

St. Columba's School

Class 1 & 2 Orientation

APRIL 2026 - 2027



Introduction to Staff

Principal : **BROTHER ROBERT FERNANDES**

Headmistress : **MRS RITU KAUSHAL**

Coordinator : **MRS RASHMI A SEHGAL**
: **MRS ANJALI SHARMA**

Class Teachers

1-A : Mrs Shama Tiwari
1-B : Mrs Monica Gulati
1-C : Mrs Richa Rai
1-D : Ms Aditi Sharma
1-E : Mrs Rita Cherobin

2-A : Mrs Monica Gautam
2-B : Mrs Nikita J Malagar
2-C : Mrs Ritu Joseph
2-D : Ms Alisha Jacob
2-E : Ms Leena D'souza

Other Teachers

HINDI : **MS ADITI SHARMA & MRS. BHAWANA PANDEY (1)**
MRS MONICA GAUTAM & MRS HEMA BHARDWAJ (CL-2)

Computer : **MRS LATIKA BHASIN**
MR.PIUS ALEX

Special Educators : **MRS AKRUTI SINGH**
MRS ANMOL SAHA

Counsellor : **MS NEHA**

Library : **MS SHIRLEY**

Elocution : **MRS POOJA GUGLANI**
P.T. : **MR MOBIN FRANCIS**

Indian Music : **MR SHAHNAWAZ**

Western Music : **MR VERNAN**

Art : **MRS NATASHA SEHGAL**

Class 1 & 2 Curriculum

SCHOLASTIC SUBJECTS

MATHS

ENGLISH

HINDI

EVS

COMPUTER

CREATIVE WRITING

READING AND SPEAKING

CO - SCHOLASTIC SUBJECTS

ELOCUTION

VALUE EDUCATION/
C
ATECHISM

CSE

ART

P.T

MUSIC

NCERT

- ❖ The National Council of Educational Research and Training (NCERT) is an autonomous body that aims to provide qualitative education to the school children in India. The CBSE Board is following NCERT books in the school curriculum for classes 1 to 12.
- ❖ The **experts from various fields** have designed these books after doing in-depth research and analysis of a particular subject and understanding the intellectual level of the students.
- ❖ Thus, NCERT books are written in **simple language**, are **interesting** and inculcate the **basic fundamentals** on all topics.



Integration of EVS with Language and Maths

NCF-2005 for classes I and II recommends to integrate environmental component with language and Mathematics. Hence EVS teaching - learning based on topics like 'Family & Friends', 'Water', 'Shelter', 'Food', 'Travel', 'Things we make and do', be replaced by integrated learning activities based on the six themes.

The lesson in English, Hindi and Mathematics that are to be dealt for a particular month, were noted. Thereafter, EVS Themes / Concepts integrated in, were identified and learning activities were designed with utmost care that will help the teacher weave the EVS skills and concerns with Languages and Mathematics.



SYLLABUS - EVS

CLASS KG

- Me and my body, my family , my home , my school.
- Seasons
- Cleanliness
- Festivals
- Plant and Animal Life
- Water
- Air
- Living and Nonliving

CLASS 1

- Our family
- Our home
- My body
- Plants and animals
- Good habits
- Seasons
- Festivals
- Plant Life
- Water and Air
- Weather
- Our neighborhood
- Our universe.
- People who help us
- Safety rules
- Means of transport
- Kala Setu and EBSB

CLASS 2

- Plant Life
- Animal life
- Water (sources and uses of water)
- My family
- Means of transport
- Houses (Types of houses)
- Our Universe
- Our National Symbols
- Means of Transport
- Means of communication
- Festivals
- Food We Eat
- Kala Setu and EBSB

SYLLABUS - ENGLISH

CLASS KG

- CVC words
- Vowels (a,e,i,o,u)
- Colours
- Position words (in , on , under)
- Days of the week
- Opposites
- One /many (s)
- Rhyming words
- Sentence structure (picture comprehension)
- Comprehension passages

