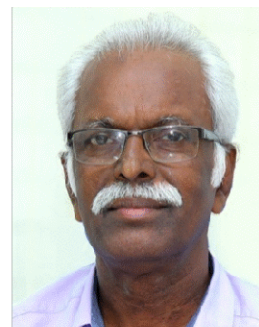


# STUDY ON EFFECTIVENESS OF PARENT ORIENTATION PROGRAM MODULE



Government of Kerala  
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## *PREFACE*



The Parent -Teacher Associations are constituted in schools with a view to ensuring active involvement of parents in the activities of schools. In addition, class PTAs are designed to assist and guide children's learning activities. The Class PTA meetings are conducted at regular intervals giving emphasis on the intellectual, emotional and social development of children at all levels. The class PTA discusses the learning activities that have been organised in the class, and how the children's performance could be supported by the parents with their active involvement.

However, the limitation faced is, class PTA meetings are found neither well-organized nor the needs of children are discussed as envisioned. The meetings often turn out to be the reporting sessions with the limited involvement of parents. As the General Education sector is being rejuvenated by the recent reforms, there is an urgent need to redefine the PTA activities to give added impetus to its functioning. It should also be a learning experience for the parents who find some time to spend in schools in the midst of their hectic life's schedule. They need to share their knowledge and experiences that will also help them become better parents. Moreover, as a concerned parent he should get suggestion for solutions to the problems faced.

This tryout study undertaken by SCERT Kerala is with a view to changing the mode of parental involvement in tune with the modern approaches to education and the emotional and social development demands of the child. Accordingly, specific modules were prepared with the help and support of experts in the field with the intention to organize a full-day awareness session for parents - involving father and mother - to collect their feedback and to prepare the report. This tryout study conducted in selected schools in eight districts of Kerala is expected to give a new direction to parental orientation programmes. Let me appreciate those who involved in the study to make it a success.

Constructive criticism and creative suggestions are always welcome.

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## INTRODUCTION

Each individual's development is the result of a wide range of unique influences such as genes, parental practices, the social environment and the individual's own reaction to these. To understand the personality of a child and to develop it, one must take into account factors like biological influences such as temperament which forms the building blocks of later traits and behavior, social setting concerns such as birth order and family size, social interactions such as friendship and larger groups such as parents and peer groups. The family of an individual exerts profound influence on his or her personality formation. As the infant grows, the parent's roles come into play as they set examples and control the child's behavior and environment.

Research reveals the influence of parenting styles on a child's behavior. Diana Baumrind distinguished between two fundamental dimensions of parenting i.e, nurturance and control. Nurturance concerned the degree to which the parents supported, cared for and provided love for the child. Control concerned the degree to which the parents influenced the child, dictating what the child must do and administering rewards and punishments. Depending on whether the parents were low on both the dimensions or high on both or high on one or other, four parental types can be identified. Parenting styles emerge as an interaction between parents and children, with the parenting influencing the child and vice versa.

**Authoritative parents** are both nurturing and controlling. These parents express care for their children at the same time guiding their behavior through gentle discipline and rule setting. They raise children who are friendly with peers and cooperative with adults. They tend to be self-controlled, independent and more achievement motivated. As they reach adolescence, they show greater academic performance, more pro social behavior and less involvement in substance abuse than others.

**Authoritarian parents** are also controlling but tend to exercise control through setting rules and enforce them through discipline. These parents employ relatively little explanation or justification for their goals and are lower in nurturance, more generally.

They use more aggression and violence for control. In turn, they raise children who themselves are more violent, have poor peer relations and who are at risk for being bullied. The children of these parents also suffer from lower self-esteem, low empathy for others, and poorer adjustment at school.

**Permissive or indulgent parents** are highly nurturing but fail to set limits or exercise control over their children. These children have lack social responsibility and independence.

**Uninvolved or neglectful parents** neither express caring for their children nor set limits or exercise discipline. Their children seem to be at greater risk of lower self-esteem, lower levels of some cognitive capacities and at risk of higher levels of aggression, maladjustment and drug abuse.

