

Report On
Parenting Training Program
In collaboration between SHRISTI and SYC
2023



4th of November to 23rd of December, 2023 18, (18th of Kartik to 7th of Push 2080 B.S.)

Office of Satdobato Youth Club, Satdobato Lalitpur, Nepal

TABLE OF CONTENTS

Sr.No.	Topic	Page No.
1	Background	3
2	Training Objectives	4
3	Participant's Profile	5
4	Resource Person's Profile	5
5	Language	5
6	Training Management	5
7	Venue and Date	5
8	Proceedings	6-13
	<p>Sessions</p> <p>Session 1: Introduction of Training's Objectives and contents</p> <p>Session 2: Conception of the child (Cultural values and personal values about children)</p> <p>Session 3: Conception of the child continue (Seeing the child as a person and Empathetic Identification)</p> <p>Session 4: Emotional Dialogue (i.Show your child that love him/her ii. See and follow your child's lead)</p> <p>Session 5: Emotional Dialogue continue (i. Intimate dialogue with taking turns ii. Praise and acknowledgement)</p> <p>Session 6: Meaning Creating and Expanding Dialogue (i. Joint Focus and shared attention ii. communicating meaning in the here and now, iii. Expansion of meaning by going beyond the here and now)</p> <p>Session 7: Regulative Dialogue (i. Step by Step planning ii. Scaffolding iii. Situation Regulation and iv. Positive Limit Setting)</p> <p>Session 8: Closing and Certification Ceremony</p>	
9	Training Evaluation	21-23
10	Lessons Learnt	14
11	Best Practice	14
12	Photo Gallery	15
13	<p>Annexes:</p> <p>Annex I Training Banner</p> <p>Annex II Training Certificate</p> <p>Annex III Participant's list</p> <p>Annex IV Schedule</p> <p>Annex V Golden Moments Sheet for Mothers to show love to their child</p> <p>Annex VI Five Love Language Test of Dr.Gary Chapman</p> <p>Annex VII Training Evaluation</p> <p>Annex VIII Concept Note</p>	16-25

1. Background

Society for Women's Empowerment and Sustainability -SHRISTI (here after SHRISTI) is a national, nongovernmental organization run by a group of women with diverse expertise established in Thursday, 14th of July,1994. This is registered at the Kathmandu District Administration Office of Nepal Government under the Social Act 2034, and affiliated with the Social Welfare Council Nepal. The aspiration of the SHRISTI is to empower, capacitate and organize women, children, and marginalized and deprived peoples in order to create a peaceful, dynamic, self-reliant, equitable and sustainable society. This organization is currently running community based and school base parenting education, Early childhood development program and income generation program for women, general health and reproductive health awareness program in Budhnikantha Municipality, Lalitpur Metropolitan and West Rukum. This organization is involved in national level advocacy for women's right related policy and program in collaboration with several other non-government organizations and government organizations. Beside this, the organization has carried out several children related activities like child club formation, children's art competition, self-defense training for girls in collaboration with public schools and Municipalities. This organization has done studies on women's situation in local governments. This organization is affiliated with several national level networks like Beyond the Beijing Committee (BBC) Nepal, NGO Federation Nepal, Social Protection Civil Society Network Nepal and National Indigenous Women's Federation (NIWF) Nepal. Ex-chair of SHRISTI is honored to be advisor for the Ministry of women and children of Nepal.

Satdobato Youth Club (SYC) (formally known as Satdobato FC¹), established in 1998, is mainly a [Nepalese](#) professional [football](#) club from [Satdobato, Lalitpur](#). However, it is working in social sector as well. It is engaged in environment, youth development program, women's empowerment and parenting awareness¹.

Chair of the Club approached chair of the SHRISTI talked about the possibility to run Parenting training program in collaboration since he knows the SHRISTI is running the parenting programs in Budhnikantha Municipality. Both chaired agreed to launch the parenting program and SHRISTI shared the concept paper to chair of the SYC which is agreed by the SYC Board. Concept paper included i) Training Objective ii) the contents and delivery methodology, iii) Required training materials, iv) roles of SYC and SHRISTI, v) budget and vi) tentative date and venue. See it in Annex VIII for details.

Training curriculum, all contents and materials are based on International Child Development Program (ICDP)². ICDP as organization is an international organization dedicated to restore and revive normal human caring interaction around the world. The concept or its vision is based on the idea that human beings are by nature social, and that are particularly vulnerable in our social relationships because that is the domain of our suffering and happiness. When we are deprived of normal human contact, there is suffering, pain and loss as we can in institutionalized children. ICDP is working in 40 countries around the world reaching out Europe, Africa, America, Asia, Australia and Middle East.

2. Training Objectives:

¹ https://en.wikipedia.org/wiki/Satdobato_Youth_Club

² <https://icdp.info>

2.1 Overall objective:

To contribute to overall development of the children through accountable and empathetic parenting by building positive attitude towards their children, enhancing parenting skills and knowledge of participants

2.2 Specific Objectives

To make parent's concept positive towards their children

To encourage parents to show love and affection to children and be empathetic to them

To provide skills and knowledge about child care

To improve relation and communication between parents and children so that abuse and violence can be reduced.

To enhance peace and companionship in families

2.3 Expected outcomes:

Participant's communication and behavior toward their children will be empathetic, accountable and encouraging

Participants will be confident in their parenting capacity

Participant's relation with their children will be intimate

Participants will be well informed about their children's emotions, desires and interests

Parents will be less worried about their children

There will be peace in the family environment

3. Participant's Profile:

The training participants were selected by the SYC who were residents of the Lalitpur Municipality ward no. Satdobato and its periphery. Total number of participants was 18 (all females) Age of the participants was around between 30 to 60. They were mothers of children aged 2 years to 17. 3 of them were grandmothers who were taking care of children aged 3 -4 years old grandchildren. **See Annex III** for name list of participants

4. Trainer's Profile:

As per training requirement, two certified trainers were selected by SHRISTI as below

Name	Trainer's Certification	Role	Session Facilitation
Bishwa Ratna Pun	Certified as ICDP national Trainer by ICDP (International)	Main Trainer	
Basanti Sunar	Certified as ICDP Facilitator by ICDP Nepal	Co-Trainer	

5. Venue and Date:

The training was organized from 4th of November to 26th of December, 2023 18, (18th of Kartik to 10th of Push 2080 B.S.) at the office of Satdobato Youth Club, Satdobato Lalitpur, Nepal.

6.Language: All participants were comfortable in Nepali language so Nepali language was used for facilitation but handouts and other training materials were in both English and Nepali as per context

7.Training Management : Selection of the Participants, Training Banner, Training Hall, Printing and Photocopies, Projector, Sound system and photography was managed by the Satdobato Youth Club (SYC) and training materials, Hands out for the participants, Certificate design, Training course preparation and facilitation was managed by the SHRISTI. See Annex I for Banner, Annex II for training certificate, Annex III for Participant's list, Annex III for Schedule. Training Materials are adopted from the ICDP Nepal.

8.Proceedings

Session 1: Introduction of Training's Objectives and contents

Day 1 

Day I was began by a formal activity. There was inauguration activity chaired by the chair of the SYC and chief guest was ward member and other guests were social development officer from Lalitpur Municipality office, Chair of Parent's Organization and women ward member. Social Development Officer was already experienced of this training so, she highlighted the importance of the training. She explained how this was helpful for her life to bring positive change in her family. This was key magnetism of the was inauguration . Chair of Parent's Organization emphasized importance of building capacity of parentings for good care of children and requested all participants to participate the training seriously . Chair of SHRISTI highlighted the contents, curriculum, and this training's terms and conditions, stories of it success in her speech. Other guests extended best wishes for successful completion of the training. Finally, Chair of the SYC formally closed the inauguration event and ordered Trainers to proceed the training. See Annex for Sesson Schedule. See Trainer Banner in Annex I

Moving on, Each participant was asked herself as follows:

Name:

Address:

Age of your child:

Positive quality of your child:

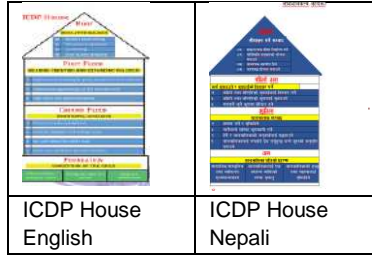
After that, participants were introduced a game in a circle that helped to remember each participant's name quickly.