CLASS 1

- NCERT reader (Mridang)
- Nouns
- Action words
- Describing words
- Position words
- Pronouns
- Use of a / an
- Singular / plural
- Opposites
- One /many (es)
- Unjumble the words
- Use of has / have
- Comprehension passages
- Picture composition

CLASS 2

- NCERT reader (Mridang)
- Nouns
- Action words
- Punctuation
- Articles
- Tenses
- Joining words
- Describing words
- Position words
- Homophones
- Synonyms
- Apostrophe
- Comprehension passages
- Creative writing

SYLLABUS - MATHS

CLASS KG

- Numbers and number value(0-20)
- Concept of what comes before, after and in-between (0-20)
- Addition /Subtraction (Single digit)
- Comparing numbers and put the correct symbol ($>$, $<$, $=$)
- Number names from 1 to 20.

CLASS 1

- NCERT book (Joyful Learning)
- Numbers 1 to 100 (all concepts)
- Addition/Subtraction(Double digit)
- Number bond 1 to 10
- Story sums
- Measurement
- Time
- Money
- Days of the week and months of the year.
- Table of 2,5 and 10
- Odd and even numbers
- Data Handling
- Shapes and patterns
- Mental math.

CLASS 2

- NCERT book (Joyful Learning)
- Count and write 3 digit numbers
- Tables from 2 to 10
- Observe 2D & 3D shapes
- Identify roman numbers from I to X
- Identify hands of a clock and read the time in O'clock & half past
- Identify money and its combination
- Solve 3-digit story sums of different operations

पाठ्य क्रम - हिंदी

के. जी

सीधी, आड़ी, तिरछी रेखा
स्वर, व्यंजन, संयुक्त व्यंजन
वर्ण से चित्र बनाना
चित्र का पहला-आखिरी अक्षर
2,3,4 अक्षर शब्द पढ़ना-लिखना
अक्षर/शब्द चित्र मिलान करना
छोटे छोटे वाक्य बनाना
पुस्तक - मधुप

कक्षा - 1('सारंगी')

किए गए कार्य की पुनरावृत्ति
सभी मात्राओं का ज्ञान,
शब्द निर्माण, वाक्य रचना
लिंग,विलोम शब्द,एक-अनेक
दसखड़ी, नाम वाले शब्द
चित्र-वर्णन, अपठित गद्यांश
पुस्तक - सारंगी

कक्षा - 2('सारंगी')

