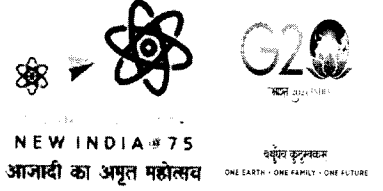




परमाणु ऊर्जा शिक्षण संस्था
(भारत सरकार के परमाणु ऊर्जा विभाग का स्वायत्त निकाय)
ATOMIC ENERGY EDUCATION SOCIETY
(An Autonomous Body under Department of Atomic Energy, Govt. of India)



AEES/4(6)/VIG/2024/C-14

2nd April, 2024

Sub : Corporal Punishment

Please refer to letters No. AEES/Chmn/98/2568 dated 14-09-1998, AEES/Chmn/98/3494 dated 27-11-1998 and AEES/4(6)/VIG/2012/7181 dated 13-02-2012 from Chairman/Secretary, AEES addressed to Principal/Vice Principal (I/C)/Headmasters/ Headmistresses of AEES schools on the above subject.

2. Despite the above letters, sporadic complaints of corporal punishment are still received from parents/students.

3. In view of this, it has become necessary yet again to make teachers aware of the various constitutional/legal/conduct rule provisions to drive home the seriousness of the issue and the consequences of violating those provisions. Accordingly, a separate note covering the definition of corporal punishment, rights of children as available in the constitution of India, Right to Education Act etc., penal provisions under IPC and Conduct Rules etc. is enclosed with this letter.

4. You are requested to hand over a copy of the enclosed note to each teacher and obtain his/her acknowledgement in the format enclosed herewith. A copy of the acknowledgement may be kept in the personal file of the teacher concerned and another copy sent to this office for record.

Encl : as above.

S. K. Lahiri
(S. K. Lahiri) 02/04/2024
Secretary

All Principals/Vice Principals
All Headmasters/ Headmistresses

CORPORAL PUNISHMENT

(Definition & Constitutional/Legal/Conduct Rules for Teachers Provisions)

1. Definition :

In keeping with the provisions of the RTE Act, 2009 Corporal Punishment could be classified as Physical Punishment, Mental Harassment and Discrimination

1.1 Physical Punishment

Physical Punishment is understood as any action that causes pain, hurt/injury and discomfort to a child.

Examples of Physical Punishment are

- a. Causing physical harm to children by hitting, kicking, scratching, pinching, biting, pulling the hair, boxing ears, smacking, slapping, spanking or with any implement (cane, stick, shoe, chalk, dusters, belt, whip, giving electric shock etc.)
- b. Making children assume an uncomfortable position (standing on bench, standing against the wall in a chair-like position, standing with school bag on head, holding ears through legs, kneeling, keeping a child standing outside the classroom etc.)
- c. Forced ingestion of anything (washing soap, mud, chalk, hot spices etc.)
- d. Detention in the classroom, library, toilet or any closed space in the school.

1.2 Mental Harassment

Mental Harassment is understood as any non-physical treatment that is detrimental to the academic and psychological well-being of a child.

Examples of Mental Harassment are

- a. Sarcasm that hurts or lowers the child's dignity
- b. Calling names and scolding using humiliating adjectives, intimidation
- c. Using derogatory remarks for the child, including pinning of slogans.
- d. Ridiculing the child with regard to her background or status or parental occupation or caste.
- e. Ridiculing the child with regard to her health status or that of the family – especially HIV/AIDS and tuberculosis.

- f. Belittling a child in the classroom due to his/her inability to meet the teacher's expectations of academic achievement.
- g. Punishing or disciplining a child not recognizing that most children who perform poorly in academics are actually children with special needs. Such children could have conditions like learning disability, attention deficit, hyperactivity disorder, mild developmental delay etc.
- h. Using punitive measures to correct a child and even labeling him/her as difficult, such a child with attention deficit hyperactivity disorder may not only fare poorly in academics, but also pose a problem in management of classroom behaviors.
- i. Shaming the child to motivate the child to improve his performance.
- j. Ridiculing a child with developmental problems such as learning difficulty or a speech disorder, such as stammering or speech articulation disorder.