## NEED AND SIGNIFICANCE

Recent research studies reveal that the parents who are involved in the education of the child help to maximize the untapped hidden potential of the child. The role of parents along with the teachers helps the child to foster his/her abilities and helps him/her to develop good attitude and behavior. Realizing the importance of parents in helping create a healthy and confident society, SCERT piloted a Parent Orientation Program in 11 districts of Kerala.

## OBJECTIVES

- To sensitize the parents on the importance of shaping the experiences of children.
- To help parents understand and recognize the three fundamental areas of child development - namely biological, psychological and social.
- To help the parents understand the requirements for the children to attain the same and the consequences if such developmental needs are unmet.
- To introduce the impact of disaster on children and to make the participants share their experiences of disaster

- To sensitize the parents on the psychosocial issues and common mental health problems faced by the children.
- To help the parents understand the need and sources for referral.
- To familiarize the parents some practical tips to inculcate positive parenting strategies.

## PROCEDURE

Technical guidance in terms of module development and training was provided by NIMHANS and the field level coordination was carried out by SCERT. The trainings involved participatory methodology where the participants were provided opportunity to discuss, brainstorm and learn through shared discussions. The participatory methodology employed games, activities and discussions.

One school from 11 districts was selected to give the parent orientation training. An order was sent by SCERT to these shortlisted schools. It was informed to make arrangement for one day program starting from 10 am to 3 pm. It was made mandate for both the parents to attend the program. A total of 50 parents from each school were shortlisted to attend the program. 413 parents participated in the program conducted in 11 districts. The program had a well-structured format and included 6 sessions. The sessions were split in such a way that 3 sessions were scheduled before lunch and 3 sessions post lunch.

The training program was conducted in the following schools;

Sl.no	District	Date	School	No of parents
1	Idukki	26.01.2019	Panchayat GHS Vandiperiyar	11
2	Kottayam	27.01.2019	SNDP HSS, Kiliroor	39
3	Ernakulam	29.01.2019	SHJUP school, Eloor	55
4	Thrissur	30.01.2019	SNDPHSS Palissery	49
5	Palakkad	31.01.2019	PMGHSS Palakkad	25
6	Pathanamtitta	31.01.2019	GUP Thirumoolavilasam	39
7	Wayanad	02.02.2019	GLPS Kurichyarmala	39
8	Alappuzha	04.02.2019	GHSS Bhudanoor	30
9	Malappuram	05.02.2019	GLPS Tharish	32
10	Calicut	11.02.2019	AKTMLP school Manalvayal	55
11	Kannur	12.02.2019	NSSK U.P school Kottiyoor	39

The training focused on the following:

Sl. No	Session	Aim	Methodology
1	Understanding the child	To introspect about the child's needs and concerns	Experience sharing
2	Bio-psychosocial development among children	To understand child's growth and development	Group Discussion
3	Impact of disaster on children	To orient about vulnerability and impact of disaster	Activity
4	Psychosocial problems and common mental health problems in children	To sensitize parents on psychosocial issues and common mental health problems in children	Case Discussion
5	Referrals	To provide awareness on resources available, importance of referrals and treatment	Presentation
6	Parenting tips	To orient parents about hazards of faulty parenting and introduce positive parenting strategies	Group Discussion

## DISTRICT WISE SUMMARY

### 1. IDUKKI

The program was conducted in Panchayat GHS, Vandiperiyar on 26<sup>th</sup> January 2019. The resource persons were Dr. Kavitha Manoj, Ms. Manjusha Mohandas and Ms. Minnu Elsa Abraham. 11 parents and 3 teachers attended the program.

#### Feedback:

Parent 1: *"I wish more parents should have come"*

Parent 2: *"This is a unique program which would help both parents and children"*



## 2. KOTTAYAM

The program was conducted in SNDP HSS, Kiliroor on 27<sup>th</sup> January 2019. The resource persons were Dr. KavithaManoj, Ms. Manjusha Mohandas and Ms. Minnu Elsa Abraham. 39 parents and 3 teachers attended the program.



