RESEARCH ARTICLE

PREVALENCE OF SCHOOL VIOLENCE IN GOVERNMENT AND PRIVATE SECONDARY SCHOOLS IN CHANDIGARH

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Manuscript Info	*Abstract*
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	Violence in schools is a pervasive problem and one that requires greater attention from educators, policy makers, and researchers. The present study aimed at finding the rate of prevalence of different types of violence such as student to student, teachers to the student, and student to teachers in government and private schools. For this data was collected from the students of government and private schools of Chandigarh. It was found that the rate of school violence was high in both government and private schools. The details of various forms of violence have been given in this paper. In the end, a few recommendations have been suggested to prevent it.

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Introduction:-

Violence is a sensitive issue that provokes anxiety. And because it arouses emotions and has negative images, it requires courage to face it squarely. It is a natural human reaction to avoid unpleasant and painful experiences, but the reality is that both in society and schools, violence is increasing at an alarming rate worldwide, with a devastating impact on all sectors of society. Therefore, it is time for us to confront the violence issue. Violence cannot be overcome by avoiding it, or simply condemning it as immoral: it can only be coped with by managing the problem. To admit to the existence of violence in schools, traditionally a place of learning and growth is particularly painful. As a consequence, violence often slips out of the official agenda of public debates on education.

Violence at school is costly not only in financial terms, but also in terms of the long-term damage it inflicts on the individual's healthy personality growth and development, the loss of his and her quality of life, its interference with the individual's learning of pro-social behaviors, and, above all, its impact on the vital task of developing human resources for national development. Some people believe that aggression is a natural and transitory phenomenon of child and adolescent development, which most children and youngsters must go through; moreover, that many acts of violence by children and adolescents are 'playful', and will eventually disappear as the young people grow older and wiser. Studies in several industrialized countries challenge this philosophy by pointing to the long-term effects and persistent nature of violence and bullying. According to these studies, aggressive attitudes and behavior learned early on tend to persist, and be maintained. Moreover, these studies generally show that violent children are an at-risk group that has a much higher probability than less violent children of growing up to become juvenile delinquents and adult criminals. This fact presents a serious social and political agenda for politicians, educators, and the community at large. Although there are few studies in developing countries, there is every reason to suppose

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that there too; there is a dangerous relationship between young-age aggressiveness and criminality at a later age. Thus, early prevention of violence both in the developing and the developed countries is strongly recommended.

Overall, it reveals that violence is occurring at a high rate in developing countries and its impact on schooling, learning and living is certainly serious, which refutes the commonly-held view that violence is primarily an issue for industrialized countries.

Definition of key terms
Child. Article 1 of the Convention on the Rights of the Child (CRC) defines a child as "a person below the age of 18."

Physical violence[1] against children includes all types of corporal punishments and all other forms of torture, cruel, inhumane, or degrading treatment or punishment as well as physical bullying and hazing by adults or by other children.

Corporal punishment[2] the term refers to any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. It mostly involves hitting ("smacking," "slapping," "spanking") children with the hand or with an implement – a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking, or throwing children, scratching, pinching, biting, pulling hair or boxing ears, caning, forcing children to stay in uncomfortable positions, burning, scalding, or forced ingestion.

Child sexual abuse[3] involves engaging in sexual activities with a child who has not reached the national legal age for sexual activities. Such activities involve coercion, force or threat, abuse of a position of trust, authority or influence over the child, including within the family; or abuse of a child's vulnerability, notably mental or physical disability or dependence.

Mental (psychological) violence[4] is often described as psychological maltreatment, mental abuse, verbal abuse, and emotional abuse or neglect. This can include all forms of persistent harmful interactions with a child; scaring, terrorizing and threatening; exploiting and corrupting; spurning and rejecting; isolating, ignoring and favoritism; denying emotional responsiveness; neglecting mental health, medical and educational needs; insults, name-calling, humiliation, belittling, ridiculing and hurting a child's feelings; exposure to domestic violence; placement in solitary confinement, isolation or humiliating or degrading conditions of detention; and psychological bullying and hazing by adults or other children, including via information and communication technologies (ICTs) such as mobile phones and the Internet (known as 'cyber-bullying').

Youth population
In-country like India where the young population is numerous, it is crucial to focus on and manage the issues of violence involving young people-future builders of a nation.

The number of young people under 15 in India constitutes 34.33% of the entire population.

The impact of violence on schooling
The Indian study revealed that 60% of pupils experienced a high-to- medium level of negative impact by violence on the teaching/learning process and their emotions. More than 40 % of the students in this study also reported that they had either repeated classes or dropped out of school due to violence.

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[1] Committee on the Rights of the Child, General Comment No. 13, The Right of the Child to Freedom from All Forms of Violence, paragraph 22, 2011.
[2] The Global Initiative to End Corporal Punishment of Children; The Committee on the Rights of the Child, The Convention on the Rights of the Child and its Treaty Body. Retrieved from:
http://www.endcorporalpunishment.org/pages/hrlaw/crc_session.html.
[3] Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, Article 18, adopted 2007, entered into force in 2010.
[4] Conclusions of the Regional Conference on Strengthening Child Protection Systems to Protect Children from Neglect, Abuse Exploitation, and Violence. UNICEF, Retrieved from
http://www.unicef.org/ceecis/DefiningViolence.pdf.