कक्षा १ में कराए गए विषयों के साथ
छात्र -

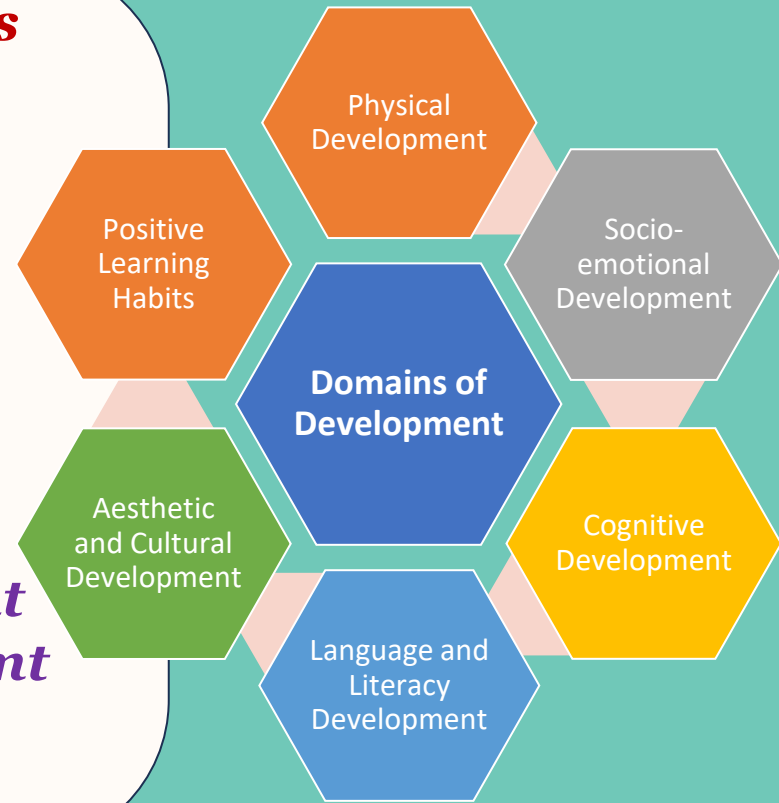
- कम से कम दस कठिन शब्दों का सही उच्चारण कर पाएँगे।
- उचित ठहराव के साथ स्वतंत्र रूप से पाठ के कम से कम दो गद्यांश को पढ़ पाएँगे।
- किसी भी दिए गए विषय पर दो से तीन वाक्य लिख पाएँगे।
- दो से तीन प्रश्नों के उत्तर सरल भाषा तथा अपने शब्दों में लिख पाएँगे।
- उचित विराम चिह्नों (। ?) का तीन से चार वाक्यों में प्रयोग कर पाएँगे।

DOMAINS OF DEVELOPMENT

*Children grow in many different **areas** called domains—physical, language, Cognitive, Aesthetic, social and emotional development.*

Domains of Development:

- ❖ *Physical Development*
- ❖ *Socio-emotional Development*
- ❖ *Cognitive Development*
- ❖ *Aesthetic and Cultural Development*
- ❖ *Language and Literacy Development*
- ❖ *Positive Learning Habits*



Curricular Goals

*For each domain Curricular gives us goals called **Curricular Goals**- what we want children to achieve in each domain. For example, in language domain, a curricular goal may be: ‘Children will be able to develop effective communication skills’.*

*To reach these goals children need to develop certain **Competencies** -the particular skills that children learn. For example, to achieve the curricular goal given above the skills to be learned can be – he/she is able to converse fluently and hold a meaningful conversation, follows instructions, or uses words to carry out day to day instructions.”*

*To bridge the gap between the traditional learning system and the evolving needs of education, it is necessary to **adopt competency-based learning**. In this approach the **pedagogy is based** on activities, experiences, integration of arts /sports /technology connecting the learnings to real-life situations, so that the child learns to apply knowledge.*

An illustration of seven diverse children of various ethnicities and ages. Six children are positioned behind a large white sign, with their heads and hands visible as they hold it up. From left to right: a boy with a yellow cap and red shirt, a boy in a striped shirt waving, a girl with pigtails, a boy in a blue shirt waving, a girl with braids, and a girl with blonde pigtails in a pink dress. Two children stand in front of the sign, one on the left (a girl in a blue coat) and one on the right (a boy in a plaid shirt). The entire scene is set against a white background with a blue border.

**COMPETENCIES:
PHYSICAL DEVELOPMENT**



Physical Development

Healthy Eating and Hygiene Habits

Engaging their bodies in playful activities

Coordinating with different muscle groups

Becoming aware of safety rules

UNDERSTANDS NUTRITIOUS FOOD AND DOES NOT WASTE FOOD



To sensitize our students to eat healthy food, various activities are conducted such as **HEALTHY TREAT DAY**. Boys bring healthy lunch box and share the ingredients.



CLASS - 1

CLASSIFIES DIFFERENT TYPES OF HEALTHY FOOD

CLASS 2



CLEANLINESS DRIVE -Swachh Bharat Abhiyan-CLASS 2



SHOWS AWARENESS OF SAFETY IN MOVEMENTS: ROAD SAFETY



Road safety workshops were held in school to educate students on traffic rules, signs, and responsible behaviour through interactive sessions with activities like role-playing, quizzes, and walking on zebra crossings, cycling (helmets, mirrors), and driving (seatbelts, no phone) These programs aim to create a culture of safety, empowering children to become responsible road users.