### Feedback:

Parent 1: *"I am happy to be part of this training. Hope my husband should also come. Will make sure he also attends if such trainings happen in future"*

Parent 2: *"My child already has a developmental problem and child started showing behavioral problems post disaster. It was very difficult for us to manage and we were helpless. This class was a timely intervention. Now I know where I can seek help"*

## 3. ERNAKULAM

The program was conducted in SHJUP School, EloorNorth, Udyogamandal on 29<sup>th</sup> January 2019. The resource persons were Ms. Rosna Vincent and Ms. Poornima Rajathi, K.R.S. 55 parents and 3 teachers attended the program



**Feedback:**

Parent 1: *“This is a unique and effective program”*

Parent 2: *“My input regarding positive parenting will help in forming a healthy relationship with my child”*

**4. THRISSUR**



The program was conducted in SNDP HSS, Palissery on 30<sup>th</sup> January 2019. The resource persons were Ms. Manjusha Mohandas, Mr. Jayakrishnan NK and Ms. GayathriKalathilSanjeev. 49 parents and 3 teachers attended the program.

**Feedback:**

Parent 1: *“I expect more parenting classes in future”*

## 5. PALAKKAD

The program was conducted in PMGHSS Palakkad on 31<sup>st</sup> January 2019. The resource persons were Ms. Manjusha Mohandas and Ms. Krishna Jayanthi P.M. and two volunteers from Aashrayam society. 25 parents attended the program.



### Feedback:

Parent 1: *"I understand that the issues with my child is not only because of her but me and my husband are also responsible"*

## 6. PATHANAMTHITTA

The program was conducted in GUPS, Thirumoolavilasam on 31<sup>st</sup> January 2019. The resource persons were Mr. Kisore.P.K and Ms. Minnu Elsa Abraham. 39 parents and 3 teachers attended the program

### Feedback:

Parent 1: *"I will try to understand the child from their angle as well"*

Parent 2: *"As a parent I should be with my child in his happiness and sadness"*

Parent 3: *"This program is very much effective and useful. These type of classes can be conducted in coming months also"*

## 7. WAYANAD

The program was conducted in GLPS, Kurichiarmala on 2<sup>nd</sup> February 2019. The resource person was Mr. Kishore P.K.Sandya and KrishnaPriya. 40 parents and 3 teachers attended the program.



### Feedback:

Parent 1: *“I understand that the change should first start from me. The parent should change first. Before warranting changes from their kids”*

Parent 2: *“We might have lost a day’s wage but these sessions are more than that”*

## 8. ALAPUZHA

The program was conducted in GHSS Budhanoor on 4<sup>th</sup> February 2019. The resource persons were Ms. Manjusha Mohandas and Mr. Ayaz Anwar. 31 parents attended the program.



### **Feedback:**

Parent 1: *“I am expecting more classes on parenting”*

Parent 2: *“I have not gone to school at all. These types of classes will help me to follow good parenting techniques”*

Parent 3: *“After a long time, I feel that the school is receiving larger presence of parents and it should be continued”*

### **9. MALAPPURAM**

The program was conducted in GLPS, **Tharish** on 8<sup>th</sup> February 2019. The resource persons were Ms. Manjusha Mohandas and Mr. Rajilesh. 32 parents attended the program.



### **Feedback:**

Parent 1: *“Kindly conduct periodic trainings of this nature”*

### **10. CALICUT**

The program was conducted in AKTMLP School, Manalvayal on 11<sup>th</sup> February 2019. The resource person was Ms. Manjusha Mohandas and Aparna. 55 parents and teachers attended the program.

### **Feedback:**

Parent 1: *"It helped me to get valuable inputs on parenting"*

## **11. KANNUR**



The program was conducted in NSSK U.P School, Kottiyooron 12<sup>th</sup> February 2019. The resource persons were Ms. Manjusha Mohandas and Mr. Jithin Sebastian. 39 parents and 3 teachers attended the program.

### **Feedback:**

Parent 1: *"It is an interactive program is should be given for all parents"*

## **FEEDBACK SUMMARY**

- The program got very good feedback from Palakkad, Alappuzha, Wayanad, Thrissur and Kottayam. Parents who were planning to leave by afternoon stood back for the session in these districts.
- In Malappuram and Kannur the emotional involvement of the parents appeared less. They reported that the program is good, but it seemed difficult for most of the parents to spare one full day as they had to feed their cattle and livestock in the afternoon.
- Though both parents involvement was made a pre-requisite, the program was mostly attended by mothers. The number of fathers who attended the program was less than 25 out of the total 413 participants.