Then, training norms were set as follows:

- Every session will start at 10 am on every Saturday at training hall of the SYC
- Put mobile phone on silent and no phone call during session
- Speak one person on one time
- Maintain confidentiality
- Respect each other's view
- Who attended the first session will attend all the sessions, no another person from the family is allowed
- Each participant should do home – work (practice) after session, presents in next session
- Practice with same child from first to last session


- Attend session on time

Then, participants were oriented on the training's objectives and contents. Contents of the Training were as follows. For Training Objectives, see page 3.



Home work: Each participants ask to bring a single photo of their child
Then Session was closed.

Session II: Conception of the child: (i. Cultural values and Personal values)

Day 2 

Date 25, 07, 2080, (11, 11, 2023)

It was decided to use two tools one TMSS and PICOLO to evaluate the training impact. So Video was asked for PICOLO and Participants shared their videos, trainers took the videos as pre test record for PICOLO test. Then Participants were asked to speak about their child showing the photo that had brought for 3 minutes it was also recorded as a TMSS. Moving on, each Participant was asked what quality they want to see in their child and their answers were listed (see below) and next question was what are they doing as a parent for their child to get this wish, their answers were also listed (see below), then two lists were compared to see if their current effort is in right track to achieve their goal or wishes. This exercise was to make participants realize, that parent's perspective about their child is greatly influenced by their cultural values and personal values that might not be always good. They were encouraged to see their child as a person not an object to impose their interest. They were encouraged to think child's perspective.

आफ्ना बच्चामा के गुण देख्न चाहानुहुन्छ ?	यस्को लागि तपाईं अभिभावकको हैसियतले के गर्नु भएको छ ?	भविष्यमा के थप गर्न चाहानु हुन्छ ?
<p>ठूलो Painter होस् मोबाइल हेर्ने बानी छुटोस्, आफ्नो काम आफै गर्ने होस्, बिद्वान होस्, डिस्टिड्टमा सफल होस्, ब्याङ्कर होस्, ज्ञानी,असल, सबैसँग घुलमिल गर्ने होस्, जिम्मेवार होस्, बिजनेस गर्न सक्ने होस्, आज्ञाकारी होस्, कुनै पनि परिस्थितिमा लड्न सक्ने सक्षम व्यक्ति होस्, मनको कुरा नडराइकन भन्न सक्ने होस्, अहिले shy छ । पछि खुलेर बोल्न सक्ने होस्, परिवारको कुरा बढ्ने, परिवारको सुखदुखमा साथ दिने, अष्टयारो परिस्थितिमा नआत्तिने,</p>	<p>Painting training मा पठाएको छु, घरमा Painting मा सहयोग गर्छु बच्चाको व्यक्तिगत काममा सहयोग गर्ने गरेको छु, बच्चाको कृयाकलापको बारे जानकारी लिने गरेको छु, बच्चालाई Rhym सुलाउने गरेको छु, बच्चालाई motivate गर्छु Family gathering, event मा बच्चालाई लैजाने गरेको छु, Family सँग करारकानी गराउने गरेको छु, बच्चाको कृयाकलापकामा support, help encourage गर्छु बच्चालाई असफल भएको बेलामा समय दिएर सम्झाउने गर्छु बच्चाको प्रगतिको बारे जानकारी लिन स्कूल जाने, घरमा पनि सुन्ने समय निकालेर बच्चाको जिज्ञासा मिटाउने, माया गर्ने समय दिने, Explain गर्ने प्रश्नको जवाफ दिने, सहयोग चाहिन्छ कि भनेर सोध्ने</p>	<p>अझ बढि समय दिने हरेक प्रश्नको उत्तर दिने बच्चाको कृयाकलापमा अझ बढि participate हुने Neglect नगर्ने Mistake point out गरिदिने अरु सँग compare नगर्ने अझ बढि समय दिने घरको वातावरण समुधर बनाउने</p>

आफ्नो काममा सफल होस्, जिवनमा सफल होस्, Best गर्न सक्ने होस् life मा, आत्मविश्वासी, होस्, Popular or पहिचान बनाउन सक्ने	ज्जब ध्येयचप गर्न सहयोग गर्ने, सम्झाउने पारावारिक जिम्मेवार बन्नलाई घरको कामको जिम्मेवारी दिने वा लिन लगाउने	
---	--	--


Next activity was 'Re- definition'. Each participant was asked what they think about their child's quality or behavior and almost participant's complain about their child. They negative words and all those negative words were listed, and asked all participants to make positive word for each negative word they used for their children. After making positive word, they were asked now how did you feel about their child. They looked all happy. This exercise was done to encourage them to be positive towards their children from that day. Conclusion of the session was our concept towards our child is highly influenced by our cultural and personal values that may not be always good. We should re-define our negative concept and be positive about our child.

	बालबालिका प्रति नककरात्मक धारणा (सांस्कृतिक र व्यक्तिगत मुल्य मान्यताबाट प्रभावित)	पुनः परिभाषित गरे पछि
	नआत्तिने	आरामले गर्ने
	मोबाइल धेरै हेर्ने	Technology friendly, उत्सुक
	रिसाहा	संवेदनशील
	विदामा धेरै सुत्ने	विदामा धेरै आराम गर्ने
	जिद्धी	अडिग
	अटेरी	स्वतन्त्रता मन पराउने

Recap: Moving on, session was reviewed by asking which part did you like the most which part is not clear.

Home work: All participants were asked to bring a video of 3 minute talking about their child's positive qualities in next session. Then session was closed.



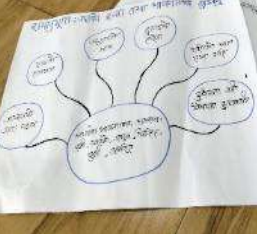

Session III: Conception of the child-continue: (ii. Seeing the child as a person and iii. Empathetic Identification)

Day 3 

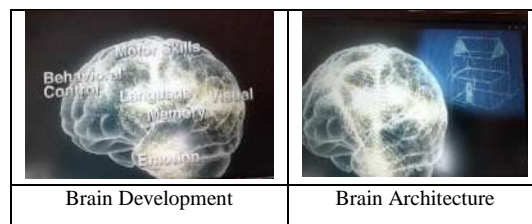
Date 25, 07, 2080, (18, 11, 2023)

After morning greetings, each participant were asked to show their child's picture and talk few minutes about their child's positive qualities. This was the first step to make their concept positive towards their child. Then asked each participant what they remember about their last session. If few points were missed, trainer added. Afterwards, topic on Empathetic Identification was discussed. For this, participants watched two video, one was video on Orphanage of Roman as an example of bad communication (communication without empathy) and another video was on an orphanage of Hungary as an example of empathetic communication. After watching two different videos, participants were asked what was the different and how were caregiver's behavior and communication and how were children reacting on different situation. So, by watching the videos, participants were asked what could be the characteristics

of empathetic dialogue. When we communicate with child, your tone of voice, eye contact, your gesture, our body language, your touch waiting child's reply or re-action, then your response on their reply play, giving full attention to them highly affect to child's mental status such as happy, eager, motivated, sad, insecure, worried. All your positive responses and re-actions feel child warmth, love, safe and trust. Your predictable and continuous communication build a long term bonding between you and your child. The taking turns with a child is called 'S' cycle of communication.

			
Romanian Orphanage, feeding child without talk	Hungarian Orphanage – lots of interaction with child	Characteristics of empathetic dialogue	S cycle of empathetic dialogue

Next activity was discussion on importance of empathetic behavior with child for her or his brain development. It was done by showing videos on Experiences build brain Architecture, Still Face Experiment – Dr. Tronick, Serve and Return Interaction. After watching each video, participants were asked what they understood and what was not clear. From this discussion, participants understood, each harsh communication can damage child's brain architecture and a warmth and empathetic communication plays highly important role in child's brain development during early stage even during new born stage. Conclusion of the session was child is not a object to play or enjoy, child is a person, he or she has his or her feeling, emotions. They born with capacity of communication from the very beginning. So, parents should know their child's feeling and emotions and communicate with them with empathy.



Recap: Moving on, session was reviewed by asking which part did you like the most which part is not clear.

Home work: All participants were asked to practice an empathetic dialogue and share their child's reaction in next session.

Then, session was closed.

Session IV: Emotional Dialogue (i. Show your child that love him/her ii. See your child's lead)

Day 4 

Date 09, 08, 2080, (25, 11,2023)

After morning greetings, participants were asked to share their video of 3 minutes talking about their child's positive qualities. This was the first step to make their concept positive towards their child. Then asked each participant what they remember about their last session. If few points were missed, that trainers added.