1.3 Discrimination

Discrimination is understood as Prejudicial views and behavior towards any child

Examples of Discrimination are

- a. Bringing social attitudes and prejudices of the community into the school by using belittling remarks against a specific social group or gender or ability/disability.
- b. Assigning different duties and seating in schools based on caste, community or gender prejudices (cleaning of toilets assigned by caste, task of making tea assigned by gender); admission through 25% reserved seats under the RTE Act 2009; or non-payment of any prescribed fees;
- c. Commenting on academic ability based on caste or community prejudices.
- d. Denying mid-day meal or library books or uniforms or sports facilities to a child or group of children based on caste, community, religion or gender.
- e. Deliberate/wanton neglect.

2. The United Nations Committee on the Rights of the Child

- 2.1 The committee defines "Corporal" or "Physical" punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.

3. Constitutional Provisions

- 3.1 Article 21 of the constitution of India which protects the right to life and dignity includes the right to education for children upto 14 years of age. Corporal punishment amounts to abuse and militates against the freedom and dignity of a child. It also interferes with a child's right to education because fear of corporal punishment makes children more likely to avoid school or to drop out altogether. Hence, corporal punishment is violative of the right to life with dignity.
- 3.2 Article 21 A of the constitution provides that "the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as state may, by law, determine". This fundamental right has been actualized with the enactment of RTE Act.
- 3.3 Article 39 (e) directs the state to work progressively to ensure that "the tender age of children are not abused".
- 3.4 Article 39 (f) directs the state to work progressively to ensure that "Children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment".

4. Indian Penal Code (IPC) Provisions

Several provisions of the Indian Penal Code (IPC) relating to varying degrees of physical harm and intimidation can be used to prosecute perpetrators of corporal punishment against children in an institutional setting. These include, inter alia :

- 4.1 Section 305 : Abetment of suicide committed by a child.
- 4.2 Section 323 : Voluntarily causing hurt
- 4.3 Section 325 : Voluntarily causing grievances hurt.
- 4.4 Section 326 : Voluntarily causing hurt by dangerous weapons or means.
- 4.5 Section 352 : Assault or use of criminal force otherwise than a grave provocation
- 4.6 Section 354 : Outraging the modesty of a woman
- 4.7 Section 506 : Criminal intimidation
- 4.8 Section 509 : Word, gesture or act intended to insult the modesty of a woman

5. **RTE ACT, 2009**

- 5.1 RTE Act, 2009 prohibits “Physical punishment” and “mental harassment” under section 17(1) and makes it a punishable offence under Section 17(2)
- 5.2 According to Section 17(1) of RTE, no child shall be subjected to physical punishment or mental harassment.
- 5.3 Section 17(2) of RTE Act states that whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person. For contravening the guidelines on corporal punishment of children/wards, teachers are liable for disciplinary action under code of conduct 22 & 34 of the Conduct Rules for Teachers, 2001.

6. **The Juvenile Justice (Care and Protection of Children) Act, 2000**

The JJ Act, 2000 criminalizes acts that may cause a child mental or physical suffering.

- 6.1 Section 23 of the JJ Act 2000 states that “Whoever having the actual charge of, or control over, a Juvenile or the child assaults, abandons, exposes or willfully neglects the Juvenile or causes or procures him to be assaulted, abandoned, exposed or neglected in a manner likely to cause such Juvenile or the child unnecessary mental or physical suffering shall be punishable with imprisonment for a term which may extend to six months, or fine or with both.
- 6.2 Section 23 normally applied to child care institutions but can be applied to parents, guardians, teachers and employers.

7. **Scheduled Caste and Tribes (Prevention of Atrocities Act, 1989**

- 7.1 Some provisions of this act can be used to prosecute an adult in the general category who inflicts corporal punishment upon a SC/ST child.

8. **Protection of Civil Rights Act, 1955**

- 8.1 Various provisions of the Protection of Civil Rights Act, 1955 can be used to prosecute a person/manager/trustee as well as warrant resumption or suspension of grants made by the Government to the educational institution or hostel on the ground of untouchability.