The American study reported the negative effects of violence on teaching time, disruption of classroom activities, weakening of school discipline and learning, and also the time and energy expended by the school personnel to consult with the police authorities.

The Latin American studies addressed a comprehensive list of negative impacts on schools, including innocent children joining gang groups, disrupted family relations for schoolchildren, increased corporal punishment by parents and teachers as a means of suppressing violence on the part of the children and adolescents, sexual abuse of children, and drug abuse.

Types of School Violence
School violence is made up of aggressive acts perpetrated by and for members of the educational community (teachers, students, students' relatives or teachers, cleaning staff, among others).

The violence of the teacher to the student
It refers to those violent acts carried out by the teachers towards the students using the authority that confers their position. This type of violence was very common throughout most of the 20th century when physical punishment was used when a student misbehaved or did not do what was established by the teacher.

The violence of the student to the teacher
This type of violence constitutes acts of physical, psychological, and verbal violence, for example: making fun of teachers' clothes, insulting and cursing them during and outside the class, death threats, among others.

Exclusion
This type of violence occurs when a group of students decides to "put aside" a student. They act as if this person did not exist, causing them to be isolated. Exclusion is a type of psychological violence and can become one of the most common causes of suicide.

Intimidation
Bullying is the act of infusing fear with threats and using it to make victims do what the victimizer wants.

Sexual Violence
This type of violence happens when there is the presence of inappropriate sexual behaviors within the educational community. Sexual violence is all sexual innuendo, showing the genitals and physical contact without consent (friction of the skin with the hand or some other part of the body and even force the sexual act).

Coercion
This type of violence refers to violence against someone to force them to do something that they do not want. Coercion, like intimidation, uses threats to achieve what you want. However, it also uses physical violence.

Bullying (bullying or harassment)
He bullying or bullying is an act of repeated violence. It refers to all kinds of abuse (mockery, physical abuse, among others) made to a student, teacher, or other members of the educational community.

Vandalism
School vandalism refers to those acts of destruction against the facilities and assets of educational institutions. Therefore, it is considered an act of disrespect.

Violence among teachers
This type of violence is not very common in the educational community. It refers to all the mockery and abuse done by one teacher to another. Violence among teachers also includes harassment, sexual violence, coercion, intimidation, among others.

The violence of parents and teacher's representatives
It consists of all those threats and physical damages done by parents and teachers representatives

Review of related literature

Anderson, C.A., and Bushman, B.J. (2002) conducted a study on the effects of media violence on society with their analytic review of close to 300 studies; they show how longitudinal, cross-sectional, field and experimental studies each contribute to an understanding of how exposure to violent media increases violent behavior. Findings showed that among those who watched less than an hour of TV a day, 5.7 percent had committed a violent act that resulted in serious injury. Among those who watched one to three hours per day, 18.4 percent had been violent. Of those who watched more than three hours a day, the rate of aggression was 25.3 percent and they found that that there is a causal connection between exposure to violence in the media and subsequent violent behavior.

Melissa (2006) conducted a study on the impacts of hostility and withdrawal in inter-parental conflict on parental emotional unavailability and children's difficulties in adjusting. The sample included 210 mothers, fathers, and their 6-year-old children. Assessments of inter-parental violence were derived from maternal surveys and interviews, whereas maternal emotional unavailability was assessed through maternal reports and observer ratings of care-giving. The study revealed that inter-parental conflict had a detrimental impact on all areas of children's adjustment. The association between inter-parental conflict and children's psychological symptoms and scholastic problems has been consistently documented in the literature.

A survey conducted by the African Medical and Research Foundation (AMREF 1993)[5] studied 10,000 adolescent females regarding health and sexuality. While a majority at 66% had not had sexual liaisons, the mean age for those who had that experience was 14.8 years, which is the age of either the last class in the primary or first year of secondary school education. 6% of these (204 of the 10,000 girls surveyed) had their liaisons below the age of ten and given their age, the possibility of coercion, use of force, and abuse could not be ruled out. Almost a quarter (23.8%) of the girls reported having been forced into sexual liaisons while a further 18% reported being tricked. The surveys report however neither gave further information on this sub-sample nor operationalized the terms forced and tricked. The findings of the survey were however confirmation of the gap left by an earlier study conducted by Population Studies and Research Institute (1991) on adolescent sexuality. In its findings out of a sample of 454, 33 respondents (7.3%) reported having had first sexual liaison at less than 10 years of age while 69 respondents (15.2%) were aged between 11 and 14 years. As with the AMREF (1993)[6] report, these were school-going age girls and there are possibilities that these liaisons were coerced, a dimension not pursued by the two studies. It would therefore be interesting to determine the circumstances in which (school) girls at a young age get into sexual liaisons, in what proportion of cases when it is forced or coerced, the perpetrators, and how all these affected the schooling pattern of the victims.

