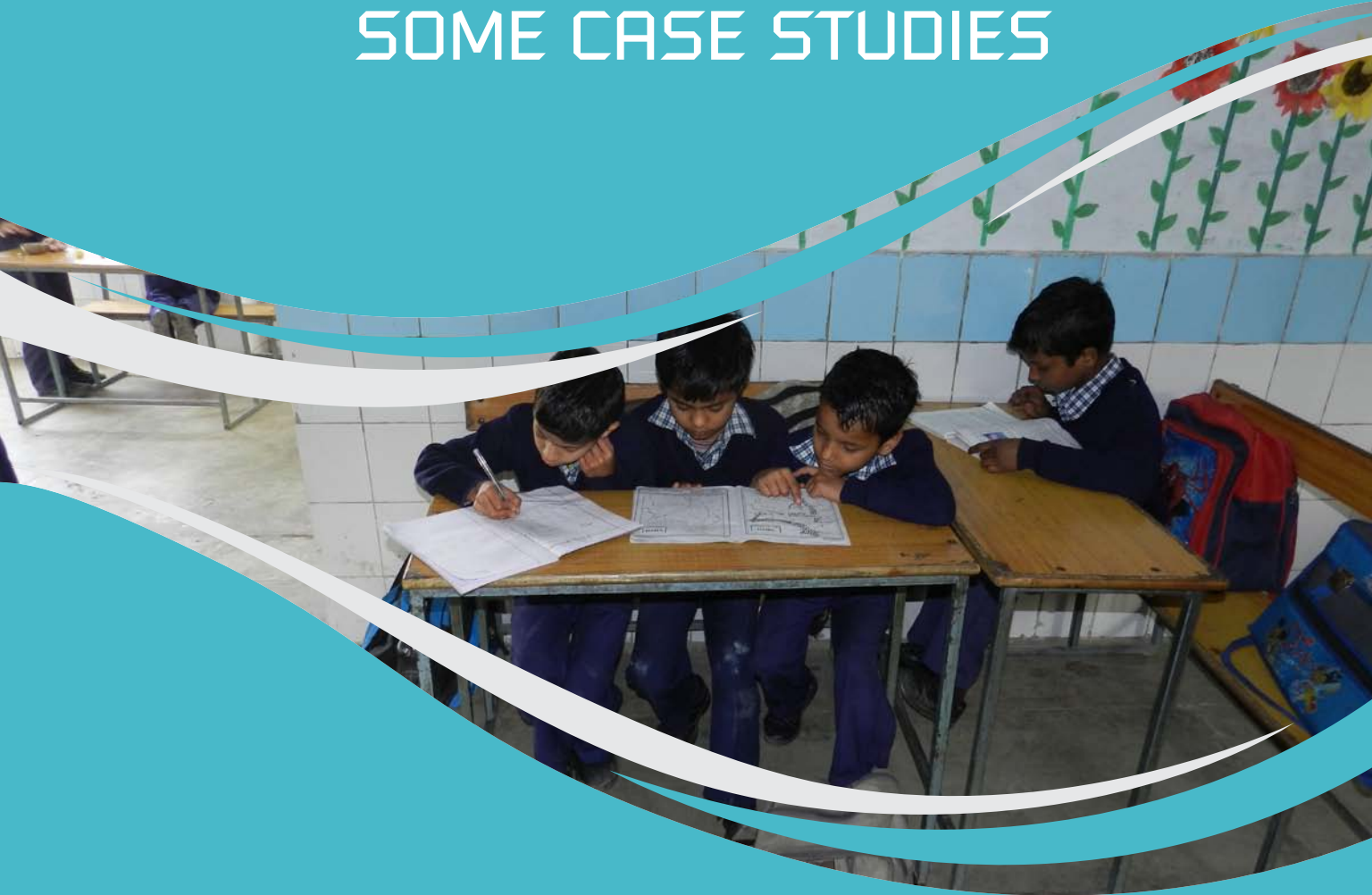


# POSITIVE DISCIPLINE IN MCD SCHOOLS SOME CASE STUDIES



Society for All Round Development  
Year: 2013

## **POSITIVE DISCIPLINE IN MCD SCHOOLS: SOME CASE STUDIES**

### **Head Office:**

311, Kirti Deep Building  
Nangal Raya Commercial Complex  
New Delhi - 110046

Phone: 011-28524728

Fax: 011-28524728

Email: [sard@bol.net.in](mailto:sard@bol.net.in)

[sa\\_rd@hotmail.com](mailto:sa_rd@hotmail.com)

Website: [www.sardindia.org](http://www.sardindia.org)



# Foreword

Positive Discipline, Learn without fear campaign, improvising school infrastructure, formation of children group, promoting freedom of expression through installation of suggestion boxes, setting up of libraries, enhancing the learning aura in school through BaLA concept and capacity building of teachers on the basic tenets of Positive discipline et al., have been in operation for around five years now promoted by PLAN India. Positive discipline in schools has been an all inclusive concept, where the basic ideology is to ensure safer environment, protection, development and enable participation of children shunning the fear factor and promoting child led perspectives for quality education.

SARD has been an able partner of PLAN India realizing their ideology by rolling out the above activities on the arena of MCD Schools, who have been extending collaboration with SARD nearly for a decade now. In its endeavor to ensure quality inclusive education to children, SARD has been enabling convergence of resources through a variety of national, multinational, bilateral organizations and also from leading corporate groups and by ensuring variety of value added services indigenously developed with the help of its expert personnel. It is essential to emphasize that the team from SARD strive think on the lines of a child to remain closer to them.

This program on positive discipline was piloted in 12 schools of MCD by SARD with resource and conceptual support from PLAN India, where holistic development of schools were attempted and in addition teachers and guardians of children were vested with the requisite skills, resources and methodology for ensuring safer environment for children in schools and back at home under this umbrella concept of positive discipline. There have been many experiences from the practitioners, their voices were gathered and consolidated to bring about this collection of case studies which are presented in its very form it has been captured. These expressions documented drive home the message that how well the idea has found acceptance among the practitioners and their belief in the concept as such due its effectiveness that has impacted tangible changes in the lives of children accessing education in MCD schools. The positive effects are, increase in retention and opportunities to excel when the environment is kept fear free.

This has been a successful venture and SARD is happy to have been the agents of change along with those teachers and school heads by playing the pivotal role of an enabler. Such meaningful initiatives encourage SARD to take it up to the next levels to keep it a regular feature as the results have been enthusiastic. The success is reverberating at the levels of school administrations and their higher ups to mainstream this process as part of their training curriculum of in service and pre-service teachers at policy levels, which needs to be pursued accordingly. Here is a success story to show case where the donor, the enabler and the service provider have owned every bit of action with pride to complement their objectives and meaningfully fulfilling their mandates respectively. I thank all stakeholders for their role, however, minor in this initiative, as they too are partners of this success.

Sudhir Bhatnagar  
CEO, SARD.

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# Abbreviations

SARD	Society for All Round Development.
BaLA	Building as Learning Aid.
RTE	Right to Free and Compulsory Education Act 2009.
NCERT	National Council for Educational Resaerch and Training.
SCERT	State Council for Educational Resaerch and Training.
NGO	Non- Government Organisation
CPC	Child Protection Committee.
MCPS	Municipal Corporation Primary School.
DIET	District Institute of Education and Training.
B.EL.ED	Bachelor of Elementary Education.
SMC	School Management Committee.
PTA	Parent Teacher Association.

