>	<input type="checkbox"/>	
3	Kanchanpur-Kalika	15401	4053	26	<input type="checkbox"/>		
4	Kanchanpur-Krishnapur	36706	10517	29	<input type="checkbox"/>		
5	Kanchanpur-Laxmipur	13727	7377	54	<input type="checkbox"/>	<input type="checkbox"/>	
6	Kanchanpur-RaikawarBichawa	16821	8052	48	<input type="checkbox"/>		
7	Kanchanpur-Rampur Bilasipur	18430	11521	63	<input type="checkbox"/>		
8	Kanchanpur-RauteliBichawa	4379	1486	34	<input type="checkbox"/>		
9	Kanchanpur-Shankarpur	7251	6635	92	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Kanchanpur-Sreepur	21387	13581	64	<input type="checkbox"/>		
SN	Districts-VDCs	All caste Pop	Magar Pop	Magar (%)	Selection	3 Sampled (First)	1 Sampled (Final)
1	Baglung-Tangram	3815	3054	80	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Baglung- Sisakhani	2056	1362	66	<input type="checkbox"/>		
3	Baglung-Ranasinkiteni	3032	2243	74	<input type="checkbox"/>		
4	Baglung-Pandavkhani	2380	1617	68	<input type="checkbox"/>		
5	Baglung-Nisi	7057	4049	57	<input type="checkbox"/>		
6	Baglung-Jaljala	4035	3030	75	<input type="checkbox"/>	<input type="checkbox"/>	
7	Baglung-Dhullubaskot	3594	2031	57	<input type="checkbox"/>		
8	Baglung-Argal	2329	1254	54	<input type="checkbox"/>		
9	Baglung-Bhakunde	3483	2306	66	<input type="checkbox"/>	<input type="checkbox"/>	
10	Baglung-Dagatundada	5466	2667	49	<input type="checkbox"/>		

Appendix 4. Targeted Research Population for Sampling the Student

Respondents

SN	District-VDCs - Schools	Sampled for QUAN Survey	Students' Pop: 8 to 10 grades		
			Girls	Boys	Total
1	Kanchanpur- Shankarpur-Bhanu Sec. School	<input type="checkbox"/>	139	128	267
2	Kanchanpur- Shankarpur-Saraswoti Sec. School	<input type="checkbox"/>	143	133	276
3	Kanchanpur- Shankarpur-Purnima Lower Sec.		23	19	42
4	Kanchanpur- Shankarpur-Shankar Basic School		19	17	36
5	Kanchanpur- Shankarpur-Belauri Public School		18	16	34
Students in <i>Tharu</i> communities			342	313	655
6	Sunsari-RamnagarBhutaha-JamiatulIslah Al – Islamia (Madrasa)	<input type="checkbox"/>	99	129	218
7	Sunsari-RamnagarBhutaha-Balkrishna Sec. School	<input type="checkbox"/>	66	86	152
8	Sunsari-RamnagarBhutaha-JamiatulIslimat		11	17	28
9	Sunsari-RamnagarBhutaha-Chapdahi basic School		12	16	28
10	Sunsari-RamnagarBhutaha-Hera Public School		10	13	23
11	Sunsari-RamnagarBhutaha-Islaha Public School		8	14	22
12	Sunsari-RamnagarBhutaha-Mittal Public School		12	16	28
Students in <i>Islam</i> communities			193	256	449
13	Baglung- Tangram-Dhara Secondary School	<input type="checkbox"/>	88	109	197
14	Baglung- Tangram-Narayani Secondary School	<input type="checkbox"/>	89	103	192
15	Baglung - Muktinath Basic School		31	37	68
16	Baglung - Bhume Basic School		17	14	31
Students in <i>Magar</i> communities			225	263	488
Total students of grade 8 to 10			760	832	1592

**Appendix 5. Sampled Schools and Student Respondents and Selected Schools of
Three Communities**

District-VDCs - Schools	S. school for QUAN Survey	Sampled students	School for QUAL Survey
Kanchanpur- Shankarpur-Bhanu Secondary School	<input type="checkbox"/>	400	
Kanchanpur- Shankarpur-Saraswoti Secondary School	<input type="checkbox"/>		<input type="checkbox"/>
Kanchanpur- Shankarpur-Purnima Lower Sec./Basic School			
Kanchanpur- Shankarpur-Shankar Lower Sec./Basic School			
Kanchanpur- Shankarpur-Shiva-Shankar Primary School			
Kanchanpur- Shankarpur-Bright-Star Public School			
Kanchanpur- Shankarpur-ShiddaBaijyanath Primary School			
Kanchanpur- Shankarpur-Heavenparl Academy English School			
Kanchanpur- Shankarpur-Belauri Public School			
Sunsari-RamnagarBhutaha-JamiatulIslah Al – Islamia (Madrasa)	<input type="checkbox"/>	346	<input type="checkbox"/>
Sunsari-RamnagarBhutaha-Balkrishna Secondary School	<input type="checkbox"/>		
Sunsari-RamnagarBhutaha-JamiatulIslimat (Madrasa)			
Sunsari-RamnagarBhutaha-GraminUtthan Primary School			
Sunsari-RamnagarBhutaha-B.P. Smriti Primary School			
Sunsari-RamnagarBhutaha-Chapdahi Lower Secondary School			
Sunsari-RamnagarBhutaha-MadarsaIjharulUlum			
Sunsari-RamnagarBhutaha-RaiyanMadarsa			
Sunsari-RamnagarBhutaha-Hera Public School			
Sunsari-RamnagarBhutaha-Supha Public School			
Sunsari-RamnagarBhutaha-Ikara Public School			
Sunsari-RamnagarBhutaha-Islaha Public School			
Sunsari-RamnagarBhutaha-Mittal Public School			
Sunsari-RamnagarBhutaha-Puja English Boarding School			
Baglung- Tangram-Dhara Secondary School	<input type="checkbox"/>	354	<input type="checkbox"/>
Baglung- Tangram-Narayani Secondary School	<input type="checkbox"/>		
Baglung - Muktinath Basic School			
Baglung - Bhume Basic School			
Total	6	1100	3

Appendix 6. Sarashwoti Secondary School Kanchanpur (enrollment status at different level)

Level wise student number	Girls	Boys	Total
Grade 1 to 10	302	288	590
Grade 8 to 10	143	133	276
Grade 6 to 7	61	59	120
Grade 1 to 5	98	96	194

Appendix 7. Dhara Higher Secondary School Baglung (enrollment status at different level)

Level wise student number	Girls	Boys	Total
Grade 1 to 12	159	156	315
Grade 1 to 10	130	153	283
Grade 6 to 10	87	78	165
Grade 1 to 5	43	75	118

Appendix 8. JamiatulIslah Al – Islamia /Madrasa Sunsari enrollment status indifferent level)

Grades	Boys	Girls	Total
Nursery to grade 5	1105	1127	2232
Grade six	53	137	190
Grade seven	45	82	127
Grade eight	30	85	115
Grade nine	28	34	62
Grade ten	21	30	51
Grade 11 to 12	29	19	48
Total	1,311	1,514	2,825

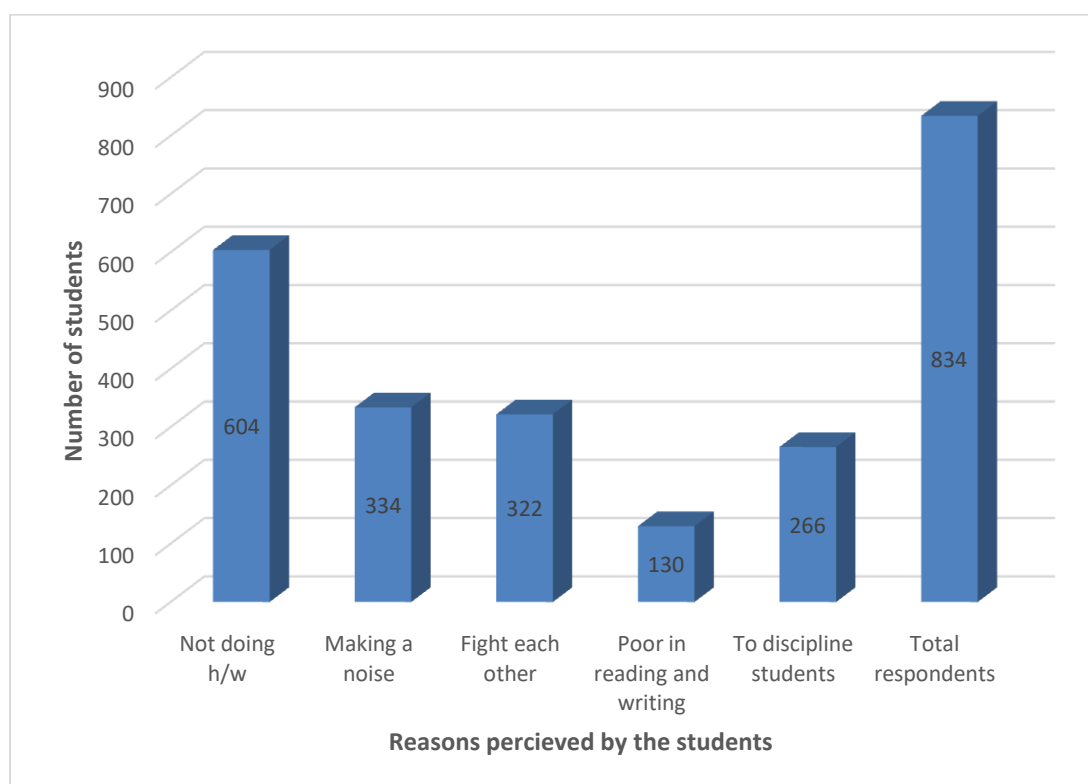
Appendix 9. Subjects' detail taught in Madrasa

Class six	Arabic: Islamic Education, Urdu: Islamic Education, History of Islam, English, Nepali, Science, Mathematics and Geography.	8 subjects
Class seven	Arabic: Islamic Education, Urdu: Islamic Education,	8 subjects

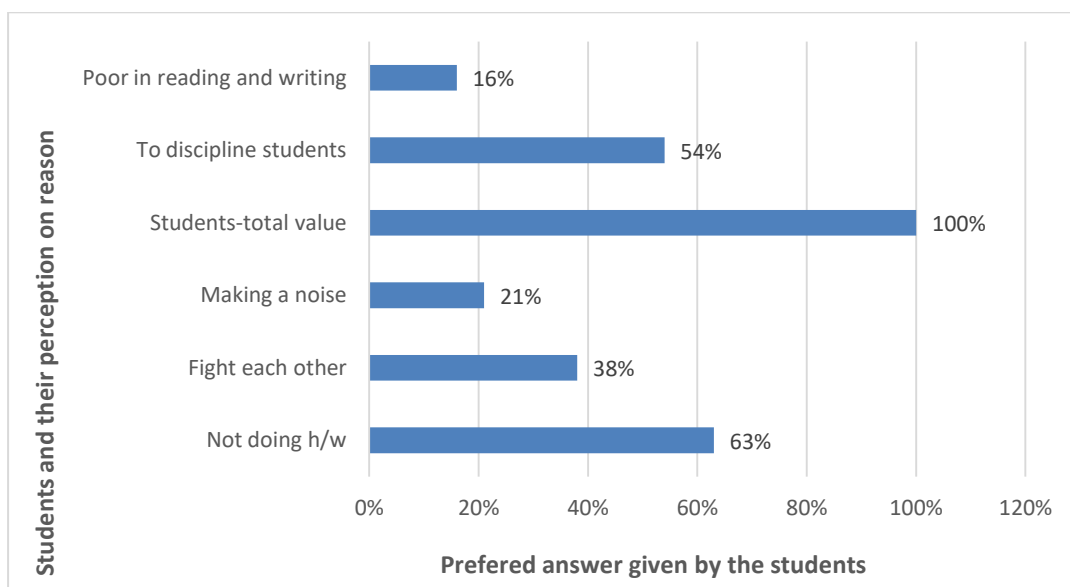
	History of Islam, English, Nepali, Science, Mathematics and Geography.	
Class eight	Arabic: Islamic Education, Urdu: Islamic Education, History of Islam, English, Nepali, Science, Mathematics and Geography.	8 subjects
Class nine	Arabic Grammar, Arabic-Urdu Language, Fika Islamic Law, Quran and Hadis, Arabic: Islamic Education, Urdu: Islamic Education, History of Islam, English, Nepali, Science, Mathematics and Geography.	12 subjects
Class ten	Arabic Grammar, Arabic-Urdu Language, Fika Islamic Law, Quran and Hadis, Arabic: Islamic Education, Urdu: Islamic Education, History of Islam, English, Nepali, Science, Mathematics and Geography.	12 subjects

Appendix 10. Graphs

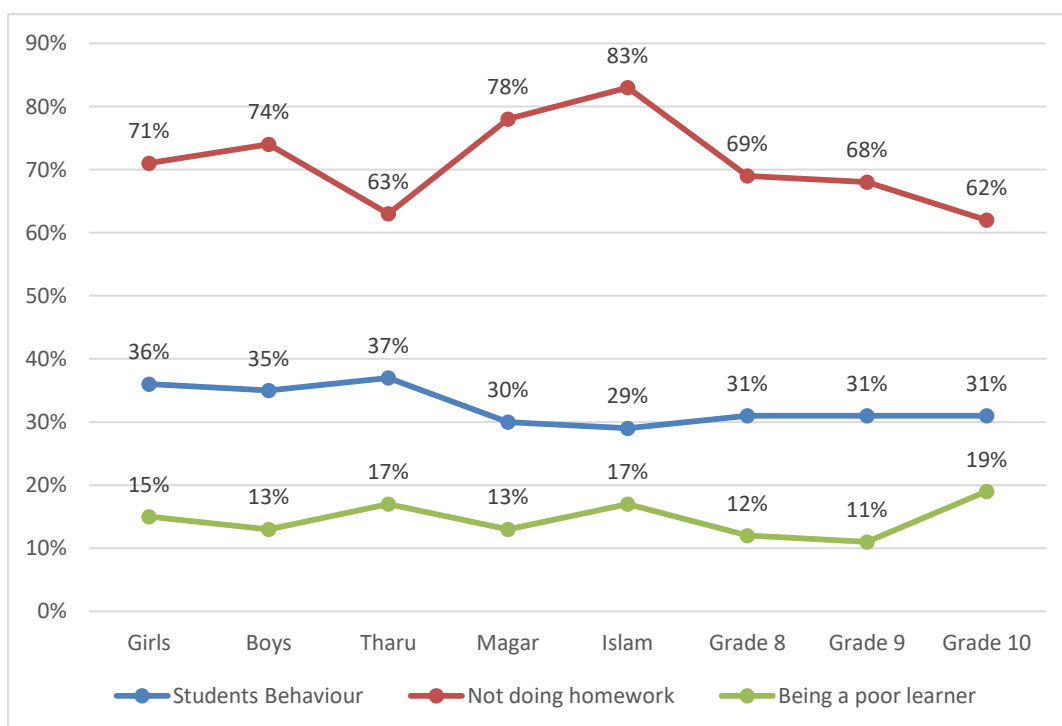
10.1. Students perception on reasons of school violence



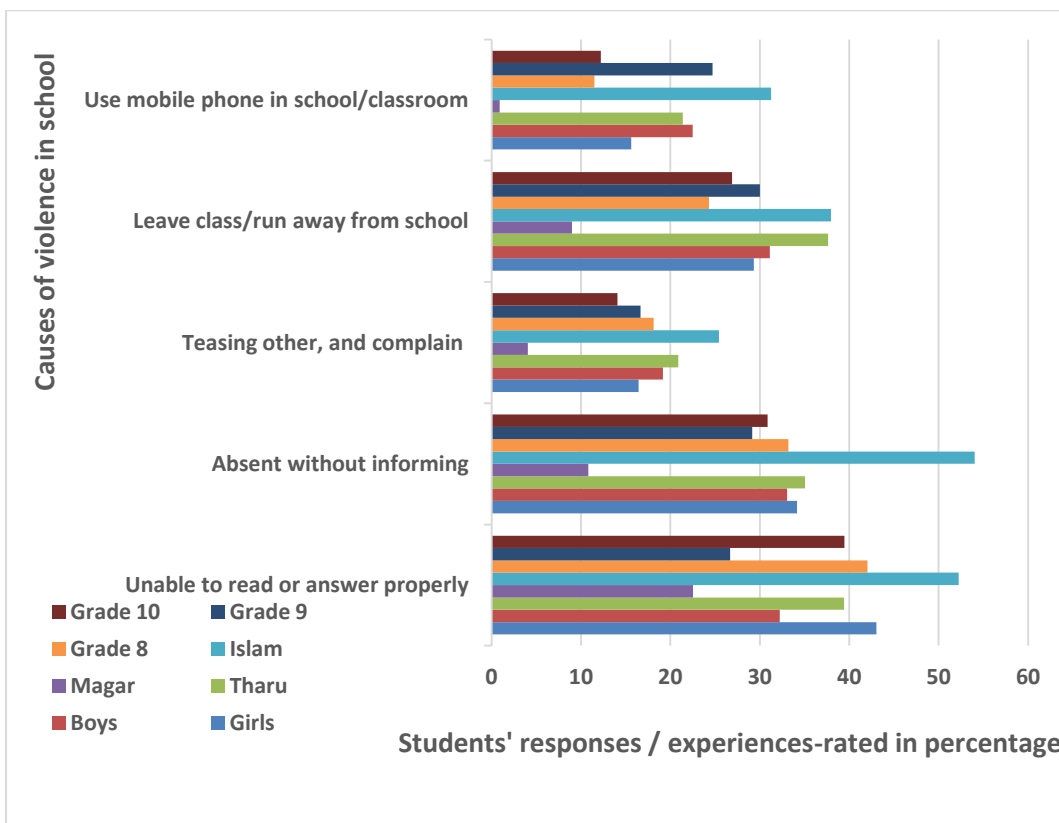
10.2. Tharu students' perception on reasons of school violence