परमाणु ऊर्जा शिक्षण संस्था
ATOMIC ENERGY EDUCATION SOCIETY
 शिक्षक आचरण नियम-2001
CONDUCT RULES FOR TEACHERS-2001

यह व्यक्ति जो अध्यापन को एक व्यवसाय के रूप में चुनता है, अपने कार्य तथा व्यवहार में उत्कृष्टता लाने के उद्देश्य से अपने आचरण को हर समय शिक्षण व्यवसाय के उच्चतम मानकों के स्तर का रखता है तथा वह अपने विद्यार्थियों, उनके माता-पिता तथा सह-कर्मियों के सम्मुख एक आदर्श/उदाहरण प्रस्तुत करता है तथा उनका आदर प्राप्त करता है।

A person who chooses teaching as a career, assumes the obligation to conduct himself at all times in accordance with the highest standards of the teaching profession, aiming at quality and excellence in his work and conduct, setting an example which will command the respect of the pupils, the parents and his colleagues.

शिक्षण अपने सही अर्थों में मात्र हिदायत नहीं है अपितु प्रभाव है। शिक्षक का कार्य मात्र विशिष्ट विषय की शिक्षा देना नहीं है बल्कि अपने विद्यार्थियों को उनके उच्चतम स्तर तक विकास करने उनमें उपयुक्त अभिवृत्ति का विकास करने, उनके व्यक्तित्व के चहुँमुखी विकास में सहायता करना है।

Teaching, in its true sense, is not mere instruction but influence. The teacher's duty is not merely to communicate knowledge in specific subjects but also to help children grow to their fullest stature, develop suitable attitudes and unfold their personality. In this responsible task what matters most is the personal example of the teacher.

इस जिम्मेदारीपूर्ण कार्य में शिक्षक (स्वयं) का उदाहरण ही महत्वपूर्ण भूमिका निभाता है। सी.सी.एस.(आचरण) नियम 1965, के उपबंध, संस्था के गैर शिक्षण स्टाफ तथा प्रधानाचार्य के लिए परिवर्तनों सहित लागू होंगे परंतु शिक्षण स्टाफ के संदर्भ में परमाणु ऊर्जा शिक्षण संस्था के निम्न आचरण नियम लागू होंगे:

The provisions of the C.C.S. (Conduct) Rules 1965 will apply mutatis mutandis to the non-teaching staff of the Atomic Energy Education Society including the Principals but in case of teaching staff of the Atomic Energy Education Society the following code of conduct shall apply:

- 1) प्रत्येक शिक्षक उपदेश तथा उदाहरण द्वारा, विद्यार्थियों के मस्तिष्क में मातृ-भूमि के प्रति प्रेम तथा सम्मान की भावना पैदा करेगा।
Every teacher shall, by precept and example, instill in the minds of the pupils, entrusted to his care, love of the motherland.
- 2) प्रत्येक शिक्षक शिक्षा तथा उदाहरण द्वारा छात्रों के मन में कानून तथा व्यवस्था के सम्मान की भावना पैदा करेगा।
Every teacher shall, by precept and example, inculcate in the minds of his pupils respect for law and order.
- 3) प्रत्येक शिक्षक इस तरह की सभी विद्यालयी गतिविधियों को आयोजित तथा प्रोत्साहित करेगा जो कि छात्रों में वैश्विक भाईचारे की भावना का संचार करे।
Every teacher shall organize and promote all school activities which foster a feeling of universal brotherhood among the pupils.
- 4) प्रत्येक शिक्षक उपदेश तथा उदाहरण द्वारा उनमें सभी धर्मों के प्रति सहिष्णुता की भावना को बढ़ावा देगा।
Every teacher shall, by precept and example, promote tolerance for all religions among his pupils.