# Education in India

In today's competitive world, education is the fourth necessity for man after food, clothing and shelter. Education is the process of instruction aimed at the all round development of individuals, providing the necessary tools and knowledge to understand and participate in day to day activities. It dispels ignorance and boosts moral values of the individuals. It is the only wealth which cannot be taken away. It forms the basis for lifelong learning and inspires confidence to face challenges. It provides the skills to individuals to become more self reliant, enhances the ability to manage health and nutrition and economic well being. Good education having a lifelong impact can only be imparted where students do not get intimidated, where they do not fear the disciplining practices, where conceptual learning is encouraged over rote learning and where besides chalk and talk method, peer learning and activity based learning is practiced.

Though India has always been a great source of learning for many years, it still needs to improve not just on the quality of education but also on the number of people being educated. In India, still many are deprived of education mainly due to poverty and less accessibility educational services, discrimination, corporal punishment and unwelcoming school environment. The lack of education, adds to the vulnerability of children for forcing them into social evils of child labour and crime. However with the enactment of the Right to Education (RtE) Act, 2009 that provides free and compulsory education up to elementary level it is expected that certain minimum standards with regard to access and quality of education will be available to all children in India.



## What has been the general perception of quality education vis-à-vis discipline in schools?

Children are often disciplined with the understanding that they can only understand and learn if they are punished. This belief is often demonstrated when children are exposed to physical, mental or emotional abuse such as corporal punishment, physically strenuous labour, addressing children with negative labels or words and discrimination of sorts. According to a study released in 2007 by the Ministry of Women and Child Development, Government of India on child abuse in the country it was found that 2 out of every 3 children reported being physically abused. Following abuse at home, schools were the next largest environment where abuse was reported. Violence takes the form of bullying, corporal punishment, emotional abuse, sexual abuse, gender discrimination, teasing and in other forms. Children at school are at high risk of facing corporal punishment and largely remain victims of bullying.

Recent research tells us that children are “hardwired” from birth to connect with others, and those children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive Discipline is based on the understanding that discipline must be taught and that discipline teaches.

## How is the situation in the schools of Delhi?

In Delhi, children do face problem of corporal punishment in schools. Instead of learning, enjoying school and preparing for the future, these children are subjected to bullying and corporal punishment. The RTE Act 2009 has banned corporal punishment and has subtly endorsed the promotion of positive discipline in schools to support improvement of quality education.

## What is Positive Discipline?

Positive Discipline is a programme designed to teach young people to become responsible, respectful and resourceful members of their communities. Based on the best selling Positive Discipline books by Dr. Jane Nelsen, Lynn Lott, Cheryl Erwin, Kate Ortolano, Mary Hughes, Mike Brock, Lisa Larson and others, it teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults (including parents, teachers, childcare providers, youth workers, and others). Recent research tells us that children are “hardwired” from birth to connect with others, and those children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive Discipline is based on the understanding that discipline must be taught and that discipline teaches.

*Jane Nelsen gives the following criteria for “effective discipline that teaches”:*  
**FIVE CRITERIA FOR EFFECTIVE DISCIPLINE**

## Effective discipline...

- 1) Helps children feel a sense of connection. (Belonging and significance)
- 2) Is mutually respectful and encouraging. (Kind and firm at the same time.)
- 3) Is effective long-term. (Considers what the child is thinking, feeling, learning, and deciding about himself and his world – and what to do in the future to survive or to thrive.)
- 4) Teaches important social and life skills. (Respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community.)
- 5) Invites children to discover how capable they are. (Encourages the constructive use of personal power and autonomy.)

## Why was the initiative on Positive Discipline initiated in MCD schools?

In Delhi, as part of civil society response to improve the quality of education in schools, SARD with support from Plan India has initiated a project in MCD schools to make the school environment safer and more welcoming for children. The project has a very strong focus on inculcating culture of 'Positive Discipline' in schools based on the knowledge that corporal punishment leads to increased drop out of children from schools, has huge negative impact on self confidence of children and their personality thereby making them misfits to face challenges of life in adulthood. The positive discipline intensive interventions are being implemented in 12 MCD schools spread across all MCD zones and is subsumed under Plan India's global 'Learn Without Fear' campaign and its initiative to promote 'Safer Schools'.





The present document is a collection of case studies on positive discipline from the 12 intensive intervention schools. The actual names of the main character(s) in the case studies have been changed to protect their identity. As the case studies and best practices are outcomes of SARD's activities in schools, to understand these case studies better, the immediate sections below dwell on different critical aspects of project implementation that have contributed in achieving the outcomes.

### **What have been the project activities?**

#### **Sensitization of Teachers: Workshop on "Learn without Fear" and "Positive Discipline"**

SARD has conducted workshops with MCD teachers and Principals on positive discipline, RTE act and child rights and protection issues. These workshops were to create an understanding among teachers about conditioning of child's behaviour in a positive way and understanding about RtE Act.

SARD organized series of workshop not only for its own project-teams working directly or indirectly with MCD Schools in different zones of MCD schools, but also with teachers with the objective to orient the participants with the concept of "Learning without fear" ensuring its effective implementation within the school system.

School level workshops were conducted with different education authorities with a purpose to capture what schools are already practicing as positive discipline and behavioural changes introduced by teachers themselves to enforce discipline. SARD MCD to sensitize the teachers of MCD schools. SARD along with NCERT/ SCERT organized several special workshops on corporal punishment. The special training sessions were part of the ongoing training programme for teachers on 'Right to Education' and understanding behavioural patterns of children. During the training workshops, teachers were also informed about the legal repercussions of corporal punishment.

## Capacity Building of Parents

Protection of children is the responsibility of their parents. With the increase in the level of crime against children, it is very important for the parents to learn about their environment and create an atmosphere where their children receive maximum safety and security. It is very important for parents to learn about various child rights and effects of abuse on children, so that they are able to mould their children's behaviour in a positive fashion. In order to address such issues and educate parents how to condition children's behaviour, a workshop was organized for parents. Abuses like emotional, physical, sexual and psychological were discussed in detail with the parents. Role of parents and various data on abuses were also shared and discussed with parents. Parents participated with lot of queries and seriousness. It was also seen that few parents had knowledge about the various issues with the children but wanted to know how to protect their children. Long term and short term effects of abuse on children were something they were not fully aware of and were enthusiastic to learn about it. Also during the workshop, project team (workshop facilitators) spoke about positive discipline in detail with the parents. Parents were very enthusiastic to know about this concept. Some said how one can discipline the child in a positive manner? After sharing various live examples with the parents, they became clear about the various ways by which one can discipline their child without harming him or her. Various types of reinforcements that parents can use while modifying their child's behaviour were also discussed with the parents.

## Workshop with MCD Teachers (Master trainer) on Positive Discipline and Learn without Fear Program

This workshop was to facilitate and train master trainers on various aspects of positive discipline and ways to use it in their regular context. They were exposed to Learn without fear program which comprised of components through which teachers can make their school child friendly and can create an environment liked by children as teachers play an important role to establish a learn without fear environment.