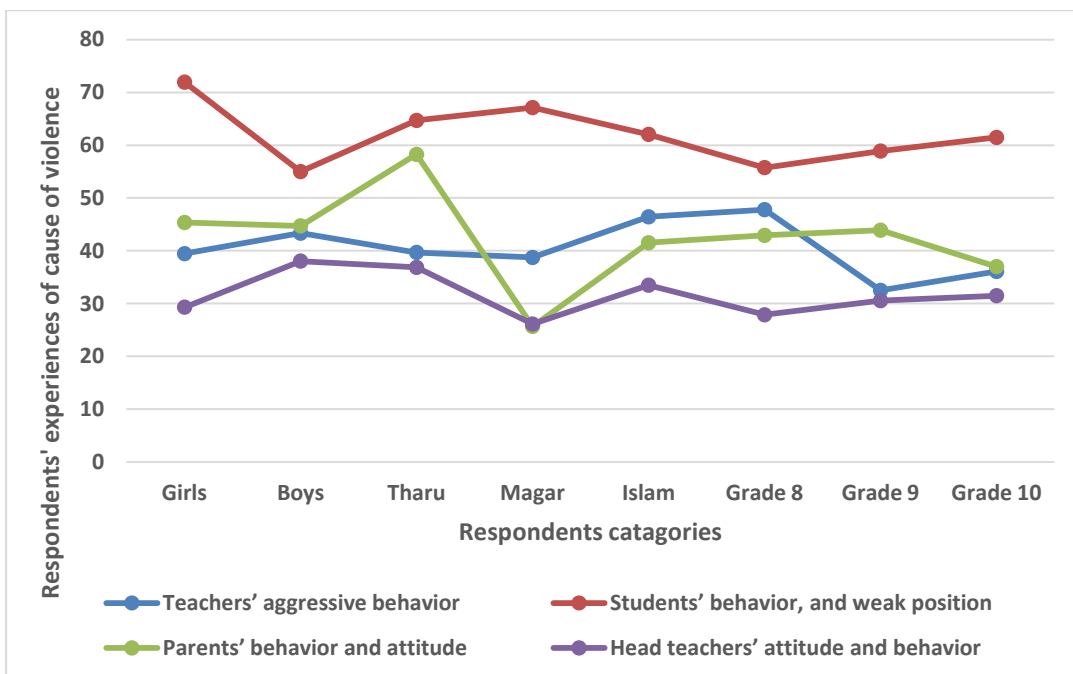
10.3. Different student groups' eye-witness found causes of school violence erupted



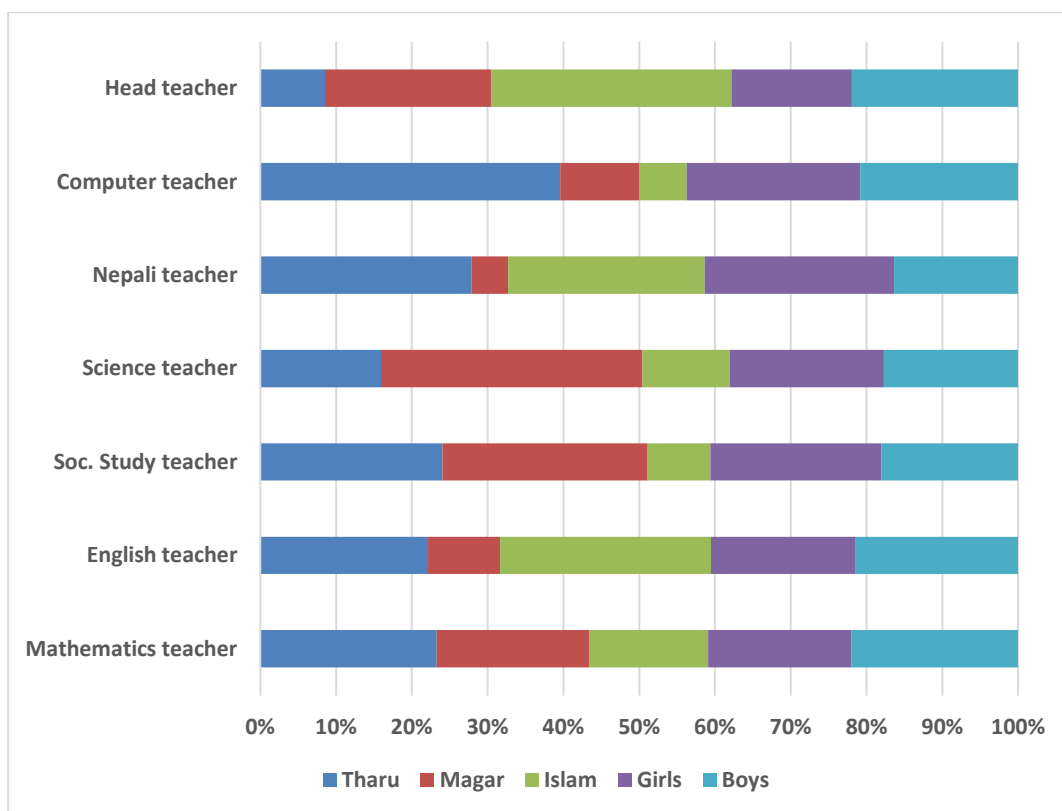
10.4. Students' unwanted practices invite violence in school



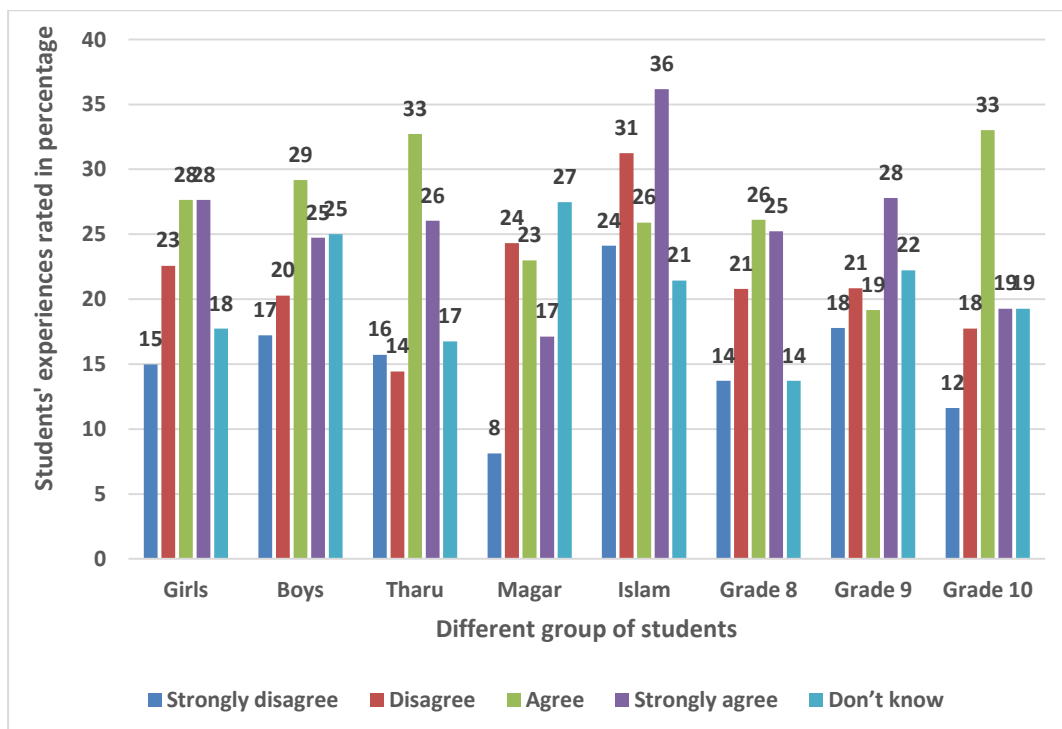
10.5. Behavioral causes of violence erupted in school



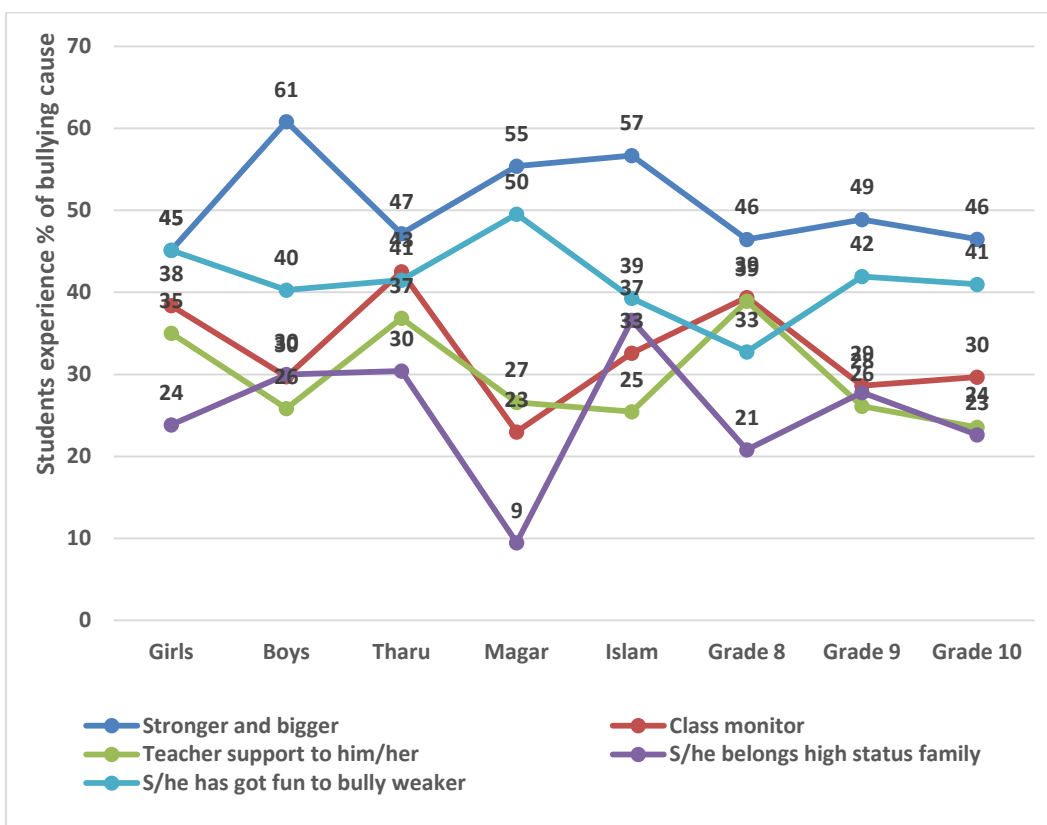
10.6. Different teachers behavior cause incident of violence in school



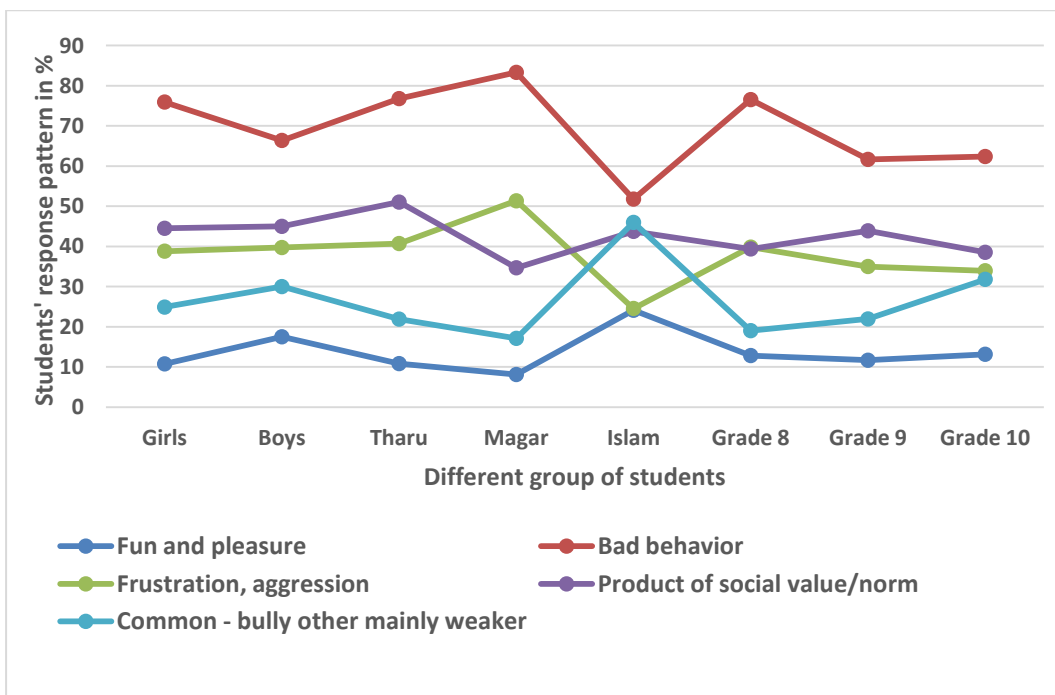
10.7. Students perception on punishment and fear against students for better learning



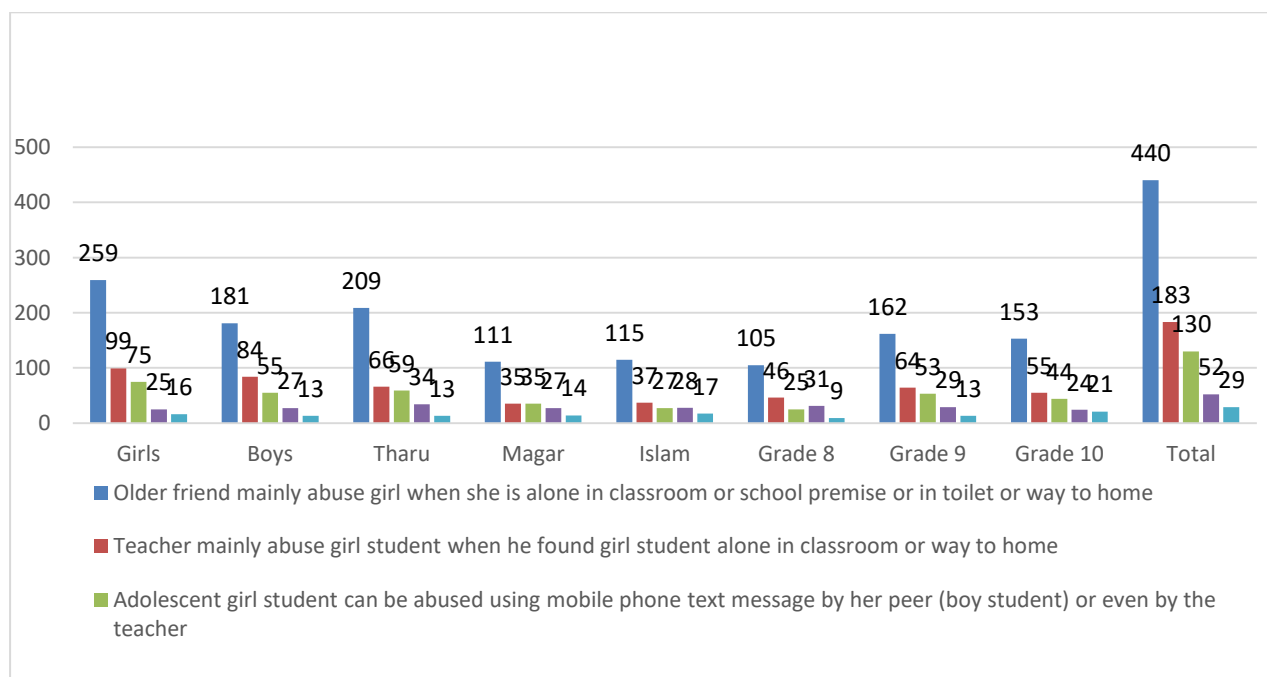
10.8. Who and why bully others in school