- It was noted that the program was highly appreciated in schools where there were children with psychosocial issues. Parents from Palakkad gave very good feedback to the school. They understood the importance of parents in bringing about change in the children.
- The program can be implemented in large scale which will help create awareness in larger population.
- The time of the program can be reduced to a half day program as most of the parents had difficulty to stay the entire day.
- Most parents wanted to have the session in the beginning of the academic year rather than towards the end of the year.
- School counselors should be introduced in UP schools as it would help the children deal with their psychosocial issues.
- Few parents suggested to children involvement during the session.
- They wanted to conduct the program on a holiday in their villages where the fathers also can attend the program.
- Few parents suggested conducting such sessions for children, teenagers with addiction related issues, emotional problems and academic stress.

## EVALUATION

A five point continuum scale was administered as a feedback measure and the average ratings before and after the training given by various districts is displayed below:

Sl.No	District	Average pre score	Average post score
1	Idukki	1.6	4.3
2	Kottayam	2.8	3.6
3	Ernakulam	3.2	4.6
4	Thrissur	1.9	4.5
5	Palakkad	2.3	4.8
6	Pattanamtitta	2.9	4.6
7	Wayanad	1.8	3.2
8	Aleppy	2.6	4.9
9	Malappuram	1.3	2.6
10	Calicut	1.2	4.5
11	Kannur	1.3	2.9

## ANALYSIS

In the session for sharing experiences ,many parents expressed their opinions by relating the problems faced by their children to their own childhood experiences. Through this training programme, the parents were able to understand the growth rate to be acquired and the developmental issues faced by children belonging to different age groups at each phase of growth and development. The active participation from their part made the sessions entertaining and effective. The training programme also enabled the parents to comprehend the emotional problems faced by the children affected by the flood and how to tackle these issues emotionally. The parents opined that the other sessions also were enlightening. Some parents recognized that their children showed symptoms of learning disability, depression and hyperactivity. They then pointed out that the tips given regarding positive communication, positive involvement, setting the limit and monitoring were extremely helpful to the parents. The feedback of the training received prior to the training was rated on a 5 point scale as follows : Aleppey -2.6, Kozhikode -1.2, Ernakulam -3.2, Kannur- 1.3, Malappuram - 1.3, Thrissur -1.9, Palakkad -2.3, Idukki -1.6, Kottayam -2.8, Pathanamthitta- 2.9 and Wayanad- 1.8. However, it was found that after the training, the scores raised to 4.9,4.5, 4.6, 2.9, 2.6, 4.5, 4.8, 4.3, 3.6, 4.6 and 3.2 respectively.

## HIGHLIGHTS

- Although all the sessions had good content, the parents heavily appreciated 3 sessions namely bio psychosocial development of children, impact of disaster on children and psychosocial problems and common mental health problems in children as they were more of a participatory workshop than a lecture or routine session or class.
- Experience sharing sessions in the beginning helped the parents to connect with their childhood experiences and they were able to relate more with their children and their current experience.



- The second session on bio psychosocial development in children gave parents clarity on child development at each age group and the difficulties faced by children according to the varied age categories.
- The participatory methodology motivated the parents to get involved in the training and share their views.
- The session on impact of disaster on children (floods) helped the parents to understand the emotions of children when they are hit by a disaster. This session helped the parents to relate more to children in an emotional way.
- The session on psychosocial problems and common mental health problem in children was more of an awareness session for parents. It was an eye opener as some of the parents reported that their children were showing symptoms that were mentioned in the session. Few parents reported that their children had symptoms similar to depression, ADHD and learning disability. Those parents were provided awareness that the problems their children are undergoing are because of their symptoms and not that the child is disobedient.
- The program concluded with providing tips on positive communication, limit setting, positive involvement and monitoring.

The sessions were highly appreciated by the parents, teachers and the school management.

## **RECOMMENDATION**

The program conducted across Kerala in 11 schools in 11 districts was widely accepted and highlighted the need of conducting regular parent orientation program. The program need to up scaled up to the entire state to reach out to the parents of all government and government aided schools in the state to ensure better parenting and holistic development of children.

