



Progress Report

April 2012 to March 2014

Potali Project



The Early Childhood and Family Learning Programme



**Chikhalse, Naigaon, Khusgaon Villages and Kamshet Town
Maval Taluka District Pune, Maharashtra**

**Kishor Mitra Trust
Aditi Learning Centre**

Potali Project Progress Report

April 2012 to March 2014

Kishor Mitra Trust has been implementing the Potali Project in the villages of Chikalse, Naigaon, Khusgaon and in the town of Kamshet of Maval Taluka in Pune District. In this effort the graduates of class 12 of Aditi Learning Centre have been trained to be practitioners. During last 2 years the Potali Project was able to serve 208 families, 248 children and 422 parents.

Project Intent: The intent of the programme is to create a positive, stimulating learning environment in the homes and in neighborhoods for Children between the ages of 0 to 3 years .

The Practitioners Training Course - April 2012:

The Potali Project was launched with a six day training programme for training Practitioners. The Practitioners' Course was conducted twice to train practitioners in key concepts and skills for implementing programmes for early childhood development and parenting.

The first Practitioner Course was conducted through two modules (3rd to 7th April 2012 and 19th to 21th April 2012). Although the course is primarily intended for those who wish to work as practitioners in the project, it was decided that the course will be offered to all the girls of 10th and 12th standard from the Aditi Learning Centre. Total of 12 students attended the course. Prabha Jadhav, the newly appointed field Supervisor also attended the programme. The course was inaugurated and blessed by Vidhya Bal, Chairperson Kishor Mitra Trust and Neeta Sharma, CSR Coordinator WeKare Society of Capgemini.



Kalpana Wagodhe, of BH Trust Mumbai demonstrating a Parent Meeting

The Practitioners Training Course - September 2012:

Second Practitioners course was conducted during 10th September to 14th September 2012. This course was conducted as the Potali Project wished to increase the number of Practitioners by training more Aditi Learning Centre students and add 4 D.Ed candidates. The Practitioner's courses were facilitated by Bhimrao Tupe, Nayan Kulkarni, Neelam Oswal, Sushma Sathaye.

The Course Content:

The Practitioner Course introduced knowledge and skills regarding early childhood development and care. The course used various methods of teaching learning like talks, presentations, talks, group discussions, role plays, practice sessions and videos. The topics included were as followed;



Participants presenting group discussion outcomes

I. Foundational Context:

- > Brain development of infants,
- > Stages of child development
- > Fulfilling developmental needs
- > Emotional Development of children and parents.
- > Traditional songs stories activities for child nurturing

II. The Eight Domains

- | | |
|--------------------------|----------------------|
| 1. Expression Skills | 5. Self Esteem, |
| 2. Emotional Wellbeing | 6. Social Competence |
| 3. Physical Development, | 7. Spiritual Roots, |
| 4. Thinking Skills | 8. Positive Image |

III. Skills for Interacting with adult individuals and groups

- > Group Discussion Method,
- > Parent Outreach Curriculum model,
- > Parent Meetings and Home Visits Demonstration and practice,

Potali Project Implementation

Potali Project Implementation Overall Information:

Over the last two years the project engaged 13 Practitioners in implementing the programmes. The project organized and conducted learning sessions with 14 Parent Groups. During the year 2012-2014 the Potali Project served 208 families as direct beneficiaries and over 300 neighboring families to them. The 208 families were directly connected through 132 Parent Meetings, 67 Neighborhood meetings and 2577 Home Visits. It is estimated that from these parents over 89 parents have become very active and responsible in child care at home. The Practitioners worked in the teams of two or three persons. The Supervisor conducted Parent Meetings with practitioner's teams. Home visits were conducted by the Practitioners.



Practitioners Pallavi, Punam and Sangeeta in Chikhalse

The Parent Learning Group Format:

The Parent Learning Group involved organizing a parent group of 20 families for the learning sessions of three months. During the three months each family was invited to attend 12 Parent meetings and received at least 12 Home Visits. Parent Meetings were conducted in the beginning of every week. Each parent group was given orientation to key information, concepts and skills concerning child nurturing, child learning and child care. The weekly Parent Meetings introduced child development related subject through a talk, group discussion and games and learning activities. Each the 20 families received a Home Visit every week as follow-up to the Parent Meetings. The practitioners revised material shared at parent meetings and then demonstrated age appropriate learning activities to each family. The Practitioner helped the parents to practice learning activities with their children on their own. The Practitioners also conducted spontaneous meetings with three or four neighboring families to develop broader understanding. Every Saturday was used for review meetings and Planning for next week's Meeting and Home Visits.



Parents and Practitioners in Physical Knot exercise

Learning Resources Used :

Each of these Practitioners Team were provided with one Potali Bag with over 70 Learning objects (Toys), one Parent as Teachers Book, Activity Cards set and Child Development booklets and Posters. The families are also given 2 small booklets on Child Development and Parenting for reading at home.