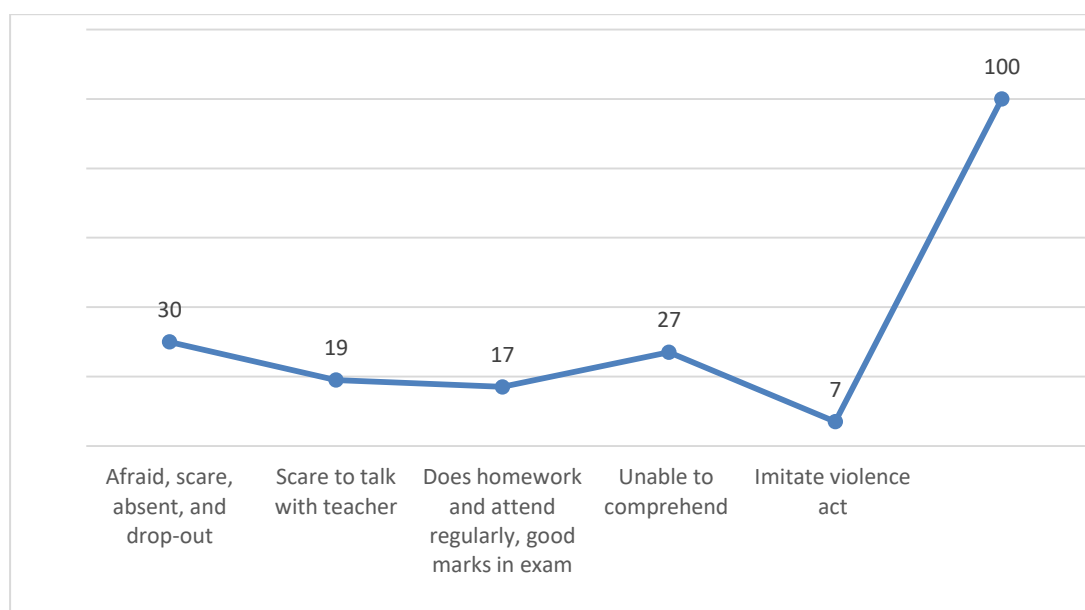
10.9. Students' perception on bullying in school



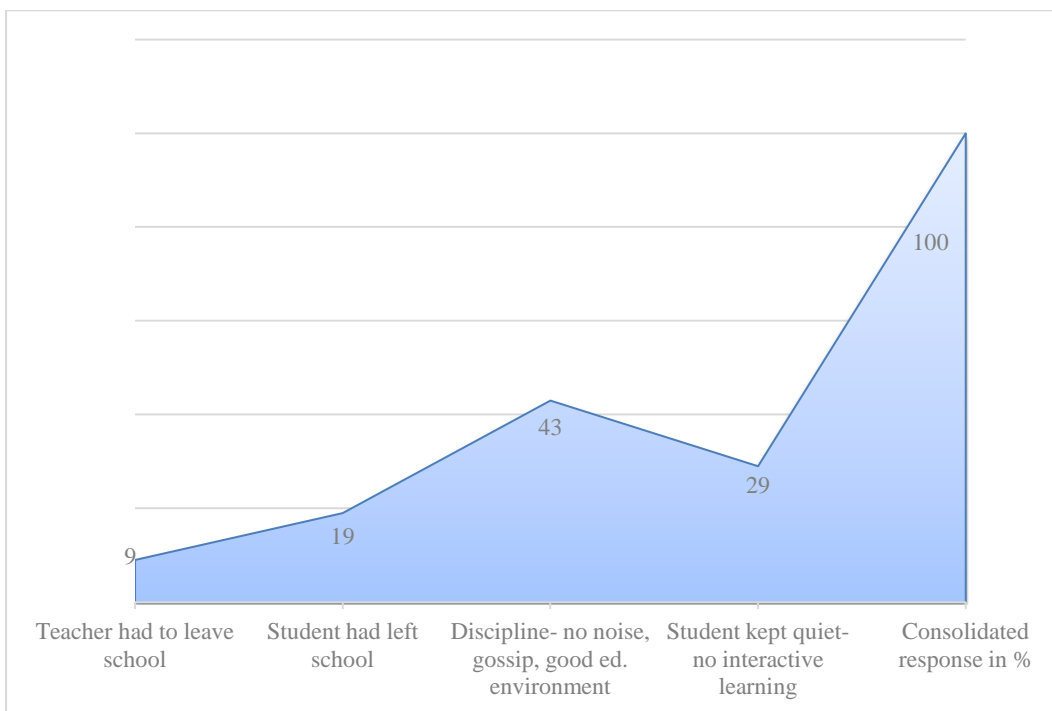
10.10. Situation of being victim of abuse in school



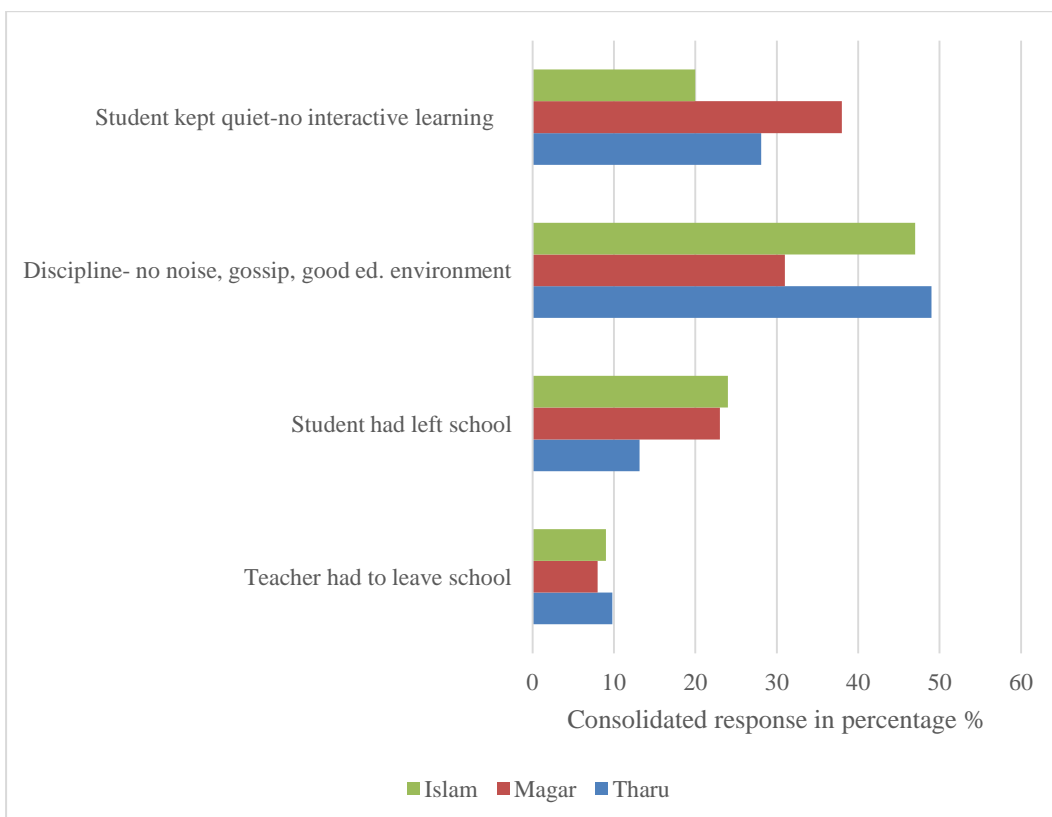
10.11. Corporal punishment effect to the students differently



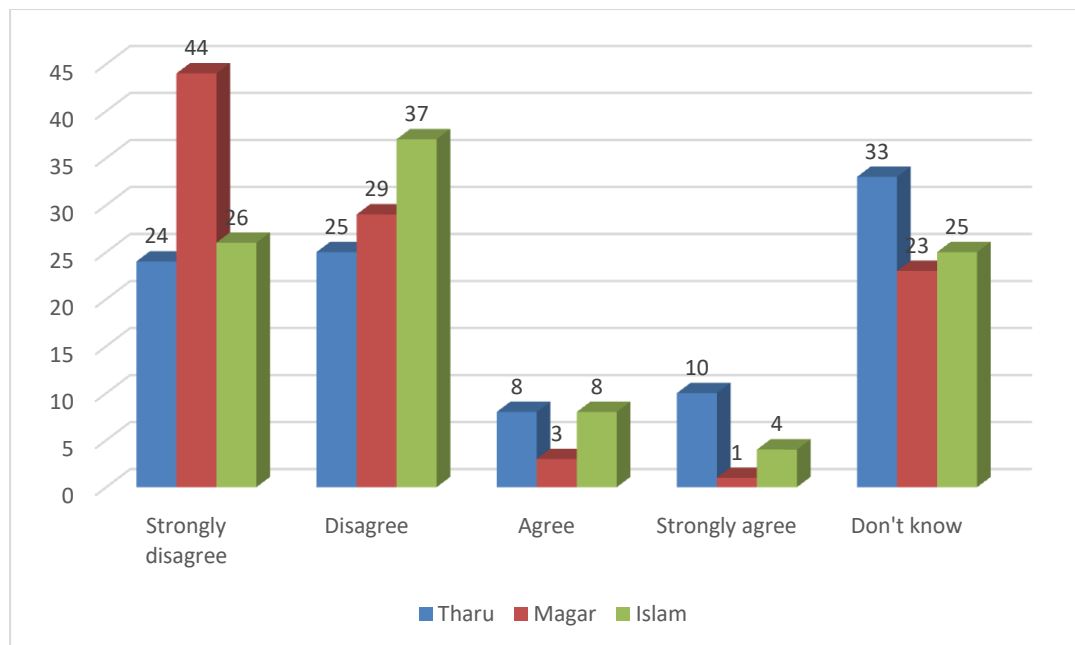
10.12. Positive and negative effect of violence occurred in school



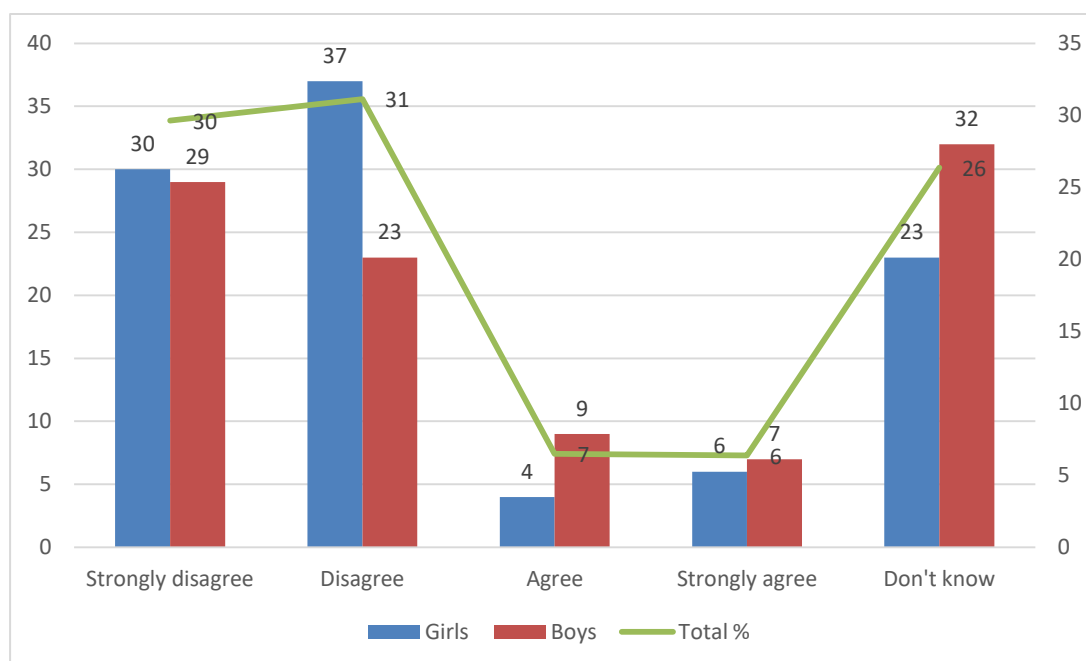
10.13. The effect of violence occurred in different schools



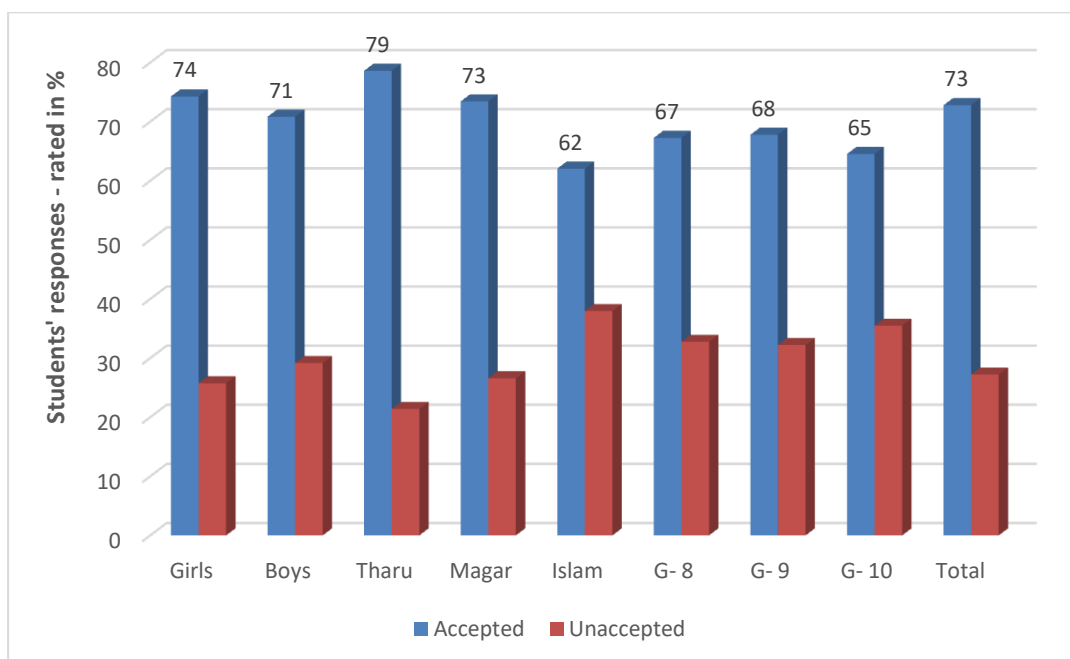
10.14. Students response to statement - *I feel pleasure while to tease or bully somebody, it is also good fun to me.*



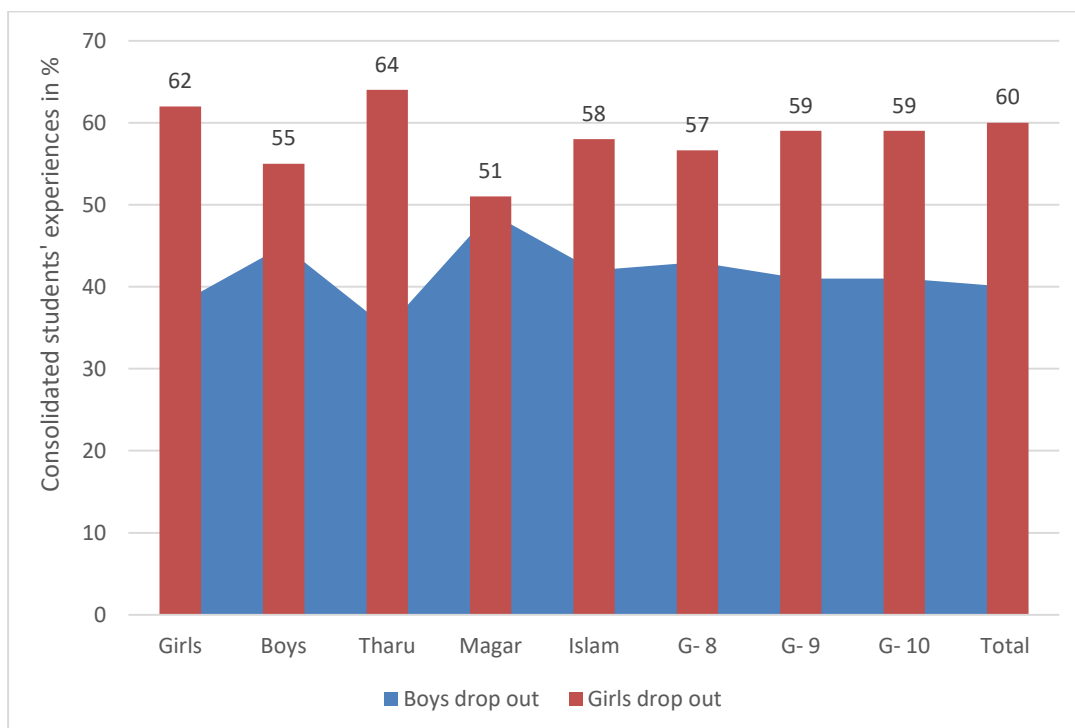
10.15. Girls and boys response to statement - *I feel pleasure while to tease or bully somebody, it is also good fun to me*



