UNIT 2 SEXUAL HARASSMENT AND VIOLENCE

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2.0 OBJECTIVES

After going through this unit, you will be able to:

- explain the types of sexual harassment;
- appreciate the magnitude of problems;
- identify the alarm signs of sexual harassment;
- explain the consequence of sexual harassment;
- identify role of teachers and parents in preventing sexual harassment;
- describe the type and causes of violence;
- define the term juvenile delinquency & laws dealing with it; and
- role of teachers in preventing violence among adolescents.
2.1 **INTRODUCTION**

In this unit we will talking about sexual harassment and evidence. You know that sexual harassment, eve teasing, rape and violence among children and adolescents has become one of the major concerns of the day. Hence, we should be in a position to understand the various issues relating to sexual harassment and violence.

Sexual harassment and rape are two sides of the same coin. In both, women fall victims to the domineering power of man and are crushed and ravished to satisfy the carnal pleasure of man. Many people extenuate sexual harassment to rape, just because the victims are not physically harmed. But in both cases a lot of harm is done to the victim physically & mentally. As observed by Justice Arjit Pasayat “While a murderer destroys the physical frame of the victim, a rapist degrades and defiles the soul of a helpless female.”

You should notice that rape is a social disease. Hardly a day passes without a case of rape being reported in newspapers and media. In rural areas women belonging to low castes, and tribal women are more at risk.

2.2 **SEXUAL HARASSMENT**

Let us now read in detail about definition, meaning of sexual harassment.

2.2.1 **Definition, Meaning and Magnitude of the Problem**

**Sexual harassment** is intimidation or coercion of a sexual nature. It includes a range of behaviour from seemingly mild sexual advance to actual sexual abuse or even assault. Sexual harassment in India is termed “Eve Teasing”. It is described as direct or indirect sexual behaviour or gesture which is not desired by the female. Such behaviours constitute sexually colored remarks, physical contact and advances, showing pornography, a demand or request for sexual favours or any other unwelcome physical, verbal or non-verbal conduct which is sexual in nature. Sexual harassment can occur in a variety of circumstances. Very often the harasser is in a position of authority, over the victim by way of age social hierarchy, employment position, political or educational relationship.

According to Indian constitution, sexual harassment infringes the fundamental right of a woman to gender equality under Article 14 of the Constitution of India and her right to life and live with dignity under Article 21 of the Constitution. In India there is no specific law against sexual harassment at workplace. However, provisions in other legislations like section 354 Indian penal code, protect them against sexual harassment at workplace. Section 509, IPC deals with “word, gesture or act intended to insult the modesty of a woman.

Sexually harassing conduct may take many different forms. Most cases of sexual harassment fall into these categories – verbal, non-verbal, visual, and physical.

**The following may constitute verbal harassment, if unwelcome and depending on the severity of the conduct:**

- Making sexual comments about a person’s clothing, body parts, or looks
- Making kissing sounds, howling, smacking lips, whistling at someone, cat calls or other noises suggesting sex
• Turning work discussions to sexual topics
• Telling sexual jokes or stories, sending sexist messages
• Asking about or sharing sexual fantasies or preferences
• Asking personal questions about one’s sex life
• Referring to men or women by their private body parts

The following may constitute non-verbal or visual harassment if unwelcome and depending on the severity of the conduct:
• Staring, or Glaring at someone
• Looking at a person up and down
• Making sexual gestures with hands or through body movements, making facial expressions such as exaggerated winking, throwing kisses
• Displaying sexually suggestive calendars, photographs, posters, cartoons
• Sending sexually coloured letters, or e-mail messages, including sexual jokes.

Following may constitute physical harassment if unwelcome and depending on the severity of the conduct:
• Standing close, leaning over someone or brushing up against a person (intentionally)
• Touching a person’s clothing, hair, or body
• Touching or rubbing oneself sexually in front of another person
• Hugging, kissing, patting, or stroking another person
• Forced fondling
• Actual or attempted rape or sexual assault

Activity 1
Collect news items related to sexual harassment from newspapers and prepare a collage and discuss with your peer groups.

2.2.2 Causes of Sexual Harassment
Sexual harassment can occur due to any one of the following reasons:

• Imbalance of power between the superior and subordinate in a working place, an older adult and young girl in school, older peers and younger children in school. The positions and the power give the supervisor the might to harass the vulnerable victim.

• Subordinates or the person who is comparatively powerless as in the case of a student, a maid or an employee do not want to displease the senior peer, teacher or the superior as the case may be. This is because they may believe that the opinion of the senior may matter in deciding their grade or salary as top managers occupying.
Managers occupying high-status roles believe that sexually harassed female subordinates are merely an extension of their right to make demands on lower status individuals.

Supervisors assign the job to the subordinates, evaluate their performance, make recommendations for salary and promotions or even retention in his job. Hence, supervisor exercises power over the subordinate as subordinates want favourable performance reviews, salary increases and the like from their superiors.

Breakdown in the value system and exposure to western cultures.

Conflict between the new values (women are equal and free) and old values (‘women are only fit to be wife and mother’ and ‘their chastity speaks of their character’).