- 5) कोई भी शिक्षक किसी भी राजनैतिक दल की सदस्यता ग्रहण नहीं करेगा अथवा न ही उनकी गतिविधियों में प्रकट अथवा गुप्त तरीके से हिस्सा लेगा। वह किसी ऐसे राजनैतिक दल अथवा संगठन से कोई संबंध नहीं रखेगा जो कि अपनी गतिविधियों से प.ऊ.शि.सं. द्वारा उसके लक्ष्यों, उद्देश्यों तथा कार्यों में व्यवधान उत्पन्न करने का दोषी ठहराया गया है।
No teacher shall be a member of any political party or carry on activities either openly or in camera in support of any such party. He shall also not have any association with either any political party or any organisation which has been declared by the Atomic Energy Education Society to be carrying out its activities against the aims, objects and functions of the Atomic Energy Education Society.
- 6) शिक्षक को इस बात के प्रति भी सतर्क रहना चाहिए कि उसके विद्यार्थी किन्हीं राजनैतिक गतिविधियों में सक्रीय रूप से भाग न लें।
The teacher shall always be on the alert to see that his pupils also do not take active part in politics.
- 7) कोई भी शिक्षक राज्य अथवा केन्द्र की विधायिका का सदस्य नहीं बनेगा। वह चुनाव में उम्मीदवार के रूप में खड़ा होने से पूर्व अपने पद से त्यागपत्र दे देगा।
No teacher shall be a member of the state or Central Legislature. He shall resign his job before standing for election as a candidate.
- 8) प्रत्येक शिक्षक को आधुनिक समाज में होने वाली प्रत्येक बुराई, असामाजिक रीति-रिवाजों तथा गतिविधियों के विरोध में खड़े हो जाना चाहिए तथा छात्रों को सहयोग तथा सामाजिक सेवा के सिध्दांत की शिक्षा देने का प्रयत्न करना चाहिए।
Every teacher must take his stand against the unhealthy and unsocial customs and practices in modern society and must strive his best to instill in the minds of his pupils the principles of co-operation and social service.
- 9) प्रत्येक शिक्षक उन सभी गतिविधियों में अन्य व्यक्तियों के साथ सहयोग करेगा तथा उनका सहयोग प्राप्त करेगा जिनका उद्देश्य छात्रों का नैतिक, मानसिक तथा शारीरिक विकास करना है।
Every teacher shall co-operate with and secure the co-operation of other persons in all activities which aim at the improvement of the moral, mental and physical well-being of pupils.
- 10) प्रत्येक शिक्षक को अपने विद्यार्थियों के संबंध में स्पष्ट रूप से निष्पक्ष रहना चाहिए। उसमें पढ़ाई में कमजोर विद्यार्थियों के प्रति सहृदय तथा मददगार रहना चाहिए।
Every teacher must be strictly impartial in his relations with all his pupils. He should be sympathetic and helpful particularly to the slow learners.
- 11) प्रत्येक शिक्षक को अपने सम्पूर्ण जीवन में सीखते रहना चाहिए न केवल स्वयं के जीवन का स्तर बढ़ाने के लिए बल्कि उनके लिए भी जो उसकी अभिरक्षा में हैं।
Every teacher must be a learner throughout his life not only to enrich his own life, but also of those who are placed in his care. He should plan out his work on approved lines and do it methodically, eschewing vigilantly all extraneous activities.
- 12) प्रत्येक शिक्षक को प्रत्येक विद्यार्थी की विलक्षण प्रतिभा के योग्य समझना चाहिए तथा समाज में उसे उचित सम्मान दिलाने के लिए योग्य बनाना चाहिए तथा उसे क्रियात्मक तथा सहयोगी बनाना चाहिए।
Every teacher must regard each individual pupil as capable of unique development and of taking his due place in the society and help him to be creative as well as co-operative

प्रत्येक शिक्षक को उसके व्यवहार में संयत तथा सरल रहना चाहिए । उसे छात्रों के सम्मुख तथा विद्यालय परिसर में धूम्रपान, सुपारी चबाना तथा अन्य बुरी आदतों से परहेज करना चाहिए ।

Every teacher should be temperate and sober in his habits. He should scrupulously avoid smoking, chewing of betel leaves and such other undesirable habits in the presence of students and within the precincts of the school.

- 14) प्रत्येक शिक्षक को एक अनुकरणीय नैतिक चरित्र का होना चाहिए । विद्यालय के भीतर तथा बाहर अन्य लिंग वाले व्यक्तियों के साथ उसका व्यवहार इस प्रकार का नहीं होना चाहिए जो उसके चरित्र या विद्यालय की गरिमा के प्रतिकूल हो ।

Every teacher should have an exemplary moral character. His dealings with the members of the other sex in the school or outside it, should not be such as would cause reflection on his character or bring discredit to the school.

- 15) प्रत्येक शिक्षक को अपनी वृत्ति पर गर्व होना चाहिए तथा उसे इस व्यवसाय की गरिमा को बढ़ाना चाहिए ।

Every teacher should take pride in his calling and try to promote the dignity and solidarity of his profession.

- 16) प्रत्येक शिक्षक को विचारों की स्वतंत्रता तथा उनके प्रकटीकरण के साथ ही साथ उसे स्वयं तथा छात्रों में वैज्ञानिक प्रकृति के विकास का भी पक्षकार होना चाहिए ।

Every teacher must be an advocate of freedom of thought and expression, and the development of scientific temper in himself and his students.