## Workshop with NGO's

Child abuse is an issue that needs to be addressed by not only one NGO but by different issues who are working in various communities with children on their various issues. Various workshops had already been conducted for parents, local stakeholders, MCD Teachers, Principals on different concepts like positive discipline, RTE Act, child abuse, child rights etc to aware

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A workshop was conducted by SARD with other local NGOs who worked with children in different communities on various issues like education, health, development, protection, mental health, disability etc. This workshop focused on LWF campaign and other issues related to child protection in India. The workshop started briefing the participants about SARD and Learn without fear campaign.

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people about their roles and responsibilities in handling and addressing such issues. A workshop was conducted by SARD with other local NGOs who worked with children in different communities on various issues like education, health, development, protection, mental health, disability etc. This workshop focused on LWF campaign and other issues related to child protection in India. The workshop started briefing the participants about SARD and Learn without fear campaign. Following the introduction, the role of NGO in handling child protection issues was discussed. Participants' knowledge was built on various legal issues in child protection and how through various complaints in different agencies one can resolve child abuse issues. Participants were motivated to take up child protection issues in their communities and address these in an open forum.

### Suggestion Boxes

SARD has also installed suggestion boxes in schools through which children can put forward their views about their schools, or any suggestion about their school system. These boxes are opened once in a month and suggestions are read out in the CPC meetings or during assembly and then selecting one or two issues, solution are defined for the same.

### Child Protection Committees

Child Protection Councils (CPCs) have been formed in schools to discuss and address issues of corporal punishment. Quarterly meetings are held by the school level councils to review the progress of positive discipline activities and discourage corporal punishment.

## Street Plays in Schools

Street Plays have been held in schools to sensitize and build awareness on the ill effects of corporal punishment. The plays depicted psychological effects of corporal punishment on children. These have been participatory and interactive. Students and teachers have been involved in these plays.

## What has been the impact of the positive discipline initiative in schools?

The Positive Discipline intervention in the MCD schools has been unique and one of its kind in the history of MCD schooling experiences. This intervention has created a positive mindset, among the elected representatives of MCD and the school administration. A group of change agents has been developed comprising of teachers and school principals. These change agents are a positive source of energy, they function as good will ambassadors, and mentor new school representatives to adopt positive discipline practices in their schools. Children, parents and teachers are confident about the safety of children in schools. Teachers, Students and Principals understand positive discipline very well and this has been possible due to the painstaking handholding and awareness building sessions of SARD. Now the time has come when open commitments of MCD officials in forums regarding institutionalization of positive discipline in schools needs to be converted to the advantage of children with mandates of SARD, PLAN India getting complemented with the realization of few facets of RtE 2009 provisions within MCD schools.

There has been a great change of attitude in the teachers who have been trained on school visioning (positive discipline) methods. This has been observed in the discussions held with teachers on the way



forward in the training workshops. Most of them could not distinguish between punishment and discipline until after the training. They encouraged the project officers (trainers) to undertake a follow-up in their respective schools to assess progress of the implementation of the positive discipline methods and it has been found during these visits that positive discipline practices are being followed in schools.

It has been seen that interaction between children, their teachers and school Principals has become much better. Teachers and Principals have become more patient with children. Group learning, peer learning and activity based learning has increased. Children no longer fear coming to school, in fact they look forward to going to school. Their talents in arts and crafts, dramatics and sports are being appreciated and recognized. Children are being encouraged to be creative. The trust between Teachers and Students has increased.

Accountability for Positive Discipline has increased at all levels. Teachers, Principals, MCD Education Administration Officers and elected representatives such Councillors and Standing Committee Representatives all of them understand the importance of abolishing corporal punishment and promoting positive discipline in schools. Safer schools are gradually emerging as the pride of MCD schools.





## MCPS DWARKA SECTOR-1 MORNING SHIFT

Zone- Najafgarh

### Sushila Malik (School Incharge)

Ms. Malik on attending the positive discipline session organized by SARD, understood its nuances, which focused on treating children in a friendly manner and to refrain from indicting violence on them by school teachers, she personally liked the positive ways narrated in the session to handle difficult children and on different occasions without losing patience and benefits of practicing positive discipline as such and the essence of promoting learning without fear among children. As a follow up of the training, she shared her experiences with her peers through a specific meeting within the school and started working on positive discipline through different activities and felt satisfied with such a useful training imparted by SARD. She fondly dwelt on the impact and utility of capacity building trainings organized by SARD on various occasions for many years now, which has capacitated the MCD school teachers to work conscientiously for the welfare and betterment of the children studying with them and also the school. She recounted that recently, SARD has painted the walls depicting various educational themes. The educational concepts such as counting, shapes, names of seasons, have been depicted on the walls in the form of fascinating pictures in order to promote learning by viewing among children. Teachers are now also able to integrate these concepts in their lesson plans and children enjoy to a great extent. Such vivid expressions also help children in channelizing their energies towards better and good behaviour resulting into positive discipline within the schools. The libraries and resource centre in the schools essentially act as a conduit





between children and teachers to instil positive discipline among children and easily create a bond of respect, care and love in between.

### Best Practice ON POSITIVE DISCIPLINE

On specifically asked about the positive discipline experiences, she was able to personally know about the actual concept of positive discipline, as she was not familiar with it earlier and had different idea about the whole issue. The training imparted by SARD and Plan India has created a good deal of sensitivity within her, she is now able to handle children better while interacting with them as the complaints were of varied nature as children are from diverse background. She shared her experiences and the Positive discipline book received during the training with other co-teachers who was not a part in the training as a follow up. She is now able to identify and understand the concerns and interests of her class children and accordingly is able to devise her lesson plan to keep them absorbed and enjoy their class sessions with a positive aura. If she finds that the class is very noisy, she never scold the children or reprimand them, instead she engages the entire class in some group activities for five to ten minutes and then introduce the lessons to be taught in the day. She interacts with children in a very patient and pleasant manner and listens to the problems of the children. Because of this behaviour children are confident with her and report their concerns and issues directly to her in a more frequent manner and she has resolved the issues at her own level and also has been able to assist other teachers. She said that the behaviour of the students as well as the teachers has improved after receiving training on positive discipline and implementing positive discipline in schools by SARD through PLAN by MCD administration.

## Best Practice by MCPS teacher-Alka Malkan- Dwarka sector-1

Ms. Alka attended the workshop on positive discipline and realized how books can be made more interactive. She narrated about a child who was all the time disturbed and was often found disturbing her peers in class four from reading and writing. Ms. Alka realized, based on her positive discipline training, that if the child is engaged with certain activities and responsibilities, her energy could be channelized. The child now acts as monitor because she is given responsibility and now since she is the leader she does not indulge herself in any sort of mischief in the class. She also protects other children and reports to the teacher. Now she indulges herself in group discussion and peer tutoring. Now this child also shows interest in learning and has been excelling in subjects. There have been positive changes among the girl. The teacher did not realize children were very creative, but after engaging children in activities in group work now the learning has increased and their creativity got revealed. She has divided the entire class into four groups and is able to attend to the problems of all children. If there is any conflict then she discusses with all children and evolves solution in a participatory manner for practice by children. This was possible due to her participation in the positive discipline workshop, organized by SARD through PLAN India. It was only after attending the workshop she was able to understand the aspects of positive discipline, where she also learnt about right involvement of children and channelizing their energies to keep the school disciplined with self-discipline in every child. Prior to the training in the workshop she used to punish children for their behaviour, but now she feels happy to have found the best alternative as she is also able to remain close to the children she is responsible of, by knowing their problems.