Easy access to cyber porn

Increased opportunities for interaction between boys and girls, with more places to ‘hang out’ unsupervised, such as cafes, malls, pubs and discos

Easier access to drugs and alcohol

With both parents often working, less parental supervision at home

Lack of credible sex education both at school and home.

Now one may see where do normally sexual harassment take place.

### 2.2.3 Common Places and Situations

Sexual harassment can take place anywhere and at any time. However, some of the common places and situations are:

- Crowded street or market place
- Crowded buses, lonely lanes and corners
- In the work place during night shift or while working late with the superior or even co-workers.
- Other public places like park, cinema hall, school, colleges
- In the neighbourhood where one stays
- While walking on the road or pavement
- Adolescent hang outs such as cafes, malls, pubs and discos
- You may note that sexual harassment is happening mostly between those who are known for long time or neighbours, and relatives, etc.

### 2.2.4 Alarm Signs of Sexual Harassment

Alarming signs of sexual harassment can be:

- Unexplained injuries, with the excuse of “accidents”
- Frequent and sudden absences from work or school
- Unknown and harassing phone calls which the victim tries to avoid
- Fear to go to school or work place
- Personality changes (e.g., an outgoing woman or girl becomes withdrawn)
- Shame and guilt
- Submissive behaviour, lack of assertiveness
- Isolation from friends and family
- In extreme cases anxiety and crying spells, and
- Declining performance in school/college.

Check your Progress 1

a) Write any four alarm signs of sexual harassment.

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b) Which are the common places where sexual harassment can take place?
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2.2.5 Consequences of Sexual Harassment

Consequence of sexual harassment can only be understood on analyzing the emotional response of the victims. Following are some of the common consequences of sexual harassment.

- Feeling disgusted, insulted and scared by any sort of harassment.
- Women internalizes male perceptions of sexual harassment and blame themselves for the same.
- Doubt the validity of their own experiences and may begin to believe that they themselves must be ‘abnormal’, ‘cheap’, ‘indecent’ or deserving the insult that came their way.
- More harm is perceived with ‘physical sexual harassment’ than verbal harassment.
- Sexual harassment is traumatic because it would be repetitive and sustained over a long period of time in some cases.
- Extreme anger, frustration and helplessness at not being able to do anything about the harassment
- Inability to establish friendship or trusting relationship with men.
2.2.6 Role of Teachers and Parents

Teachers and parents have a major role in preventing sexual harassment. Most important factor in prevention of sexual harassment is to create awareness of the possibility of sexual harassment. Besides, one should have the presence of mind and courage to report it and protect children. Very often parents overlook the possibility and do not warn their children about it. Following are the steps to prevent sexual harassment:

a) Communicating about sexual harassment

- Schools must maintain an environment that fosters respectful behaviour and cooperative interactions among students. Only non-sexist curriculum and teaching methods to be adopted. Policy must state clearly that harassment will not be tolerated.
- Parents can be appraised on gender-fair child-rearing strategies and offer tips for parent-child discussions on issues of sex education, sexual equality.
- Schools must hold interactive sessions on sexual harassment and violence, with the help of an expert in the field, for all staff members and parents.
- Training must cover the nature of harassment, ways to spot it and behavioural changes to be observed in students that suggest sexual harassment. It is essential to include procedures for reporting harassment, and strategies for dealing with the victim and the accused.
- The school policy must spell out about reporting of sexual harassment promptly to a designated person in the system.
- The policy must state that no retaliation against complainants will be tolerated. The policy should also emphasize on confidentiality and consequences or punishment for the perpetrator.
- Information on the type of behaviours or conduct that constitutes harassment can help the students to be vigilant. The curriculum should help students distinguish between contact perceived as menacing and flirting.
- Empowerment is one of the best ways to prevent harassment. Hence, schools need to build students’ self-esteem. Girls can be taught “assertiveness skills” to enable them to express their feelings clearly without any inhibition.
- Boys can be taught how to communicate with girls in positive ways.

b) Safety tips to adolescents

Adolescents must be well versed with the safety tips to prevent sexual harassment or sexual abuse. Parents and teachers must make it their responsibility to inform to their adolescent child. Following tips are very important:

- Always know ones limits, and values, and clearly communicate them to their dates.
- When the behaviour of the date or class mate does not seem to be right very firmly express your displeasure.
- Be assertive and act immediately if their limits are reached—even if it means making a scene.
• Understand that it is never too late to say “no”.
• Avoid alcohol and drugs when you are partying with a friend.
• Avoid dark and isolated places.
• Report any such incidences immediately to an authority figure like a trusted teacher, faculty member, parent, or school counsellor.

(c) **Do’s and don’t while dealing with children who report sexual harassment**

Sexual harassment in schools, colleges and at work is a common problem. While addressing the problem it is essential to safeguard the interest of the victim and the erring peer. Intervening becomes easy in the presence of a tangible well-written school policy. Reporting sexual harassment is in the best interest of the school so that they can address the issue and remedy the situation. Given below are the Do’s & Don’ts while dealing with children who report sexual harassment.