UNICEF – KCO (2002)[7] commissioned a study that was conducted in Garissa and Nairobi districts entitled-Gender, Sexuality, and HIV/AIDS in Education: A Kenyan study. The former district represented the rural while the latter represented the urban. The study aimed at finding out how gender stereotypes and prejudices affected the schooling processes of both boys and girls. In some of the findings, the study reported that in Garissa, although there were no reported cases of sexual harassment in schools, rape cases were reported within the community and households.

However, girls in Nairobi pointed out that fathers and male relatives took advantage and sexually harassed them. According to the girls, both male and female teachers labeled them while boys subjected them to indecent behaviors that traumatized and affected them psychologically. The study concluded that these forms of harassment were major factors that generated apathy in girls 'education. It also found out from the girl's responses that sexual harassment by both teachers and boys within the school confinement interfered with their learning process and were detrimental to their educational wellbeing.

Nambakwe (2010)[8] carried out a study that focused on sexual violence faced by girls in Kenya at the Secondary School Level. The study was based on the premises that it is at the secondary school level that girls are at their

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[5] AMREF *Female Adolescent Health and Sexuality* – Kenyan Secondary Schools, a Research Report. Nairobi: AMREF.1993

[6] Population Studies and Research Institute. *Sexual Practice and the Risk of the Spread of AIDS and STDS in Kenya*. Nairobi. The University of Nairobi. Population Studies and Research Institute.1991.Print

[7] Gender, Sexuality, and HIV/AIDS in Education. A Study Report, UNICEF, Nairobi. 2002. Print. Pp125-127.Print

[8] T. Nambakwe *Responses to Sexual Violence against Girls in Secondary Schools in Kenya*. Hague. International Institute of Social Studies. M.A. Dissertation. 2010

puberty and most prone to sexual abuse and exploitation mainly at the hands of some male teachers who are at a position of authority, the research was mainly based on secondary data and interviews from the government and non-governmental organizations.

The school girls were never interviewed either directly or indirectly for first-hand information from the intended beneficiaries thus the researcher's information was limited. It examined some of the factors that enhanced sexual violence against girls and the strategies and programs put in place to eradicate the vice by teachers in secondary schools.

The researcher's main question during the study was how pragmatic the policies and programs were in combating sexual violence faced by girls in Kenyan Secondary Schools.

The findings showed that there was a general awareness of sexual violence in schools.

Objectives:-
Recent events in and around schools revealed that they are in the midst of an epidemic of violence. Neither students nor teachers are free of the threat, and while the degree may vary, violence takes place at all levels of learning. As a result, no school seems immune.

The objectives of this study, therefore, are to:
1. To study the general prevalence of different forms of violence against secondary school children.
2. To compare the prevalence of violence against secondary school children studying in government and private schools.
3. To evolve some preventive strategies for violence against school children.

Research Methodology:-
In the present study, a descriptive survey method of representation was employed. An online questionnaire was used in this study.

The population of the Study
A population is the entire set of relevant units of analysis in which we are interested in the purpose of the study. Since this study involves secondary school students in Chandigarh, the population of the study is defined as all secondary school students in Chandigarh.

Sample
The sample of our study comprises 100 students drawn from two secondary schools in Chandigarh.

Findings
In the tables below responses of the students are presented. The distribution of our respondents between the two secondary schools is presented below.

Table 1:- Percentage of frequent victims of student to student violence in government and private schools.

Sr. No	Student to Student Violence	Strongly Agree		Agree		Sometimes		Disagree		Strongly Disagree	
		Govt	Pvt	Govt	Pvt	Govt	Pvt	Govt	Pvt	Govt	Pvt
1	Yelling	15(30.4%)	10(20.2%)	13(26.6%)	12(24.2%)	10(20%)	16(32.2%)	11(23%)	7(13.2%)	0(0%)	5(10.2%)

2	Teasing	21(41.2%)	15(30.2%)	19(37.2%)	14(28.2%)	8(15.7%)	10(20.7%)	3(5.9%)	6(11.9%)	0(0%)	4(9%)
3	Pushing	14(28.3%)	20(39.2%)	24(47.2%)	19(37.3%)	7(15.1%)	8(15.7%)	4(7.5%)	2(5.4%)	1(1.9%)	1(2.4%)
4	Making fun of others	23(46.3%)	16(31.2%)	15(29.6%)	10(20.5%)	8(16.7%)	18(37%)	1(1.8%)	4(7.4%)	3(5.6%)	2(3.9%)
5	Slapping	15(29.6%)	19(39.1%)	20(40.7%)	18(37%)	8(16.7%)	8(15.5%)	5(11.1%)	3(5.6%)	1(1.9%)	1(2.8%)
6	Abusing	17(33.3%)	3(5.6%)	18(35.2%)	1(1.9%)	5(11.1%)	8(16.7%)	9(18.5%)	23(46.3%)	1(1.9%)	15(29.5%)
7	Hitting	10(20.4%)	10(20.8%)	21(42.6%)	18(36.4%)	7(14.8%)	9(17.5%)	9(18.5%)	8(15.4%)	2(3.7%)	5(9.9%)

The above Table 1 shows the responses of 100 students to study violence on students in government and private secondary schools; the response pattern to which maximum students (57%) agreed, (20%) students go with sometimes, (23%) student disagreed on yelling in government school whereas in private school (44.4%) student agreed, (32.2%) student go with sometimes, and (23.4%) students strongly disagreed.