- 17) किसी भी शिक्षक को परीक्षा तथा विद्यालय से संबंधित अन्य गलत कार्यों में सम्मिलित नहीं होना चाहिए तथा न ही इस तरह की गतिविधियों को बढ़ावा देना चाहिए ।

No teacher shall indulge in or encourage any form of malpractice connected with examinations or other school activities.

- 18) किसी भी शिक्षक को संस्था तथा विभाग से संबंधित गोपनीय बातों का प्रकटीकरण नहीं करना चाहिए।

Confidential matters relating to the Institution and the Department shall not be divulged by any teacher.

- 19) किसी भी शिक्षक को निजी शिक्षण, व्यवसाय तथा अन्य किसी तरह के कामधंधों में सम्मिलित नहीं होना चाहिए । यदि कोई शिक्षक इन निर्देशों का उल्लंघन करता है तो वह सी.सी.एस. (सी.सी.ए.) नियम 1965 के अधीन अनुशासनात्मक कार्यवाही का पात्र होगा जो कि परमाणु ऊर्जा शिक्षण संस्था के कर्मचारियों पर लागू है ।

No teacher shall undertake private tuition or private employment or otherwise engage himself in any business. Any teacher violating these instructions will be liable to disciplinary action under the C.S.S. (C.C.A.) Rules 1965, as extended to the employees of the Atomic Energy Education Society.

- 20) कार्य के समय प्रत्येक शिक्षक को साफ-सुथरा रहना चाहिए तथा उसे अनौपचारिकता से परहेज करना चाहिए । उसके वस्त्र साफ तथा गरिमामय रहने चाहिए । शिक्षक को किसी भी स्थिति में ऐसे वस्त्र नहीं पहनने चाहिए जिससे कि वह विद्यार्थियों तथा सह-कर्मियों के बीच हँसी का पात्र बन जाए ।

Every teacher should be clean and trim, not casual and informal while on duty. His dress should be neat and dignified. He should on no account be dressed so as to become an object of excitement or ridicule of pity at the hands of the students and his colleagues.

- 21) प्रत्येक शिक्षक को हाजरी, कक्षा कार्य तथा प्रधानाध्यापक द्वारा दिए गए उसके संबंधित अन्य कार्यों के प्रति समयनिष्ठ रहना चाहिए। उसे यह आभास रहना चाहिए कि वह समूह का सदस्य है तथा उसे विद्यालय में सामुहिक जीवन के विकास में मदद करनी चाहिए।
Every teacher should be punctual in attendance, in respect of his class work as also for any other work connected with the duties assigned to him by the Principal. He should realize that he is a member of the team and should help in developing a corporate life in the school.
- 22) प्रत्येक शिक्षक को विद्यालय के नियमों तथा अधिनियमों के अधीन रहना चाहिए तथा उसे नियुक्त प्राधिकारी को उचित सम्मान देना चाहिए तथा उच्च प्राधिकारी द्वारा उसे दिए गए निर्देशों का कर्मनिष्ठ होकर पालन करना चाहिए।
Every teacher should abide by the rules and regulations of the school and show due respect to the constituted authority, diligently carrying out instructions issued to him by the superior authority.
- 23) प्रत्येक शिक्षक को छात्रों तथा उनके माता-पिता से वित्तीय/मौद्रिक सौदों से बचना चाहिए तथा अपने निजी मामलों की पूर्ति के लिए विद्यालय के प्रभाव का प्रयोग करने से परहेज करना चाहिए। उसे अपने निजी कार्य इस तरह से करने चाहिए कि वह इतना ऋण नहीं ले जिसे चुकाना उसकी क्षमता से परे हो।
Every teacher shall avoid monetary transactions with the pupils and parents and refrain from exploiting his school influence for personal ends. He shall generally conduct his personal matters in such a manner that he does not incur a debt beyond his means to repay.
- 24) कोई भी शिक्षक परमाणु ऊर्जा शिक्षण संस्था से पूर्व अनुमोदन प्राप्त किए बिना न तो किसी पाठ्यपुस्तक, कुंजी आदि का प्रकाशन करेगा तथा न ही इनके लेखन में प्रत्यक्ष अथवा परोक्ष रूप से भागीदारी लेगा।
No teacher shall prepare or publish any text-book or keys or assist directly or indirectly in their preparation, or use such publications without obtaining prior approval of the Atomic Energy Education Society.
- 25) कोई भी शिक्षक किसी भी प्रकाशन फर्म/ट्रेडर के न तो बिक्री एजेंट तथा न ही अनुयाचक का कार्य करेगा।
No teacher shall engage himself as a selling agent or canvasser for any publishing firm/trader.
- 26) कोई भी शिक्षक परमाणु ऊर्जा शिक्षण संस्था से बाहर किसी कार्य अथवा पेशे के लिए सीधे ही आवेदन नहीं कर सकता है। इसके लिए अपना आवेदन पत्र निरपवाद रूप से उचित माध्यमों से ही अद्येषित करवाना होगा।
No teacher shall apply for an assignment or job outside the Atomic Energy Education Society direct. He shall invariably forward his application through proper channels.
- 27) कोई भी शिक्षक अपनी शिकायतों का प्रस्तुतीकरण, यदि कोई हों, उचित माध्यम के अतिरिक्त नहीं करेगा तथा न ही वह विद्यालय में उसकी सेवा से संबंधित मामलों में अपने पक्ष में किसी गैर सरकारी अनुयाचना या बाहरी प्रभाव का प्रयोग करेगा।
No teacher shall represent his grievances, if any, except through proper channels, nor will he canvass any non-official or outside influence or support in respect of any matter pertaining to his service in the school.