<table>
<thead>
<tr>
<th><strong>Do’s</strong></th>
<th><strong>Don’ts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage reporting and assure help</td>
<td>Do not ask them to hide the issue to avoid shame</td>
</tr>
<tr>
<td>Assure them the required confidentiality</td>
<td>Do not ignore any case of Sexual harassment if it is noticed</td>
</tr>
<tr>
<td>Action to be taken against the accused</td>
<td>Do not victimize the Sexually harassed for reporting the incidence</td>
</tr>
<tr>
<td>Self respect and esteem of the victim to be Upheld</td>
<td>Do not allow the accused to get away and continue the harassment</td>
</tr>
</tbody>
</table>

**Activity 2**

Prepare a mime with the help to your colleague or in the local community on theme “Role of teachers in preventing sexual harassment” and conduct a discussion.

**2.2.7 Myths and Facts about Sexual Harassment**

There are some common myths and facts about sexual harassment which sets the tone for how people respond to the incidence of sexual harassment.

**Myths**

• Sexually harassed provoke the accused by the way they dress and act.
• If a person really wanted to discourage, or stop, sexual harassment, they can
• Most charges of sexual harassment are false
• If you ignore sexually harassing behaviour, it will eventually stop
• Only women are sexually harassed and this does not happen to men. All sexual harassment is done by men.
• The seriousness of sexual harassment is exaggerated, when it involves minor harmless flirtation only.
• We live in modern times, and sexual harassment is becoming less of a problem.
Sexual harassment is inevitable when people are working together and should not be blown out of proportion.

Sexual harassment policies and legislation create a fear of sex, and leads to such harassment behaviour.

**Fact**

- Being subjected to sexual harassment is a painful, difficult, and a traumatic experience.
- Most often the harasser is in a superior position and can withhold the promotion, by giving a low grade.
- It is very difficult to file sexual harassment charges, and the school or management can be very hostile to accusers.
- Confronting the issue can be traumatic to the victims.
- Telling the harasser to stop is the most effective method.
- Sexual harassment is discrimination and is a form of abuse, most commonly an abuse of power.
- While interactions between people may be inevitable, uninvited sexual overtures are not.

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**Check Your Progress 2**

a) Write three myths about sexual harassment.

b) Write three important roles of teachers to prevent sexual harassment.

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**2.2.8 Laws to Prevent and Deal with Sexual Harassment**

Protection of Human Right Act, 1993 stipulates the rights relating to life, liberty, equality and dignity of the individual guaranteed by the Constitution and enforceable by courts in India. As per this it is necessary for employers/authorities in work places and other institutions to observe certain guidelines to ensure the prevention of sexual harassment to women and children and uphold a life with dignity guaranteed by our Constitution.

Supreme Court rulings state it as the duty of the employer or other responsible persons in work places or other institutions to prevent or deter the Commission of acts of sexual harassment and to provide the procedure for the resolution, settlement or prosecution of acts of sexual harassment by taking all steps required.
a) **Steps to be taken by the employers**

- Employers or persons in charge of work place whether in public or private sector must take appropriate steps to prevent sexual harassment without any prejudice or discrimination.

- Description of what is considered as sexual harassment should be notified at the work place.

- The Rules/Regulations of Government and Public Sector bodies relating to conduct and discipline should include rules / regulations prohibiting sexual harassment and provide for appropriate penalties in such rules against the offender.

- In the case of private employers steps should be taken to include the prohibitions mentioned above in the standing orders under the Industrial Employment (Standing Orders) Act, 1940.

- Appropriate work conditions should be provided in respect of work, leisure, health and hygiene to avoid any hostile environment towards women at work places. All efforts to be made to provide secure environment for the women employee to work fearlessly in the system.

b) **Provisions of the Indian Penal Code**

In cases where the accused sexually harasses or insults the modesty of a woman by way of obscene acts or songs or words, gesture, or acts intended to insult the modesty of a woman, he shall be punished under Sections.294 and 509 respectively.

Under Sec.294, the obscene act or song must cause annoyance to the grieved party & must be committed in public places.

c) **Laws under which a case can be filed**

Any one, who does any obscene act in any public place or sings, recites or utters any obscene song, or words in or near any public place, shall be punished with imprisonment of either description for a term, which may extend to 3 months or with fine or both.

Section 354, IPC deals with assault or criminal force to a woman with the intent to outrage her modesty and lays down that whoever assaults or uses criminal force to any woman, intending to outrage her modesty, shall be punished with imprisonment of either description for a term which may extend to two years or with fine or both.

Section 509, IPC deals with word, gesture or act intended to insult the modesty of a woman and lays down that:

Civil suit can be filed for damages under tort laws. If sexual harassment leads to mental anguish, physical harassment, loss of income and employment case can be filed.

Under the Indecent Representation of Women (Prohibition) Act (1987) if an individual harasses another with books, photographs, paintings, films, pamphlets, packages, containing “indecent representation of women” (pornography) he is liable for a minimum sentence of 2 years.
Activity 3
Organize a roleplay in your school on “handling sexual harassment cases by police and court” and discuss the same.