Best Practice by Rekha in Class three. Children keep shouting in the class and make lots of noise. Prior to the training, Rekha like other teachers generally used to say children to remain silent and not to shout in the class and chided children for misbehaviour. After positive discipline training, she has adopted the activity of rain drop clapping by counting 1 to 5 in the class. Similarly she also involves children in to the activity of numerical counting, grouping etc. If a child does not do the homework then the teacher engages the child in some task on the blackboard to make the child learn the concept and on being able to perform well, the child is praised in front of others and the child feels empowered and enjoys the moment. If the child is not able to perform, he/she is given opportunity to learn from others in a participatory manner by redoing the same. She gave opportunities to children in terms of reading, expressing things in their own language etc, to make them feel comfortable, public humiliation is all the time avoided, which was involuntarily practiced earlier with use of force. After the training, she realized that by giving various opportunities to children, resulted in developing leadership qualities among children.

# DWARKA SECTOR-1, EVENING SHIFT

Zone- Najafgarh

## OM PRAKSH- HEAD MASTER

Om Prakash of M.C.D school Dwarka sector-1 of II-shift has been working as the school principal since 29th may 2004. According to him positive discipline and moral values should be developed among the student at a very early stage in schools and there should not be any form of corporal or physical punishment meted out on children. Therefore, when SARD approached him for implementing positive discipline in his school, he readily formed one committee with five teachers, which included master trainers trained by SARD through PLAN.

These teachers interacted with other teachers of the school on a monthly basis and instilled the essence of positive discipline to the core. In this school the teacher-student relationship is given prime importance under positive discipline. The teachers should be sympathetic to the students. The relationship of the teachers with student is such that the student can express their opinions and problems fearlessly to the teachers. In our school the teachers behave in such a manner in which the students are comfortable enough to share their each and every problem whether big or small without any hesitation. In our school if we observe any child with problematic behaviour we treat him with love, care and affection.

### Headmaster views on positive discipline:

**Incident-1**-The headmaster narrated, a few days ago, a mobile kept for charging by a teacher was missing. On inquiry with few children of the class 3 where the mobile was kept, most of the children pointed a boy to the class teacher and to me. The boy refused to accept that he had picked up the mobile and his mother visited the school, next day, on request and she too refused to believe or accept her child's fault. Then I asked all teachers and others present there to leave the room and after that I personally explained the child and his mother on the bad effects of stealing and how this will spoil the character of the child, as he would be suspected for all future such incidents and shall in a way remain branded as a bad character. The mother realized the fault of the child and she confessed to the fault and confided to the Head master that they feared public humiliation of the child and gave back the stolen mobile. The headmaster, reassured the child and his mother that nobody would know about this and child will be treated normally in the classroom and in the school. After this incident there was a positive improvement in the child. The teacher also interacts with this child in a very positive manner and there is no individual grudge shown by the teacher towards the child. The boy mingles with his friends cordially and has been able to learn without fear.

**Incident-2**- The head master narrated another incident. The school's unused equipments were kept in a far off science room. A boy of a class picked up a fan and sold it to a nearby waste collector. Few other boys knew about this and the issue came to his notice. He called the boy, and also visited his parents at their home personally with the help of other boys from the neighbourhood. He spoke to the parents and apprised them of negative consequences, which might spoil the boy's future. He suggested that this



issue needs to be handled confidentially, without others knowing as there is a fear of public humiliation. He reassured the family that this issue would not be reported anywhere and asked the boy to return the fan he lifted from the science room. The boy eventually, returned the fan and the parents thanked him for his wise handling of the issue, without taking to other course or means, where the boy's future would have been spoiled. The children from the neighbourhood, who knew about it, learnt a message of accepting the fault and to not repeat it for future. In my opinion, we can develop good-habits and discipline among the students by making them aware of the problems, they could face in future.

The Headmaster went on to add, that for proper character building of children in the schools, the parents and teachers needs to acquaint the children with good habits, culture, ethics and values during the assemblies of the school and at their respective homes by parents. We should provide positive reinforcement to the student showing virtuous behaviour and exposed them to leaders who have shown us the path off rectitude and probity on special occasions.

Our teachers have always been active participants of all the meetings and workshops organized by SARD on positive discipline from time to time. They shared their experiences with the rest of the teachers also. These meetings have made the approach of the teachers better towards the children. Today, I can say that the students of my school are learning in a fear free environment.

A Case by teacher from the same school- As a part of the role play on positive discipline organized with the MCD teachers, around 10 teachers participated in the meeting in which – Ms Kamla Mundan and Sushila from the school participated. They were given a case to demonstrate as to how they would react to a child whistling in the class. The teacher indicated, that reaction is not the solution. One should act patiently to the situation and it could be taken as a fun activity in the class for 2-3 minutes and then the teacher should address the norm to be established in the classroom and get it accepted by the children. She should also then address that what are the good habits that should be ensured while class is in conduct. All the teachers were of the view that this type of training should be regularly organized by SARD through PLAN with MCD teachers for further sensitization and follow up.

## MCPS Katra Chajju Pandit- General Shift

Zone- Sadar Paharganj

### HEAD-Master- SHARDA KAUL

According to Mrs. Sharda Kaul, Principal, the positive discipline, she believes, starts from the school environment. She thus gave an hindsight of her school which was constructed in September 2009, with the view to provide all the necessary facilities to the students like spacious classrooms, desks, black-board, teachings aids, good sanitary conditions, potable water for drinking, etc. These basic essential things give the student a positive aura about the school and its environment for being part of the school and studying in it.

Talking about individual teachers, who have been instrumental to instil positive discipline among children, she spoke high about teacher Ms. Roshan Sabha Zameer, who according to her has lots of positive attitude towards the students and provides them with good suggestions, tips and exposure to science fair and takes them to other places of educational importance. Likewise, another teacher Ms. Renu kumari, is also the librarian in the school. The principal praised her, for improving the status of the library. The Principal concluded that she has a conviction to provide love and affection to the students and by creating the right environment to grow them as meaningful citizens for which she also seeks the help of parents to pay attention to the students at home.

### Teacher's best Practice on Positive discipline

Renu kumari, teacher from the same school said that we have been associated with SARD since a year





now, we have attended SARD's sessions twice as well as the training on positive discipline organized at Indian Social Institute, Lodhi Road, New Delhi. According to her the tools suggested in the training are practiced in school to up keep positive discipline. The foremost activity which is used in classes is that of dividing the entire class into groups and engaging them in several activities. She also interacts with the entire class and listens to the problems of the children. One day when she came to the class, two children were busy fighting with each other. She then spoke to them and came to know that they were quarrelling about the place to sit inside the classroom. She listened to the problem very carefully and explained both of them that they should behave as friends and suggested that they take turns to sit in the place alternately. This created a good atmosphere in the class among other children. She also keeps guiding other school teachers regarding the suitable environment building in the class room to promote better learning among the students.