In government school (78.4%) students were agreed, (15.7%) students go with sometimes, (5.9%) students were disagreed in government school whereas in private school (58.4%) students were agreed, (20.7%) students were go with sometimes, (20.9%) students were disagreed on teasing.

Pushing the student (75.5%) students were agreed, (15.1%) students go with sometimes, (7.5%) students were disagreed and (1.9%) in government school whereas in private school 76.5%) students were agreed, (15.7%) students go with sometimes, (7.8%) students were disagreed.

On making fun of other students in a government school (75.9%) students were agreed, (16.7%) students go with sometimes, (7.4%) students were disagreed and in private school (51.7%) students were agreed, (37%) students go with sometimes, (11.3%) students were disagreed.

In government school on slapping the other student (70.3%) students were agreed, (16.7%) students go with sometimes, (13%) students were disagreed whereas in private school (76%) students were agreed, (15.5%) student go with sometimes, (8.4%) students were disagreed.

Abusing the other student in a government school (68.5%) students were agreed, (11.1%) students go with sometimes, (20.4%) students were disagreed and on the other hand in private school (7.5%) students were agreed, (16.7%) student go with sometimes, (75.8%) students were disagreed.

In government school on hitting the other student (63%) students were agreed, (14.8%) students go with sometimes, (22.2%) students were disagreed and in private school, (57.2%) students were agreed, (17.5%) student go with sometimes, (25.3%) students were disagreed.

The findings are coherent with previous researches as Smokowski et al (2013) also cited that the prevalence rates of teasing in rural, urban, and suburban areas are equal.

McCaskill (2013) also did not find any difference and reported that approximately 50% of students in both private and government schools were being teased and bullied once or more during the current school term.

Figure 1: Student to Student violence in Government and Private secondary schools
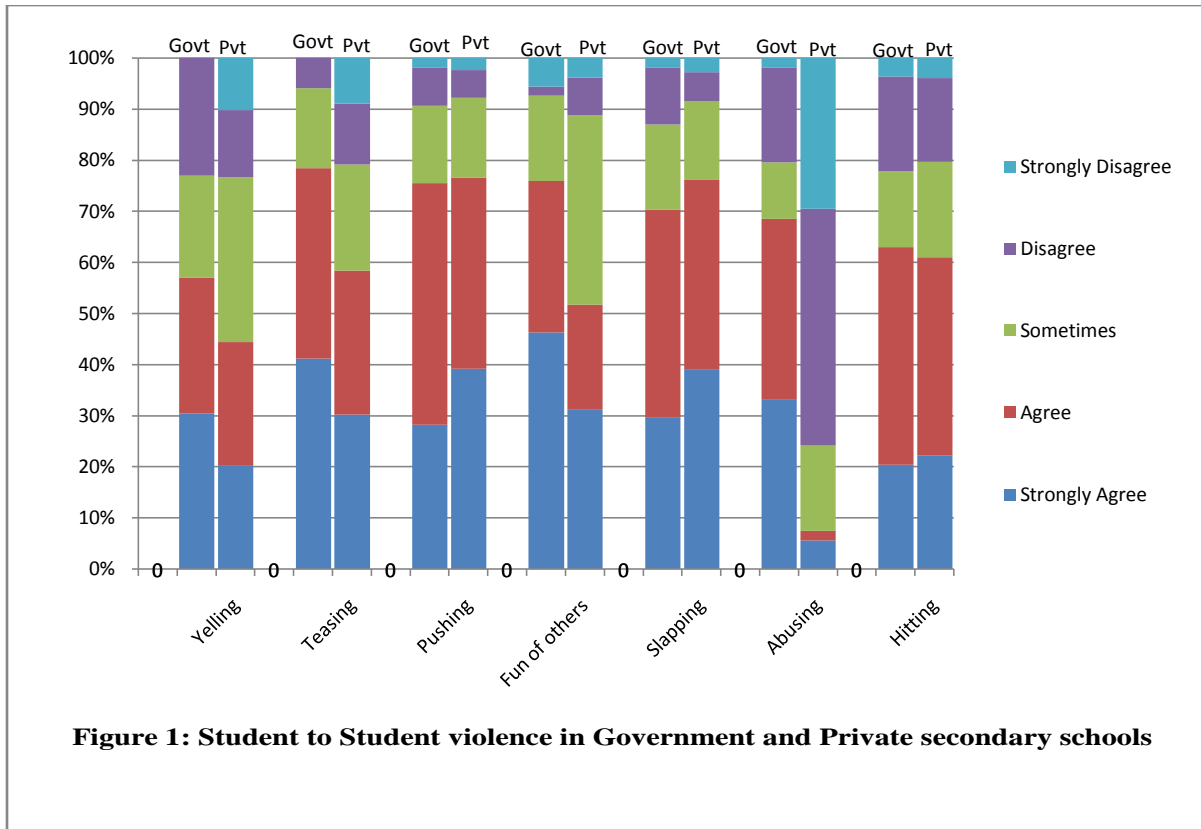
Figure 1: reveals that the peer victimization was very high in both schools. In this table it concludes that though victims of teasing, making fun of others, and abusing was more in government schools (41.2%, 46.3%, 42.6%) than private (34.2, 35.2, 5.6%).