2.3 VIOLENCE

Violence of any form is considered as a leading public health issue. When this results in physical altercation it is violence. Violent reactions are common among adolescents irrespective of race, social class ethnicity and culture. Indian youths are exposed to myriad changes in socio-economic and socio-cultural realm. According to the National Crime Records Bureau (NCRB) of India, a governmental agency responsible for collecting and analyzing crime data says, in every 19 minutes in India one person is murdered while one woman is raped in every 29 minutes and one kidnapping takes place in every 23 minutes. In 2005 statistics available from the National Crime Records Bureau of India, reported 50,26,337 crimes of which 7026 are dowry deaths and bride burning. According to NCRB 44 per cent of the arrested criminals belong to the age group of 10 to 30 years.

2.3.1 Definition, Meaning and Magnitude of Violence

Violence is defined as ‘the abusive or unjust exercise of power’. Non physical acts like threatening, name-calling, harassment or stalking are also violent acts. Impact of violence on mental health is invariably detrimental. Interpersonal violence among young people aged eleven to nineteen is a significant public health concern. Adolescent violence involves behaviors ranging from physical fighting to more severe forms of physical assault that can result in serious injury or death. The World Health Organization has defined violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal development or deprivation.

Case Study

Let us discuss the case study of Sunil. Sunil is in ninth grade in a high school and he be friends a boy named James who is his classmate. He finds out that James carries a knife in his bag. Sunil is afraid to tell anyone about the knife because he knows James can get angry easily. Sunil may be involved in an act of school violence, though silently.

2.3.2 Types of Violence

Violence can be of the following types according to characteristics of those committing the violent act, they are:

a) Self-directed violence
b) Interpersonal violence
c) Collective violence
d) Economic violence.

a) Self Directed Violence:

Self-directed violence can be either suicidal behaviour or self-abuse. The former includes suicidal thoughts, attempted suicides or deliberate self-injury and completed suicides. Self-abuse. On the contrary includes acts such as self-mutilation.
b) Interpersonal Violence

Interpersonal violence can involve violence involving family and intimate partner (family violence) and community violence. Community violence is between individuals who are unrelated and who may not know each other. Interpersonal violence includes forms of violence such as child abuse, abuse of the elderly, violence towards partners. Community violence can involve youth violence, random acts of violence, rape or sexual assault by strangers, and violence in institutions such as schools, colleges, workplaces and prisons.

<table>
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<tr>
<th>Case Study</th>
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<tbody>
<tr>
<td>Thirteen year-old Meena has grown up seeing her father hit her mother, for no reason at all. Her father has become increasingly angry with Meena, and often shouts at her and threaten to beat her. Meena is experiencing family violence.</td>
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<tr>
<td>Another example of teen violence is the case of Sameer a fifteen-year-old boy who had his uncle coming to stay in his house. His uncle used to take him out to eat and for movies a number times, and he had enjoyed spending time with him. Recently, his uncle started touching him in places that made him feel uncomfortable. Sameer is experiencing one form of violence.</td>
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c) Collective Violence

Collective violence is subdivided into social, political and economic violence. Unlike the other two types of violence, this type of violence has possible motives for violence committed by groups of individuals or by states. Examples of collective violence that is committed to achieve a particular social agenda includes communal riots, terrorist acts and mob violence. Political violence includes war and related violent conflicts, state violence and similar acts carried out by larger groups.

d) Economic Violence

Includes attacks by larger groups motivated by economic gain such as attacks carried out with the purpose of disrupting economic activity, denying access to essential services, or creating economic division and fragmentation.

2.3.3 Causes of Violence

Causes of violence can be due to combination of factors like physical, behavioural, and learned.

i) Physical factors

Physical factors like minor injury to brain at birth injury, hypoxia during the birth process can lead to brain dysfunction and learning disabilities. Head injury increases the potential for behaviour in certain individuals.

ii) Behavioural factors

Individuals with problem behaviours like difficulty in interacting with others, impulsiveness, and inability to conform often feel isolated, lonely and insecure. These children may not cope up or get along with school activities and become rebellious and aggressive. Harshly treated children in school and broken and dysfunctional families are more likely to behave violently later in life.
iii) **Learned violent behaviour**

Children learn violent behaviour when they experience violence in dysfunctional or abnormal family set up involving child abuse, parental alcoholism, parental imprisonment etc. From these type of home environment, youth learn to react to authority such as teachers or school officials with aggression.

It is believed that learned violent behaviour also comes from repeated exposure to violence in the media such as violence in movies, music lyrics, television programs, and video games. Studies have shown that youth exposed to unsupervised, excessive media violence become more aggressive and become insensitive to violence and its consequence.

iv) **Lack of parental attention**

Economic and social deprivation like poverty can harness violence in children only when it leads to parental neglect and deprivation. Close and nurturing families helps in character building and inculcation of spiritual and moral values. In the absence of which violence and abject disregard for law and authority thrives in children.