Though she joined recently, she is emotionally attached with the school and students as well. She said that the students of the school come from a deprived section of the society where parents are either aware of the importance of education or they are in a position to pay attention towards their children. So we have the added responsibility over such children. She prefers to encourage children positively highlighting their special abilities and skills as pointing out their negative traits would only clam them up and curb their intelligence. Due to her positive attitude towards children and care, few students who were not regular earlier have started being regular due to her friendly and sympathetic attitude towards them.

### Roshan Sabha Zameer Experiences in the school

Ms. Roshan joined this school a year back, prior to that she served in an another MCD. Sharing her experiences, Ms. Roshan said that the students of her school hail from a different families and poor economic background where money is given importance over discipline, without which, they are not in a position to fulfil even their basic necessities. She strongly believes that providing cash subsidies by the Government, on certain occasions, not only spoils the children but also their parents, who always remain



aware and alert of their entitlements and attend schools for this purpose. In her opinion, these subsidies should be in the form of kind contribution such as books, uniforms, bags, etc.

On specifically asked to talk on her experiences about Positive Discipline, Ms. Roshan shared about her experience with a student of class four, who was a hyper active child and did not obey or heed to any of the teachers in the school, even the SARD remedial teachers found him difficult to handle. Ms. Roshan took the responsibility of dealing with the child who was very arrogant and was creating lots of trouble to his fellow class mates. She approached and addressed the child with lots of love and affection and instilled confidence in him that she as a teacher would forgive all his bad deeds, if he promises to be her friend. She allowed him the confidence to share his personal problems at school and at home and provided him with instant solutions and remedies. The kid now feels more confident and talks to her freely without hesitation and is not any more bullying or troubling other class mates and obeys the instructions of all teachers. She has also motivated him to participate in games where he is doing really well in drills and other games.

Narrating her second experience, Ms. Roshan said about a girl who was very backward in studies due to the economic problems prevailing at home as well as large numbers of siblings and indifferent attitude of the parents towards her, who prevented her from coming to school. The teacher then spoke to the parents and got her re-enrolled in to her school. Initially, she was not regular due to family pressures, but after talking to their parents, she started attending the school regularly and has been excelling in studies too.

She said, similarly, other teachers are also really working hard with children to instil positive discipline and thanked SARD and PLAN for enhancing their perspective in a focussed manner. She said that, nothing is impossible with the students if the teacher is committed and motivates children to always try to develop positive attitude among them.

## MCPS Ramjas lane Boys- (Single shift)

Zone-Karolbagh

Kumud Kaushik- School Headmaster.

The School Headmaster expressed he was quite happy by ensuring installation of suggestion boxes, forming of children groups (bal samoohs), establishing libraries etc., the school has become democratic, able to know perspectives of children and thus is being able to bring about quality in promoting knowledge as per needs. These aspects has brought in a positive aura within the school interesting the children to express themselves, participate in activities for them and use extra resources from Library, which is acting as agents of change where children are coming to learn Hindi language and are able to improve their reading habits.

Suggestion boxes act as a conduit between children and the school administration. Children are able to share their needs, thoughts, problems faced which are diligently attended to by specific teachers assigned for the purpose. There have been suggestions to improve the school cleanliness, plantations, floriculture and other beautification issues, which was a revealing aspect. The children and their groups had lots of expectation to keep their school clean and good looking. Similarly, there is a playground where children of secondary school frequent too often and younger children felt unsafe. Based on this concern raised through the suggestion box, the school administration has decided to demarcate the area for younger children with a boundary wall. This would not have been possible without a suggestion box as this problem remained unnoticed till then.





The children groups who have been interacting with teachers have also started involving parents and school is now truly dynamic, responsive to holistic development of children within and outside the school. This has been possible because of the positive discipline measures ensured by SARD through PLAN.

School has always tried to interact with children in a joyful manner. They have got the training from YUVA from DIET (Delhi government in 2007) as well as training from SARD and Plan India. Teachers involved in libraries have taken care to stock illustrative books with pictures, which has created good impact in the learning levels of children. The attendance percentage in school has been ranging 70% to 85%. This is because of the behaviour of the teachers and involving them in play way methods. The trained teachers have impacted in the increase in the number of children. There is a good linkage between parents and teachers of the school. The school is aware that children learn more through clear communication and dialogue and through their participation. The mid day meal initially was not of good quality. This was reported to the department and the issue was taken to the notice of suppliers Srishakti from Indicare. They promptly, intervened and now the quality of the mid-day meal is very good. Children now enjoy the mid day meal. Children share their feedback on the quality of mid day meal to the Headmaster.

The Head master often takes part in the meeting organized by SARD. Due to his efforts the school has English medium facilities with one section of each class converted to English teaching medium of regular subjects. The enrolment of children has increased because of cordial behaviour of teachers. Now the number of children has gone up to 355 from 110 in four years.

### Teacher- Deepti- MCD teacher from 2006.B.El.Ed.

According to Ms. Deepti, attending the training on positive discipline and practicing in schools were two different things. The situation in reality was quite different, it took a while for her to practice the things taught with suitable adaptation to the situation in the school. Initially she was reacting and getting irritated with the behaviours of children. But because of trainings now she is able to divide the large classroom of class four in to several groups. The sitting arrangement has been changed and now she is able to interact more with children due to dividing them into groups. Based on the training inputs and through experiences from the schools, the children were given several projects and exercises. By doing these activities children were disciplined on their own. When there is adequate rapport between children and teachers, children learn more. There are varied levels of energy among the children. Every child is different and they have different energy levels and they are channelized through arts and craft. She narrated the story of two boys as they always were trouble mongers within the class and used to fight with their peers. When they were introduced to arts and crafts work their energies got consumed into that and they performed very well and they were not quarrelling with fellow children any more due to diversion of their energies into creativity.

Those Children who also faced problems in reading and writing were improving their reading and writing abilities due to their positive engagement in libraries set up for the purpose. Thus children need to be remained creatively.

Another teacher Anita described her experience on similar lines and stressed on the need for treating children with love and affection.



## School Name: MCPS Nand Vihar (Morning Shift)

Zone- Shahadra North Zone

### Teacher Name: Neeta Gupta (MCD Teacher)

Ms. Neeta Gupta narrated about a girl from 2nd standard of her school, who used to turn up when money was being distributed under various scholarships and schemes. One day she took note of this and had a dialogue with her mother and was shocked to know that the girl was sent to domestic work in the neighbourhood to earn a livelihood for her family. When she spoke to the girl, she wanted to study further, her mother was counselled accordingly and the girl was made to attend the school regularly from then, she was treated with compassion & love and was allowed to do what she liked. The girl realized that my teacher is supporting me and she started to concentrate on studies and now she has totally changed, she is doing good work in her class and performing well. This was possible because of her exposure to positive discipline.

### Speaker Name: Rajrani (MCD Teacher)

Ms. Rajrani spoke on the essence of compassion by narrating her experience on positive discipline. In her school the children came from the neighbourhood and few children came from a government hostel. A girl from the hostel attended her class, who was having a strange behaviour of picking up fight with class children and also with teachers. The teacher realized there are some issues and dealt with the girl personally, the girl eventually broke out and said that she does not like to stay in the hostel and was yearning for parental affection. From that day the teacher started to treat her like her daughter and told her to consider her as a mother. After that the attitude of girl totally changed and she was behaving responsibly and was feeling confident. She passed out from the school, but still continues to meet the teacher occasionally and pay her respects to the teacher.