28) प्रत्येक शिक्षक विद्यालय की सम्पदा तथा निधि का ध्यान रखेगा तथा उनका प्रयोग उसी विवेक तथा समझदारी से करेगा जैसा कि वह अपनी निजी सम्पत्ति के साथ करता है ।

Every teacher shall consider school property and funds as if placed in trust with him and shall exercise the same prudence and care as he would do in respect of his own property or funds.

29) i) कोई भी शिक्षक न तो स्वयं तथा न ही परिवार के सदस्यों या उसकी ओर से किसी व्यक्ति को छात्र, उसके माता-पिता अथवा ऐसे किसी अन्य व्यक्ति से उपहार लेने की अनुमति देगा जिससे विद्यालय में शिक्षक की हैसियत से संपर्क में आया है ।

No teacher shall accept or permit any member of his family or any other person acting on his behalf to accept any gift from any pupil, parent or any person with whom he has come into contact by virtue of his position in the school.

स्पष्टीकरण: उपहार के अंतर्गत या अन्य सेवा अथवा अन्य कोई भी लाभ सम्मिलित मुफ्त परिवहन, ठहरने की व्यवस्था की जाएगी जोकि शिक्षक को उसके निकट संबंधी या निजी मित्रों द्वारा, जिसका शिक्षक से किसी भी प्रकार का कार्यालयी संबंध न हो, उपलब्ध कराया जाए ।

Explanation: The expression "gift" shall include free transport, board, lodging or other service or any other peculiar advantage when provided by any person other than a near relation or personal friend having no official dealing with him.

Note : अनौपचारिक रूप से भोजन अथवा अन्य सामाजिक सत्कार इस तरह के उपहारों में सम्मिलित नहीं किए जाएंगे ।

A casual meal, lift or other social hospitality of a casual nature shall not be deemed to be a gift.

ii) विभिन्न अवसरों जैसे-शादी, सालगिरह, अंत्येष्टि अथवा किसी धार्मिक कार्यक्रमों पर एक शिक्षक 25/- रु. मूल्य तक के उपहार ग्रहण कर सकता है ।

On occasions, such as weddings, anniversaries, funerals or religious function when the making of a gift is in conformity with the prevailing religious or social practice, a teacher may accept gift if the value thereof does not exceed ₹ 25/-.

30) कोई भी शिक्षक परमाणु ऊर्जा शिक्षण संस्था की पूर्व स्वीकृति के अतिरिक्त न तो आकाशवाणी पर कोई साक्षात्कार देगा तथा न ही अपने नाम, अज्ञात नाम, छद्म नाम अथवा अन्य किसी के नाम से ऐसा कोई कथन छापेगा जिसमें केंद्र अथवा राज्य सरकार की किसी जारी अथवा नई नीति की आलोचना की गई हो अथवा जिससे केंद्र तथा राज्य सरकार अथवा केंद्र तथा अन्य देशों की सरकारों के मध्य मतभेद पैदा हो ।

No teacher shall, except with the previous sanction of the Atomic Energy Education Society, give any talk on the radio, publish any statement or document either in his own name or anonymously, pseudonymously or in the name of any other person, which has the effect of an adverse criticism of any current or recent policy or action of the Central Government or a State Government or which is capable of embarrassing the relations between the Central Government and a state Government or between the Central Government and the Government of any foreign State.