### 2.3.4 Personality Disposition of Violence

Psychopathic traits are conducive to violent behaviour. Borderline personality who can not control his impulse can be prone for violent behaviour. Paranoid traits and sadistic personality traits (derives pleasure on inflicting pain to others) can also lead to violent behaviour.

Coercive personality traits can be responsible for repeated pattern of violent behaviour. People with this trait manifest vicious, humiliating and aggressive behavior they are known to use physical cruelty and violence to establish dominance in a relationship. They are fascinated by violence, weapons, torture and martial arts.

### 2.3.5 Indicators of Violence

Violence can be encountered everywhere in the school, street or shopping place. In today’s society violent images, movies and video games affect children and potentially cause them to behave violently. As children become increasingly violent, they are unable to modify their behaviour. Usually there are some warning signs of impending aggression especially non verbal behaviours like body language are very important. Some of the indicators of violence are:

a) **Hands on head:** As a person becomes angry, frustration builds up. Anger is an emotion, and it is processed in the brain. When the mind fills with hate, it will attempt to release the emotion by subconsciously raising his or her hands to his or her head. The hands will then be clenched have a hold of the anger. This is an immediate indicator that a person is becoming violent.

b) **Clenched fists, hand wringing:** Clenched fists are a sign of anger that is recognized by most people. Other indicators rubbing one’s hands together and hand wringing. A student performing these actions may be preparing his or her hands for a fight by loosening their muscles and tendons. Hand wringing is a subconscious action similar to raising the hands to the head in order to “grasp” anger. Finger pointing is another aggressive act.
c) **Aggressive lower body stance**: When people prepare to fight, they will position the lower portion of their bodies in a suitable pose for fighting or fleeing. Their feet will be positioned shoulder-width apart and their knees will bend slightly. This allows people to punch using the force of their entire upper bodies, to kick, or to turn and run away. The body will also be angled to a person’s strong side. If the person is right-handed, he or she will move his or her left side forward, toward the perceived threat, and the right side back at an angle.

d) **Removing clothing**: Similar to grasping the head or wringing the hands, removing clothing is another way for a person to release built up anger and frustration. By taking off a coat or jacket, the person is freeing his or her body from restrictions. By taking off layers of clothing, the person is preparing for a fight.

e) **Other Indicators are**:

- Students carrying weapons like knife, gun to schools or colleges are indicators of violence in school.
- Incidence of bullying in school leading to physical injury or assault
- Incidence of sexual assault, unfighting in schools or colleges are indicators of violence.
- Past violent or aggressive behaviour like uncontrollable angry outbursts
- Past suicidal attempts or threats and family history of violent behaviour or suicidal attempts.
- Unwillingness to accept responsibility for one’s own actions
- Recent experience of humiliation, shame, loss, or rejection
- Witnessing abuse or violence in the home
- Preoccupation with themes and acts of violence in TV shows, movies, music.
- Mental illness, such as depression, mania, psychosis, or bipolar disorder
- Alcohol or drug abuse
- Disciplinary problems or delinquent behaviour
- Past history of destruction of property or vandalism and cruelty to animals or fire setting behaviour.

### Activity 4

Discuss with your colleagues on the indicators to violence and how we can reduce violence among adolescents.

### Check Your Progress 3

a) Differentiate Interpersonal Violence and Collective Violence.

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b) List out the causes of Violence in an adolescence situation.

2.3.6 Consequences of Violence

Number of studies conducted over several years have shown that violence and victimization is associated with the following:

- Low self-esteem, adjustment problems, school avoidance, anxiety, depression and suicidal ideation.
- Violence has interpersonal correlates such as rejection and lack of friends. Internalizing the problems, low academic achievement, and lack of school enjoyment, and have low friendship quality.
- Victimization and violence influence children’s view of other people, and they perceive their peers negatively which is a risk for social maladjustment. Negative view of peers predicts lack of communal goals and consequently, shy and withdrawn behaviors.

2.3.7 Juvenile Delinquency and Laws to Deal with it

Now we may see what is juvenile delinquency and any legal provisions available to centers. Delinquency is a kind of abnormality when an individual’s behaviour and actions deviate from normal social life. A Juvenile delinquent is a young person or child under sixteen years of age, who is habitually disobedient and commits offences which may prove to be dangerous to society and/or to himself. According to the National Crime Record Bureau, 32,681 juveniles are arrested by police every year in India on charges of murder, rape, dacoity, robbery, burglary, theft, hurt and other crimes. Six percent of them are girls. Juvenile delinquency has increased by 1.1 per lakh of population in 1995 to 1.7 per lakh of population in 2008. Poverty and illiteracy were the two main causative factors behind this. Acts of delinquency may include:

- Running away from home without the permission of parents.
- Habitual behaviour beyond the control of parents.
- Spending time idly beyond limits and Use of vulgar languages.
- Wandering about rail roads, streets market places.
- Visiting gambling centers and Committing sexual offences.
- Shop-lifting or stealing. Juveniles may do such activities singly or through a gang.