### Speaker Name: Savita Sharma (MCD Teacher)

Ms. Savita Sharma narrated about a girl, who had been observed to be abnormal during class hours. It was found she lacked confidence as she was very weak in studies. Ms. Sharma gave personal attention and care to that girl and sat with her and assisted her with her problems. The girl realized that the teacher is more concerned about her and she started behaving confident and gradually regained confidence and her reading and writing skills saw a marked difference. The girl passed to next class and is now able to concentrate and perform better in her studies and participate in class level activities. This was possible only due to Ms. Sharma's exposure towards positive discipline training by SARD and PLAN India.



## MCPS Nandvihar- Evening Shift

Zone- Shahadra North Zone

### Views of School principal— Jaipal Singh

Mr. Jaipal Singh summarized his experience on positive discipline as providing an environment to children to learn without fear by addressing their holistic needs, allowing them to express themselves and by adapting to a participatory as well as a proactive approach. He put his learning on positive discipline to practice as he loved the children and wanted to develop the school to meet the above expectations. He along with the teachers met with parents who helped them to identify the problems the children faced at school and at home. The teachers were then accordingly engaged with children facing difficulties with compassion. A review meeting with teachers twice in a week by the head master keeps him abreast of the needs of children and helps them collectively to devise remedies to children. This has been possible with the training given by SARD in collaboration with Plan, which gave them creative insight. The training also helped to interact in a more active a manner with children. Due to the efforts of SARD there is also a sense of awareness and sensitivity among children. The trainers of SARD were very good as they explained the participants a holistic dimension about positive discipline with lucid examples and real life situations with role plays in place.

On sharing his specific experience, he recalled an incident where a boy from 5th class was often truant to class because of which was quite weak in studies. He took special care towards that child and used to interact with him by giving him small and easy assignments. The boy irrespective of his performance was given quite positive remarks with encouraging signs like stars etc. The boy himself started realizing the



he is being rewarded for his mediocre performances and started to perform well. When the children of his class including him passed out, they all were emotional weeping to leave us and the school. A good bond was created between us and the children because of positive discipline. So it is always essential to be compassionate with children and polite behaviour of us towards them begets their disciplined performance, love and respect, which is a good feeling. Practicing Positive discipline has thus been, without any doubt beneficial. The libraries also have also helped to improve the reading habits of children. Teachers are now circulating the books and they are using the library in an efficient and effective manner. Similarly, suggestion boxes are used in a very effective manner. There is no space for punishment as 'learn without fear campaign' has motivated a lot to change in the behaviour of the children.

### Views of Manoj Chauhan (MCD teacher)

After the positive discipline training, the utility of libraries have been optimal. The library is getting replenished with lot of learning material in schools. Everyday there is announcement in the assembly about the use of suggestion box.

Narrating his experience with a class three boy, who was disobedient and disturbed in the class, was able to be changed exactly the opposite to be obedient and helpful. This was possible, because the teacher did not punish him for his mischievous behaviour and rather was encouraged with some responsibilities and creative engagement of his energies. His new responsibilities instilled discipline and sense of belonging to the class. This is the essence of the positive discipline training of SARD through Plan. The teacher said that all the teachers spend more time in school and are more punctual in the classes and school now which needs to be attributed to the exposure to principles of positive discipline through the said training.

The facilities within the school too have improved with interactive means like library and suggestion boxes. The children are now expressing their perspective because of the improved communication and dialogue with them.

Children are engaged in drawings and paintings in the school. The support given in the project helped the teachers to realize their potential. The trainings given by SARD have resulted in improved sensitization



among teachers and they are now actively able to practice them in classrooms with children. He never ignores any child and engages in an inclusive manner and guides the children in a positive manner.

During the classroom sessions sometimes children disturb other children or does not do the given work. The teacher identifies their interest areas and tries to engage them into sports, games or arts and crafts. Synergising their energies creatively, brings the best out of children and thanks to positive discipline, which made these simple things more result oriented providing meaning to their hard work.



### Views of lady Teacher (Uma) (MCD teacher)

Uma succinctly put her observation, she found a boy not performing quite well as he was not taken care at home properly. She asked the boy's mother to come to school, the boy got scary to bring his mother, however, when his mother came to the school. The mother was counselled well about the needs of the boy, where she has to communicate with him on a day to day basis and ask about his performances in school. This kind of conditioning grooms the kids to behave responsible and remain accountable at both school and at home. One day the teacher said to call her mother.

Similarly, another child's mother passed away untimely and the child discontinued to come to school. She took pains to bring that child back to school by holding dialogue with his father and his aunt. The child with care from the teacher has been able to overcome his personal disaster, be regular to school and has been able to excel in studies. The teacher added that, the newly created infrastructure like library and suggestion boxes are interesting children to be to school regularly.

### Views of Puneet teacher(MCD teacher)

Mr. Puneet, counted his experience about three children who were not regular to school. Prior to attending the positive discipline training, he was not mindful about these children, but after attending this training, he took initiative to meet the parents of these children and interacted with their parents. He emphasized the need of their children to attend the school for their intellectual growth. The children started coming to school, where they were given special attention to keep them creatively engaged. However, one child dropped out again and a revisit was made by me to their parents to refresh their mindset, that child then came to school again and he was only engaged in activities into which he was interested and was allowed to come in dress of his choice. He realized of the special care and started performing well. This has been because of positive discipline training. Now most of the teachers in the school are adapting to this mode of care and compassion resulting in higher retention of children in classrooms, thanks to learn without fear concept and positive discipline methodology.

## MCPS Chandnagar- Second shift

Zone- West Zone

### Case study-By Suraj Prasad, School In charge-

Mr.Suraj Prasad was trained in positive discipline training imparted by SARD and Plan. He recollected about a child who was quite restless and often indulged in quarrelling with fellow children. The child was not manageable by the class teacher and other subject teachers. The concerned teachers were described about positive discipline training, and dealing with children creating problems in a friendly manner. The teacher immediately started treating the child with lots of care and love and did not reprimand him for his misgivings. It was also decided in the bal sadan to channelize their energy in to engage such children in to creative activities leading to tangible results and fun in learning new initiatives. The teacher responded to this in a positive manner and now the class is having a very good environment in the school with sincere students.

### Views of Prabhu dayal- School teacher-

Mr. Prabhu dayal recounted his experience with a class four student, who was disobedient and a nightmare for teachers with his erratic behaviour. Instead of getting irritated, Mr. Dayal chose to interact with the child and his concerted efforts bore fruits of change in the difficult child. This was possible because of personalized attention towards the child as directed in the positive discipline training. This type of training gives perspective to handle difficult children by not punishing but engaging them creatively.



## School Name: MCPS Ambedkar Nagar sector-4-No-3(Morning shift)

Zone- South

### Name of the Speaker: School Principal- Sudesh kumari

Ms. Sudesh Kumari dwelt on her association with this school since October 2010. She emphasised her teachers and children are in good harmony and are part of a big family. Since positive discipline is a key ingredient to live in harmony, in morning assembly, each day, she spreads messages highlighting key ingredients of positive discipline like, child protection, moral education, behavior of teachers towards children etc. If any children have any issue within the school can approach her or any teacher without hesitation and share their problems.