SHOWS PRECISION AND CONTROL IN WORKING WITH THEIR HANDS AND FINGERS



Hand and finger coordination activities involve fine motor tasks like manipulating small objects (coins, beads), using stringing beads, drawing, writing, and playing games such as juggling or catching, all designed to build dexterity, strength, and control through varied grips, stretches, and precise movements



Shows awareness towards swimming and follows the rules of the game.



SENSORIMOTOR DEVELOPMENT VIA SEED GERMINATION (CLASS 2)



SHOWS BALANCE, COORDINATION AND FLEXIBILITY IN VARIOUS PHYSICAL ACTIVITIES

SPRINTING



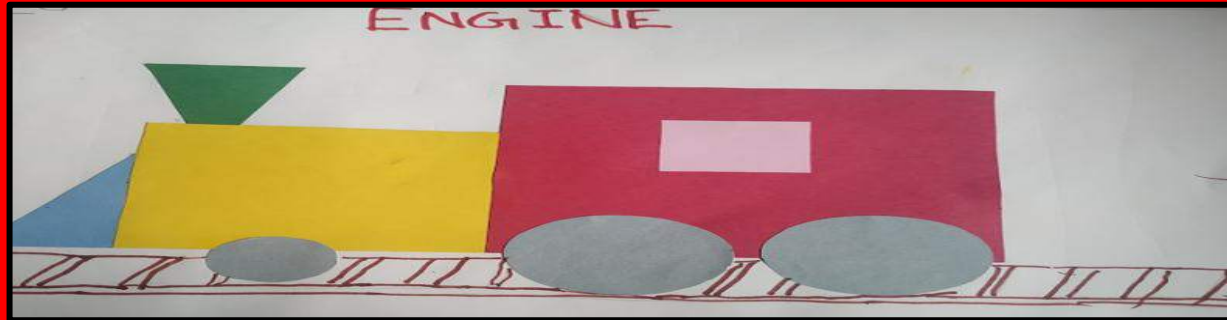
ONE-LEGGED RACE



TOUCH AND RUN RACE



CREATIVITY WITH SHAPES - CLASS 2



Child Protection-CSE (Comprehensive Sexuality Education)

- We at St. Columba's follow a **Child Protection Policy** and commit earnestly to our duty towards all our students who have been entrusted in our care.
- We provide a **school** environment where all **children** are **safe, secure, valued and respected**.
- As part of **our curriculum in school** we incorporate **CSE(Comprehensive Sexuality Education)** and aspire to create awareness among our students regarding
 - Safe and Unsafe Touch
 - Body Safety Triangle
 - No- Go- Yell- Tell Rule
 - Safe Circle of Safe People
 - Raising a voice against bullying
- We have been following strategically planned age-appropriate comprehensive content on **sexuality education** in the form of lesson plans, worksheets, discussions and role plays in classes KG to 3. There is a designated weekly CSE period in the Time Table for each class.

Together against
sexual exploitation
of children



PROTECT THEIR ONLY
CHILDHOOD

PROTECT
OUR
CHILDREN



BUDDY SYSTEM-I CAN RECOGNISE DANGEROUS PLACES AND AVOID GOING THERE!

CLASS-2



GOOD TOUCH

BAD TOUCH



SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT



Starts recognising 'self' as an individual belonging to a family and community. (CLASS-1)



Students are able to share details of family members and their affection for their family during activity 'My Family Portrait'.