31) कोई भी शिक्षक सक्षम प्राधिकारी की पूर्व अनुमति के बिना न तो अंशदान स्वीकार करेगा तथा न ही वह किसी भी प्रकार के निधि अथवा अन्य किसी प्रकार से रूपए इकट्ठा करने का कार्य करेगा ।

No teacher shall, except with the previous sanction of the competent authority, ask for or accept contribution to, or otherwise associate himself with the raising of any funds or other collections in cash or in kind in pursuance of any object, whatsoever.

32) यह प्रत्येक शिक्षक का कर्तव्य है कि

It is duty of every teacher:

- i) यह राष्ट्रीय ध्वज तथा राष्ट्रीय गान का सम्मान करे,
To respect the National Flag and the National Anthem;
- ii) वह भारत के सभी लोगों के मध्य सदभावपूर्ण तथा सामान्य भाई चारे का वातावरण बनाने का प्रयत्न करे। इस कार्य में उसे धार्मिक, भाषिक अथवा क्षेत्रीय विविधताओं से ऊपर उठकर कार्य करना चाहिए तथा महिलाओं की गरिमा के प्रतिकूल होने वाले कार्यों को हतोत्साहित करना/रोकना चाहिए,
To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women.
- iii) लोगों में वैज्ञानिक प्रकृति, मानवता एवम् जाँच तथा सुधार की भावना पैदा करे,
To develop scientific temper, humanism and spirit of inquiry and reform,
- iv) सामाजिक सम्पत्ति की रक्षा करना तथा हिंसा का त्याग करना,
To safeguard public property and to abjure violence,
- v) व्यक्तिगत तथा सामुहिक रूप से सभी क्षेत्रों में उत्कृष्टता हांसिल करने का प्रयास करना जिससे कि राष्ट्र का उत्थान हो सके।
To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.

33) यदि कोई शिक्षक विधि न्यायालय द्वारा सिद्धदोष अथवा गिरफ्तार किया जाता है, तो यह उसका कर्तव्य होगा कि वह तत्काल सिद्धदोष तथा गिरफ्तारी से संबंधित तथ्यों तथा परिस्थितियों की सूचना अपने उच्चाधिकारी को दे। ऐसा न करने की स्थिति में उसे जानबूझकर सूचना छुपाने का दोषी माना जाएगा तथा वह सी.सी.एस. (सी.सी.ए.) नियम जैसे की प.ऊ.शि.सं. के कर्मचारियों के लिए लागू किया गया है, के अनुसार अनुशासनात्मक कार्यवाही का भागी होगा।

If a teacher is convicted by a Court of Law or arrested, it will be his duty to inform his immediate superior the fact of his conviction or arrest and the circumstances, connected therewith, as soon as it is possible for him to do so. Failure to do so will be regarded as deliberate suppression of material information and will render him liable to disciplinary action in accordance with the C.C.S. (C.C.A.) Rules as extended to the employees of Atomic Energy Education Society.

34) प्रत्येक शिक्षक को हमेशा:

Every Teacher shall at all times:

- i) पूर्ण ईमानदारी रखनी चाहिए,
Maintain absolute integrity;
- ii) कर्तव्य के प्रति समर्पित रहना चाहिए,
Maintain devotion to duty;
- iii) ऐसा कुछ नहीं करना चाहिए जो कि प.ऊ.शि.सं. कर्मचारियों के लिए अशोभनीय लगे।
Do nothing which is unbecoming of an employee of the Atomic Energy Education Society.

ACKNOWLEDGEMENT

I have carefully read the Circular No. AEES/4(6)/VIG/2024/C-14 dated 02.04.2024 on the subject of Corporal Punishment and understood its content.

I hereby undertake that I shall unfailingly abide by the guidelines on corporal punishment as a teacher of AEES and I am aware of the consequences of any violation thereof.

Name of the Teacher : _____

EMPID : _____

Designation : _____

School : _____