She added that the painted walls and modified structures carrying study inputs, slogans written encourage the Children as they read and internalize them involuntarily. Through these slogans they are learning good habits and we saw positive impact on children. Children also like library and they take special interest in reading books. Now the school is very attractive and more parents are coming for enrolment of their children in the school which is a very good sign of development of the school. I need to attribute this change and development to the efforts of SARD and PLAN India. The ideas of SARD are child friendly and such activities gives lots of facelift to the school and impact the children positively.

On sharing her experiences with children, she recollected about a girl who was unusually quiet in the classes, after observing her for a while, she inquired with the child to find out her problem. On detailed discussions, it was realized that the child was not able to comprehend subjects taught in the classes due to language barrier. The child was given reassurance that she can learn at her own pace and was given special attention to reinforce the content of syllabus in a lucid manner, she was exposed to concepts using different teaching learning materials and was allowed extra time to perform. These special efforts bore fruit and the girl started becoming active and caught up with the mainstream. So in a nutshell, SARD training on positive discipline has had a telling impact in effective dealing with children for their betterment. All require improvement and I also see and ensure the same.



## School Name: MCPS Ambedkar Nagar sector-4-No-3(Evening shift)

Zone- South

### Name of the Speaker: Govind Ram- School Principal

Mr. Govind Ram has been with this school since 2011. With his proactive initiatives, he has been able to plug few problems at administrative levels. He enabled Parents Teacher Meetings in increased frequency to apprise them of performances of their children. He involved parents in important activities and engaged them into overall school improvement plan. These interactive meetings at times got diverted towards parents of children settling personal problems among themselves blaming mischief of each others' children, the teachers had to intervene to maintain equality and harmony.

The mission to make understand all the parents about activities which are related to welfare of their children was successful as all concerns and limitations of providing stipend and books were mutually realized, which made the distribution even. Parents are made aware about their duties towards their children through the active involvement of SMCs and PTA.

### Positive discipline

After attending the training, Mr. Govind Ram has been regularly visiting many classes on a regular basis and has been able to see that all the teachers are committed and are capable to handle all the situations.





He along with the teachers updates the progress with parents during their meeting and also discuss with them about their academic performance of children. As per suggestions in the training organized by SARD at Indian social institute, the teachers are regularly engaged with children in group activities and enable peer learning on a day to day basis.

#### Teacher Name: Mr. Mukesh Kumar Meena

Mr. Mukesh Kumar Meena is associated with the school since 2006. Since his joining the school the pattern of education has been changing and he is constantly adapting to the emerging needs. The problems in his school are mainly because of the socio-economic reasons as children come from resettlement colonies and there is no interaction between children and their parents. Children come to school and the parents are away at work. Sometimes children start from home to school but do not reach to school and play in the streets, he ignored such children, as he did not expect them to change. However, after the positive discipline training he felt responsible hence spoke to such children and understood their problems and worked towards solving them amicably involving the truant students. Based on his suggestion, the school headmaster enabled Parent Teacher Meetings, where these problems were discussed and their cooperation was ensured. Now there is a healthy environment, where the parents are concerned about their children. Through this activity children are friendlier in the class and they are very active in the classroom situation. Children are now reporting their problems and are also interacting with their friends.

## School name: MCPS, Narela Mandi – (Morning Shift)

Zone- Narela

### Best Practice in Narela Mandi-1- Kamla Devi- School Principal

The school boasts of best teacher children relation. During school assemblies, the head of the school discuss about disciplinary practices to be adopted in the school with a list of do's and don'ts in the school premises. School teachers are assigned various responsibilities and they take care of the welfare of children and also impart training to other teachers regarding positive discipline and ensure child protection measures are in place.

She described about a girl who was staying with her relatives. The class teacher through interaction with this girl and through regular dialogue came to know that she is not able to concentrate in school because of the behaviour of her relatives towards her. The girl however is very sincere. Her relatives did not treat her with dignity. When the class teacher came to know this she became very concerned about the child and treated her very lovingly and gave her more attention in the class. She also made a home visit and explained to her relatives that they should not misbehave with the child. After sometime because of the efforts of the teacher the girl became very active in school and she reported to the class teacher that after her two visits in her home the attitude of her relatives have changed and now they are behaving properly. This created a very lively environment in school for that girl among other children. The teachers are now showing respect towards their children and children also listen to their teachers.

She then narrated the case of another child who is very good in playing and other school activities and did all the school activities very joyfully. After sometime the class teacher noticed that she was not regular



to the school. The class teacher asked her friends in the school as to why she was not coming to school. Her friends reported that as she is staying with her relatives and she remains engaged in household chores. The class teacher said that everybody should come to school and they must spend time in their studies rather doing work at home. The children liked this and promised that they will bring her to school. The children tried to persuade the girl's relatives but they were very arrogant. Again the children reported to the class teacher. The teacher then visited her home along with other school children and spoke to her relatives, and inquired about their own children, who had been to school. The teacher warned the relatives of dire consequences of law they might end up to face as a result of stopping a girl from attending school. After this the child started to come to school but while she was walking she was not able to walk properly. The teacher then asked about her problem then she responded that she stepped on a needle which is still inside her foot. The class teacher summoned their relatives to get it checked from the doctor and with the help of a minor operation the needle was removed. The child is very fine and she is coming to school daily. She has passed fifth class. Now I am very happy for that girl child.

The teacher's of this school concluded that they give individual attention to each child and solve their problems. They behave in a very friendly manner with all children and children have started to report in a very frequent manner.



## School Name: MCPS Gautam Puri no-2 –(Morning)

Zone- Central Zone

### Speaker Name: Pawan Bihari (principal)

The school principal spoke about positive discipline training, he attended, organized by SARD and Plan India. Earlier he was in Shahdara school in East Delhi and used to scream at children for their behaviour and indiscipline, but after attending several trainings of SARD and Plan he has been able to change his behaviour towards children. The school has two shifts, he often found boys climbing walls during the girl shift was on. This was creating nuisance to the smooth operation of the school. As a result of the training, he handled this issue by initiating a dialogue with boys, advised them to refrain from such indecent behaviour. In turn he assured to be of help to them in improving their learning and assist them in extracurricular activities. The boys immediately understood their mistake and promised to behave responsibly and since then that issue has laid to rest. Without this training, we would have indulged in punitive action, which might have lead to other disturbances.

Narrating another incident where two children class 4 were quarrelling with each other and one got hurt. When he reached the class both children were complaining to him. He thus decided to spend some time in that class in the absence of teacher, who was on leave. When he tried to find out the cause of the quarrel, all children were of the opinion that these children often quarrelled with each other. He called both the children and heard them separately and found both were at fault, he suggested to them what punishment they would like him to mete out to them. Then both the children said they did not wanted any punishment as their concern was addressed to me, so they did not have any grudge against each other. I asked them to shake hands and advised to be together as there is no benefit in quarrelling and fighting with each other. They are stronger when united. As a result all children in the class understood the importance of being friendlier to each other and its advantages. After this they changed their attitude towards each other and they are now friends along with other children.



Positive discipline really works and said that this type of training is the actual need for the MCD teachers in the situation and context in which they work. Mrs. Ahuja's (Resource person) way of explaining was excellent. She showed movies during the training session which was really good and through these movies they learnt easily and this kind of training should be organized from time to time by SARD and Plan.