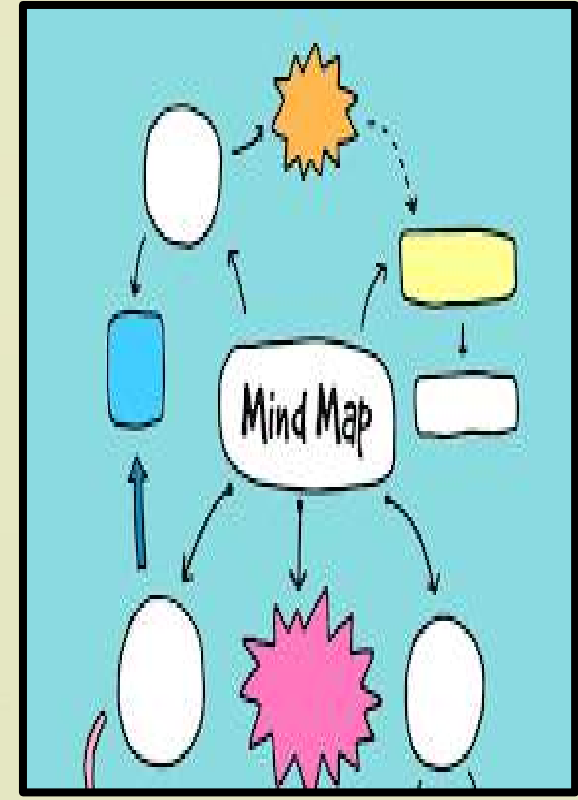
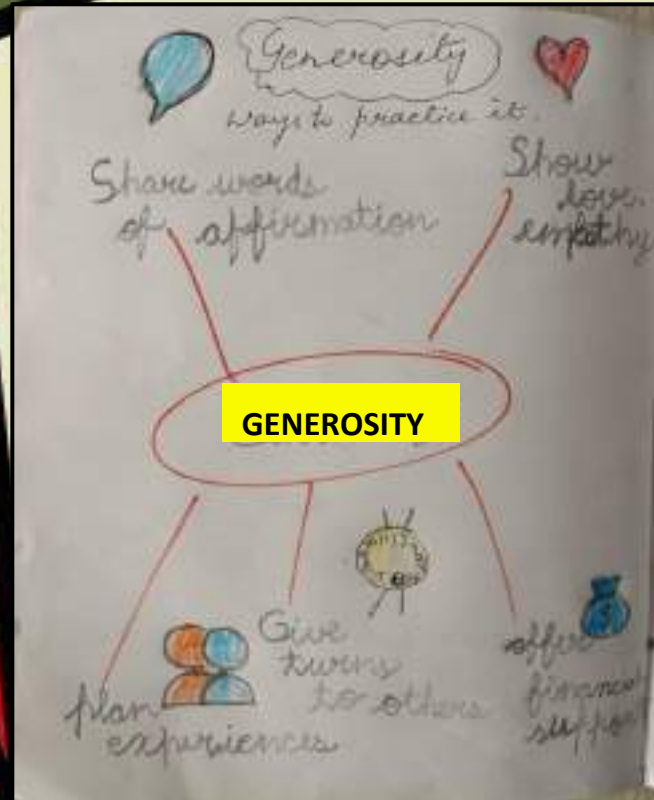
Students begin to express their interest with a view to contribute to society by show and tell on - "When I grow up".

Develops a positive attitude towards service and 'seva'.



As a part of our project on achieving the Sustainable Development Goals (SDG) during a donation drive to “Antyodaya- Home of Destitutes” , children learn to help the poor and needy.

Through graphic organizers, mind maps, puzzles and varied group activities, students think critically by reflecting on values, ask questions, share ideas, and become curious to practice kindness, teamwork, sportsmanship, generosity, patriotism and responsibility.



COGNITIVE DEVELOPMENT

Children make sense of world around through language and logical thinking.

Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.