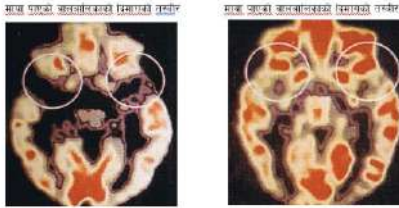
For new session, a Role Play was performed by Trainer on 'Exam's result'. One scenario, child comes back home from home, he looks happy, he informed his mother that he holds second position in class, but mother gets angry, she was expecting her child holding first position, she scolded her child. The child becomes sad. Second scenario is, her child gets failed in exam and cries, her mother doesn't get angry, instead she consoles her child, they both sit and reviewed their past practices, they both realize their drawbacks and they both together make plan to improve the child's study. The child gets so happy, mother holds the child and kisses her. Participants realized they should empathize their child when child is in emotional state. Participants were divided into 4 groups and each groups discussed when and how can they show their love to the child, then each group shared in plenary what they discussed. Trainer added parents or caregivers should show love in a such way that a child can feel it or experience it otherwise parent's love will be meaningless. Now trainer explained there could be many ways to show love depending upon the person's love language. Parents should know their child's love language. (See Annex VIII). Trainer also explained there could be especial moments when parents or caregivers can show their love to their child which we can golden moment such as bed time, feeding time, morning wake up, when child gets back from school etc. (See Annex IX for golden moments)

Then, a video on Harlow's experiment on Monkey was shared to make participants aware on attachment theory. This video was clear enough to understand how much important 'warmth' is for a child for their development. Video was about baby monkey living in a cage with two artificial monkey mothers, one is clothes monkey and next is wired mother monkey. Experiment concludes that for a baby monkey to develop normally s/he must have some interaction with an object at least during the first month and here cling is a natural interaction since when s/he feels stress s/he can finds 'warmth', and 'touch' in return. It proved that 'Love hunger is greater than Food hunger'; and same applies in case of human's child. Human's child born with ability to feel love, cared, warmth, attention and communication which make them feel happy, safe, trust. Next activity was, two scan copies of brain were shared with participants.



They were explained that when baby faces neglect, abuse, and violence, neurons get pruned, which part neurons get more pruned, the space will be empty. And you scan the brain, the empty part will be seen black. More neurons pruned means less brain development resulting low development performance. If a

baby is raised in love and care, brain will be developed in full potential resulting high development performance in the baby. The brain scan of such child will be less black spot.




Next activity was, 'see and follow your child's lead. It's very important actually 'that parents must know their child's interest and lead and support them for this. Participants were asked what are their child's interest. Some could answer but some couldn't. Then trainer show a role play. In first role play, child wanted to play ball but mother was so busy could n't help the child. In next role, mother gives time her child, plays with her child. Child gets so happy. Then both agreed to end the play, child becomes ready for study and mother gets in kitchen for cooking. Then participants were asked to share their experiences when how they help their child to fulfil their child's interest. So, it's important to know the child's interest and help them to get it. So, conclusion was to know and support child interest or lead is very important for child's growth and development.



Recap: Session was reviewed by asking which part did you like the most which part is not clear. Trainers clarified the point which is not clear for participants.

Home work: All participants were asked to know their child's love language, child interest. And share in next session.

Then, session was closed.

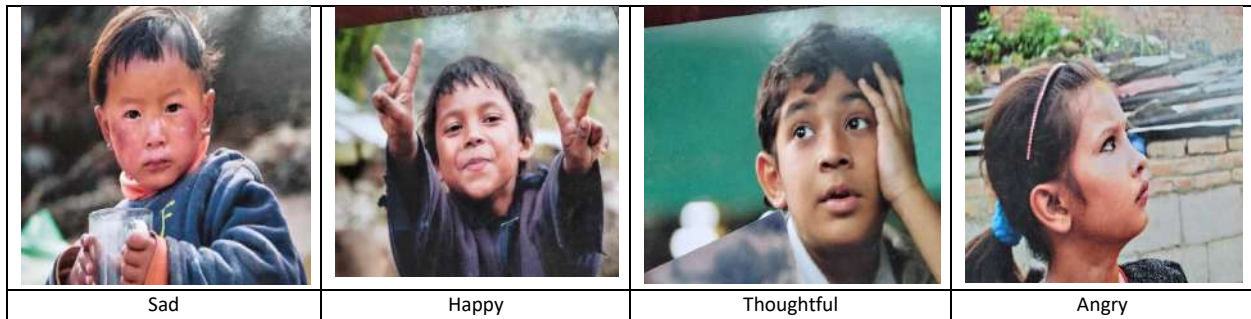
Day 5  **Emotional Dialogue continue (i. Intimate dialogue with taking turns ii. Praise and acknowledgement)**

Date 16, 08, 2080, (25, 11,2023)

After morning greetings, participants were asked to share their child's love language, child interest or lead. Now each participant knew their child's lead. All of them premised that they will support their child to achieve their child's interest or goal. Then asked each participant what they remember about their last session. If few points were missed, that trainers added.

For new session, a Role Play was performed by Trainer on 'Mother's and daughter's bonding'. Scenario was mother is massaging oil on daughter's hair. Daughter was sad, and said she doesn't want to go school, mother gets shocked and asked "why"? Daughter hesitates to share the reason. Then mother consols, hugs, kisses. She says mother is always with you in any context. If you don't share, I can't help you, trust me, tell what happens to you. 'The daughter tells that there are few boys who everyday tease her when she is on the way to school. Mother says, next day she with will go with her and will talk to the boys and headteacher also, she will help the daughter to solve the problem. Then daughter gets happy and tells she will continue her school.

Then participants were divided into 4 groups. Groups were given pictures of child with different emotions. Each group asked picked one photo and to create a situation as the photo to have a close or emotional dialogue with the child as per the child's emotions. Each group performed role play on different context. Participants were reminded about characteristics of empathetic communication and S cycle. After the performance, participants were asked how are they feeling, if this is relevant to their child, what are lesson learns. From this exercise, participants realized that to understand their children's feeling first, empathies as per their emotions and be close friends of their children. Conclusion was parents should listen, talk, play and enjoy the time with their child to be good friend of their children.




Next activity was 'Praise acknowledge'. First participants were divided into pair. Each pair were asked to praise each other. Praise should be real, should not sounds like fake Then trainer asked how did they feel. All were happy and touched. Trainers linked this with their child's feeling, if they appreciate their child also, how happy their child would be. Addition to it, one more time participants were asked to be in groups as per their children's as per their child's age as below e and create the situation to praise their child's activity or lead. 3 groups were formed as follows

- 1st group: whose children's age is 6 years and below
- 2nd group: whose children's age is 13 years and below
- 3rd group: : whose children's age is 18 years and below

Each group performed role play in different context. From this exercise, participants realized importance of praise and acknowledgment for their children's development. Conclusion was parents should never miss to praise the child's activity no matter how simple it is.

Recap: Session was reviewed by asking which part did you like the most which part is not clear. Trainers clarified the gap

Home work: All participants were asked to have emotional dialogue with their child and share their feelings and their children’s relation in next session. Then, session was closed.

Day 6  **Meaning Creating and Expanding Dialogue (i. Joint Focus and shared attention ii. communicating meaning in the here and now, iii. Expansion of meaning by going beyond the here and now + Regulative Dialogue (i. Step by Step planning ii. Scaffolding)**

Date 23, 08, 2080, (09, 12,2023)

After morning greetings, participants were asked to share their experiences of close communication including appreciation with their child. They were asked how was their feelings and how was child’s reaction. Most of them said child was happy and surprise also because they were not used to have close communication with parents also they don’t used to appreciate their child. All participants said they feed very happy when they appreciate their child and have close dialogue. They realized it help to create smooth and peace environment in home. Then, trainers asked each participant what they remember about their last session. If few points were missed, that trainer added.

First activity was Meaning Creating and Expanding Dialogue that includes 3 steps firstly Joint Focus and shared attention, secondly communicating meaning in the here and now, and Expansion of meaning by going beyond the here and now. Trainers performed a role play to practice all these 3 steps in one activity. Two trainers became one adult and one child and adult explained about plastic bottle. All participants were asked to notice and differentiate between these 3 steps. When an adult start explaining any thing to child, joint focus is basic. If adult is talking with child but not looking at the object that s/he talking about or not looking at the child, it will distract the child’s attention. This is first step. Then start explaining all aspects of the object as much as possible since child is age of curiosity and explore. They are always eager to learn new thing. This is second step. Then don’t miss add more relevant information about the object that is not at presence. For example, if you are talking about plastic bottle that is for drinking water, you can add other plastic bottle that are used for other purposes, like oil, cold drinks etc. This is 3rd step. After that, all participants were divided into each pair and asked to practice it.