Practitioners List

S. No	Practitioners Name	Education	Designation
1	Ashwini Chaudhari	12 Standard ALC	Practitioner
2	Pallavi Chaudhari	12 Standard ALC	Practitioner
3	Punam Chopade	12 Standard ALC	Practitioner
4	Vaishali Chaudhari	12 Standard ALC	Practitioner
5	Nagina Hingade	12 Standard ALC	Practitioner
6	Priya Hingade	12th standard	Practitioner
7	Savita Jadhav	D. Ed	Practitioner
8	Yogita Bhavar	D. Ed	Practitioner
9	Sangita Oval	D Ed	Practitioner
10	Priti Bhavar	D. Ed	Practitioner
11	Jyoti Zite - D. Ed	D. Ed	Practitioner
12	Pratibha Kamble	B. Ed (2013-14)	Supervisor
13	Prabha Jadhav	MSW (2012-13)	Supervisor

Potali Project Implementation

Potali Projects Kishor Mitra Trust and Aditi Learning Centre Programme Activities and Beneficiary Summary Chart															
SR.no	Village	Practitioners Name	Parent Group Duration	Number of families	Number of Children			Number of Parents			Home Visit	Par-ents Mattin g	Neigh- borho od Meeti ngs	Drop Out fami- lies	Active Parents
					Boys	Girls	Total	Male	Female	Total					
1	Chikhase - Patilwadi	Ashawini / Palvi	April to Sept 2012	17	13	9	22	12	40	52	213	15	3	0	6
2	Chikhase - Satramal	Ashawini / Palvi	September to Dec 2012	15	5	12	17	4	28	32	187	11	2	0	6
3	Naygaon Rahul Na- gar	Poonam / Sangita / Pratibha	September to Dec 2012	18	6	11	17	5	27	32	156	13	2	3	8
4	Kamshet Indrayani Ngr	Ashawini / Poonam	January to April 2013	16	11	7	18	3	20	23	198	12	1	2	8
5	Kamshet Indrayani Ngr	Pratibha / Sangita / Palvi	January to April 2013	18	9	9	18	2	27	29	190	12	3	2	10
6	Chikhase - Gaonthan	Palvi Chaudhari, Savita	April to June 2013	11	7	7	14	2	23	25	152	0	11	1	4
7	Naygaon - Dattnagar	Poonam / Ashawini / Prati- bha	April to 15 June 2013	9	5	6	11	4	20	24	121	0	3	1	6
8	Kamshet - Indrayani Ngr, Panchshil Ngr	Vaishal, Yogita, Priya	May to August 2013	17	11	12	23	4	41	45	252	12	5	2	7
9	Kamshet Panchshil Ngr	Priti, Nagina, Poo- nam, Pratibha	May to August 2013	17	15	11	26	2	29	31	222	11	4	2	7
10	Kamset - Bhimnagar	Ashawini, Joti, Sangita	June to Oct 2013	14	11	6	17	7	23	30	176	12	3	3	6
11	Kamshet - Bhimnagar,	Savita, Palvi, Prati- bha	June to Oct 2013	18	10	9	19	34	4	38	209	12	11	0	6
12	Kamshet - Gaonthan	Vaishali, Poonam, Pratibha	Sept to De- cember 2013	13	8	5	13	3	20	23	156	0	11	0	5
13	Kamshet - Gaonthan, Adrash Collony.	Priya, Nagina, Pratibha	Sept to Dec 2013	15	10	8	18	2	18	20	180	11	3	3	6
14	Kamshet - Bhim Nagar	Yogita, Priti	Sepr to Dec 2013	10	5	10	15	1	17	18	165	11	5	0	4
		Total		208	126	122	248	85	337	422	2577	132	67	19	89

Project Outcomes

The impact of the program on Parents and families



Prabha Jadhav and Pallavi Chaudhary in a Home visit

- Several women wanted the practitioners to share this information with their husbands also.
- Songs and skits were used and appreciated in the parent meetings to communicate and amplify key messages .
- In these villages, the women were used to coming together only as a part of the self-help groups for financial savings. The neighborhood parent meetings were the first time that women came together for discussing the positive nurturing of children.
- The group discussions at these meetings were lively and helped shift the consciousness in the neighborhood.
- Some parents have started to reschedule their domestic work to give time to their children.

- Parents have remembered, appreciated and valued the information on the development of the brain. The importance of creating a positive learning environment for the development of the child in the first 3 years of his/her life has been received well.
- Important achievement among families with girl children is that parents have become conscious of gender bias. Some parents have been able to take positive steps to overcome gender bias.
- Some families were intrigued with the theme of the development of spiritual roots of children.
- Families are habituated to buying things from a store that are not nutritionally beneficial for the child. This pattern has also been addressed in the program. Some parents have started cooking child friendly food at home.
- The habit of hitting children is a deeply conditioned pattern of taking care of children. Not hitting the child is a difficult pattern to change. Most parents are now aware that physical punishment does not discipline a child. However, most parents are now conscious of the option of not being physically abusive with children.
- Another common conditioned pattern for parents is to give money to children to get them to do what they want or to discipline them. Parents have realized negative long-term effects of this pattern.
- Some family members, within the joint family system, have begun to help with household work and responsibilities so as to help mothers spend more time with their children.
- Parents used to leave children with grandmothers. Now parents make time to be with children. Parents talk with children freely.
- Some women who had difficulty in expressing their views can express themselves with confidence
- Some parents have started to read story books and now sing songs to their children.