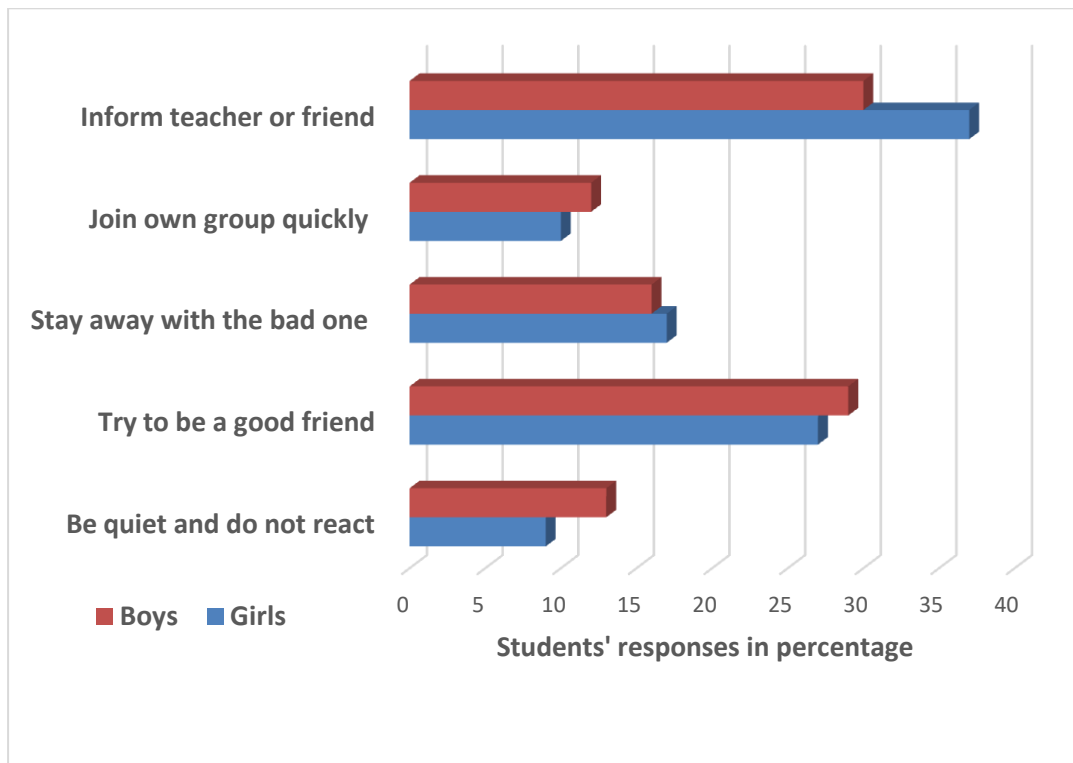
10.16. Boys received punishment while he misbehaved/abused mainly to the girls



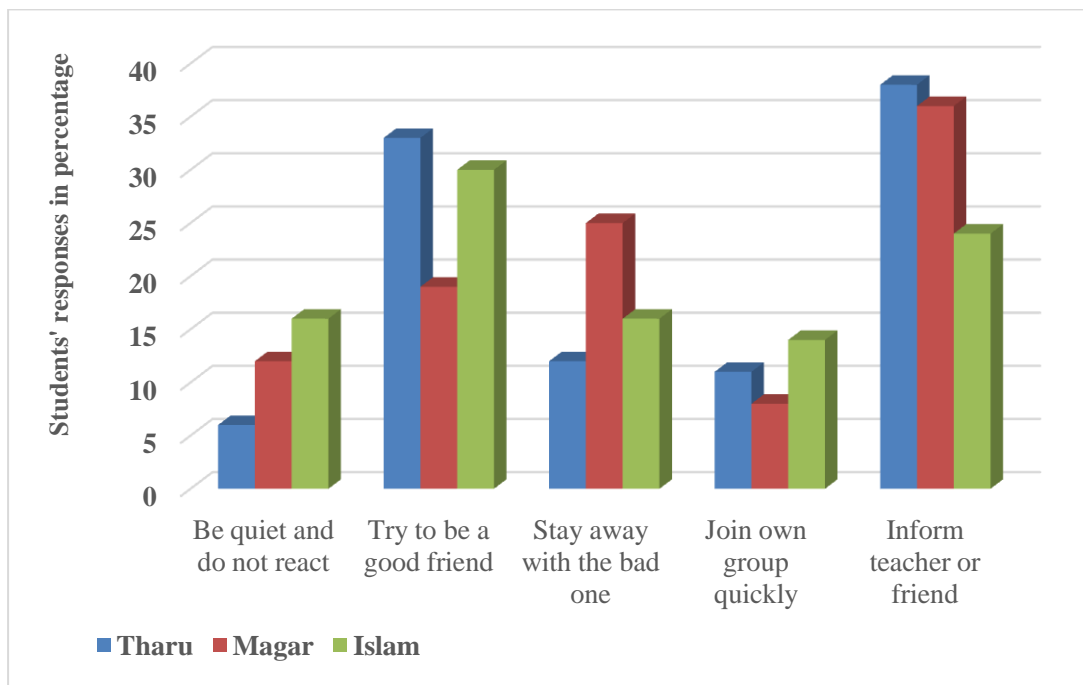
10.17. Exposure of school violence – abused /misbehave support for dropout



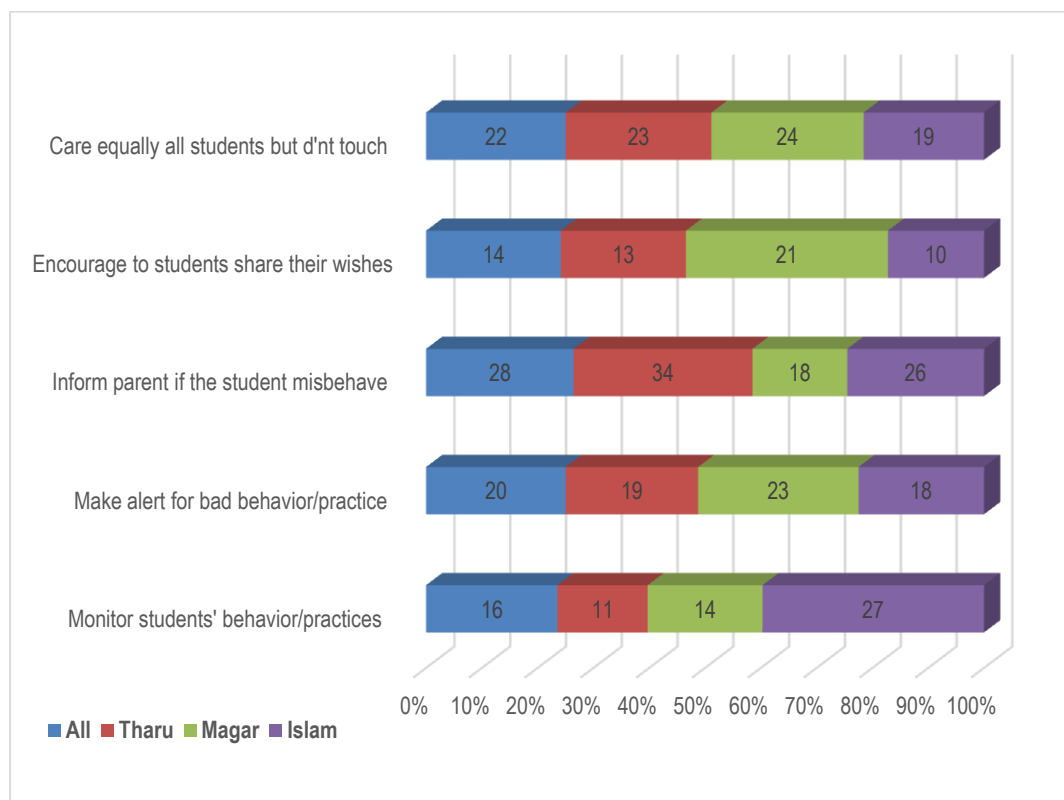
10.18. Girls' and boys' self-manage against possible chance of victim of abuse



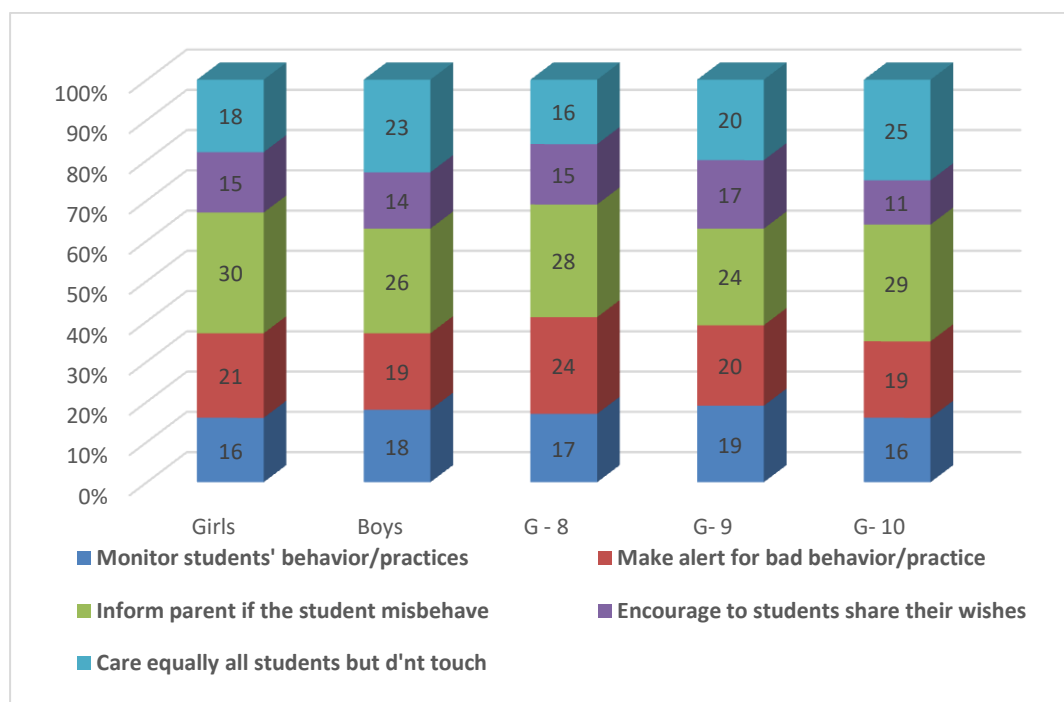
10.19. Tharu, Magar and Muslim students to prevent victim of abuse



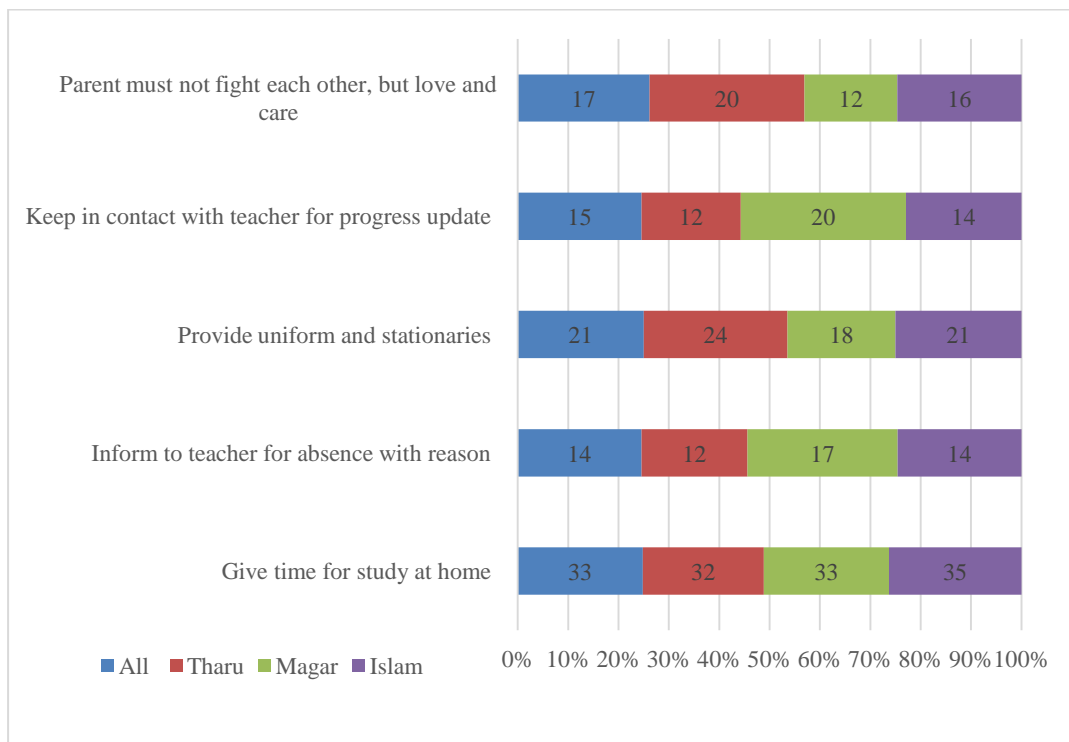
10.20 Community wise students' experiences on how teacher prevented school violence



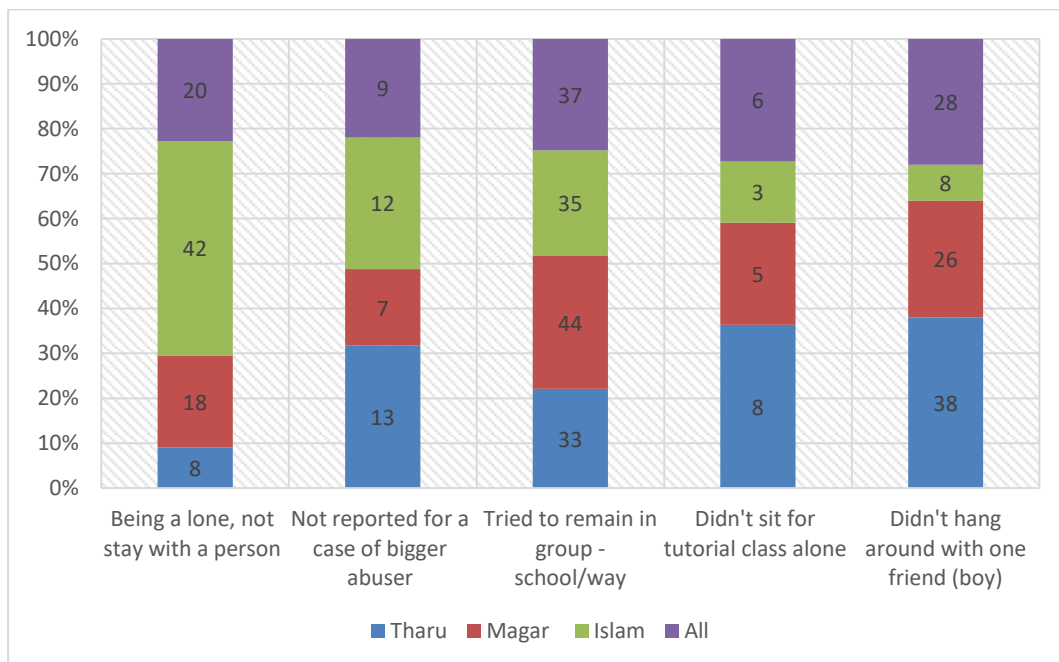
10.21 Gender / grade wise students' experiences on how teacher prevented school violence



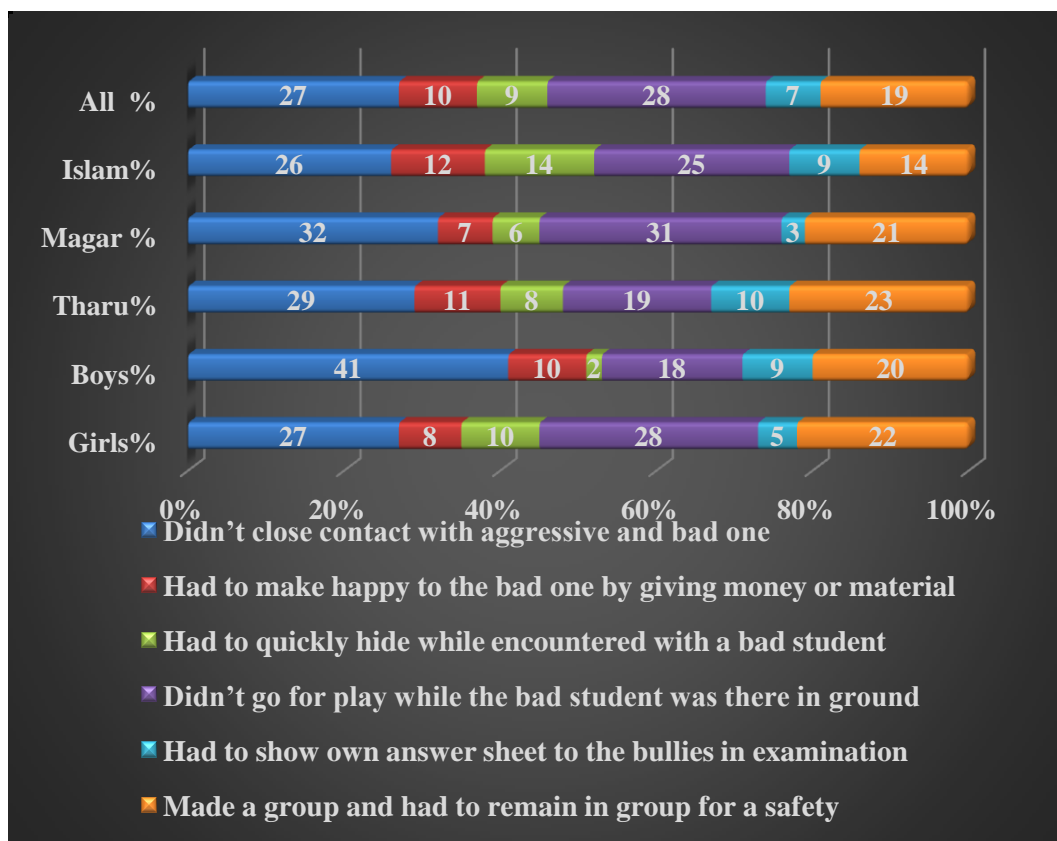
10.22 Community wise students' experiences on how parent prevented school violence.