Second activity was ‘ Step by Step planning ‘ and ‘scaffolding’. Here also firstly trainers performed a role play Two trainers, one became adult and one child. Adult taught child how to make a boat from paper. Adult explained every and each step to make a boat. And both started to make a paper boat separately.

Child watched and followed each instruction of the adult. When child gets confused then adult stops his own, supported the child but adult did not help all steps that is 'scaffolding' which is the most critical part for a child in learning. Scaffolding make child feel safe, confident and mastering. S/he feels perfect, expert or master on this. If adult do all process for child, it create dependency, it reduces confident level of child. When the child completes the activity, celebration for her/his completion or success. It encourage, make her/him feel proud, confident. Here also, . after the role play performed and discussed by trainers, all participants were divided into each pair and asked to practice it.

Recap: Session was reviewed by asking which part did you like the most and why. Which part is not clear. Trainers clarified the gap.

Home work: i) All participants were asked to practice Meaning Creating and Expanding Dialogue and Step by Step Planning and Scaffolding share their feelings and their children's relation in next session.

Day 7  **Session 7: Regulative Dialogue (iii. Situation Regulation and iv. Positive Limit Setting)**

Date 30, 08, 2080, (09, 12,2023)

After morning greetings, participants were asked to share their experiences of Meaning Creating and Expansion dialogue and step by step planning and scaffolding exercise with their child. They were asked how was their feelings and how was child's reaction. All participants said they felt very happy and child's reaction was also very exciting. They learned the steps and process of when they explain about anything that is new for child and they also importance of 'Scaffolding'. Then, trainers asked each participant what they remember about their last session. If few points were missed, that trainer added.

For new session i.e. Situation regulation and positive limit setting, first trainers performed a role play, one negative situation regulation and another is positive situation regulation and limit setting. In first scenario, two children fights for a ball, then mother scolds and beats them. Children also gets angry and unhappy. In second scenario, two children fight, mother calmly asked them to stop fighting and sit. She says she is ready to listen them, the tried to understand the problem. The process is 'situation regulation', she asked elder child to give the ball to younger one and asked older child to go for study. She says when younger child gets tired, then elder can play ball. This second instruction is the 'positive limit setting'. Trainer told when child gets angry and fight, it is natural that parents also get angry, but here parents must control the emotions, they must be calm, patient. Then child also get calm, they will learn to control emotion from their parents. Parents should remember that violence damages child's brain, so make rules positively to solve the problem.

Then, participants were asked to be in groups as per their children's as per their child's age as below e and create the situation for situation regulation and positive limit setting.

- 1st group: whose children's age is 6 years and below
- 2nd group: whose children's age is 13 years and below
- 3rd group: : whose children's age is 18 years and below

1st group performed case of small child who wants a new cloth for party. Second group performed a case of gang fight in a play ground. 3rd group performed a case of fight of two boys for a girl.

Recap: Session was reviewed by asking which part did you like the most and why. Which part is not clear. Trainers clarified the gap.

Home work: II) All Participants were asked to make 3 minute speech video about their child (TMSS) and a short video with child (PICOLO) and send to Trainers by the *Satdobato* Parent Group. Participants were also asked to perform a role play on closing day.

Then, session was closed.

Day 8 Closing and Certification Ceremony

Date 07, 09, 2080, (23, 12,2023)

Last Day was celebration day. It was began by closing activity that was chaired by the chair of the SYC and chief guest was ward member and other guests were female ward member, head teach of a Montessori School, children of participants and SYC board members. Two of participants led the closing ceremony. First of all, one child spoke how she witnessed the changed behavior of her mother. She appreciated the training and thanked to the organizers for such a wonderful training. Then participants performed role play on situation regulations and positive limit setting. After that trainers presented the pre-post training impact on participants' behavior as the parents. See Annex VII for details. Then, all the participants were provided certificates as trained caregivers. After that, the chief guest spoke. He said as per the training evaluation presented, it looks the training is successful, he requested all the participants to continue their learning, transfer their skills and knowledge to other parents as well. He also thanks to trainers and SYC to organize such a practical and important training. The chair thanked to all participants, trainers, all guests and announced that the training is closed. The SYC provided tea and snacks for all guests and participants.

9.Training Evaluation: See Annex VII

10.Lesson Learn:

I. Training Impact at parent's behavior can be evaluated and presented during closing day that will be highly influencing and promising if you have evaluation tools at hand and you know to use the tools.

ii. Mothers of same child age groups will be more effective since their issues and experiences will be same

11. Best Practice: i) Role play was found best practice to make participants realize and long lasting memory. li) Training evaluation presentation by trainer was found very interesting for participants and stakeholders. It was very impressive.

12. Photo Gallery

 <p>Chair of SYC is giving welcoming speech in opening ceremony</p>	 <p>Guests in Opening Ceremony</p>	 <p>Chair of Parent's Association is giving speech in opening ceremony</p>	 <p>Social Development Officer of Lalitpur Metropolitan is giving speech in opening ceremony</p>	 <p>Ward Member as Chief Guest is giving speech in opening ceremony</p>
 <p>First Day of Training</p>	 <p>Session running</p>	 <p>Group Work</p>	 <p>Session running</p>	 <p>Role Play by participants</p>
 <p>One of Paraticipants presenting her home work</p>	 <p>Participants are explaining about the role play before performance</p>	 <p>Trainers performing role play</p>	 <p>Session running</p>	 <p>Chair of SHRISTI giving speech in opening Ceremongy</p>
 <p>Closing ceremony started</p>	 <p>Child of one participating giving speech on her mother's changed behavior after training</p>	 <p>Ward member is giving speech in closing ceremony</p>	 <p>One of participants receiving certificate from chief guest</p>	 <p>Group Photo after certification</p>

See Annexes

ANNEX I- Banner of the Training



ANNEX II - Certificate



ANNEX III - सहभागीको नाम तथा हाजिरी

सि. नं.	सहभागीको नाम	ठेगाना	हाजिरी							
			१८/०७	२५/०७	०२/०८	०९/०८	१६/०८	२३/०८	३०/०८	०७/०९
१	महोदरी खोसी	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	√	√	√	√
२	शान्ति कायस्थ	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	√	√	√	√
३	नारायणी गौतम खरेल	ललितपुर म.न.पा.१५, खुमलटार	√	√	√	√	√	√	√	√
४	आदित्य श्रेष्ठ बस्नेत	ललितपुर म.न.पा.२३, धापाखेल	√	√	X	√	√	√	√	√
५	शैलाज राई	ललितपुर म.न.पा.१५, खुमलटार	√	√	√	√	√	√	√	√
६	अनिता खतिवडा	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	X	√	√	√
७	अप्सरा आचार्य नकमी	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	√	√	√	√
८	लीला राई	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	√	√	√	√
९	सोनी महर्जन	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	√	√	√	√
१०	निगा डडगोल	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	X	√	√	√
११	मैना राई	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	√	√	√	√
१२	राधिका श्रेष्ठ	ललितपुर म.न.पा.९, च्यासल	√	√	√	√	X	√	√	√
१३	चाँदनी पुन	गोदावरी न.पा.१२, ठँचो	√	√	√	√	√	√	√	√
१४	मखना पुन कायस्थ	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	√	√	√	√
१५	जमुना श्रेष्ठ महर्जन	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	√	X	√	√
१६	लक्ष्मी थापा क्षेत्री	ललितपुर म.न.पा.१५, ताल्छीखेल	√	√	√	√	√	X	√	√
१७	शारदा राई	ललितपुर म.न.पा.१४, ताल्छीखेल	√	√	X	√	√	√	√	√
१८	पविता राई	ललितपुर म.न.पा.१५, सातदोबाटो	√	√	√	√	√	√	√	√
१९	वसन्ती सुनार (प्रशिक्षक)	ललितपुर म.न.पा.२३, हात्तीवन	√	√	√	√	√	√	√	√
२०	विश्व पुन (प्रशिक्षक)	बुढानिक्कण्ट न.पा.११, कपन	√	√	√	√	√	√	√	√

ANNEX IV

Day 1. Schedule: Date 18, 07, 2080, (04, 11,2023)

०८.००: तालिम उद्घाटन कार्यक्रम

- सभाको अध्यक्षता ग्रहण
- अतिथिहरुबाट आसन ग्रहण
- अतिथिहरु बाट शुभकामना मन्तव्य

सभाको अध्यक्षबाट उद्घाटन कार्यक्रमको बन्द भएको घोषणा र तालिमको शुरुवातको लागि अनुमति

१०.००: सहभागीहरुको परिचय

१०.३०: तालिमको नीति नियम निर्माण

११.००: तालिमको परिचय तथा उद्देश्य

११.४५: सेसनको समिक्षा र गृहकार्य

१२.००: सेसन समापन

Day 2. Schedule: Date 25, 07, 2080, (11, 11,2023)

१०.००:अभिभावक तथा अधिल्लो सेसनको पुनरावलोकन

१०.१५:३ मिनेट स्पिच रेकर्डीङ

११.००: आफ्नो बच्चामा के के गुणहरु देख्न चाहानु हुन्छ ?