### Speaker Name: Shrawan Kumar (Teacher)

Shrawan kumar also attended the training on positive discipline along with the school principal. He narrated his experience of orienting the class

from a messy condition to a disciplined one. On a day when he came to class, he found the whole class was highly disorganized, the tables were strewn at different places and the children were uncontrollable with huge noise. I then had a dialogue with the children and made them realize they are the senior most children in their school, they could behave with much more responsibility as smaller children shall learn from them. He further stressed upon the need for a neat and orderly classroom, which was their basic right and necessity and they are the one who need to ensure about this. This pep talk influenced them and on the next day he was able to see the class in a neat and orderly manner and it was less noisy. He immediately appreciated the children for their response and this was shared with other teachers too. The teacher then repeated this experience and also said to other teachers that all should talk with children about the good habits and should talk to them very actively and not in a reactive manner. There was a change found among children and they were self disciplined. At present we have 575 children in our school. The teachers were of the view that children should be dealt with love and compassion and not in a strict manner

### Speaker Name: Viveak Rawat (Teacher)

Vivek Rawat teacher of class 5 was trained in the positive discipline by SARD and Plan. He applied the learning of the training in the classroom situation and has found certain changes in the class. The impact could be seen in the classroom situation.

He explained about a girl of Class five who always remained quiet and scary in the classroom. The teacher tried to recognize her difficulty as she felt shy and intimidated to talk him. He then communicated with her more frequently and engaged her in some activities in the class and rewarded her with good comments and remarks.

This changed the child to normalcy and is now able to speak to him freely. Actually she was bit afraid to talk to teachers. After this she started to interact with her peer and now she talks a lot and she looks happy in the class.



## Name of School-MCPS Faiz Bazaar

Zone- City Zone

### Name of the speaker: Mujaffar Ilahi- Teacher

At the time Mr. Mujaffar Ilahi joined the school in August 2008, the school lacked proper sanitary facilities and had a congested Office and class rooms. Since a nearby MCD school building was under construction children of that school were also shifted to his school and thus was heavily congested. This situation improved after the children were shifted to the newly constructed space which was large enough to accommodate the children, staff, teachers etc. The school received funds under UEEM for construction of 2 toilets but the school management decided that they should spend this budget for children who are physically challenged and hence they constructed separate toilet & Ramp for CWSN and the school management also did special arrangements for CWSN kids during the distribution of Mid day meal. All these efforts were done for benefiting CWSN. So by ensuring proper infrastructure and administration of systems, the aspect of positive discipline could be instilled.

### Name of the speaker: Ruby- MCD Teacher

Ruby is the class teacher in Class four where there are 45 children in the section. Children are very noisy in this class and they had been quite disturbing in the classroom. The school principal had done a lot of

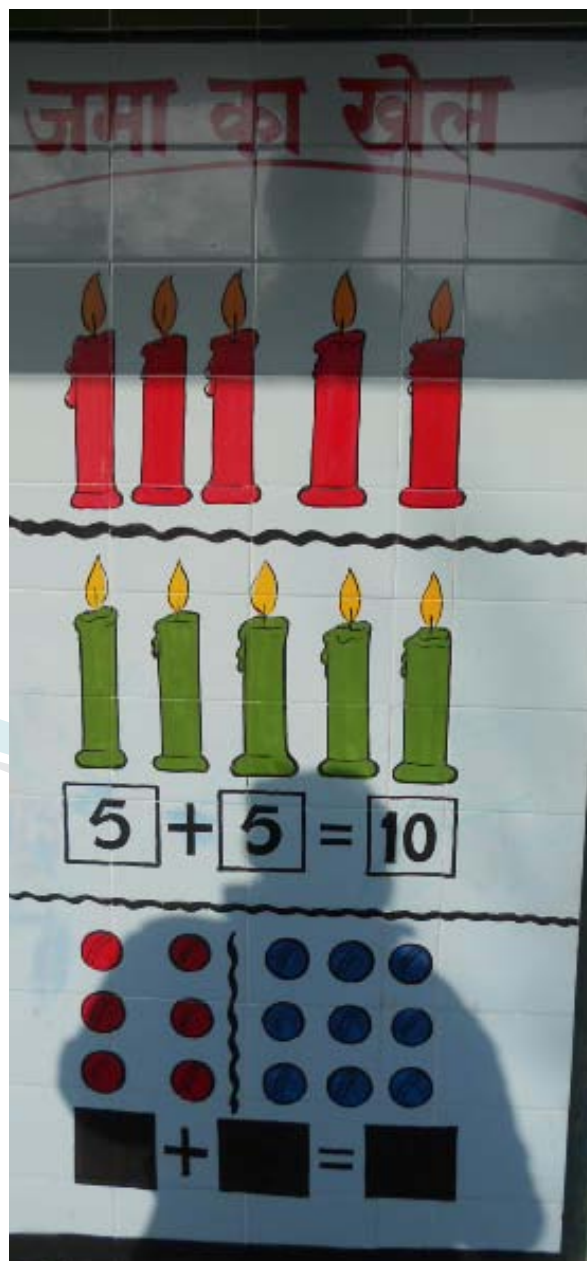


hard work for maintaining the discipline and sanitation in the school. All school teachers were motivated by the principal through his positive attitude and behavior in the school. The principal was also the part of the training on Positive discipline organized by SARD and Plan India. She told that all teachers and school staff should deal with children with lots of love and affection and remain polite with them without scolding or punishing them. She thereafter described about one class while she was teaching in the class where she asked the children that "should punishment be given to children?" Most of the children responded that punishment should not be given to children. The teacher explained that in her class she often interacts with children and engages herself in frequent communication and dialogue. She also described that sometimes they get some non teaching task then she engages children in some activity based learning and also take the feedback after the activity with children. She during that period encourages children to take part in different activities. She also said that teachers are also given task for leading the task while one teacher is absent.

She then described about a child who is physically challenged. Initially the child was unable to clearly speak but now after the efforts of teachers in the school he is able to talk as well as write. He is very regular to school but his parents feel sad about him but the teachers always motivate their parents that in the school he is given proper care and help, therefore they should also help him to grow properly and give him support while at home and encourage him. After the positive discipline training the teachers remain engaged with children and take interest in the growth of the children in a positive manner. Children are loved by the teachers and children who require special need are also included in the overall classroom processes and they are not discriminated and never scolded for their slow or less performance in the class.

#### Teacher Name: Moziz Jehan

Moziz Jehan narrated about three children who required special support because they were differently abled. She keeps them at par with other children and engaged them in several activities. With her encouragement the children also participated in various activities and in sports too. Excepting one child, who is still weak in studies



the other two children are bright. The weak child has been given special care to learn basic things like vowels, consonant in language Hindi. With she adapting to multigrade classroom methodology, the teacher is able to provide more time with personalized attention to slow learners and after some time these students also started writing and reading gradually.

These attributes are reflected by all the teachers of the school and after the positive discipline training from SARD and Plan she has taken the session with the school teachers of the school. She said that before the training she sometimes used to scold children but now she feels that scolding or punishing is not the right way for teaching. She focuses on play way method and she never scolds the children anymore. As a result children have improved their learning and have taken admission in further classes. The teachers have also changed their attitude and behaviour towards children and are very supportive in making them truly learn without fear.