There are a number of social and environmental factors that lead children to be a delinquent. Listed below are some common factors.
School Dissatisfaction: Parental irresponsibility, unmanageable student teacher ratio, lack of entertainment and sports facilities in school, in difference of the teachers may contribute to dissatisfaction with school in some children. Some of these students may become regular absentees in schools and start wandering on their own and become gamblers, eve-teasers, pick pockets, drunkards, smokers and drug peddlers.

Circulation of pornographic literature in school or exposure to obscene cinema, video clippings etc. can provoke sexual and other impulses in adolescents. This can divert children especially in the absence of a supportive school and family environment and increase the magnitude of delinquency. In the process of satisfying their uncontrolled needs they end up committing crimes.

Deep seated inner desires when coupled with outside pressures compulsion and temptation contribute to juvenile delinquency. For example, on being lured by the story of illicit sex experiences or thrilling criminal experiences of one of the gang, one may be tempted to follow the same.

According to psycho-analytical view, the delinquents are individuals who are governed by the pleasure principle and wants to get immediate satisfaction for his needs. In pursuit of immediate pleasure, he becomes victim to his own impulses. Thus it may be said that juvenile delinquency is also the result of environmental factors.

Laws to deal with Juvenile delinquency

The first legislation in India that addressed the needs of children in the age group of 10-18 was the Apprentice Act 1850. This law stipulated provision for vocational training to help their rehabilitation. Then came the Reformatory Schools Act, 1897. The Indian Jail Committee (1919-1920) brought promulgated the need for fair trial and treatment of young offenders. Subsequent to their recommendations, came up the enactment of the Children Act Madras in 1920, Bengal and Bombay Acts in 1922 and 1924 respectively.

Above three statutes were amended between 1948 and 1959. The central enactment was the Children Act, 1960, which was followed by the Children (Amendment) Act 1978. To bring the operations of the juvenile justice system in the country in conformity with the UN Standard Minimum Rules for the Administration of Juvenile Justice, the 1986 Juvenile Justice Act was enacted.

Currently the Juvenile Justice (Care and Protection) Act 2000 and the Juvenile Justice Rules, 2007 are the laws to deal with juvenile delinquents and juveniles in need of the care and protection. These acts are directed to uphold the Juvenile Justice, as elaborated in Justice Rules, 2007 which include presumption of innocence, right to be heard, positive measures, principles of no harm, no maltreatment and principle of best interest. The Juvenile Justice Act 2000 is the best law and a complete code which anyone can imagine for the juveniles’ care and protection. Unfortunately, the law enforcement agencies and the law adjudication authorities have failed to implement the law in letter and spirit.

Activity 5

Juvenile delinquency is a general problem, “Arrange a debate with your peer group membe”.

Sexual Harassment and Violence
2.3.8 Role of Teachers, Parents and Society (in preventing, controlling and dealing with adolescent violence)

Problem like juvenile delinquency can not be controlled by means of legislation and government efforts alone. Government as well as Non Governmental agencies must work hand in hand to find an effective remedy for the problem of juvenile delinquency. The public attitude towards Juvenile delinquents must change. A juvenile delinquent is a product of neglect in family and non-stimulating school environment.

i) Role of Parents

Juvenile delinquency is the result of social neglect to young children. It is our collective responsibility to root out the problem. Law enforcing agencies need to be educated about the problem so that they become sensitive to these issues.

The government must take steps like creating more employment opportunities and improving the standards of education. Create an environment that will direct the energies of our young children towards desired goals. Sports and other activities also can be beneficial in this regard.

- Parents must create and maintain an honest and supportive relationship with their children.
- Even when the children seem to be more interested in friends, television or other activities, parents must make efforts to keep in touch with them.
- Always try to know where they are going and with whom and there must be a definite rule regarding time for returning home. Many children act like independent beings and do not think it necessary to divulge these information, but deep down, children do want to know that they are loved and that parents care about their well being.
- Cultivate the habit of communicating with the adolescent children. This will help us to know the emotional temperament of the child.
- Spend time with children and attend the activities they’re involved in.
- Teach children how to reduce their risks of becoming crime victims.
- Ask children about what goes on during the school day. Listen to what they say and talk their concerns and worries seriously.
- Help children learn non-violent ways to handle frustration, anger and conflict.
- Refuse to allow children to carry guns, knives, or other weapons.
- Become involved in school activities like parent teacher associations, field trips.