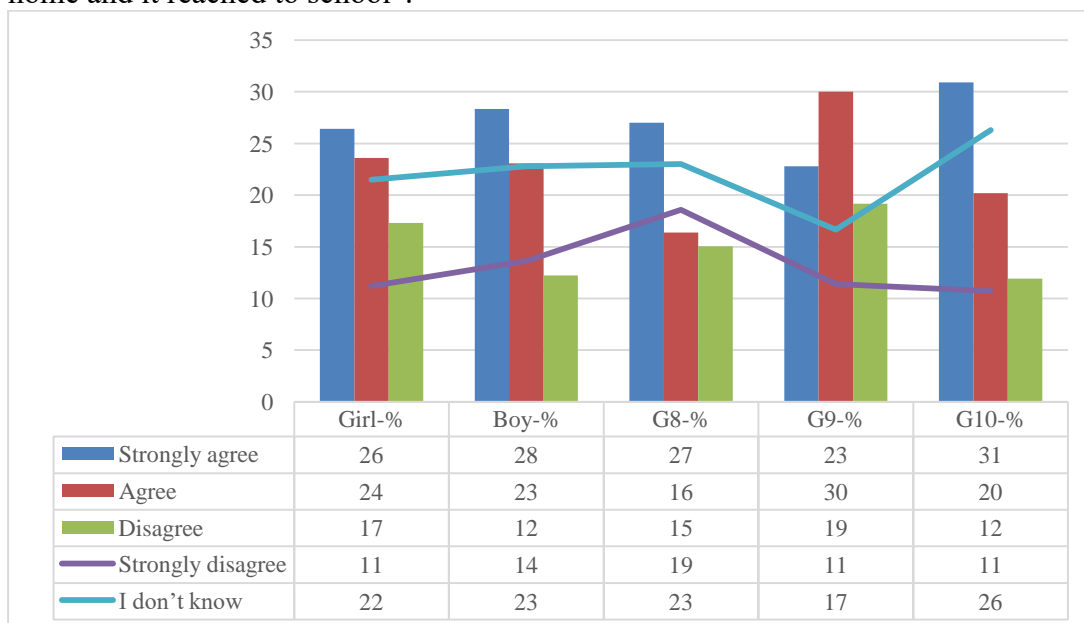
10.23 Students self-managed (by different ethnicity) to prevent violence in school



10.24 Students (by categories) had chosen options to prevent verbal and physical bullying



10.25 Gender and grade wise response on “bullying, abusive act, punishment start at home and it reached to school”.



11.2 Experience of abuse with reasons of physical appearance, behavior, and caste-status

The key causing factors for chance of abuse	Girls	Boys	Tharu	Magar	Islam	G-8	G-9	G-10
A beautiful girl and wish for easily mixed to others	50	46	51	38	49	39	46	40
A handsome boy and wish for easily mixed to others	15	11	9	14	18	13	16	14
A girl often meets teacher for additional tutorial support	19	20	22	12	13	16	18	21
A boy often meets teacher for additional tutorial support	6	9	10	9	7	10	9	4
A girl belongs to economically poor and <i>dalit</i> family	9	12	7	21	10	14	11	20
No idea - no experience	1	2	1	6	3	8	0	1
Total (%)	100	100	100	100	100	100	100	100

11.3. Effect of corporal punishment imposed by the teacher

Effects - as responded by the students	Girls	Boys	Tharu	Magar	Islam	G-8	G-9	G-10
Afraid, scare to come school, absent, and drop-out	31	33	30	27	29	36	35	32
Scare to talk, ask question to teacher	19	18	17	20	19	20	23	21
Does homework and attend regularly, good marks in exam	18	15	19	11	20	17	15	16
Unable to comprehend due to fear	26	27	28	39	18	23	22	23
Imitate CP and apply to other	6	7	6	3	14	4	5	8
% of respondent in total	100	100	100	100	100	100	100	100

Table 11.4 Immediate effects of corporal punishment to the students

Effect areas	Girls	Boys	Tharu	Magar	Islam	G-8	G-9	G-10
Felt very bad, not like to see teacher's face, and dropout	19	23	16	21	22	17	22	16
Felt nothing, and take it normal	15	16	15	13	16	18	17	15
Cried a lot, and didn't like to sit in the class	11	11	9	12	9	10	12	9
Didn't like to study further in the school	9	10	8	9	8	7	9	7
Annoyed excessively, thought for revenge	5	9	6	5	7	6	6	5
Got injury-fearful	10	9	12	4	15	10	12	9

environment									
Teacher behavior was seen aggressive	12	8	11	8	9	9	7	13	
Could not read /study that day	11	7	15	15	9	12	11	19	
Had absent for a week or more	8	7	8	13	5	11	4	7	
Total respondents' response (%)	100	100	100	100	100	100	100	100	

Table 11.5 Students' responses /suggestions to manage school violence

Consolidation of responses in %	Girls	Boys	Tharu	Magar	Islam	G-8	G-9	G-10	Total
Strict discipline with punishment	23	24	20	27	26	23	31	27	25
Fun to enjoy each other- no strict discipline	14	15	7	19	23	13	16	10	15
Stop making a noise in class room	25	23	30	17	21	27	28	30	25
Stop bullying each other and respect to teacher	20	17	23	18	12	21	17	21	19
Policy for nonviolent teaching and enforcement	8	10	8	7	11	6	2	7	7
Develop non-violent code of conduct by pupil & teachers	10	11	12	12	7	10	6	5	10

Table 11.6 Students experiences on how the teacher controlled / prevented school violence

Teacher efforts observed by the students	Girls %	Boys %	Tharu %	Magar %	Islam %	G-8 %	G-9 %	G-10 %	Total %
Monitor students' behavior/practices	16	18	11	14	27	17	19	16	16
Make alert to the students for bad behavior/practice	21	19	19	23	18	24	20	19	20
Inform parent if the student misbehave others	30	26	34	18	26	28	24	29	28
Encourage to students share their wishes	15	14	13	21	10	15	17	11	14
Take care equally all students but don't touch	18	23	23	24	19	16	20	25	22

Table 11.7 Students experiences on how parent helped to prevent school violence

Students' suggestion to the parents	Girls%	Boys%	Tharu%	Magar%	Islam%	G-8%	G-9%	G-10%	All%
Give time for study at home	34	32	32	33	35	38	36	33	33
Inform to teacher for absence with reason	12	16	12	17	14	8	10	18	14
Provide uniform and stationaries	20	22	24	18	21	28	23	17	21
Keep in contact with teacher for progress update	16	15	12	20	14	12	15	14	15
Parent must not fight, love and care at home	18	15	20	12	16	14	16	18	17

Table 11.8 Students themselves on how they prevented violence in school

Self-managed to avoid abuse in school and way to home	Girls%	Boys%	Tharu%	Magar%	Islam%	G-8%	G-9%	G-10%	All%
Being alone, not stay with a person	22	17	8	18	42	18	19	23	20
Not reported for a case of bigger abuser	10	12	13	7	12	14	11	11	9
Tried to remain in group - school/way	36	34	33	44	35	42	38	24	37
Didn't sit for tutorial class alone	6	7	8	5	3	6	9	6	6
Didn't hang around with one friend (boy)	26	30	38	26	8	20	23	36	28

Table 11.9 Students themselves had to choose to prevent verbal and physical bullying

Had to avoid verbal/physical bullying...	Girls%	Boys%	Tharu%	Magar%	Islam%	G-8%	G-9%	G-10%	All%
Didn't close contact with aggressive and bad one	27	41	29	32	26	33	26	28	27
Had to make happy to the bad one by giving money or material	8	10	11	7	12	11	12	8	10
Had to quickly hide while encountered with a bad student	10	2	8	6	14	9	11	7	9
Didn't go for play while the bad student was there in ground	28	18	19	31	25	21	27	21	28
Had to show own answer sheet to the bullies in examination	5	9	10	3	9	8	9	10	7
Made a group and had to remain in group for a safety	22	20	23	21	14	18	15	26	19

Table 11.10 Students' perception on fun, pleasure and violence in practice of unwanted touching...

Touching, pushing, and pulling hair etc. are a fun and pleasure	Girls%	Boys%	Tharu%	Magar%	Islam%	G8%	G9%	G10%	All%
Strongly agree	10	16	12	17	12	11	16	12	13
Agree	9	14	8	10	17	13	13	9	11
Disagree	36	23	27	33	31	25	32	31	29
Strongly disagree	26	20	28	14	26	32	18	21	24
I don't know	19	27	25	27	14	19	21	27	23

Appendix 12. Student Opinion Survey (questionnaire) to Receive Different

Opinion on School Violence: Corporal Punishment, Bullying and Sexual Abuse

Group one: Why does school violence occur in the premise of school?

- Tick the appropriate two of the following statements according to your experiences.
 - Teacher gives punishment to students because they do not do their homework ()
 - Teacher gives punishment to students because they make a noise in the classroom ()
 - Teacher gives punishment to students while they fight or quarrel each other ()
 - Teacher gives punishment to any students if s/he is very poor in reading and writing (...)
 - Teacher gives punishment only to discipline students ()
- Tick best two who often gives punishment in classroom.
 - Mathematics teacher (), B. English teacher (), C. Social study teacher ()
 - Science teacher (), E. Nepali teacher (), F. Computer teacher ()
 - Head teacher ().
- Choose best two, why does corporal punishment occur (according to your experience).
 - Teachers' aggressive behavior, abuse of power ()
 - Students' behavior, and weak position: unable to debate with teacher ()
 - Parents' behavior and attitude in favor of corporal punishment ()
 - Head teachers' attitude and behavior ()
- I saw or experienced myself of punishment given in classroom since last 15 days and the reason was...
 - Unable to read or answer properly ()
 - Absent without informing ()
 - Teasing other, and complain to the teacher or head teacher ()
 - Leave class / run away from school ()
 - Use mobile phone in school / classroom ()
 - No experience ()

5. If teacher gives corporal punishment or fear to children in school for improvement of reading and learning proficiency, the children will read and learn better.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree <input type="checkbox"/> Don't know
---	---

6. Choose best two from the following statements (why bully to others)?
- A student scolds or beats or dominates other because he / she is stronger and bigger ()
 - A student scolds or beats or dominates other because he / she is class monitor ()
 - A student scolds or beats or dominates other because teacher like him and her ()
 - A student scolds or beats or dominates other because his / her father/mother is a big person and other people also afraid to talk ()
 - A student scolds or beats or dominates other because s/he gets pleasure/fun by name calling or beating weaker ()
7. Is it violence (V) or fun (F)? In the bracket below, put V if you think violence or F if you think fun.
- Push from the back ()
 - Pull hair from the back ()
 - Name calling –other naming that is not like by other ()
 - Threaten to beat if does not response in support of bully ()
 - Slapping and punching to other ()
8. How do you perceive the students' bullying behavior in school? Choose best two that you think true.
- It is a fun and pleasure for a bully ()
 - It is a bad behavior to hurt others ()
 - It is frustration or aggression to expose and reacts against the weaker one ()
 - It is appeared as product of social value and norm, and also exposed in school ()
 - It is common that everybody like to bully other, specially weaker ()
9. A student used to bully or hurt physically or emotionally others, especially to the weaker one because...
- S/he learned bullying behavior from home / family environment and like to practice ()
 - S/he learned from other friends in the communities, and try to practice the same in school ()
 - S/he learned self as a reaction against the bully if frequently tease/hurt or humiliate from other ()
 - S/he learned from school teachers, and student leaders – class monitor, child club leader etc. ()
 - S/he likes bully other only for fun and pleasure ()

(Respondent can choose most appropriate 2 of the above 5 answers)

<p>10. The girls are physically weaker than the boys, so girls are mainly abused by the older boys, and even their own classmate.</p>	<p><input type="checkbox"/> Strongly disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Strongly agree</p> <p><input type="checkbox"/> Don't know</p>
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10. Choose best one among the six alternatives according to your experiences.
- A girl may have high chance of abuse who is beautiful and easily mixed up with many friends ()
 - A boy may have high chance of victim who is handsome and easily mixed up with many friends ()
 - A girl may have high chance of abuse who frequently meets teacher for additional tutorial support ()

- D. A boy may have high chance of abuse who frequently meet teacher for additional tutorial support ()
- E. A girl who is economically poor and *dalit* family, may chance of abuse by older friend or teacher ()
- F. I don't know ()

11. Please choose any one of the following alternatives and tick in the bracket below:

- A. Older friend mainly abuse girl when she is alone in classroom or school premise or in toilet or way to home ()
- B. Teacher mainly abuse girl student when he found girl student alone in classroom or way to home ()
- C. Adolescent girl student can be abused using mobile phone text message by her peer (boy student) or even by the teacher ()
- D. Adolescent boy student can be abused using mobile phone text message by girl student and even by the teacher ()
- E. I don't know who is abused by whom ().

Group two: How does school violence impact children' education and school environment?

1. If teacher gives punishment, shouts at and threats to beat and detain in toilet: (choose any one).
 - A. Student afraid of coming to school, high chance of absent and ultimately drop out ()
 - B. Student afraid of talking with teacher, and unable to ask questions to teacher ().
 - C. Student does homework regularly, attend school every day and get high marks in exam ().
 - D. Student is unable comprehend because the fear always remain in mind ().
 - E. Student also learns to beat or punish others mainly to the weaker one ().
2. What did you experience when your teacher gave punishment you or your friend in the front of class room or morning assembly? (According to your experience, choose only one according to your experience)
 - A. I felt very bad, even don't like to remember the teacher's face (),
 - B. I did not feel anything, it was just normal and I did not take it seriously (),
 - C. I cried a lot, and don't like to sit in the class while the teacher teaching (),
 - D. I don't like to read or study further in the school (),
 - E. I was angry a lot and thought on how to take revenge (),
 - F. S/he injured, we all were very scare with the teacher (),
 - G. The teacher behavior was seen more aggressive (),
 - H. That day, I could not read /study due to fear of the teacher, ()
 - I. S/he did not come to school for a week or more ().
3. What happened once violence (punished by teacher, fight each other, or abused to girls) occurred? (According to your experience, choose any one alternative given below)
 - A. The teacher looked aggressive, afraid of all students of the class room ()
 - B. The student cried a lot who received slaps / punches, it also disturbed others in classroom ()
 - C. The class room was so quiet no one had courage to speak, pin drop silence ()
 - D. The teacher was teaching but there was not interaction, student keep quiet ()
 - E. We could not comprehend what the teacher taught (),
 - F. The teacher only spoke more and more, student remained quiet ()
 - G. All students kept quiet/more discipline, no noise, read lessons and respect each other ()
 - H. Some of the students or the student received punishment left school after that violence ()
 - I. Teacher left the school after that violence ()

4. I am a girl, I cannot read properly and can leave school when I experienced misbehave or abuse by a teacher.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree <input type="checkbox"/> Don't know
5. I feel pleasure when I find time to tease or bully someone. It is also good fun for me although someone felt bad because of my teasing to her or him.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree <input type="checkbox"/> Don't know

6. According to your experiences, choose any one from the list of alternatives given below:
- Girls do not mind although they experienced of misbehave or abuse by teacher or older peer (),
 - I wish to be a strong boy rather a girl so that teacher cannot misbehave /abuse me (),
 - A boy receive punishment if he misbehave or abuse to other students mainly to the girls (),
 - I am being abused and teased mostly by older peer/s and also by a teacher, I don't know what to do (),
 - The more adolescent girls than the boys have left the school due to the experience of abuses (),
 - The more adolescent boys than the girls left the school due to the experience of abuses (),
 - There is no harm of abusing and teasing /humiliating among each other, it is a fun & pleasure ().