११.१५: यस्को लागि अभिभावकहरुले के के गर्न पर्छ ?

११.३०: पुनः परिभाषित गर्नु

११.५०: सेसनको समिक्षा र गृहकार्य

१२.००:सेसन समापन

Day 3. Schedule: Date 02, 08, 2080, (18, 11,2023)

- १०.००: अभिभावदन तथा अधिल्लो सेसनको पुनरावलोकन
- १०.१५: गृहकार्यमा छलफल
- १०.३०: समानभूति पूर्ण संचार र यस्का विशेषताहरु
- ११.१५: बाल दिमागको विकासमा समानभूति पूर्ण संचार र यस्को महत्व
- ११.४५: सेसनको समिक्षा र गृहकार्य
- १२.००: सेसन समापन

Day 4. Schedule: Date 09, 08, 2080, (02, 12,2023)

- १०.००: अभिभावदन तथा अधिल्लो सेसनको पुनरावलोकन
- १०.१५: गृहकार्यमा छलफल
- १०.३०: मार्गनिर्देशन १: बच्चालाई महशुस हने गरि माया देखाउनुहोस्
- ११.१५: मार्गनिर्देशन २: बच्चाको बच्चाको रुचि पत्ता लगाउनुहोस् र सहयोग गर्नुहोस्
- ११.४५: सेसनको समिक्षा र गृहकार्य
- १२.००: सेसन समापन

Day 5. Schedule: Date 16, 08, 2080, (25, 11,2023)

- १०.००: अभिभावदन तथा अधिल्लो सेसनको पुनरावलोकन
- १०.१५: गृहकार्यमा छलफल
- १०.३०: मार्गनिर्देशन ३: पालै पालो घनिष्ट कराकानी गने
- ११.१५: मार्गनिर्देशन ४: प्रशंसा गर्ने र स्विकार्ने
- ११.४५: सेसनको समिक्षा र गृहकार्य
- १२.००: सेसन समापन

Day 6. Schedule: Date 23, 08, 2080, (09, 12,2023)

- १०.००: अभिभावदन तथा अधिल्लो सेसनको पुनरावलोकन
- १०.१५: गृहकार्यमा छलफल
- १०.३०: मार्गनिर्देशन ५: सँग सँगै कुनै कार्यमा वा कुरामा केन्द्रित हुने
- मार्गनिर्देशन ६: अहिले तथा वरपरका कुरालाई बुझाउने
- मार्गनिर्देशन ७: अहिले तथा वरपरका कुरालाई बुझाईलाई विस्तार गर्ने
- ११.००: मार्गनिर्देशन ८ क: चरणबद्ध योजना बनाउने
- मार्गनिर्देशन ८ ख: आवश्यक सहयोग गर्ने
- ११.४५: सेसनको समिक्षा र गृहकार्य
- १२.००: सेसन समापन

Day 7. Schedule: Date 30, 08, 2080, (16, 12,2023)

- १०.००: अभिभावदन तथा अधिल्लो सेसनको पुनरावलोकन
- १०.१५: गृहकार्यमा छलफल
- १०.३०: मार्गनिर्देशन ८ ग: परिस्थिति अनुसार योजना बनाउने
- ११.००: मार्गनिर्देशन ८ घ: सकारात्मक सिमा निर्धारण
- ११.४५: सेसनको समिक्षा र गृहकार्य
- १२.००: सेसन समापन

Day 8. Schedule: Date 07, 09, 2080, (23, 12,2023)

- १०.००: सभाको अध्यक्षता ग्रहण
- १०.०५: अतिथीहरुबाट आसन ग्रहण
- १०.१०: सहभागीहरुबाट अभिनय प्रदर्शन
- १०.४०: प्रशिक्षकहरुबाट तालिमको मल्याडकन प्रस्तुति
- ११.२०: सहभागीहरुलाई प्रमाणपत्र वितरण
- ११.४०: अतिथीहरुबाट बधाई मन्तव्य
- ११.५०: सभाको अध्यक्षबाट तालिम समापण भएको घोषणा
- १२.००: चियापान

ANNEX V

GOLDEN MOMENTS SHEET

3 TYPES OF DIALOGUES	8 GUIDELINES	TYPICAL SITUATIONS WHEN YOU CAN PRACTICE GUIDELINES
<p>1. Emotional dialogue</p>	<ol style="list-style-type: none"> 1. Show love and positive feelings 2. Follow the child's initiative 3. Close communication 4. Praise and confirmation 	<p>1. Situations with close contact:</p> <ul style="list-style-type: none"> - While feeding/eating - When child wakes up/going to bed - Bathing time, washroom time - When getting dressed - When saying good-bye - When singing/dancing/playing together <p>2. Situations demanding consolation:</p> <ul style="list-style-type: none"> - Child looking upset because emotionally hurt, feeling lonely, getting punishment, being bullied/teased - Child crying because missing mother/father/ other family member, friend - Child is physically hurt <p>3. Situations demanding encouragement, sensitive adjustment and confirmation/praise</p> <ul style="list-style-type: none"> - Child is having difficulties in doing something by her/ himself or learning/trying to do something e.g. eating on their own, bathing, changing dress, washing, reading, writing, drawing - Child is demonstrating desirable social behaviour, e.g. helping friends/siblings, greeting others, demonstrating respect and show love to others

The Five Love Languages Test

By Dr. Gary Chapman

Read each pair of statements and circle the one that best describes you.

1. A. I like to receive notes of affirmation from you.
E. I like it when you hug me.
2. B. I like to spend one-on-one time with you.
D. I feel loved when you give me practical help.
3. C. I like it when you give me gifts.
B. I like taking long walks with you.
4. D. I feel loved when you do things to help me.
E. I feel loved when you hug or touch me.
5. E. I feel loved when you hold me in your arms.
C. I feel loved when I receive a gift from you.
6. B. I like to go places with you.
E. I like to hold hands with you.
7. A. I feel loved when you acknowledge me.
C. Visible symbols of love (gifts) are very important to me.
8. E. I like to sit close to you.
A. I like it when you tell me that I am attractive.
9. B. I like to spend time with you.
C. I like to receive little gifts from you.
10. D. I know you love me when you help me.
A. Your words of acceptance are important to me.
11. B. I like to be together when we do things.
A. I like the kind words you say to me.
12. E. I feel whole when we hug.
D. What you do affects me more than what you say.
13. A. I value your praise and try to avoid your criticism.
C. Several inexpensive gifts mean more to me than one large expensive gift.
14. E. I feel closer to you when you touch me.
B. I feel close when we are talking or doing something together.
15. A. I like you to compliment my achievements.
D. I know you love me when you do things for me that you don't enjoy doing.

TURN OVER

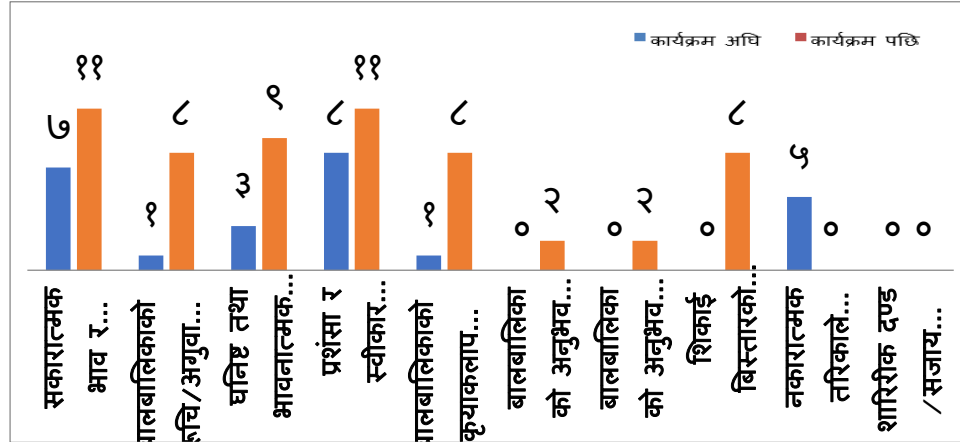
16. E. I like for you to touch me when you walk by.
B. I like when you listen to me sympathetically.
17. C. I really enjoy receiving gifts from you.
D. I feel loved when you help me with my home projects.
18. A. I like when you compliment my appearance.
B. I feel loved when you take the time to understand my feelings.
19. E. I feel secure when you are touching me.
D. Your acts of service make me feel loved.
20. D. I appreciate the many things you do for me.
C. I like receiving gifts that you make.
21. B. I really enjoy the feeling I get when you give me your undivided attention.
D. I really enjoy the feeling I get when you do some act of service for me.
22. C. I feel loved when you celebrate my birthday with a gift.
A. I feel loved when you celebrate my birthday with meaningful words (written or spoken.)
23. D. I feel loved when you help me out with my chores.
C. I know you are thinking of me when you give me a gift.
24. C. I appreciate it when you remember special days with a gift.
B. I appreciate it when you listen patiently and don't interrupt me.
25. B. I enjoy extended trips with you.
D. I like to know that you are concerned enough to help me with my daily task.
26. E. Kissing me unexpectedly makes me feel loved.
C. Giving me a gift for no occasion makes me feel loved.
27. A. I like to be told that you appreciate me.
B. I like for you to look at me when we are talking.
28. C. Your gifts are always special to me.
E. I feel loved when you kiss me.
29. A. I feel loved when you tell me how much you appreciate me.
D. I feel loved when you enthusiastically do a task I have requested.
30. E. I need to be hugged by you every day.
A. I need your words of affirmation daily.