Whereas victims of pushing and slapping was more in private schools (39.2%, 39%) than government (28.3%, 29.6%) but the rate of other forms of psychological violence by peers was found to be almost same in the government and private schools

Table 2:- Percentage of frequent victims of Student to Teacher violence in government and private schools.

S r. N o	Student to Teacher Violence	Strongly Agree		Agree		Sometimes		Disagree		Strongly Disagree	
		Govt	**Pvt**	**Govt**	**Pvt**	**Govt**	**Pvt**	**Govt**	**Pvt**	**Gov t**	**Pvt**
1	Insulting Remarks to the teacher	7(14.5%)	8(16.7%)	19(38.2%)	3(5.6%)	13(25.5%)	1(1.8%)	11(21.8%)	15(29.6%)	0(0%)	23(46.3%)
2	Bullying	17(33.3%)	0(0%)	18(35.2%)	10(20%)	5(11.1%)	12(23.1%)	9(18.5%)	13(26.3%)	1(1.9%)	15(30.6%)
3	Pushed the teacher	20(39.2%)	5(10.9%)	19(37.3%)	7(13.9%)	8(15.7%)	10(20%)	3(5.6%)	17(34.4%)	1(2.2%)	10(20.8%)
4	Shout at the	18(35.	13(26.1	21(42.	20(40.2	5(11.1	10(20.1	4(7.4	4(7.7%)	2(3.	3(5.9%

	teacher	2%)	%)	6%)	%)	%)	%)	%)		7%)	)
5	Threatened the teacher	23(46.7%)	0(1%)	15(29.5%)	3(5.8%)	8(16.7%)	19(37.6%)	1(1.5%)	7(14.3%)	3(5.6%)	21(41.3%)
6	Hitting the teacher with chalk	15(29.6%)	6(8.9%)	20(40.7%)	8(16.1%)	8(16.7%)	2(3.6%)	5(11.1%)	21(42.8%)	1(1.9%)	14(28.6%)

Table 2 represents the responses of students for violence against teachers. A majority of students reported they involved in violence against teachers, in government and private secondary schools;

The response pattern to which maximum students (52.7%) agreed, (25.5%) students go with sometimes, (21.8%) student disagreed on insulting remarks to the teachers by the students in government school whereas in private school (22.3%) student agreed, (1.8%) student go with sometimes, and (75.9%) students strongly disagreed.

In government school (68.5%) students were agreed, (11.1%) students go with sometimes, (20.4%) students were disagreed in government school whereas in private school (58.4%) students were agreed, (23.1%) students were go with sometimes, (56.9%) students were disagreed on bullying.

Pushing the teacher (75.5%) students were agreed, (15.7%) students go with sometimes, (7.8%) students were disagreed in government school whereas in private school (76.5%) students were agreed, (20%) students go with sometimes, (55.2%) students were disagreed.

On shouting at the teacher in a government school (77.8%) students were agreed, (11.1%) students go with sometimes, (11.1%) students were disagreed and in private school (66.3%) students were agreed, (20.1%) students go with sometimes, (13.6%) students were disagreed.

In government school on threatened the teacher (76.2%) students were agreed, (16.7%) students go with sometimes, (7.1%) students were disagreed whereas in private school (6.8%) students were agreed, (37.6%) student go with sometimes, (55.6%) students were disagreed.

In government school on hitting the teacher with chalk (70.3%) students were agreed, (16.7%) students go with sometimes, (13%) students were disagreed and in private school, (25%) students were agreed, (3.6%) student go with sometimes, (71.4%) students were disagreed.

Consistent with previous studies on violence against teachers by the students (Dinkes et al., 2006; Khoury-Kassabri, Astor & Benbenishty, in press;

Lyon & Douglas, 1999), Taiwanese male students are more likely than females to perpetrate violence against teachers.