Check Your Progress 4

a) Write a short note on the role of parents in controlling adolescence violence.
b) What are the various types of prevention programmes to reduce violence among adolescence.

ii) Role of School and Teachers

Following measures and policies can be used for preventing and controlling violence in school

- Acknowledge students who do the right things by instituting reward system.
- Establish “zero tolerance” policies for weapons and violence.
- Spell out penalties for such indiscipline in school policies.
- Adopt the motto “If it’s illegal outside school, it’s illegal inside.”
- Educate students, parents, and staff on policies and penalties. Establish a system which finds a way for students to report anonymously crime-related information that does not expose them.
- Establish a student teacher committee to develop a Safety School Plan with police officers as members.
- Outline standing operative procedures for both day-to-day operations and crisis handling. This should cover matters like reporting on weapons, guarding isolated corners in schools, watching the activities of established bullies and monitoring the safety of the vulnerable students.
- Meet regularly to review problems and concerns. Develop a memorandum of understanding with police on access to the school building, reporting of crimes, arrests and other issues.
- Conduct staff development sessions for teachers to understand adolescent behaviours and issues.
- Report to the principal any threats, signs of or discussions of weapons, signs of gang activity, or other conditions that might invite or encourage violence.
- Set norms for behaviour in classroom. Refuse to permit violence. Ask students to help set penalties and enforce the rules.
- Hold parents meeting to discuss their children’s progress and any concerns they have.
- Look for warning signs of violence.
- Encourage anti-violence activities and programmes ranging from peer education and mentoring and training.
● Enforce school policies that seek to reduce the risk of violence. Take responsibility for areas outside as well as inside your classroom.

● Insist that students do not resort to name-calling or teasing. Encourage them to demonstrate respect for each other. Involve them in developing standards of acceptable behaviour.

● Teach conflict resolution and anger management skills to students practice applying them in everyday life. Discuss them in the context of what you teach.

● Encourage students to report crimes or activities that make them suspicious.

<table>
<thead>
<tr>
<th>Activity 6</th>
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<tr>
<td>Organize a competition in your school/locality against adolescent violence and prepare report. The report may be shared with colleagues.</td>
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### 2.4 PREVENTION OF VIOLENCE

Adolescent violence must be prevented by all means. The onus is on teachers, parents and social system. A joint venture that will involve the adolescents and concerned adult from family and school can work wonders in preventing violence and channelizing their energies in better and productive directions. Violence prevention programmes can be primary, secondary and tertiary. Primary prevention focuses on reducing the likelihood of violence in a school programme by installing anticipatory methods like proactive school environment. Secondary prevention is applied to adolescents at risk for violence according to previous history. Tertiary prevention is aimed at adolescents who have already committed preformed seriously violent acts. Possible settings for intervention programmes include schools, playgrounds, churches, youth centres, and homes. In the case of high risk youth, possible settings include alternative schools, recreation centres, social service centres, and juvenile justice facilities.

**Popular primary prevention programmes are:**

- **Life Skills Training Programmes** designed to reduce use of tobacco, drugs, and alcohol. Self-management skills, social skills, and information related to drug use are covered in these programs.

- **Bullying Programmes** targets the bullies and victims. These programmes have been found to decrease violent acts among teens such as burglary, theft, and truancy.

- **School Transitional Environment Programmes** that target high school students and they are taught behavioural management skills.

- **Peace Builders** are programmes that reduce physical and verbal aggression by promoting peace among adolescents in school. Through role play and modelling counsellors, teachers, and other trained professionals teach students how to interact with each other in a positive way.

- **Working toward Peace** consists of training in self-discipline, communication, problem-solving, responsibility, and building healthy relationships. Second part of the programme reinforces the above training with an emphasis on anger management, conflict resolution, and healthy alternatives.
- **Community Based Programmes** like Boys and Girls Club, the Big Brothers Big Sisters clubs can instill skills to control adolescent violence.

- **Programmes for Parents and Teens** combines training for adolescents combined with parent training. The programme focuses on encouraging positive social behaviour coupled with parent groups that meet on a weekly basis. These programmes focus on reducing antisocial behaviours, and involvement with drugs and alcohol.

**Popular Secondary Prevention programmes are:**

- **Parent Training programmes** guide adults on how to implement safe and healthy practices in the home.

- **Home Visitation** involves home visitations, where nurses or other professionals go to the adolescent’s home and provide training, counselling, support, and continued monitoring.

- **Juvenile Mentoring Organizations** support one-to-one mentoring programmes that are geared to help youth who are at risk of failing or dropping out of school, or involvement in delinquent acts, such as gangs.

- **Safe Kids/Safe Streets Programme** encourages the juvenile justice system to become more proactive in helping adolescents who have been abused or ill treated.

- **Drug and Alcohol Prevention Programmes** educate youth about the danger associated with drug and alcohol use and abuse.

- **Striving Together to Achieve Rewarding Tomorrows** focuses on targeting teens at risk who live in severely impoverished neighbourhoods. The programme targets risky behaviours through case management, juvenile justice intervention, family services, after school and summer activities for youth, educational services, mentoring programmes, and incentives for participation in the programmes.

- **Families and Schools Together**: The programme identifies adolescents who display or act out violent behaviours and aims to prevent serious problems. Focus is on increasing relationships with peers and adults, development of social and problem-solving skills, decreasing youth violence, and increasing academic achievement.

**Popular tertiary prevention programs are**

- **Family Therapy** which focuses on dysfunctional family communication and interaction. The benefits of the therapy include treatment of conduct disorder, behavior disorder, and alcohol and drug abuse.

- **Foster Care** is an alternative home where an adolescent with severe criminal behavior is supervised on an intensive basis by a foster family. The adolescent is observed at home, in school, and in the community. The programme also provides parent training to the biological families, helping to improve family interactions and decrease risk behaviour.