Add Total Number of Answers Here:

A. ____ Words of Affirmation B. ____ Quality Time C. ____ Receiving Gifts D. ____ Acts of Service E. ____ Physical Touch

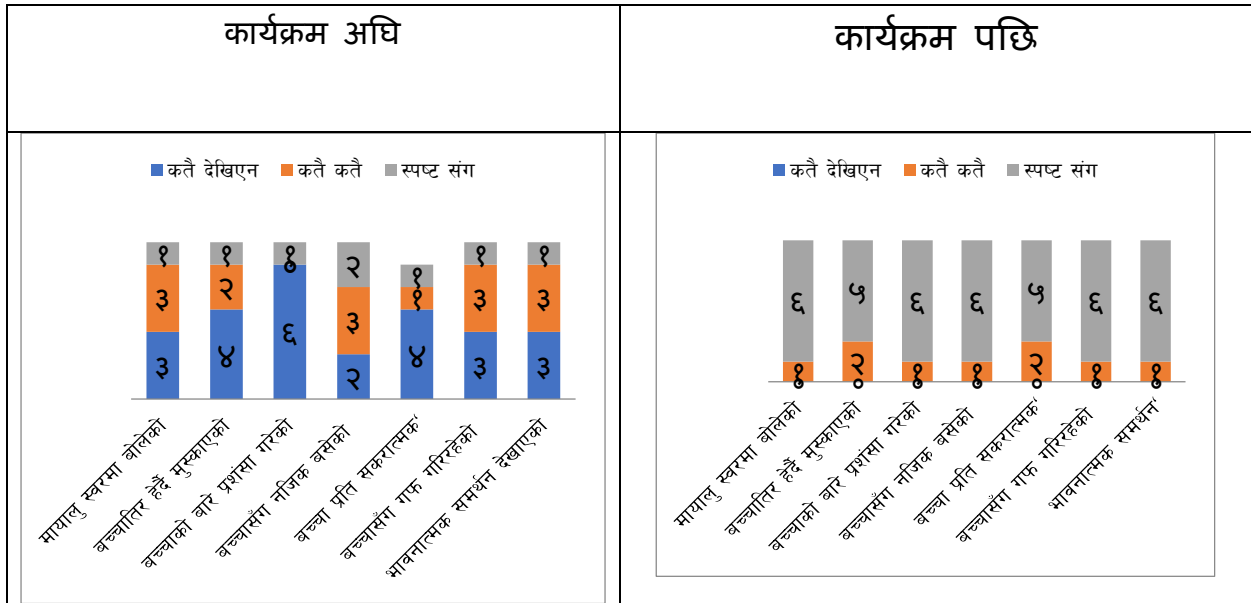
बाल स्याहार सम्बन्धि सहभागीहरुको ब्यबहारमा परिवर्तन