## **CONCLUSION**

Parent orientation program was initiated as a part of the disaster intervention program that was carried out between SCERT, UNICEF and NIMHANS. The program reached out to 413 parents in 11 districts. The program was effective in developing knowledge and understanding in parents on bio-psychosocial development of

children, their developmental needs and the need of meeting their developmental needs to ensure holistic growth and development for children. The importance of family as the primary support system and roles and responsibilities of parents as the primary caregivers is important as far as child development is concerned. To ensure this, parents also need to be informed on parenting to manage varied behaviors of children. The program got a wide acceptance and the need of carrying out such a program was emphasized by parents and school authorities. It is recommended that SCERT takes up this program and reaches out to all schools in the state and develop this as a state program in government and government aided schools in the state.



## ANNEXURE - I

### PARENT AWARENESS PROGRAM MODULE

#### Session 1: Understanding the Child

**Aim:** To sensitize the parents on the importance of shaping the experiences of children.

**Process:** The parents were asked to speak about the memories of their childhood. Then the facilitator gave awareness regarding the role of parents in providing care and positive life for their children.

Some of the key points given were:

- All children have experiences
- These experiences can either be positive or negative.
- These experiences and the emotional value they have, bear a direct link to adult experiences and the interpretations of the world around them.
- The parents need to understand their role in providing positive life experiences for their children.

**Outcome:** The experience sharing made the parents to understand how as a child they were and what were their needs and concerns. They were able to relate well with their children while recalling their past.

#### Session 2: Bio Psycho-Social Development of Children

**Aim:** To help participants understand and recognize the three fundamental areas of child development - namely biological psychological and social and to help the parents understand the requirements for the children to attain the same and the consequences if such developmental needs are unmet.

**Process:** The concept of development among children was introduced and participants were divided into three groups. Each group was allotted specific topics

namely: Biological development, Psychological development & Social development among the age groups such as 0 – 6 years, 7 – 12 years and 13 – 18 years and discuss. After discussion, the points discussed were presented to the entire group. The basic needs for development and the problems faced by the children if the developmental needs are unmet were discussed.

Some of the salient features covered were:

- Development of children takes place in a definite pattern and children need to attain certain developmental milestone at each stage of development.
- The bio psychosocial development of children is supported by the family, school and social environment.
- Conducive environment is essential where the needs of children are met which will support in children mastering essential skills and learn approved patterns of behavior during the process of growth and development.
- The unmet bio psychosocial needs lead to poor psychosocial development that result in unacceptable behaviors in children.

**Outcome:** The participants were able to understand child development, the interconnectedness between biological, psychological and social aspects of development and need for holistic care.

### **Session 3: Impact of Disaster on Children**

**Aim:**

- To introduce and make the participants share their experiences of disaster
- To make the participants understand the vulnerability
- To understand the impact of disaster on children

**Process:** The participants were asked to identify a mellow person in the group who looks like an innocent hen. That person was called and asked to stand in the middle. Then the group was asked to call out the person who is like a fox. Few more participants were asked to volunteer and to form a circle around the hen. Now another set of people were asked to form a circle around the first circle. And lastly the remaining

few were asked to form the third circle. After circles formation, the fox was instructed to catch the hen and the three layers were asked to protect the hen. After some time, the people forming the outer circle were asked to go back to their seats and again the fox was given a chance to get the hen. Then people forming the second layer were asked to go back to their seats and the fox was again asked to get the hen. Finally the third layer was also asked to disperse and fox was asked to catch the hen. Then the concept and importance of social support was introduced. It was told that in a normal situation, parents will be there for the child. If not there will be school to support the child or NGOs and community to take care of the child's needs. In a disaster situation all these people are equally affected. So the child's circles of support are disrupted. That makes the child highly vulnerable in a disaster situation.

The participants were then divided into 4 groups and were asked to discuss on physical, psychological, social and educational impacts of disaster on children.

**Outcome:** The participants were able to assimilate the impact of disaster on children, the need and concerns of children and care for children during such difficult times and the importance of monitoring and supporting their children affected by flood.

#### **Session 4: Psychosocial problems and common mental health problems in children**

**Aim:** To sensitize the parents on the psychosocial issues faced by the children.

**Process:** The following case stories were handed to the participants who have already been divided randomly and seated in 7 groups.