Group three: How the violence can be prevented to promote a violence free school?

- According to your experience, choose any one to prevent violence from the list of alternatives bellows:
 - There should be strict discipline (including punishment) for student and teacher ()
 - School must provide fun time for students to enjoy each other rather strict discipline ()
 - Students must stop making a noise in class room while a teacher is teaching ()
 - Students themselves must stop bullying each other and respect to the teacher too ()
 - School should have policy of nonviolent teaching environment and enforced it ()
 - Pupil - teachers must develop nonviolent code of conduct, and followed by everybody ()
- What do you do if you are going to be abused or bullied by other who are a bit stronger and older than you? Choose any one of the following.
 - I don't do anything, I will be quiet and do not react ()
 - I will try to be a good friend with him / her ()
 - I will avoid to be closer with them ()
 - I will also make a group, so that group members can protect me from other ()
 - I will inform either to close friend or teacher ()
- From the following alternatives, choose any one as a suggestion for teacher to end school violence:
 - Monitor all students behavior and practices very closely ()

- B. Explain to all students about consequences of bad behavior and practice who have bad habit ()
- C. Inform parent if the student do serious mistake and misbehave with friends and teachers ()
- D. Be polite and encourage to students for expression of their problem and also their wish /interest ()
- E. Take care equally to all students, but should not touch my body which is not feel comfortable ()
4. From the following alternatives, choose any one as a suggestion for parents to end school violence:
- A. Must give time for study at home so that we could complete our homework ()
- B. Must inform to teacher about the reason of absent in school ()
- C. Must provide uniform, text book, note copy, pen and pencil in time ()
- D. Must keep in contact with teacher, and be update about our progress from the teacher ()
- E. Father and mother must not fight at home, both of them should care and love us at home ()
5. From the following alternatives, choose any one to avoid a chance of abuse in school and way to home?
- A) I do not stay longer period with a person if I am alone ()
- B) I do not make complain if someone do wrong who is stronger than me ()
- C) I will go school and come back home with friends, don't walk alone ()
- D) I don't go for additional tutorial class if there is no other student there ()
- E) I will make better friends, but do not go for hanging around with one friend ()
- F) I can report to head teacher, and also parent, if I feel unsafe from somebody in school ()
6. From the below alternatives, choose any one to prevent being victim of verbal and physical bullying:
- A. I avoid close contact with a student who is aggressive and bad ()
- B. I make happy by giving money or material so that I could be safe from the bad student ()
- C. I quickly hide myself if encounter with the bad student in the way or school so s/he could not see ()
- D. I do not go for play if the bad student is also playing there ()
- E. I help by showing own answer to the bullies in examination so that s/he could be happy with me ()
- F. I make a group and try to remain in group so that I could save myself from the bad student ().

7. Bullying each other and abusive acts: unwanted touching, pushing and pulling hair etc. are a fun and pleasure which is part of our student life and it does not harm at all.

A. Strongly agree (), **B.** Agree (), **C.** Disagree (), **D.** Strongly disagree (), **E.** I don't know ()

8. Abusive behavior and practice, punishment, sexual abuse all are mainly started at home, such practices slowly occur in neighborhoods and community that also inters to the school so most of the students have experience of violence during their school life. Thus school violence is only ended once violence ended at homes and communities.

A. Strongly agree (), **B.** Agree (), **C.** Disagree (), **D.** Strongly disagree (), **E.** I don't know ()

Thank you for your participation!

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कतगमभलत तगभकतष्यललब्रध्रभ ९न्चबलकबितभम ष्लतय लभउबधि
विद्यार्थी प्रश्नावली

९एज्म चभकभवचअज यल कअजययि खष्यभिलअभस् अबगकभक, छउषिबतष्यल बलम तबलबनभभलत०

विद्यालयको नाम :

विद्यार्थीको नाम :

केटी ९ ० केटा ९ ० उमेर ९ ०

कक्षा/ ठेगाना :

गा. वि. स :

बडा नं.।।

क्लास टिचरको नाम र

समूह १ : विद्यालयह्यताभिन्नविद्यार्थीहरू किन हिंसामा पर्छन् र

- छा तिम्रो अनुभवको आधारमा तलदिएकाबैकल्पिकभनाईहरू मध्ये कुनै दुईवटासम्म ठिक चिन्हलगाऊ ।
- ब गृहकार्य नगर्ने विद्यार्थीहरूलाई शिक्षकले सजाय दिनुहुन्छ । ९ ०
- घा कक्षामाहल्ला गर्ने विद्यार्थीहरूलाई शिक्षकले सजाय दिनुहुन्छ । ९ ०
- त्रा विद्यालयमाआपसमा भगडा गर्ने विद्यार्थीहरूलाई शिक्षकले सजाय दिनुहुन्छ । ९ ०
- म पढाई लेखाईमा कमजोर विद्यार्थीलाई शिक्षकले सजाय दिनुहुन्छ । ९ ०
- भ शिक्षकले विद्यार्थीहरू अनुशासनमाबसुन् भनेर सजाय दिनुहुन्छ । ९ ०
- टा प्राय : कुनविषय पढाउने शिक्षकले दण्ड सजायदिने गर्छन् ।
- ब गणित विषयशिक्षक ९ ०, घा अंग्रेजीविषयशिक्षक ९ ०, त्रा सामाजिकविषयशिक्षक ९ ०
- D. विज्ञान विषयशिक्षक ९ ०, भ नेपालीशिक्षक ९ ०, ण कम्प्यूटर शिक्षक ९ ०
- फ. हेड मास्टर ९ ०।
- ठा तिम्रो अनुभवको आधारमा शारिरीक दण्ड सजायकिनहुने गर्छ र
- ब शिक्षकको रिसाहा स्वभाव र आफ्नो अधिकारको दुरुपयोग गर्ने बानि । ९ ०
- घा विद्यार्थीहरूको व्यवहार, शिक्षकभन्दाकमजोर र आफ्ना समस्याशिक्षकसंग भन्न डराउने । ९ ०
- त्रा अभिभावकले विद्यालयमादिने दण्ड सजायको समर्थन गर्ने भएकोले ९ ०
- म हेड मास्टरको दण्ड सजाय सम्बन्धी समर्थन गर्ने बानि र व्यवहारले गर्दा । ९ ०
- डा १५ दिन अघिदेखिको मैले देखेको र भोगेको आधारमा दण्ड सजायदिएको कारणहरू तलउल्लेख गरिएको छ :
- ब राम्रोसंग पढ्न र जवाफदिननसकेको कारण ९ ०
- घा विद्यालयमाखबर नगरी अनुपस्थितभएकाले । ९ ०
- त्रा अरुलाई जिस्काएको र जिस्काएको कुरा हेड सर र अरु सरलाई कुरा लगाएकोले । ९ ०
- म कक्षामा पूरै घण्टी नपढी भागेकोले । ९ ०
- भ विद्यालयतथाकक्षा कोठामा मोबाइलफोन प्रयोग गरेकोले । ९ ०
- ण केहिपनिथाहा छैन । ९ ०

छा शिक्षकले विद्यार्थीहरूलाई शारिरीक दण्ड सजायदिएर डराउने बनाईयो भने विद्यार्थीको लेखाई र पढाई क्षमतामा सुधार हुन्छ ।	<input type="checkbox"/> पूर्ण असहमत <input type="checkbox"/> असहमत <input type="checkbox"/> पहल्ला <input type="checkbox"/> पूर्ण सहमत <input type="checkbox"/> काह पनिथाहा छैन
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जद्द अरुलाई किन हेप्ने, गालि गर्ने र पिट्ने गर्छन् भन्ने सन्दर्भमा तलकादुई उपयुक्तभनाईहरू छान्नुहोस् ।

- ब किनभने उ/उनी अरु भन्दाबलियो र ठूलो छ । ९ ०
- घा किनभने उ/उनीकक्षाको मोनिटर हो । ९ ०
- त्रा किनभने उ/उनीलाई शिक्षकले मन पराउछन् । ९ ०
- म किनभने उ/उनीको बुबाबाआमा ठूला व्यक्तिभएकोले उनीहरूसंग कुरा गर्न डराउछन् । ९ ०
- भ किनभने उ/उनले अरुलाई नाम काडेर बोलाउदावा पिट्दा आनन्द आउछ । ९ ०

जघा यो हिंसा हो वा रमाईलो हो, तलकाभनाईहरूलाई हिंसा जस्तो लागेमा छ रमाइलोलोगेमा ा चिन्ह () मा भर ।

- ब पछाडिबाट धकेल्ने वा घचेट्ने ९ ०
- घा पछाडिबाट कपालतान्ने । ९ ०

- क्र। नाम काङ्ने वा रिस उठ्ने नामले बोलाउने । ९ ०
 म दुखदिने वा हेप्नेकोबिरुद्धमा बोल्नेलाई पिट्ने धम्कीदिने । ९ ०
 भ डाडमा र गालामाहिकाउने । ९ ०

- जडा विद्यार्थीहरूले आफ्ना साथीहरूलाई हेप्ने व्यवहारलाई कसरी बुझ्नुहुन्छ, तलदिएकामध्ये कुनै दुई विचारहरूमाचिन्हलगाउनुहोस् ।
 A. अरुलाई हेप्ने, भिस्काउने भनेको रमाइलो हो । ()
 B. यो खराब बानिहो जसले अरुको मन दुखाउछ । ९ ०
 C. यो निराशा र कृपठाबाट निस्कने व्यवहार हो जसले कमजोलाई हेप्ने र दबाउन मद्दत गर्छ । ९ ०
 D. योसमाजमाभएको मूल्य मान्यताबाट विद्यालयसम्मआउने व्यवहारजन्यविषयहो । ९ ०
 E. ठूला बाबलियाले सानावाकमजोरलाई हेप्ने र दुखदिने सामान्य कुरा हो । ९ ०

- जछा कुनै विद्यार्थीले कमजोर वा सानालाई शारिरीक वामानसिकतवरले हेप्ने वादुखदिने गर्दछ किनभने
 ब उसले यो व्यवहार घरपरिवार तथा छिमेकीबाट सिकेको हुन्छ र प्रयोग गर्न खोज्छ । ९ ०
 घा उसले यो व्यवहार गाउघरमा साथीहरूबाट सिकेको हुन्छ जुनविद्यालयमाप्रयोग गर्न खोज्छ । ९ ०
 क्र। उ आफैँ अरुबाट पटक पटक हेपिएको र पिडित भएकोले यस्तो व्यवहार सिकेको हुन्छ र अरुलाई त्यसै गर्न खाज्छ । ९ ०
 म यस्तो व्यवहार विद्यार्थीले शिक्षकबाट वाविद्यार्थी नेतातथाबालकलबका अगुवाबाट सिकेको हुन्छ र अरुलाई त्यसै गर्न खोज्छ । ९ ०
 भ उसले अरुलाई हेप्नु वादुखदिनु भनेको रमाइलो र आनन्दलिनको लागिमात्रहो । ९ ०

(भाथिकाकुनै दुई उयपुस्तलागेकोमा ठिक चिन्हलगाउ ।)

जण केटिहरूकेटाहरूभन्दाशारिरीक रूपमाकमजार हुने भएकोले प्राय : केटिहरू ठूला केटाहरूबाट र आफ्नै कक्षा साथीहरूबाट हिंसामा पर्छन् ।

- पूर्णअसहमत
 असहमत
 सहमत
 पूर्णसहमत
 मलाई थाहा छैन ।

- जटा तिम्रो अनुभवको आधारमा तलका ६ विकल्पमध्ये दुई विकल्प छान ।
 ब राम्रो र धेरै साथीहरूसंग घुलमिल हुने केटी हिंसामा पर्न सकिन्छ । ९ ०
 घा राम्रो र धेरै साथीहरूसंगघुलमिल हुनेकेटा हिंसामा पर्न सक्छन् । ९ ०
 क्र। द्यूसनको लागि पटक पटक सरकहाँ जाने केटीको हिंसामा पर्ने सम्भावना बढी हुन्छ । ९ ०
 म द्यूसनको लागि पटक पटक सरकहाँ जाने केटाको हिंसामा पर्ने सम्भावना बढी हुन्छ । ९ ०
 भ गरीब तथादलित परिवारकीकेटी आफ्भन्दा ठूला केटा वा शिक्षकहरूबाट हिंसामा पर्न सक्छन् । ९ ०
 ण मलाई केहि थाहा छैन । ९ ०

- जठा कृपयातलकामध्ये दुई विकल्प छान्नुहोस् :
 ब ठूला साथीहरूद्वारा प्राय: केटीलाई विद्यालय, कक्षाकोठा, ट्वायलेट अनि घर जादाएकलै भएमा हिंसामा पर्न सक्छन् । ९ ०
 घा शिक्षकले प्राय केटी विद्यार्थीलाई कक्षाकोठामा एकलै हुदा र बाटोमा एकलै भेट्दा हिंसा गर्ने सम्भावना बढी हुन्छ । ९ ०
 क्र। किशोरी केटीविद्यार्थीहरू केटा वा शिक्षकबाट मोवाइल टेक्स्ट म्यासेजबाट हिंसामा पर्न सक्छन् । ९ ०
 म किशोरी केटाविद्यार्थीहरू केटी वा शिक्षकबाट मोवाइल टेक्स्ट म्यासेजबाट हिंसामा पर्न सक्छन् । ९ ०
 भ कोबाट को हिंसामा पर्छ मलाई केहि थाहा छैन । ९ ०

समूह : २ विद्यालयमाहुने हिंसाले बालबालिकाको शिक्षा र विद्यालयवातावरणमा कस्तो असर गर्छ ?

१ यदिशिक्षकले सजायदिने, गालि गर्ने, पिट्छ भनेर धम्काउने र द्वाइलेटमा थुन्ने गर्दा तलकामध्ये कुनै दुई असरमा ठिक चिन्हलगाउ ।

- ब विद्यार्थीस्कूलआउन डराउने, कक्षामाअनुपस्थितहुनेर अन्यमाविद्यालय छाडेर जाने । ९ ०
 घा विद्यार्थीशिक्षक संग बोल्न डराउने र प्रश्न सोध्नसक्ने ९ ०
 क्र। विद्यार्थीले नियमितहोमवर्क गर्ने, सधैँ स्कूलआउने र जाँचमा धेरै नम्बर ल्याउने । ९ ०
 म मनमा सरको डरले गर्दा विद्यार्थीलेपढाएको बुझ्न सक्दैनन् । ९ ०
 भ विद्यार्थीले अरुलाईविषेश गरी आफ्भन्दाकमजोरलाईपिट्ने र सजायदिन सिक्छन् । ९ ०

२. शिक्षकलेतिमीलाई अथवातिम्रा साथीहरूलाईकक्षा अगाडि वाविद्यालयमाविहानप्रार्थना गर्ने बेलामा सजायदिदातिम्रो अनुभवतलको मध्ये तीनवटामा ठिक चिन्हलगाउ ।

- ब मलाई धेरै नरमाइलो लाग्यो र सरको अनुहार समेत सम्भन्न मन लागेन । ९ ०,
 घा मलाई केहि पनिभएन, त्यो घटना सामान्य जस्तो लाग्यो र मैले खासै गम्भिर रूपमालिन । ९ ०,
 क्र। म धेरै नै रोए, सरले पढाई रहदाकक्षामा बस्न मन लागेन । ९ ०,

- म मलाईपढ्न मन लागेन रस्कूल छोड्न पाएहुन्थ्यो जस्तो लाग्यो । ९ ०,
 भ त्यो सरलाई कसरी बदलालिने होला भनेर म धेरै रिसाएको थिए । ९ ०,
 ग साथलाईचोट लागेगरी सजायदिएकोले म सरसंग धेरै डराएकाथिए । ९ ०,
 न सर धेरै रिसाएको देखिएको थियो । ९ ०,
 ज त्योदिनसरको डरले गर्दा मैले पढ्नै सकिन । ९ ०,
 क्ष पिटाइ अथवा सजाय पाएपछि साथि एक हप्ताभन्दा बढी स्कूलआएन । , ९ ०

३. विद्यालय हिंसा (शिक्षकले सजायदिने, साथि साथि हर्षबीचजुध्ने, केटिलाई नराम्रो तरीकाले जिस्काउने) हुदातिम्रो अनुभवको आधारमा तलदिएको मध्यतीनवटाचिन्ह लगाउ ।