TMSS - Results

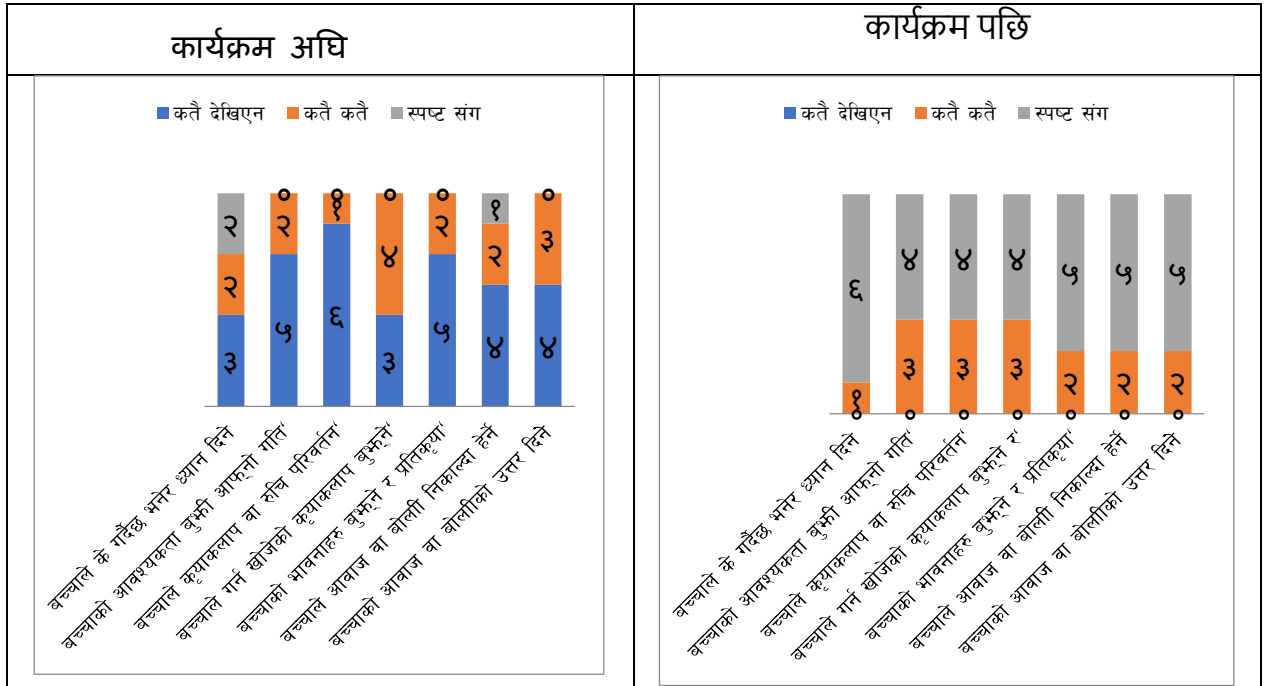


PICCOLO - RESULTS

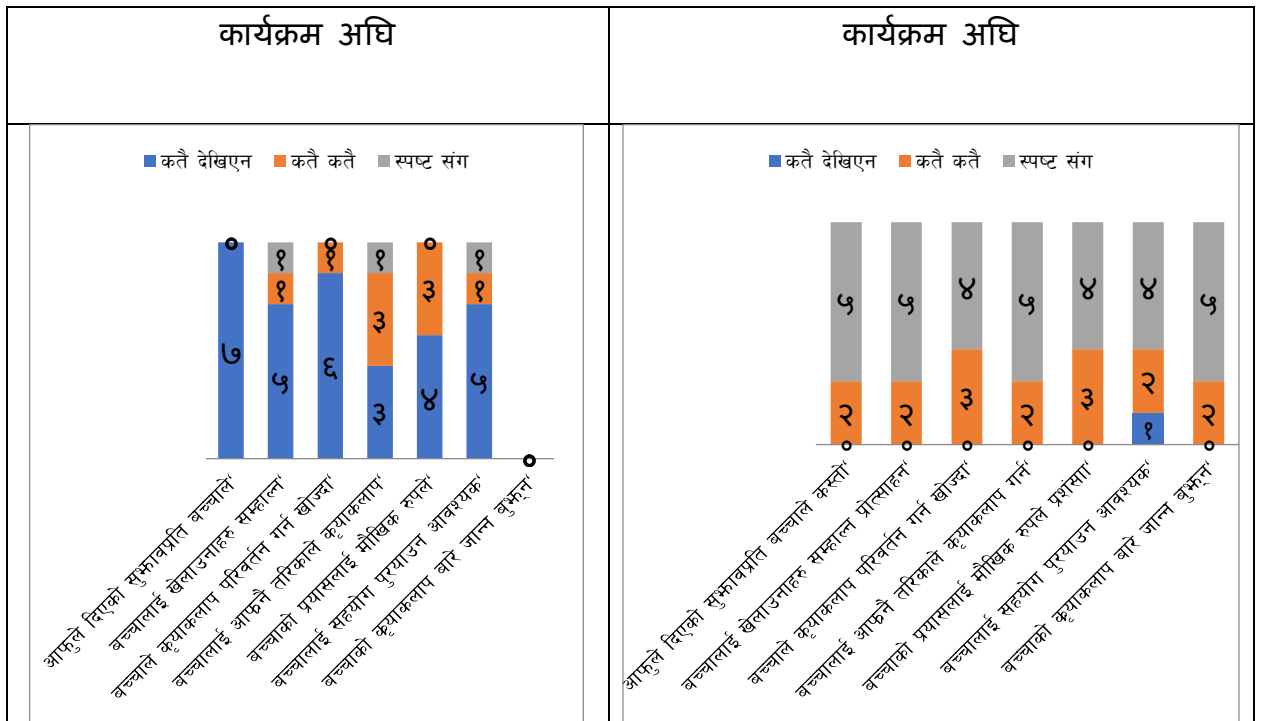
मायाँ देखाउने



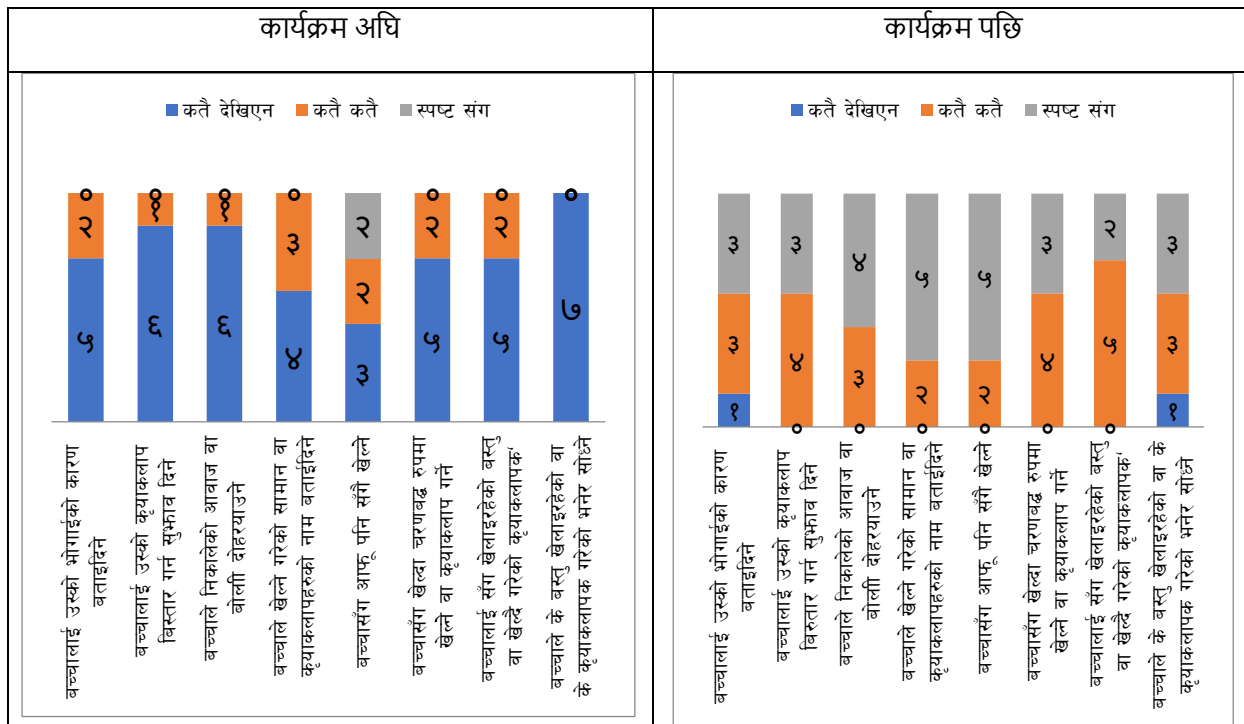
प्रतिक्रिया देखाउने



हौसाला प्रदान गर्ने



अर्थ बताउने



ANNEX VIII

सातदोबाटो युवा क्लब तथा सृष्टि महिला सशक्तिकरण तथा आत्मनिर्भरता समाजको संयुक्त तत्वाधानमा बालसंबेदनशील अभिभावकत्व क्षमता अभिवृद्धि कार्यक्रम संचालनका लागि अवधारणा पत्र, २०८०

१. पृष्ठभूमि :

सामान्यतया सबै अभिभावकहरूले आफ्ना बालबालिकाहरू असल होउन्, प्रतिस्पर्धि होउन् र भविष्यमा उनिहरूको जीवन सफल, शान्त र समृद्धिपूर्ण रहोस् भन्ने चाहन्छन् । तर यसको लागि बालबालिकाहरूको सही स्याहारको ठूलो भूमिका रहन्छ भन्ने तथ्यबारे थोरैले मात्र ध्यान दिन्छन्, वा स्याहार तथा हेरचाहबारे ज्ञान सीपको पनि कमि देखिन्छ । सही स्याहार तथा हेरचाह सम्बन्धि ज्ञान सीपको कमिका कारण धेरै आमाबाबाहरू, अभिभावकहरू, स्याहारकर्ताहरूले हैरानी खेपेको, बालबालिकाहरू अनुशासनमा नरहेको गुनासो सुन्छौ । त्यस्तै गरि बालबालिका तथा किशोरकिशोरीहरूमा अभिभावकहरू, शिक्षकहरू तथा वयस्कहरूबाट आउने अनावश्यक दबावका कारण परिवारमा, विद्यालयमा तथा समुदायहरूमा हिंसा, भगडा डर, त्रास, तनाव उत्पन्नभएको देखिन्छ । यति मात्र नभई सही अभिभावकत्वको अभावका कारणबाट किशोरकिशोरीहरू सामाजिक अपराधका घटनाहरू जस्तै, बलात्कार, यौन हतोत्साह, लागु पदार्थको दुर्यसन र चोरी डकैतिहरूमा समेत फसेको देखिन्छ । मार्च १५, २०१९को अनलाईन खबर अनुसार १६ महिनाको अवधिमा देशभरिमा कम्तिमा ७९४४ मानिसहरूले आत्महत्या गरेका छन् जस्मा ५७ प्रतिशत यूवाहरू छन् । डब्लु.एच.ओ.अनुसार नेपालमा एक दिनमा औसत १४ जना मानिसले आत्महत्या गर्दछन् । यत्रो बच्चाहरू त्राफ् घरमा, आफ्नै ठाउँमा, आफ्नै स्कलमा सुरक्षित छैनन् । दैनिक समाचारले हाम्रो बच्चाहरू यौन हिंसाको परिरेकेको तथ्यलाई देखाउँछ । धृक्भन्ना ९ धृक्भल च्मजवदरपुतवतप्यल ऋभलतभच० ले ७५ जिल्लामा गरेको अध्ययनमा यौन हिंसामा परेका महिलाहरूमध्ये ४६ प्रतिशत १६ वर्ष भन्दा मुनिका थिए । अभिभावकत्व अर्थात स्याहारकर्ता तालिमले मानिसको बाल्यकाल देखि यूवा अवस्था सम्म हुन सक्ने हिंसाजन्य स्थिती, मानसिक विचलन र आत्महत्याको सम्भावनालाई न्यूनिकरण गर्नको लागि आमाबा, हजुरबा हजुरआमा तथा कुनै पनि स्याहारकर्ताको ज्ञान, शिप र सकरात्मक अवधारणा बिकाश गर्न सहयोग गर्दछ ।

अतः अभिभावकहरू तथा बालबालिकाहरूको स्याहारकर्ता (अवचम नष्वभच) को जिम्मावारी लिएका वयस्कहरूलाई सही अभिभावकत्व सम्बन्धि ज्ञान सिप बढाउन अभिभावकत्व क्षमता अभिवृद्धि कार्यक्रमको अपरिहार्यतालाई महशुस गरी सातदोबाटो युवा क्लब र सृष्टि महिला सशक्तिकरण तथा आत्मनिर्भरता समाजले अभिभावकत्व अभिवृद्धि कार्यक्रम संचालनका लागि यो अवधारणा पत्र तयार गरेको छ ।

