INTRODUCTION
Education is a crucial ingredient in the success of the kids. There’s a direct relationship between the education that the youngsters receive and their future fulfillment in their chosen career. More than that, education is a powerful tool which prepares children to become wise leaders. Learning from mistakes is one of the largest indicators of someone who will go on to be a high achiever. Kids who are well educated will often go on to become independent thinkers and trailblazers. A positive experience with education as a kid can go a long way towards cultivating a love of learning that may last a lifetime.

In recent times, the age-old debate of corporal punishment in schools in India has resurfaced and there have been a spate of suicides and suicide threats among students. Many students are turning to drastic steps, as schools are continuing to give out harsh punishments and in some cases even brutal punishments. India’s education system and its evaluation processes have also come under the scanner for a spike in student suicides which occur mostly because they fail to cope with the burden of expectations from their family and teachers.

Implementing prohibition of corporal punishment in schools is not only about promoting positive, non-violent discipline, although that is an important part of it. To be effective, implementation requires a comprehensive range of measures aimed at preventing the use of corporal punishment, equipping teachers with the necessary positive, non-violent disciplinary techniques and responding appropriately when the prohibition is breached.

METHODS
Non-equivalent control group design was used. Non-probability convenient sampling was used. Structured knowledge questionnaire and 5-point scale was used to collect the data and data analysis was done using descriptive and inferential statistics in terms of frequencies percentage, mean, mean percentage, standard deviation, paired t-test, independent t-test and chi-square test. Duration of data collection was 1 month and of the study was 1 year.

RESULTS:
The calculated t-value of the experimental group is 7.621 which is found to be statistically significant when compared with the table value df (29)-2.05. (p0.05) level of significance. The results of the major findings indicated that majority of the school teachers had inadequate knowledge and varying attitudes regarding corporal punishment. Planned teaching programme was found to be very effective in bringing out adequate knowledge and positive attitude towards corporal punishment. Chi-square test revealed that there was no significant association between the knowledge and selected socio-demographic variables at 0.05 level of significance. The calculated chi square values were less than the table values at P 0.05, and hence the null hypothesis is accepted.

Interpretation: The investigator found that the study was useful and planned teaching programme was effective in improving the knowledge as well as the quality of attitude of the teachers regarding corporal punishment.

ABSTRACT
Background: Education is a crucial ingredient in the success of the kids. There’s a direct relationship between the education that the youngsters receive and their future fulfillment in their chosen career. A positive experience with education as a kid can go a long way towards cultivating a love of learning that may last a lifetime.

Methodology: Non-equivalent control group design was used. Non-probability convenient sampling was used. Structured knowledge questionnaire and 5-point scale was used to collect the data and data analysis was done using descriptive and inferential statistics in terms of frequencies percentage, mean, mean percentage, standard deviation, paired t-test, independent t-test and chi-square test. Duration of data collection was 1 month and of the study was 1 year.

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DISCUSSION:
Pre-test conducted in experimental group (St. Anthony Claret School) had 76.7% of subjects with inadequate level of knowledge and 23.3% of subjects had moderate level of knowledge, Considering the pre-test control group (Christ School) had 76.7% of the subjects with inadequate level of knowledge, 23.3% with moderate knowledge. This study is supported by a study conducted in at Florida International University, USA on Teachers’ attitudes towards and knowledge of child maltreatment by Kenny MC. The purpose of this study was to determine teachers’ self-reported knowledge of the signs and symptoms of child maltreatment, reporting procedures, legal issues surrounding child abuse and their attitudes toward corporal punishment. In general, teachers reported a lack of awareness of the signs of child abuse and reporting procedures, which may affect their ability to report cases of suspected abuse. Planned teaching programme was conducted regarding impact of corporal punishment on children and was found to be effective there was marked improvement in the post-test scores. The mean post-test knowledge is significantly higher than the mean pre-test knowledge scores; t-value is 10.031 which is significant at P < 0.05., considering the quality of attitude the mean of the pre-test of subjects in the experimental group is 77.57 and standard deviation is 8.182. The calculated t-value of the experimental group is 7.621 which is found to be statistically significant.

This is supported by a study done to assess the effectiveness of a corporal Punishment in-service education programme Presented to public school teachers by Thomas C. Schmidt. The purpose of this study was to test and assess the effectiveness of the corporal punishment in-service presentation The subjects were forty-eight school teachers had inadequate knowledge and varying attitudes regarding corporal punishment. Planned teaching programme was found to be very effective in bringing out adequate knowledge and positive attitude towards impact of corporal punishment on children. Hence the structured teaching programme was instructionally effective

REFERENCES