Parents engaged in a thinking skill exercise

- Parents now permit the child to explore through supervised activity like jumping, climbing.
- Women who are victims of violence have started to share their difficulties in the parent meetings.
- Male family members have started participating in the house visits. As fathers are often the one to introduce their young children to reading and writing they are now more open to the approaches and methods recommended through Potali programme.

Stories of Change : few Examples

Examples of changes in parents:

- Renuka Kajale of Chikalse village has three daughters and one son. The father of the children favored the son. He would get angry with the girls for little or no reason. The girls feared their father. The mother Renuka wanted this situation to change. She invited the practitioners to run the neighborhood meetings in her home. The father would listen to the discussions at the meeting from another room. The father has changed in his relationship with the children. This year he decided he would not have a special birthday event for his son as they had not celebrated the birthdays of the girls in the family.



Grandma using toys to play with children



Practitioners in a home visit in Kamshet

- Rina Bardale of Kamshet had first daughter five year old and younger son of 8 months. Ever since the birth of young boy the mother had become more preoccupied with him and could not give any attention to the daughter. She even became very strict and abusive with the daughter. She kept away her toys because she was making noise at home. As result of that the daughter started to hate younger brother, act roughly with him and create difficulties to seek attention. At the parent meeting Rina became aware of her gender bias and the mistake of suddenly ignoring the daughter after young sons arrival in family. She then started to give more time and attention to her daughter. She talked to her daughter with affection, involved her in playing with the young boy with care and gave her toys back. Now both children play happily together.
- Sheetal Kajale's father in Naigaon did not have time to spend with his daughter. On hearing of the importance of the role of the father in the growth and development of the child he has started spending time with Sheetal and in caring for her.
- Meena Chauhan, was very eager to participate in the parent meetings. She schedule would work around her schedule to make it possible for her to have time to come to the meeting. She used to finish her house work in time or adjust it so she can attend the Parent meetings. She was seen waiting for practitioners to visit at her home. If Meena Chauhan happened to be late she would be seen running to the meetings.

Examples of changes in children:

- Sairaj of Chikalse had difficulty in speaking. He had difficulty in saying and pronouncing words clearly . Perents were not doing any thing to change it. The Practitioners helped the parents to see how to make special efforts to say words clearly and help in saying the words properly Now he can say words clearly.
- Kunal from Kamshet was very abusive and disrespectful to other children and elders. The practitioners worked with the parents to helped him to deal with his attitude with more interaction, and an affectionate approach. After frequently interacting with him he changed his behavior, became more positive one.



Practitioners Experience



Practitioner demonstrating activity

What Practitioners Learned :

- Practitioners have gained confidence .
- Practitioners have been recognized and appreciated by the community for their work.
- Practitioners used to ignore any injustice happening around them. Now they feel that they can not ignore injustice. They come together and discuss about it.
- Practitioner rejoice when they see changes in children and families .
- Practitioners have gained a new respect for children's emotions.
- Practitioners developed observation skills. They reflect on how things around them can be used in the education process.
- Practitioners developed skills of building friendship and interacting with children.

Challenges experienced while implementing the Potali Project?

- Disputes between daughters in law and mothers in law prevented participation
- Families from outside of Maharashtra who are not fluent in Marathi
- Tribal people hesitate in interacting with new people
- Scheduling home visits and parent meetings with family members who work in the farm.
- Blind faith and superstition affecting child care



Practitioners in a home visit



Recommendations for strengthening the Potali Project:

- Develop and Introduce new learning activities
- Document successful experiences of Potali project.
- Making available traditional and new songs and games Teaching parents songs and getting them to sing songs they know
- Teaching parents songs and getting them to sing songs they know
- Parents from old Parent Groups should meet once in three months
- Conduct advance level workshops for Practitioners and for Parent
- Invite experts to give guidance on special topics
- Practitioners need more in-depth information.
- Practitioners develop leadership and presentation skill
- Continued support in the field from the trainers

Current Programme Activities:

The Potali Project currently are focused its activities in Khusgaon, Chikhalse villages and Kamshet town . The Project has 11 practitioners and one supervisor working in five teams along with one Supervisor working in Kamshet. The project teams have covered slum neighborhoods of Panchashil Nagar, Indrayani Nagar, Kamshet Gaathan area. Each team is working with three month parent group cycle. Each Parent group is of 15 to 20 parents.



Supervisor in a neighborhood meeting