- ब शिक्षक रिसाहा देखिन्छ, कक्षाका सबै विद्यार्थीहरू डराउछन् । ९ ०
 घा जुनविद्यार्थीहरूले सरको थप्पड पाउछन् उनीहरू रुन्छन् र अरु विद्यार्थीहरूलाई पनि डिस्टर्भ हुन्छ । ९ ०
 ऋ। कक्षायतिशान्तभयो कि कोहि विद्यार्थी पनिबोल्न शाहस गरेनन्, कक्षामासियो खसेको पनिआवाजआउने जस्तो भयो । ९ ०
 म शिक्षकले पढाई रहे पनि छलफल भएनविद्यार्थीहरू चुपलागेर बसिरहे । ९ ०
 भ शिक्षकले पढाए पनि के पढाएको हो हामीले बुझ्न सकेनौं । ९ ०,
 ग शिक्षककक्षामाबोलेको बोलेकै हुनुहुन्थ्यो तर विद्यार्थीहरू नबोलि बसिरहेका थिए । ९ ०
 न सबै विद्यार्थी चुपचापअनुशासनमा बसि, हल्लानगरी सबैजनाले पाठ पढिरहेका थिए । ९ ०
 ज केहि विद्यार्थी अथवा सजायमा परेका विद्यार्थी त्यो हिंसापछि विद्यालय छोडेर गए । ९ ०
 क्ष त्यो विद्यालय हिंसाकोघटना पछि शिक्षकले विद्यालय छोडेर गए । ९ ०

<p>द्वा म केटि विद्यार्थी हुं, म राम्रोसंग पढ्न सकिदिन र स्कूल छोडेर जान्छु जब मैले शिक्षकबाट दुर्व्यवहार र अनावश्यक हिंसा भएको महशुस गर्छु ।</p>	<p>पूर्ण असहमत <input type="checkbox"/></p> <p>असहमत <input type="checkbox"/></p> <p>सहमत <input type="checkbox"/></p> <p>पूर्ण सहमत <input type="checkbox"/></p> <p>थाहा छैन <input type="checkbox"/></p>
<p>छा म आनन्दमहशुस गर्छु जब कसैलाई जिस्काउने र हेप्ने अवसर पाउछु । मेरो व्यवहारले अरुलाई नरमाइलो लागे पनि यो मेरो लागि रमाइलो क्षण हुनेछ । ।</p>	<p>पूर्ण असहमत <input type="checkbox"/></p> <p>असहमत <input type="checkbox"/></p> <p>सहमत <input type="checkbox"/></p> <p>पूर्ण सहमत <input type="checkbox"/></p> <p>थाहा छैन <input type="checkbox"/></p>

- ठ। तिम्रो अनुभवको आधारमा तलकामध्येकुनै तीनदिइएकाविकल्पहरूमाचिन्हलगाउ । र
- ब यदिशिक्षकवा ठूला केटाहरूले दुर्व्यवहार वा हिंसा गर्न खोजे पनि केटिहरूले खासै मनमालिदैनन् । ९ ०,
 घा म केटि भन्दा एक निडर केटा बन्न चाहान्छु जसले गर्दा कुनै पनिशिक्षकले मलाई हिंसा वादुर्व्यवहार गर्न नसकुन । ९ ०,
 ऋ। एउटा केटाले अरु कसैलाई विषेश गरी केटिलाई हिंसा वादुर्व्यवहार गर्‍यो भने स्कूलमा सजाय पाउछ । ९ ०,
 म ममाथिप्रायः ठूला साथिहरू र शिक्षकबाट हिंसा वादुर्व्यवहार भईरहेको हुन्छ तर के गर्ने मलाई केहि थाहै छैन । ९ ०,
 भ हिंसा र दुर्व्यवहारको कारणले गर्दा धेरै जसो किशोरीहरू किशोरहरू भन्दा बढी स्कूल छोड्छन् । ९ ०,
 ग हिंसा र दुर्व्यवहारको कारणले गर्दा धेरै जसो किशोरहरू किशोरीहरू भन्दा बढी स्कूल छोड्छन् । ९ ०,
 न अरुलाई जिस्काउदाअपमानगर्दा, खिस्तीगर्दा खासै हानिगर्दैन यो रमाइलो वाआनन्दलिने जस्तो मात्रै हो । ९ ०।

सम्झ : २ विद्यालयमा हिंसा कसरी अन्त्य गर्न सकिन्छ , हिंसा रहितविद्यालय प्रवर्द्धन कसरी गर्न सकिन्छ ?

- ठ। तिम्रो अनुभवको आधारमा हिंसा अन्त्य गर्न के गर्नुपर्छ तलकामध्ये कुनै दुई विकल्पहरूमा ठिक चिन्हलगाउ :
- ब शिक्षक र विद्यार्थी दुबैको लागि कडा अनुशासनहनुपर्दछ साथै सजायको पनिव्यवस्थाहनु पर्दछ । ९ ०
 घा कडा अनुशासनभन्दाविद्यार्थीहरूको लागि रमाइलो गर्ने अवसर प्रदान गर्नुपर्दछ । ९ ०
 ऋ। शिक्षकले कक्षाकोठामा पढाईरहदाविद्यार्थीले कहिल्यै हल्ला गर्नुहुदैन । ९ ०

- म विद्यार्थीहरूले एक अर्कालाई नजिस्काउने नहेप्ने र शिक्षकलाई आदर गर्ने गर्नु पर्दछ । ९ ०
 भ हरेकविद्यालयले हिंसारहित शिक्षण वातावरण नीती बनाई कार्यान्वयन गर्नुपर्छ । ९ ०
 ण शिक्षक र विद्यार्थीले नै हिंसारहितआचार संहिताबनाई आफैले अनुशरण गर्नुपर्दछ । ९ ०

डा यदितिमीलाई आफूभन्दा ठूलो अरु कसैले हिंसा र दुर्व्यवहार गर्दछ भने तिमी के गर्दछौ, तलकामध्ये कुनै दुई विकल्पहरूमा ठिक चिन्हलगाउ : ।

- ब कडा अनुशासन म केहि पनिगर्दिन चुपलागेर बस्छु, कुनै प्रतिक्रियाजनाउदिन । ९ ०
 घा म उनको वाउसको असल साथि बन्ने प्रयास गर्छु । ९ ०
 ऋ म त्यस्तो व्यक्ति संग नजिक हुनबाट बचछु । ९ ०
 म मैले पनि समूह बनाउछु ताकित्यो समूहका सदस्यले मलाई अरुबाट संरक्षण गर्न सकून् । ९ ०
 भ म मेरो नजिकको साथिअथवाशिक्षकलाई भनिदिन्छु । ९ ०

डा हिंसा अन्त्यगनको लागिशिक्षकलाई दिइएको तलका सुभावमध्ये कुनै दुई विकल्पहरूमा ठिक चिन्हलगाउ

- ब सबै विद्यार्थीहरूको व्यवहार र क्रियाकलापहरूको ध्यानपूर्वक अनुगमन गर्ने । ९ ०
 घा नराम्रो व्यवहार भएकाविद्यार्थीहरूलाई नराम्रो कामगर्दा हुने असरहरू बारे राम्ररी बताइदिने । ९ ०
 ऋ कुनै विद्यार्थीले गम्भिर गल्लि र उसले अन्य साथि र शिक्षकप्रति खराब व्यवहार देखाएमाउसको अभिभावकलाई बोलाएर भन्ने ९ ०
 म विद्यार्थीहरूलाई उनीहरूको समस्या, उनीहरूको इच्छा राम्रोसंग भन्ने अवसर दिने, उत्प्रेरित गर्ने । ९ ०
 भ सबैलाई समानव्यवहार गर्ने, तर कसैले पनि मेरो शरीरमा नछुने जसले गर्दा मलाई असजिलो महशुस नहोस् । ९ ०

जण हिंसा अन्त्य गर्नको लागिअभिभावकलाई दिइएको तलका सुभावमध्ये कुनै दुई विकल्पहरूमा ठिक चिन्हलगाउ

- ब घरमा पढ्ने समय दिने जसले गर्दा उनीहरूले स्कूलको गृहकार्य सकाउनपाउन् । ९ ०
 घा स्कूलमाअनुपस्थितहुनु पनाको कारण शिक्षकलाई खबर गर्ने । ९ ०
 ऋ अभिभावकले समयमै डेस,किताब, कपि, पेन आफ्ना बालबालिकाहरूलाई उपलब्ध गराउने । ९ ०
 म पढाई लेखाईको उपलब्धबारे शिक्षकसंग सम्पर्कमा रहि सोध्ने । ९ ०
 भ आमामुवा घरमा भगडा नगर्ने, दुबैले राम्रो हेरचाह र माया गर्ने । ९ ०

जजा स्कूलमा र स्कूलदेखि घरसम्मको बाटोमा हुन सक्ने हिंसाबाट बच्नको लागिविद्यार्थी आफैले गर्नुपर्ने तलका सुभावमध्ये कुनै दुई विकल्पहरूमा ठिक चिन्हलगाउ

- ब आफू एकलै हुदालामो समयकुनै एक व्यक्तिसंग नबस्ने । ९ ०
 घा आफूभन्दा ठूलो कसैलेआफूलाई नराम्रो गरेमा कसैलाई नभन्ने । ९ ०
 ऋ म स्कूलजादा र घर फर्कदा साथिहरूसंगै हिड्छु, एकलै हिड्दिन । ९ ०
 म एकजनामात्रै एकलै ट्यूसन पढ्न जान्छु । ९ ०
 भ म धेरै राम्रा साथिहरु बनाउछु तर एकलै एकजनासंग मात्रै कुनै अर्को एक जना साथिसंग विनाकाम घुम्दिन । ९ ०
 टो मैले स्कूलमा कसैबाट असुरक्षितमहशुस गरे भने हेड सर वाआमामुवालाई पनि भन्छु । ९ ०

जदा शारीरिक तथाअन्य हिंसापिडित हुनबाट बच्नदिइएकाविभिन्नविकल्पहरू मध्ये कुनै दुई विकल्पहरूमा ठिक चिन्हलगाउ

- ब म खराब र रिसाहाविद्यार्थीहरूको संगतबाट टाढै रहन्छु । ९ ०
 घा म खराब र रिसाहाविद्यार्थीहरूलाई केहि सामान र पैसा दिएर खुशि बनाउछु जसले गर्दा म तिनीहरूबाट सुरक्षित रहन सक्छु । ९ ०
 ऋ खराब र रिसाहाविद्यार्थी देख्दा म तुरुन्तै लुकछु ताकितिनीहरूले मलाई देख्न नसकून् । ९ ०
 म खराब विद्यार्थीहरू खलिरहेको बेलामा म तिनीहरूसंग खल्ल जान्छु । ९ ०
 भ मलाई हेप्ने र जिस्काउनेलाई जांचको समयमाआफुले लेखेको कापि देखाएर खुशि पाछु । ९ ०
 ण म आफ्नो समूह बनाउछु समूहमै रहन्छु जसले गर्दा म आफैले आफूलाई खराब विद्यार्थीबाट सुरक्षित रहन सक्छु । ९ ०

डा एक अर्कामा हेप्ने र हिंसा गर्ने काम : अरुको शरीरमा जथाभावि छुने, घचेट्ने, पछाडिबाट कपालतान्ने जस्ता कामहरू रमाईलोको लागिहो, यो विद्यार्थी जीवनको क्षण हो यसले कसैलाई केहि हानी नोक्सानीगर्दैन ।

ब पूर्णसहमत ९ ०, घा सहमत बन्चभभ ९ ०, ऋ असहमत ९ ०, म पूर्णअसहमत ९ ०, ण थाहा छैन ९ ०

डा हिंसात्मकव्यवहार र हिंसा कार्य, दण्ड सजाय, यौनजन्य हिंसा जस्ता सबै कुराहरू घरबाट शुरु हुन्छ, यो विस्तारै छरछिमेक र समुदायमा फैलिन्छ जुन स्कूलमापनिव्यस्तै व्यवहार देखिन्छ जसले गर्दा हिंसाको महशुस धेरै विद्यार्थीहरूले स्कूलजीवनमालिएका हुन्छन् । त्यसैले घर र समुदायमा हिंसा अन्त्यभएमात्रविद्यालयमाहुने हिंसा अन्त्य हुन्छ ।

ब पूर्णसहमत ९ ०, घा सहमत ९ ०, ऋ असहमत ९ ०, म पूर्णअसहमत ९ ०, ण थाहा छैन ९ ०

तपाईंको सहभागिताको लागिधन्यवाद ।

Appendix 13 School Record Observation Check-list to Explore Causes,

Implication and Prevention of School Violence

1. Basic Information

School's name			
Principal's name			
Number of students	Total:	Boys:	Girls:
Level (1 to 12)	1 to 10 Grade: (G:) or 1 to 12 Grade: (G:)		
Number of students	G-Six: (G:), G-Seven: (G:), G-Eight: (G:), G-Nine: (G:), G-Ten: (G:) = Total: (G:)		
Number of teachers	Total:	Men:	Women:
Trained teachers	Total:	Men:	Women:
Subjects taught	G-Six:		
	G-Seven:		
	G-Eight:		
	G-Nine:		
	G-Ten:		
Class Teacher's name	G-Six:		G-Seven:
	G-Eight:		G-Nine:
	G-Ten:		
Which subject is in routine for 1st and last period teaching?	G-Six: First-		Last-
	G-Seven: First-		Last-
	G-Eight: First-		Last-
	G-Nine: First-		Last-
	G-Ten: First-		Last-
Class monitor's name	G-Six:		G-Seven:

	G-Eight:	G-Nine:
	G-Ten:	

2. Promotion, repetition and drop out (2072 to 2073 BS)

Different Grades	Enrolled Children	Promotion	Repetition	Dropout	Remarks
G – Six					
G – Seven					
G – Eight					
G – Nine					
G - Ten					
Total					

3. Main reasons of repetition: The reasons will be explored by analyzing the records of school.

Different Grades	Main reasons
G – Six	
G – Seven	
G – Eight	
G – Nine	
G - Ten	

4. Main reasons of Dropout: The reasons will be explored by analyzing the records of school.

Different Grades	Main reasons
G – Six	
G – Seven	
G – Eight	

G – Nine	
G - Ten	

5. Records to expel student?
 (Yes.....
 or (No) and to
 expel teacher?
 (Yes.....
 or (No)

6. Concluding note:

**Appendix 14. Classroom Observation Guidelines to Note Students - Teachers’
 Behavior and Practice During Teaching Hours**

1. Record of violence occurred (corporal punishment, bullying and sexual abuse) during observation of the sampled school.

Days	Corporal punishment	Bullying	Sexual abuse
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			

2. Observing the reasons of occurring violence in school during observation.

Day One	Corporal punishment	
	Bullying	

	Sexual abuse	
Day Two	Corporal punishment	
	Bullying	
	Sexual abuse	
Day Three	Corporal punishment	
	Bullying	
	Sexual abuse	
Day Four	Corporal punishment	
	Bullying	
	Sexual abuse	
Day Five	Corporal punishment	
	Bullying	
	Sexual abuse	
Day Six	Corporal punishment	
	Bullying	
	Sexual abuse	
Day Seven	Corporal punishment	
	Bullying	
	Sexual abuse	

3. Observe and make a note of immediate implication of violence imposed to the students during school observation:

Day One	Corporal punishment	
	Bullying	

	Sexual abuse	
Day Two	Corporal punishment	
	Bullying	
	Sexual abuse	
Day Three	Corporal punishment	
	Bullying	
	Sexual abuse	
Day Four	Corporal punishment	
	Bullying	
	Sexual abuse	
Day Five	Corporal punishment	
	Bullying	
	Sexual abuse	
Day Six	Corporal punishment	
	Bullying	
	Sexual abuse	
Day Seven	Corporal punishment	

	Bullying	
	Sexual abuse	

4. How does teacher or student manage to prevent violence for not repeating the same?

Day One	Corporal punishment	Observation note:
	Bullying	Observation note:
	Sexual abuse	Observation note:
Day Two	Corporal punishment	Observation note:
	Bullying	Observation note:
	Sexual abuse	Observation note:
Day Three	Corporal punishment	Observation note:
	Bullying	Observation note:
	Sexual abuse	Observation note:
Day Four	Corporal punishment	Observation note:
	Bullying	Observation note:
	Sexual abuse	Observation note:
Day Five	Corporal punishment	Observation note:
	Bullying	Observation note:
	Sexual abuse	Observation note:
Day	Corporal punishment	Observation note:

Six		
	Bullying	Observation note:
	Sexual abuse	Observation note:
Day Seven	Corporal punishment	Observation note:
	Bullying	Observation note:
	Sexual abuse	Observation note:

5. Concluding note:

Recorder's

name.....Date.....Signature.....

Appendix 15. Main Guiding Questions for Discussion

- a) How do students, parents and teachers construct knowledge in regards of school violence and how do they respond it?
- b) Why does violence exist or occur and continue in school?
- c) How can the school violence be stopped in school?

Appendix 16. Guideline of Focus Group Discussion with Girls Student

1. Selection criteria to form a group for discussion:
 - Homogeneous member e.g. 5 to 6 students who received good marks in the examination (Group one)
 - Homogeneous member e.g. 5 to 6 students who received poor marks in the final examination (Group two)
 - Homogeneous member e.g. 5 to 6 students who attend school irregularly (Group three)
2. Procedure of group discussion
 - First: Introduction session,
 - Second: Sharing the purpose of group discussion,
 - Third: Sharing of researcher past experiences of school life so that student could feel comfortable for discussion,
 - Fourth: Present / offer the open ended question and request to tell their views (individually, and also encourage other member to say something best on his

experiences), researcher will take note (use of field note) while participants responded.