1. Raju was brought up with his grandmother as his mother was busy in her work. As a child Raju was very adamant and cry very often but he was unheard. As he grew up he became very stubborn. He would break things and even beat his grandmother if she didn't oblige to his demands. According to his teacher he is good in studies and popular in school. But if anything goes wrong in school he will be blamed for it and all his 'friends' will go away.

2. Hemant is a 12 year old boy. He is academically very bright and always scores good marks in any kind of exams. His social behavior, however, is odd. He barely looks at anyone while speaking to them. He is extremely uncomfortable in answering questions verbally in a classroom. He also seems to repeat meaningless activities such as biting his lower lip several times. Recently, his friends and parents observed that he started biting the base of his hand repeatedly in the evening when it was time for him to go home. On enquiry it was found that there was another auto driver who had to take over for his regular auto driver to take him home due to some emergency that the original auto driver had.
3. Jay is a 15 year old boy. His father is alcoholic and physically abuses his mother. He is often seen tearful in class. He is mostly alone. Jay never took any initiative in class and was often found to be very shy. His interest in studies decreased and started becoming absent to school
4. Mridula is a 14 year old girl. However, she studies in 5th standard. She is a cheerful and very helpful girl and is very popular around the school. She struggles with her studies and finds it difficult to understand sometimes even simple concepts. That is why she is still in the 5th standard despite her age. Recently, she had been showing strange behavior in the school premises by either not going out of her class during lunch time or shouting suddenly out of the window. Even while the class was going on. On enquiry it was found that some of the students of the higher classes were making fun of her.
5. Saju a 13 year old boy is known for his peculiar behavior. If is often called as a thief by his friends as he takes their bicycle for a ride without their consent. Children don't include him in their play. So he gets angry and throws stones at them. His always says he is always like this even from his early childhood. He was always active, his mother complains he will never sit in a place and never completes the work he started.
6. Sarvesh is a 10 year old boy. He is otherwise a very bright child. But, when it comes to reading and writing, he is terrible. On an oral examination he could easily be the topper of the class. He could easily grasp anything and everything

that was being said in class. But, he just would not do any reading or writing on his own. He would make mistakes so silly, that even a child in LKG could not do.

Often, at school, and even among his own cousins, he would often over hear other parents talking to their children usually before the exams, “study well! Otherwise, you will remain like him...”. This makes Sarvesh very sad and not want to make any new friends.

7. Manju is a 16 year girl staying away from her parents for studies. As child she was very quiet and obedient as reported by mother. She became close to a group of girls in the hostel. Since then there is a change in her. She was convinced by them to go out in odd hours, skip classes etc. She could be easily manipulated and started using drugs with her friends.

Each group was asked to read out each of the scenarios given to them and attempt to answer the following questions:

1. Identify problems observed in children?
2. Identify the behavior and emotional manifestations?
3. What are the possible solutions?

Information regarding Intellectual Developmental Disorder (IDD), Specific Learning Disability (SLD), Attention Deficit and Hyperactive Disorder (ADHD), Autism Spectrum Disorders (ASD), Depression, Psychosomatic Disorder, Conduct and Emotional Disorders were discussed.

**Outcome:** For each cases they explained the content, identified the problem and behavioral changes in the children. The parents were able to identify the changes and in each of the cases they were sure that the child needs help from a mental health professional.

### **Session 5: Sensitive Referral**

**Aim:** To help parents understand the need and sources for referral.



**Process:** The participants were provided information about the need and sources of referral i.e., where the child should be referred or how the child can be helped in case of a mental health or psychosocial issue. The spectrum of care and different levels of support systems needed for any children was presented. The need for referring the children with psychosocial issues to school counselors or the DMHP in case of mental health issues was presented to the participants.

**Outcome:** The participants were able to understand the need for referral and where the child needs to be referred if the child has some mental health or psychosocial issue.

### **Session 6: Parenting Tips**

**Aim:** To leave the parents with some practical tips to improve the quality of parenting.

**Process:** The parents were encouraged to share their experience as parents and how to handle the present generation children in a healthy way. A group discussion was facilitated for participants understand faulty parenting styles and need to equip positive parenting strategies. Tips to handle children belonging to different age groups were also discussed.

**Outcome:** The parents were able to understand the strategies which they should employ and those that they need to minimize or cut down.



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