Figure 2: Student to Teacher violence in Government and Private secondary schools
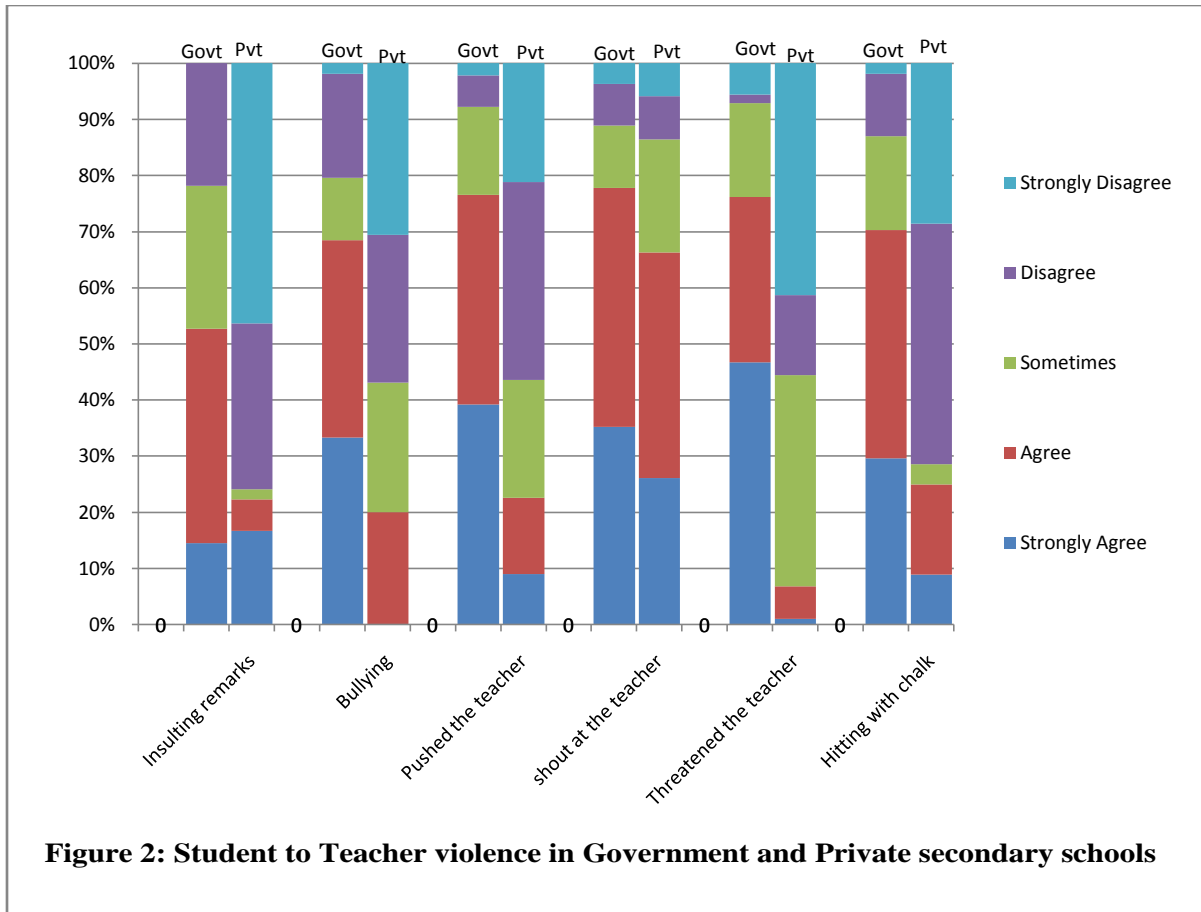
Figure 2: reveals that more students in government schools than in private schools had observed the incidents of student to teacher violence where students hit the teachers, bullying the teachers, tried to defame the teachers by hitting the teachers with chalk in government school whereas in private schools the incidents such as shouting at the teachers, pushing the teachers and insulting remarks were reported more than the students in government schools. Though the percentage of different types of the student to teacher violence varies among government and private school the fact is in both types of schools the student to teacher violence take place.

Table 3:- Percentage of frequent victims of teachers to student violence (punishments) In government and private schools.

S r. N o	Student to Student Violence	Strongly Agree		Agree		Sometimes		Disagree		Strongly Disagree	
		Govt	**Pvt**	**Govt**	**Pvt**	**Govt**	**Pvt**	**Govt**	**Pvt**	**Govt**	**Pvt**
1	Threatened the student	20(39.6%)	0(0%)	21(41.5%)	3(5.9%)	5(9.4%)	8(15.7%)	1(1.9%)	18(36%)	4(7.6%)	21(42.4%)
2	Insulting remarks	15(29.8%)	1(1.9%)	21(42.1%)	4(7.5%)	7(14%)	7(15%)	6(12.3%)	24(47.2%)	1(1.8%)	14(28.3%)
3	Scolding	15(30.	5(8.9%	24(48.	13(25.	8(16.1	20(40.	3(5.4%	9(19%)	1(1.8	2(3.7%

		4%)	)	2%)	6%)	%)	9%)	)		%)	)
4	Punishment during the class	21(41.1%)	10(20.8%)	19(38.2%)	18(36.4%)	5(10%)	9(17.5%)	3(7.1%)	8(15.4%)	2(3.6%)	5(9.9%)
5	Discrimination	2(3.6%)	0(0%)	8(16.1%)	3(5.8%)	21(42.9%)	7(14.8%)	14(28.7%)	19(37.7%)	5(8.9%)	21(41.5%)
6	Slapped the student	19(37.8%)	1(1.9%)	22(44.6%)	5(11.1%)	7(14.3%)	8(16.5%)	2(3.6%)	17(33.3%)	2(3.6%)	17(35.2%)
7	Harassment	23(46.4%)	10(20.4%)	12(23.3%)	7(14.8%)	10(19.6%)	20(40.8%)	5(8.9%)	10(20.5%)	1(1.8%)	2(3.7%)

The above Table 3 shows the responses of 100 students to study violence on students in government and private secondary schools; the response pattern to which maximum students (81.1%) agreed, (9.4%) students go with sometimes, (9.5%) student disagreed on threatened the student by teacher in government school whereas in private school (5.9%) student agreed, (15.7%) student go with sometimes, and (78.4%) students strongly disagreed.