२. अभिभावकत्व क्षमता अभिवृद्धि कार्यक्रमका उद्देश्यहरू

साधारण उद्देश्यहरू

अभिभावकहरूको बालबालिकाहरू प्रति धारणा सकारात्मक बनाउदै उनिहरूको संवेदनशील तथा जिम्मेवार अभिभावकत्व प्रदान गर्न सक्ने ज्ञान तथा शिपमा अभिवृद्धि गरी बालबालिकाहरूको चौतर्फी विकास (शाररिक, बौद्धिक, मानसिक तथा भावनात्मक) मा योगदान पुर्याउने ।

विशिष्ट उद्देश्यहरू

- अभिभावकहरूको बालबालिकाहरू प्रतिको धारणा सकारात्मक बनाउने
- अभिभावकहरूलाई बालबालिका प्रति माया स्नेह देखाउन र उनिहरू प्रतिको अनुभूति महशुस गर्न प्रेरित गर्ने
- अभिभावकहरूको बालबालिका स्याहार तथा हेरचाह सम्बन्धि ज्ञान र शिपमा अभिवृद्धि गर्ने
- अभिभावकहरू र बालबालिकाहरूको विचको सम्बन्ध र संचारमा सुधार ल्याई बालबालिकामा हुने दुर्व्यवहारमा कमि ल्याउने
- बालबालिकाहरूको जिवनमा आउन सक्ने अनचाह अवस्थाहरूको रोकथामको बारेमा अभिभावकहरूमा ज्ञान, शिप र धारणा विकास गर्ने
- परिवारिक शान्ति र सौहार्दतामा अभिवृद्धि गर्ने

आशातित् परिणामहरू

सहभागी अभिभावकहरूको

- आफ्ना बालबालिकाहरूसंग गरिने संचार र ब्यावहार संवेदनशील, जिम्मेवारीपूर्ण र हौसलापूर्ण हुने छ
- आफ्नो अभिभावकत्व क्षमतामा आत्मविश्वास बढ्ने छ ।
- आफ्ना बालबालिका संगको सम्बन्ध घनिष्ट भएको हुने छ ।
- आफ्ना बालबालिकाको भावना, चाहाना र रुचीमा जानकार हुने छन् ।
- आफ्ना बालबालिकाहरू प्रति हुने चिन्तामा कमि हुने छ ।
- परिवारमा शान्ति आउने छ ।

३. सहजकर्ता वा प्रशिक्षकहरू छनौट:

अभिभावकत्व क्षमता अभिवृद्धि कार्यक्रमका अभिभावक कक्षा संचालनका लागि अन्तराष्ट्रिय बालविकास कार्यक्रम (International Child Development Program-ICDP) मा प्रशिक्षित सहजकर्ताले मात्र यो कक्षा संचालन गर्न पाउने छन् ।

४. अभिभावकत्व क्षमता अभिवृद्धि कार्यक्रमका प्रयोग गरिने पाठ्यक्रम (तालिम देशिका):

अभिभावकत्व क्षमता अभिवृद्धि कार्यक्रमको लागि अन्तराष्ट्रिय जगतमा स्वीकारिएको, युनिसेफ तथा विश्व स्वास्थ्य संघ जस्ता अन्तराष्ट्रिय संगठनले स्वीकारेको अन्तराष्ट्रिय बालविकास कार्यक्रम (International Child Development Program – ICDP) नवैको पाठ्यक्रम प्रयोग गरिने छ ।

ICDP को विस्तृत जानकारी को लागि हेर्नुहोस् www.icdp.info or www.ecec.org.np

५. अभिभावकत्व क्षमता अभिवृद्धि कार्यक्रम संचालन विधि:

- सृष्टि महिला सर्शाक्तिकरण तथा आत्मनिर्भरता समाजले प्रशिक्षक तोकने छ, जो ICDP द्वारा प्रशिक्षित हुनुपर्ने छ ।
- सातदोबाटो युवा क्लबले कार्यक्रमका लागि सहभागीहरू छनौट गर्ने छ ।
- सहभागीहरूले कम्तिमा ८ वटा सत्र (बैठक)संचालन गरिने छ ।
- कार्यक्रम सम्पन्न पछि सहभागी अभिभावकहरूलाई प्रमाणपत्र प्रदान गरिने छ ।
- सत्र संचालन सैद्धान्तिक र प्रयोगात्मक विधिबाट गरिने छ । सैद्धान्तिक छलफलका (विधि) लागि भिडियो, वाचन, छपाई सामाग्रीहरूको प्रयोग आदि विधिहरू अपनाइने छ भने प्रयोगात्मक छलफलका (विधि) लागि अभिनय, चित्र, गृहकार्य, समुह छलफल आदि विधिहरू प्रयोग गरिने छ
- अभिभावकहरूले अनिवार्य रूपमा गृहकार्य गर्नुपर्ने छ र कम्तिमा ६ वटा कक्षामा उपस्थिति हुनु पर्ने छ ।
- ६ वटा कक्षामा उपस्थित हुन नसक्ने अभिभावकले प्रमाणपत्र पाउने छैनन्

६ अनुगमन: अनुगमन दुई स्तरबाट हुने छ ।

- पहिलो स्तर: हरेककक्षा संचालन पछि सहजकर्ताले प्रतिवेदन तयार गर्नु पर्ने छ ।
- दोश्रो स्तर: सातदोबाटो युवाक्लब तथा सृष्टिका पदाधिकारीहरू संस्था, सम्बन्धि र नगरपालिकाबाट संयुक्त अनुगमनको व्यवस्था गरिने छ ।

७.अभिभावककक्षाका लक्षित सहभागीहरू :

आमाहरू, हजुरआमाहरू वा बालबालिकाहरूको हेरचाह गर्ने कुनै पनि वयस्कहरू

८.सहभागीहरूको संख्या: १५ देखि २० जना

९.अभिभावककक्षा संचालनहुने स्थान: सातदोबाटो युवाक्लबको कार्यलय, ललितपुरमहा नगरपालिकाका वडा नं. ७ सातदोबाटो,

१०. अनुमानित कार्यक्रमको अवधि: २०८० कार्तिक ११ देखि २०८० मंसिर ३० गते (८ हप्ता)

११। दैनिकी

मिति	सत्र	विषयबस्तु	समय अवधि
२०८० कार्तिक ११ गते शनिवार	पहिलो सत्र	कार्यक्रमको उद्घाटन तथा परिचय	३ देखि ४ घण्टा
२०८० कार्तिक १८ गते शनिवार	दोस्रो सत्र	जगः बच्चा प्रति सकारात्मक धारणा राख्न र, उनी प्रति समानुभूति राख्ने	२ देखि ३ घण्टा
२०८० कार्तिक २६ गते शनिवार	तेस्रो सत्र	भावनात्मक संवादः तपाईंले बच्चालाई (उनीलाई) प्रेम गर्ने हुन्छ भन्ने महशुस हुने गरि प्रेम प्रदर्शन गर्ने	२ देखि ३ घण्टा
२०८० मंसिर २ गते शनिवार	चौथो सत्र	भावनात्मक संवादः बच्चाको अगुवाई (रुचि) लाई पहिचान गर्ने, उनीलाई मन पर्ने सोविषयमा पालेपालो संवाद गर्ने, प्रशंसा गर्ने र उस्को लक्ष प्राप्त गर्न सहयोग गर्ने	२ देखि ३ घण्टा
२०८० मंसिर ९ गते शनिवार	पाँचौ सत्र	अर्थ बताउने र बुझाईको बिस्तार गर्ने संवादः उनलाई सिक्न मन लागेको विषयमा सँग सँगै केन्द्रित हुने, त्यो विषयको बारे धेरै भन्दा धेरै बताउने र त्यो विषयको बारे अन्य जानकारी बिस्तार गर्ने	२ देखि ३ घण्टा
२०८० मंसिर १६ गते शनिवार	छैठौँ सत्र	सिमाङ्कन गर्ने संवादः संबच्चा सँगै चरणबद्धयोजना बनाउन सहयोग गर्ने, उनि सँगै सकारात्मक सीमाना तयार गर्ने	२ देखि ३ घण्टा
२०८० मंसिर २३ गते शनिवार	सातौँ सत्र	सिमाङ्कन गर्ने संवादः आवश्यक सहयोग गर्ने, सफलता प्राप्तमा उत्सव मनाउने,	२ देखि ३ घण्टा
२०८० मंसिर ३० गते शनिवार	आठौँ सत्र	प्रमाण पत्र वितरण तथा कार्यक्रमको समापन	३ देखि ४ घण्टा