- Fifth: Summarize the response through interactive discussion and find common answer with agreement of all members of the group.

3. Some possible questions for discussion

- How do you perceive about school violence: corporal punishment (CP), bullying and sexual abuse. And how does it happen in your school and behind the classroom?
- Why does school violence exist, for instance, impose of corporal punishment to student? And who does mainly receive punishment in your school?
- Do you have some experience of school violence such as fighting each other, physical threats and shouting against others? Please explain, why and how does it happened.
- Do you know about any incident of school violence such as sexual abuse to others mainly girls in your school or community? How and why does such incident happen?
- Why did somebody abuse you? Also explain the situation while you were abused.
- What are the main effect you have experienced after the incident of school violence in your school / classroom?
- What are the causes: some of you come school irregularly and why do few of them drop school?
- How could you stop the school violence – CP, Bullying and Sexual Abuse in your school?

4. Wrap up the discussion session

The discussion / interaction session will be concluded with sharing of summarized notes of the focus group discussion. At the end, the researcher will conclude the session by giving vote of thanks to all members participated in the focus group discussion.

Appendix 17. Guideline of Focus Group Discussion with Boys Student

1. Selection criteria to form a group for discussion:

- Homogeneous member e.g. 5 to 6 students who received good marks in the examination
(Group one)
- Homogeneous member e.g. 5 to 6 students who received poor marks in the final examination
(Group two)
- Homogeneous member e.g. 5 to 6 students who attend school irregularly (Group three)

2. Procedure of group discussion

- First: Introduction session,
- Second: Sharing the purpose of group discussion,
- Third: Sharing of researcher past experiences of school life so that student could feel comfortable for discussion,
- Fourth: Present / offer the open ended question and request to tell their views (individually, and also encourage other member to say something best on his experiences), researcher will take note (use of field note) while participants responded.
- Fifth: Summarize the response through interactive discussion and find common answer with agreement of all members of the group.

3. Some possible questions for discussion

- How do you perceive about school violence: corporal punishment (CP), bullying and sexual abuse. And how does it happen in your school and behind the classroom?
- Why does school violence exist, for instance, impose of corporal punishment to student? And who does mainly receive punishment in your school?
- Do you have some experience of school violence such as fighting each other, physical threats and shouting against others? Please explain, why and how does it happened.
- Do you know about any incident of school violence such as sexual abuse to others mainly girls in your school or community? How and why does such incident happen?
- What are the main effect you have experienced after the incident of school violence in your school / classroom?
- What are the causes: some of you come school irregularly and why do few of them drop school?
- How could you stop the school violence: CP, Bullying and Sexual Abuse in your school?

4. Wrap up the discussion session

The discussion / interaction session will be concluded with sharing of summarized notes of the focus group discussion. At the end, the researcher will conclude the session by giving vote of thanks to all members participated in the focus group discussion.

Appendix 18. Guideline of Focus Group Discussion with Parent /SMC members

1. Selection criteria to form a group for discussion

- Homogeneous member e.g. 5 to 6 women – parent of the school whose daughter are studying in the school (Group one)
- Homogeneous member e.g. 5 to 6 men – parent including SMC member whose children studying in the school (Group two)

2. Procedure of group discussion

- First: Introduction session,
- Second: Sharing the purpose of group discussion,
- Third: Opening the discussion with sharing of experiences of school life so that everybody feel comfortable for discussion,
- Fourth: Present / offer the open ended question and request to tell their views (individually, and also encourage other member to say something best on his experiences), researcher will take note (use of field note) while participants responded.
- Fifth: Summarize the response through interactive discussion and find common answer with agreement of all members of the group.

3. Some possible questions for discussion

- How do you perceive about school violence: corporal punishment (CP), bullying and sexual abuse. And how does it happen in your school and behind the classroom?
- Why does school violence exist, for instance, impose of corporal punishment to student? And who does mainly receive punishment in your school?
- Did you notice an incident of violence such as fighting each other, physical threats and shouting against others, especially in your school? Please explain, why and how does it happened.
- Do you know any incident of sexual abuse mainly girls in your school or community? How and why does such incident happen?
- Why did somebody abuse your child in school? Also explain the situation while your child, especially your daughter were abused.
- What are the main effect you have seen when your child become victim of school violence – either CP or bullying or sexual abuse?
- What are the causes: your child come school irregularly and also dropout from school?
- How could you stop the school violence – CP, Bullying and Sexual Abuse in your school?

4. Wrap up the discussion session

- The discussion / interaction session will be concluded with sharing of summarized notes of the focus group discussion. At the end, the researcher will conclude the session by giving vote of thanks to all members participated in the focus group discussion.

Appendix 17. Guideline of Focus Group Discussion with Teacher

1. Selection criteria to form a group for discussion:
 - Homogeneous member e.g. 5 to 6 teachers – class teacher (Group one)
 - Homogeneous member e.g. 5 to 6 teachers – women teacher (Group two)

2. Procedure of group discussion
 - First: Introduction session,
 - Second: Sharing the purpose of group discussion,
 - Third: Opening the discussion with sharing of experiences of school life so that everybody feel comfortable for discussion,
 - Fourth: Present / offer the open ended question and request to tell their views (individually, and also encourage other member to say something best on his experiences), researcher will take note (use of field note) while participants responded.
 - Fifth: Summarize the response through interactive discussion and find common answer with agreement of all members of the group.

3. Some possible questions for discussion
 - How do you perceive about school violence: corporal punishment (CP), bullying and sexual abuse. And how does it happen in school and behind the classroom?
 - Why does school violence exist such as impose of corporal punishment to student? And who mainly receive punishment in your school?
 - Did you notice an incident of violence such as fighting each other, physical threats and shouting against others, especially in your school? Please explain, why and how does it happened.
 - Do you know any incident of sexual abuse mainly girls in your school or community? How and why does it happen?
 - Why did somebody abuse child in school? Also explain the situation while your child, especially your daughter were abused.
 - What are the main effect you have seen when a student become victim of school violence – either CP or bullying or sexual abuse?
 - What are the causes that some students come school irregularly and also dropout from school?
 - How could you stop the school violence – CP, Bullying and Sexual Abuse in your school?

4. Wrap up the discussion session
 - The discussion / interaction session will be concluded with sharing of summarized notes of the focus group discussion. At the end, the researcher will conclude the session by giving vote of thanks to all members participated in the focus group discussion.

**Appendix 18. Research participants (*Tharu*) of Sharaswoti Secondary School,
ShankarpurKanchanpur**

One: Discussion / Immersion with the Boys Group member / students

Bimal Chaudhary	Ramesh Rana Tharu
Durga Dutta Joshi	Punya Chaudhary
BhojrajPaneru	Dharam Singh Rana
Deepak Panta	

Two: Discussion / immersion with the Girls Group members / students

Prabina Rana Tharu	Sangita Chaudhary
Phul Kumari Chaudhary	Shanti Negi
Mahima Chaudhary	Shanam Chaudhari
Jayanti Saud	Reshma Rana Tharu
Manisha Rana Tharu	Ram Dulari Rana Tharu
Anita Chaudhary	

Three: Discussion / immersion with the Teachers Group

1. Baliram Chaudhary
2. Tara Mani Neupane
3. Indra Singh Thapa
4. Krishna Prasad Gautam
5. Sancha Lal Chaudhary
6. Siddha Raj awasthi

Four: Discussion / immersion with the SMC members and parent

1. Prithbi Rana Tharu
2. Mani Ram Rana Tharu
3. Bhagbant Rana Tharu
4. Raju Rana Tharu
5. Shiva Lal Rana Tharu
6. Nish Rana Tharu

Five: Informal Talk with Class Monitors

1. PhulmatiBohora (class 6)
2. Mangali Chaudhary (class 7)
3. Durga Datta Joshi (class 8)
4. Dharma Raj Panta (class 9)
5. Bimal Chaudhary (class 10)

Six: In depth discussion with Head Teacher

1. Shiva Narayan Chaudhary

**Appendix 19. Research participants (*Magar*) of Dhara Secondary School,
Tangram, Baglung**

One: Discussion / Immersion with the Boys Group member / students

Narayan, class six	Sajal, class ten
Paban, class seven	Krishna, class eight
Nabin B. K., class seven	Prem, class ten
Rabin, class eight	Sudip class six
Bibek, class nine	Hira, class nine
Lalit, class ten	Tul Bdr, class nine
Suresh, class six	

Two: Discussion / Immersion with the Girls Group members / students

Alina, class six	Ranjita, class eight
Purnima, class six	Ashmi, class eight
Maya, class six	Usha, class nine
Usha, class seven	Anita, class nine
Susmita, class seven	Pranbina, class nine
Lalmati, class seven	Huma, class ten
Puja, class seven	

Three: Discussion / Immersion with the Teachers Group

Maya Devi Pun	Laxmi Thapa
Nara Bahdur Pachya	Bhanubhakta Neupane
Yam Kali Thapa	Kali Thapa
Padam Bahadur Pun	Lal Singh Magar
Shiva Rijal	Krishna Pun

Four: Discussion / Immersion with SMC Members and Parent

1. Harka Ram Thapa, SMC member
2. Thir Bahadur Thapa, SMC member
3. Bisnu kali Thapa, SMC member
4. Parsuram B.K. PTA member
5. Gori Thapa, Parent
6. Mana Rupi Thapa, PTA member
7. Dil Bahadur Pun, Parent

Five: Informal Talk / Discussion with the class monitor

1. Purnima Thapa, class six
2. Sushmita, class seven

3. Prabina, class eight
4. Lalit, class ten
5. Bibek, class nine

Six: In depth discussion with Head Teacher and SMC Chairperson

1. Mitra Datta Dhakal, Heat Teacher
2. Ambar Bahadur Thapa, Chairperson

Appendix 21. Research participants (*Muslim*) of JamiatulIslah Al – Islamia: Madrasa, Bhutaha, Sunsari

One: Discussion / Immersion with the Boys Group member / students

1. Mukesh, class seven
2. Anwar, class eight
3. Rafik, class nine
4. Raful, class ten
5. Abdul, class six
6. Ajam, class nine
7. Mohamad, class eleven
8. Rajak, class eight

Two: Discussion / immersion with the Girls Group members / students

1. Nashrin, class seven
2. Sajat, class eight
3. Farjana, class eight
4. T. Khatun, class nine
5. Isharat, class eight
6. Sabanam, class nine
7. Noojhat, class nine
8. Begam, class seven

Three: Discussion / Immersion with the Teachers (Man and Woman) Group

RoshaniPrabin, woman teacher	AbdalSatar, man teacher
Nikhat Banu, Women teacher	Basir, man teacher
Turunes Khatun, woman teacher	Idrish Miya, man teacher
Husna Ara, woman teacher	Atahar Ali, man teacher
Yasmin Bano, woman teacher	JophirAlam, man teacher
ApsanaNigar, woman teacher	Mariyajudin, head teacher
Jubeda Khatun, woman teacher	

Four: Discussion / Immersion with SMC Members and Parent

1. Nasir HusenAansari
2. Gulam Rasul
3. Mohamad Amid Ansari
4. Hafaj Ansari
5. Abdul Rahaman
6. Mohamad Yaisub


Five: Informal Talk / Discussion with the class monitor

1. Raful Ansari, local community development activist

Six: In depth discussion with Head Teacher and SMC Chairperson

1. Basir Ansari, retired first class teacher

22. Record of permission for PhD research field work



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Ref. No.: _____

June 27, 2016

The District Education Officer
Kanchanpur, Sunsari, and Baglung

Subject: PhD research field work

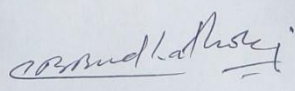
Dear Sir,

This is for your kind information that Prem Krishna Aryal is a PhD student at Faculty of Education (FoE), Tribhuvan University (TU), who has been enrolled in doctoral program in November 10, 2013. Since then he has been working on his PhD research work titled "School Violence: Causes, implication and management" under supervision and guidance of Prof. Bidya Nath Koirala. Mr. Aryal has developed detail research proposal that he already presented in Doctoral Research Committee of FoE on May 28, 2015. He has finalized the research proposal and research tools by incorporating suggestions and feedback provided by the members of the Research Committee, and he has been registered as a PhD candidate in education at FoE on January 30, 2016.

Mr. Aryal is planning to conduct field research in three to six schools located in Rana Tharu, Muslim and Magar community communities of Kanchanpur, Sunsari and Baglung respectively. While conducting the field research activities, Mr Aryal needs to visit sample schools, having several meeting, interaction and interview with teachers, parents and students including classroom teaching observation and formal/informal consultation with the concerned stakeholders using appropriate research tools. However, as a researcher, Mr. Aryal will not disturb regular teaching activities and do not harm any respondents of the school while conducting the research field work. He will obtain informed consent from the research participants before conducting data collection activities. The collected data will be treated confidentially and used only for writing thesis. Considering a bit sensitive research topic, Mr. Aryal will not disclose research subject theme as stated above while doing field research activities and pseudo names of research participants and sample schools will be used in the research report.

Mr. Aryal is diligent, perceptive and innovative research scholar. I am very hopeful that he will produce a very good thesis that helps school communities' stakeholders, policy makers and academicians for better understanding of school violence causes, implication and management.

Thus, I kindly request you to grant permission to Mr. Aryal for doing field work in the sampled schools of the district, and facilitate him in selecting sample schools and conducting field research. I appreciate your support and cooperation for the field research work of our PhD scholar.



Prof. Chitra Bahadur Budhathoki, PhD
Assistant Dean *Asst. Dean*

CC: Prem Krishna Aryal, PhD Fellow

24. Permission received from district authority (Baglung) to visit schools

नेपाल सरकार
शिक्षा मन्त्रालय
शिक्षा विभाग
जिल्ला शिक्षा कार्यालय
बागलुङ

पत्र संख्या:-०७३/७४
चलानी नं.-४५०

मिति:-२०७३/०५/२६

विषय:- आवश्यक सहयोग गरिदिनुहुन ।

श्री नारायणी मावि
तंग्राम

प्रस्तुत विषयमा त्रि.वि. बाट विद्याविरिधीको लागि अध्ययनका क्रममा आउनु भएका श्री प्रेमकृष्ण अर्यालज्यूलाई विद्यालय शैक्षिक अनुसंधानको लागि आवश्यक पर्ने विषयवस्तु तथा तथ्यांक उलपब्ध गराई सहयोग गरिदिनुहुन अनुरोध छ ।

२०७३/०५/२६
जि. जिल्ला शिक्षा अधिकारी

०६६-५२०१०५, फोन/फ्याक्स:०६६-५२११०२
Website: www.deobaglung.gov.np, E-mail: deobaglung@yahoo.com

नेपाल सरकार
शिक्षा मन्त्रालय
शिक्षा विभाग
जिल्ला शिक्षा कार्यालय
बागलुङ

पत्र संख्या:-०७३/७४
चलानी नं.-४५०

मिति:-२०७३/०५/२६

विषय:- आवश्यक सहयोग गरिदिनुहुन ।

श्री धारा मावि
तंग्राम



प्रस्तुत विषयमा त्रि.वि. बाट विद्याविरिधीको लागि अध्ययनका क्रममा आउनु भएका श्री प्रेमकृष्ण अर्यालज्यूलाई विद्यालय शैक्षिक अनुसंधानको लागि आवश्यक पर्ने विषयवस्तु तथा तथ्यांक उलपब्ध गराई सहयोग गरिदिनुहुन अनुरोध छ ।

श्री प्रेमकृष्ण अर्याल,
जि. जिल्ला शिक्षा अधिकारी

२०७३/०५/२६
जि. जिल्ला शिक्षा अधिकारी

०६६-५२०१०५, फोन/फ्याक्स:०६६-५२११०२
Website: www.deobaglung.gov.np, E-mail: deobaglung@yahoo.com

25. Permission received from district authority (Sunsari) to visit schools

  फोन नं. ०२४५६०६७९
०२४५६०९५२

जिल्ला शिक्षा कार्यालय, सुनसरी

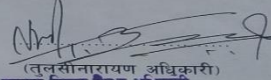
प.स. वि.व्य.०७३/७४
च.न- २९६



मिति : २०७३।५।५

विषय : आवश्यक सहयोग गरिदिने सम्बन्धमा ।

श्री जामीयातुल अली ईस्लामिक, रामनगर भुटाहा,
श्री वालकृष्ण मावि, रामनगर भुटाहा,
सुनसरी ।

प्रस्तुत विषयमा त्रिभुवन विश्वविद्यालय किर्तिपुर, काठमाडौंवाट श्री प्रेमकृष्ण अर्याल Phd Field Research On Teaching And Learning को लागि त्यस विद्यालयमा समेत आउनु हुने भएको हुँदा निजलाई आवश्यक सहयोग गरिदिन हुन अनुरोध छ ।


(तुलसीनारायण अधिकारी)
सहायक जिल्ला शिक्षा अधिकारी

  फोन नं. ०२४५६०६७९
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जिल्ला शिक्षा कार्यालय, सुनसरी


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