In government school (71.9%) students were agreed, (14%) students go with sometimes, (14.1%) students were disagreed in government school whereas in private school (9.4%) students were agreed, (15%) students were go with sometimes, (75.5%) students were disagreed on insulting remarks by the teacher.

Scolding by the teacher to the student (78.6%) students were agreed, (16.1%) students go with sometimes, (7.2%) students were disagreed in government school whereas in private school (34.5%) students were agreed, (40.9%) students go with sometimes, (22.7%) students were disagreed.

On punishment during the class in a government school (79.3%) students were agreed, (17.5%) students go with sometimes, (10%) students were disagreed and in private school (57.2%) students were agreed, (717.5%) students go with sometimes, (25.3%) students were disagreed.

In government school on discrimination (19.7%) students were agreed, (42.9%) students go with sometimes, (27.6%) students were disagreed whereas in private school (5.8%) students were agreed, (14.8%) student go with sometimes, (45.2%) students were disagreed.

Slapped the student, in a government school (82.4%) students were agreed, (14.3%) students go with sometimes, (7.2%) students were disagreed and on the other hand in private school (13%) students were agreed, (16.5%) student go with sometimes, (68.5%) students were disagreed.

On harassment by the teacher (63%) students were agreed, (14.8%) students go with sometimes, (22.2%) students were disagreed in government school whereas in private school, (57.2%) students were agreed, (17.5%) student go with sometimes, (25.3%) students were disagreed.

The finding of this table shows some coherence with the research findings in other states of India. In a report on Corporal punishment of children in India (2015) it is mentioned in different parts of country around 40% to 99.9% school children were punished in schools.

Pednekar (2017) cited that in Maharashtra, there were 60% students in rural areas who were slapped, forced to stand outside their homes, locked or had their ears pulled as punishment and 40% urban children faced these punishments. Nickerson and Spears, (2007) believed that the school personnel in rural areas and those having a greater percentage of poor students were more likely to use physical punishment.

Figure 3: Teachers to Student violence in Government and Private secondary schools
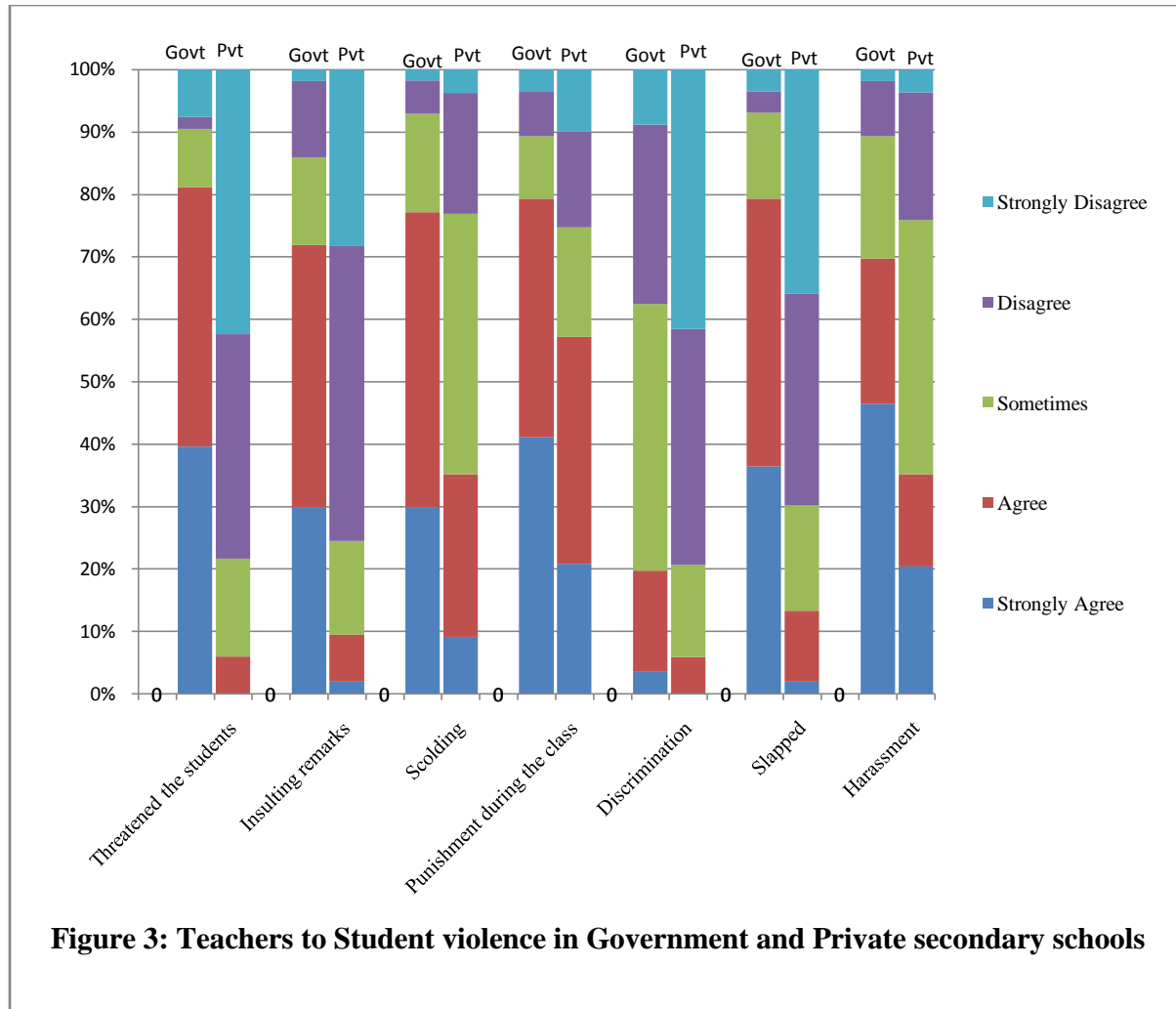
From this Figure 3, it is clear that teacher's violence towards students in the form of corporal punishment or humiliation or any other form is quite prevalent in both government and private schools. It implies that locale of the schools did not matter in case of teacher's violence towards students. Though the number of students did not vary, there could be differences in the forms of punishment being used by teachers in government and private schools.

