



**Department of Women's Studies  
Bharathidasan University**

**&**

**Sarva Shiksha Abhiyan [SSA], School Education Department,  
Tiruchirapalli**

Jointly organize

*Consultative Workshop on Preparing Training Module on “Developing Positive  
Discipline on Social Equity” -with School teachers, BRTes, School Children,  
Child Labour school Children and Differently Abled Children*

Venue: SSA Seminar Hall, CEO Office, Syed Muthursha School Campus, Tiruchirapalli

Thiru. Saravanan  
ADPC, SSA, Trichy  
Will Preside

Dr. N.Manimekalai  
Professor, Department of Women's Studies  
Will inaugurate

Thiru. S. Sivakumar,  
Senior Lecturer, DIET  
Will Co-organate

**Resource Persons:**

Thiru. Antony Stephen, Head, Department of Social Work

Dr. Suriyan, Associate Professor, Centre for Study of Social Exclusion and Inclusive Policy

Dr. S. Suba Asst. Professor, Department of Women's Studies, Bharathidasan University

All Are cordially invited

Sarva Shiksha Abhiyan,  
Tiruchirapalli

Department of Women's Studies  
Bharathidasan University, Trichy

### **One day Consultative Workshop on Training Module preparation on “Developing Positive Discipline on Social Equity”**

Department of Women's Studies, Bharathidasan University and SSA, Tiruchirappalli jointly organised a one day consultative workshop on Training Module preparation on “Developing Positive Discipline on Social Equity” on 16.7.13 at SSA office for primary and upper primary school children. Earlier a round table with the DIET faculty members and BRTes were held and emerged from the Round Table that there is a need to gather the kind of inputs to be brought to the module with various stakeholders concerned. Accordingly on the one day Consultative workshop, had the school children, BRTes, School teachers from both government and management Schools, DIET faculty members, Child Labour School Children, Women's Studies Department Scholars and Students and University and College Faculty members who specialise on Social Equity in their Research as participants, input givers and resource persons.

Thiru. S. Saravanan, ADCP, presided over the Programme. Thiru. Sivakumar, Senior Lecturer DIET provided the guidelines. Dr. N.Manimekalai, Professor, Department of Women's Studies in her address spoke about the need of building Positive discipline among the school children to make them to connect with the community and society, and turn themselves as respectful, resourceful and responsible citizen and a sense of belonging to the community. With such positive discipline, the children will understand the politics of discrimination and unequal power relationship and social inequities and try to question through the social skills, thinking and negotiation skills the kind of inequalities prevailing upon in the society. It must also be understood by both the teachers and the students that the inequities among social groups be it caste, religion, region, gender, etc are created by the society which are often bound by patriarchal and capitalistic or feudalistic values and principles. The children must be thoroughly exposed to such politics of class, and interrogate with rationality and the power politics with scientific reasons and objective approach. Dr. Suriyan, Associate Prof, Centre for Study of Social Exclusion and Inclusive Policy, Dr. Suba, Asst Prof Department of Women's Studies, spoke on the social inequities and the possible strategies for addressing such issues from the primary school on wards. Mr. Antony Stephen held that Discipline and teaching are inseparable and the developing positive discipline is a process where the UN Child Rights convention consisting of Non-Discrimination, Best interest of the Child, Survival and Development and participation must be incorporated

The entire workshop has been divided into two sessions. One with the school Children, wherein 50 students from various schools both boys and girls, students from child labour school had participated. The students expressed that they expect the teachers in the school to treat them with love and affection, replace mother, should not beat, should be patient, should not use unparliamentary words, should help the needy children, slow learners with additional attention, should clear the doubts, should not make the children to do the private work of the teachers,

should not make to carry too many books, should teach with clarity, should not give too many homework, etc. At the School front, it was informed that clean and safe drinking water, food distribution, teach life skills, provide proper sanitation with adequate and neat toilets etc. must be ensured. The children expressed that they do not concentrate in school due to the parents quarrel at home. They did add that they do not have proper uniform, problems in paying school fees, should increase the time of play etc. It was revealed that the students expect the teachers to be more affectionate and completely give up beating. It has emerged from the students that beating and other punishment given by the teachers are not wrong. When the children are obliged, the teachers may not punish. Surprisingly a drop out boy from the CHEERS, a NCLP of District Administration however held that teachers must serve as role model and make the students to behave themselves. It was quite interesting to interact with the children of both the gender but there is a lack of sensitivity on the social, gender and cultural inequities. In order to inform them the social inequities, the drop out children who served as child labourers have been brought who were the wards of rag pickers, wage earners, scavengers etc which have brought them a sense of understanding the inequalities.

In the noon around 25 teachers from various schools including rural and urban Middle school male and female teachers have participated who have contributed on the nature of content to be included in the module and how such information be linked to the social equity. The teachers expressed that the students and their issues must be understood with empathy, teaching, learning etc be students' centred, cover subjects apart from syllabus to promote positive thinking, offer yoga, meditation classes, satisfy the basic needs say, whether they have food, proper uniform and if possible to arrange and help, special classes for below average, etc. They suggested that the module should contain inputs to handle the marginalised, MR and other special group children, the children who are affected by the parental issues, the orphan and semi orphan children, provide joy of learning, apply different methodologies, making teacher as a role model etc. To address the above issues, the social inequities etc, teachers must be equipped themselves. It is a triangular relationship where parents, teachers, and culture determine and shape the discipline of the students and hence the parents must also be reached. Above all the teachers should understand that shaping the students proper is their responsibility. Go with the interest of the children, and providing adequate number of teachers must be prerequisite.

The teachers expressed that the positive discipline is to remain silent and obedient in the class. The slum children have a different culture and the gypsy community has different culture and it is challenging to make the mainstream community to accept them equal.

From the Teacher's Perspective it is informed that the students are irregular to class, come late and often remain absent due to family turmoils. The parents do not bother about the attendance of the children. They suggested strategies to overcome the challenges and implemented many innovative methods to correct the children's abnormal behaviour. It was suggested that in the

moral classes and in general at least one hour to be devoted to guide the students to acquire positive discipline and it must be integrated with the curriculum

The teachers should make the students to feel that the teachers are second mothers/ fathers

It is necessary to attend and listen to the voices and needs of the children

Slow learners, the children who are different and mischievous may be given leadership roles and responsibilities so that they would join the mainstream

The special children must be attended with utmost care and if a student is different, arrogant and adamant, may be extended with additional care to look into the real problems, rather than finding fault with them.

If the students quarrel and beat with others, do not listen to the teachers, if use unparliamentary words, they may be attended gradually and guided that what they do is wrong with the different approach, concern and kindness

When the module is prepared, the important anecdotes, cases, voices with illustration may be provided so that to make the trainers to understand and deliver better

Dr. Suba discussed the intersection of class, caste, gender and the need to build positive discipline among the students to ensure social equity. It is emphasised that the students must be aware of such inequities for which the teachers must be well informed about the kind of differences existing in the society, the politics of such unequal powers and accumulation.

Dr. Suryan, held that the students are aware of their rights but they are not sensitive and claim for the same. It is understood that whatever is required will be given rather it must be realised that the students must be proactive to realise and reach their rights with the support of parents, teachers and the society.

Thiru. Sivakumar proposed vote of thanks and the module development will continue and completed with the further inputs from the Resource person in a week.