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**Activity 7**

Prepare checking of prevention programmes and exhibit in school notice board and collect feedback.
2.5 LET US SUM UP

Sexual harassment is intimidation or coercion of a sexual nature. It can be verbal, non-verbal or physical also. The causes for sexual harassment are many especially by superior to their subordinate, colleagues, co-workers etc. It can happen at anytime and at any place. The victim of sexual harassment will be undergoing traumatic condition and is subjected to low self-esteem.

Various legal instruments are available to control sexual harassment. But prevention is the best way to control the situation, than taking action after commencing it.

Teachers, parents and society as such can play a vital role in reducing sexual harassment. Violence in school and in society is frequently occurring. Adolescent are either victims or cause of the violence quite often. The causes of violence are physical, behavioural and familial factors. Juvenile delinquency is a social problem which we can prevent by addressing issues rather than legal provisions which is available in plenty.

2.6 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

a) Alarming signs of sexual harassment can be:
   - Unexplained injuries, with the excuse of “accidents”
   - Frequent and sudden absences from work or school
   - Unknown & harassing phone calls which the victim tries to avoid
   - Fear to go to school or work place
   - Personality changes (e.g., an outgoing woman or girl becomes withdrawn)
   - Shame & guilt
   - Submissive behaviour, lack of assertiveness
   - Isolation from friends and family
   - In extreme cases anxiety & crying spells and
   - Declining performance in school/college

b) Sexual harassment can take place anywhere and at any time. However, some of the common places and situations are:
   - Crowded street or market place
   - Crowded buses & lonely lanes & corners
   - In the work place during night shift or while working late with the superior or even co workers.
   - Other public places like park, cinema hall, school and colleges.
   - In the neighbourhood where one stays.
   - While walking on the road or pavement
Adolescent hang outs such as cafes, malls, pubs and discos

You may note that sexual harassment is happening mostly between those who known for any time or neighbours, relatives, etc.

Check Your Progress 2

a) Sexually harassed provoke the accused by the way they dress and act.
   If a person really wanted to discourage, or stop, sexual harassment, they can.
   Most charges of sexual harassment are false.

b) Schools must maintain an environment that fosters respectful behaviour and cooperative interactions among students. Only non-sexist curriculum and teaching methods to be adopted. Policy must state clearly that harassment will not be tolerated.
   Parents can be appraised on gender-fair child-rearing strategies and offer tips for parent-child discussions on issues of sex education, sexual equality.
   Schools must hold interactive sessions on sexual harassment and violence, with the help of an expert in the field, for all staff members and parents.

Check Your Progress 3

a) Interpersonal violence can involve violence involving family and intimate partner (family violence) and community violence. Community violence is between individuals who are unrelated and who may not know each other. Interpersonal violence includes forms of violence such as child abuse, abuse of the elderly, violence towards partners. Community violence can involve youth violence, random acts of violence, rape or sexual assault by strangers, and violence in institutions such as schools, colleges, workplaces and prisons.

   Collective violence is subdivided into social, political and economic violence. Unlike the other two types of violence, this type of violence has possible motives for violence committed by groups of individuals or by states. Examples of collective violence that is committed to achieve a particular social agenda includes communal riots, terrorist acts and mob violence. Political violence includes war and related violent conflicts, state violence and similar acts carried out by larger groups.

b) Physical factors
   Behavioural factors
   Learned violent behaviour
   Lack of parental attention
   Personality disposition of Violence
   Indicators of Violence
Check Your Progress 4

a) • Parents must create and maintain an honest and supportive relationship with their children.

• Even when the children seem to be more interested in friends, television or other activities, parents must make efforts to keep in touch with them.

• Always try to know where they are going and with whom and there must be a definite rule regarding time for returning home. Many children act like independent beings and do not think it necessary to divulge these information, but deep down, children do want to know that they are loved and that parents care about their well being.

• Cultivate the habit of communicating with the adolescent children. This will help us to know the emotional temperature of the child.

• Spend time with children attend the activities they’re involved in.

• Teach children how to reduce their risks of becoming crime victims.

• Ask children about what goes on during the school day. Listen to what they say and take their concerns and worries seriously.

• Help children learn non-violent ways to handle frustration, anger, and conflict.

• Refuse to allow children to carry guns, knives, or other weapons.

• Become involved in school activities like parent teacher associations, field trips.

b) Popular primary prevention programmes are:

• Life Skills Training programmes

• Bullying Programmes

• School Transitional Environment Programmes

• Peace Builders

• Working toward Peace

• Community Based Programs

• Programmes for Parents and Teens

Popular Secondary Prevention programs are:

• Parent Training programmes

• Home Visitation

• Juvenile Mentoring Organizations

• Safe Kids/Safe Streets

• Drug and Alcohol Prevention Programmes
Striving Together to Achieve Rewarding Tomorrows
Families and Schools Together.

Popular tertiary prevention programmes are:
- Family Therapy
- Foster Care.

2.7 REFERENCES

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