Recommendations:-
The various methods should be used to prevent violence in Schools.

Violence preventative measures can reduce violence and troubling behaviors in school those who choose to use a preventative strategy believe that through education and awareness, one has the necessary knowledge to stop an act before it is fully carried out. Some of the most promising prevention and early intervention strategies involve the entire educational community - administrators, teachers, families, students, support staff, and community members - working together to form positive relationships within the school. The qualitative data gathered from the Teachers and Pupils found that the schools had put in place some measures to address school violence. Interventions include Counseling and Guidance, Clubs and societies, Peer counselors, Motivational speeches, etc.

Counseling and Guidance
Most schools were reported to be offering counseling to students through the guidance and counseling department. However, in various schools, the teachers only offer general counseling and not specific to the prevention and management of violent extremism.

Clubs and societies & Peer counselors
Some schools reported an approach to working with peer counselors. This entails identifying and training some students on good role modeling. The students are then challenged to influence other students positively.

Motivational speeches
Schools must invite role models and motivational speakers to address the students and hopefully influence them positively and this is done at least once or twice in a year either during careers day or any other ordinary day.

Violence Prevention Program Facilitators
The data showed that counselors and teachers were the most frequently identified as effective facilitators of a violence prevention program. The answers schools and grade levels, suggesting that school officials may have different opinions on the strengths and weaknesses of various professionals. The school officials must be well-informed regarding their school's violence prevention program. Most pupils have experience with teachers and administrators. Due to this experience, most pupils have an understanding of the role they play within the school in preventing violence. The number of school resource/public safety officers and occupational therapists (OT) such as the security guards within the school is significantly smaller than that of teachers and administrators put together. The number of professionals in such roles is less, less the opportunities for interaction with pupils, on the issues to do with school violence. These professionals are also not always represented in staff meetings because they typically work in schools but for a specific purpose and therefore their schedules do not allow them to attend all staff meetings. Staff meetings allow school official's time to discuss what is going on in the school and if these professionals are not present at the staff meeting, the other school officials may not be aware of what they are doing.

Conclusion:-
It is evident from the findings that irrespective of the school (government/private), the rate of violence came to be high. Therefore, as a whole, it may be said that school violence is a recurring problem that has yet to be solved. The results of this study suggested that the problem of school violence should be addressed in some ways. First, the short-term solution of providing enough security within and around the school premises to stop any conflict before it emerges into a serious violent act. Trained security personnel may work to accomplish this task, and teachers could also be trained to handle such incidences. In addition to increased security, immediate solutions could also appear in the form of other programs to reduce school violence, including school uniform policies. However, the problem with these programs is that they are aimed at reversing an already existing violence problem among the youth. The second way to address this problem is to target the root causes of violent behavior, with include monitoring student behavior including social media, television, and videogame use with the help of the parents. This measure also includes rewarding and reinforcing positive behavior to provide various programs that may interest the students. The prevention of violence in schools must be a collaborative effort. It is not the sole responsibility of anyone to keep the behavior and activities of the children in check. Rather, it is a joint responsibility of the parents, teachers, school administrators, and the community, and even the students as well. To minimize the violent tendencies of the youth today, as influenced by outside factors, the combined efforts of the aforementioned parties are needed to shape a less violent generation of students. The findings indicate that learners who are not exposed to violence can still be violent if there is no awareness. Ineffective disciplinary techniques that rely on security measures need to be replaced with more effective strategies, such as clearly defined rules and consequences

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