Performs simple transactions using money up to INR 100. (CLASS-1)



ACTIVITY-BASED LEARNING: MEASUREMENT(standard units)

CLASS - 2

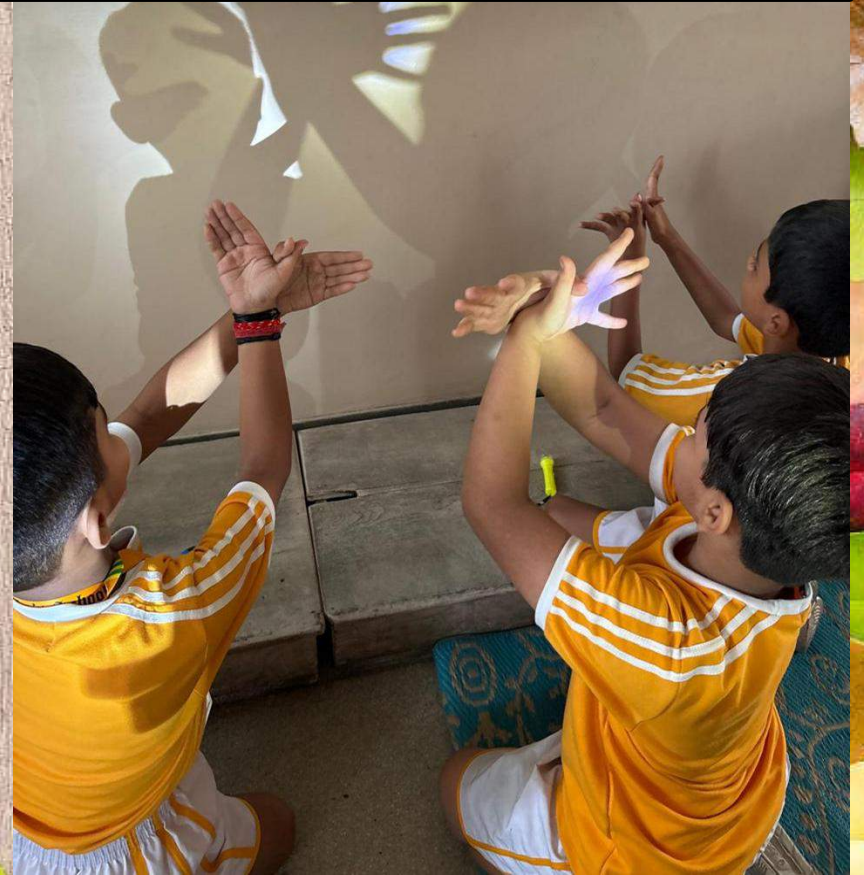


Concept of time - Performs simple measurement of time in hours. (CLASS-1)



Enhances Imagination through SHADOW AND OBJECTS- MATHS ACTIVITY

CLASS 2



LANGUAGE AND LITERACY DEVELOPMENT

- Children develop effective communication skills for day to day interactions in two languages. They converse fluently and can hold meaningful conversation.

Uses words to carry out day to day interactions.

USE OF POSITION WORDS

The digital screen displays the following content:

POSITION WORDS

- ON**: A yellow circle on top of a red square.
- BETWEEN**: A yellow circle between two vertical red bars.
- NEAR**: A red square and a yellow circle close together.
- IN**: A yellow circle inside a red U-shaped container.
- UNDER**: A yellow circle below a horizontal red bar.
- BEHIND**: A yellow circle behind a vertical red bar.

The boy is holding a worksheet with similar diagrams and labels: ON, BETWEEN, NEAR, IN, UNDER, BEHIND.

CLASS-1

I KNOW MY MAGIC WORDS

The poster on the screen lists the following magic words:

Magic Words

- Please.
- Thank you.
- Excuse me.
- I'm sorry.
- You're welcome.
- May I?
- Can you help me?

The children are holding colorful paper flowers and standing in two rows, some kneeling and some standing.

CELEBRATING THE SPIRIT OF OUR FOUNDER BADGE MAKING ACTIVITY -CLASS 2



Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say through Puppet shows and Story telling sessions

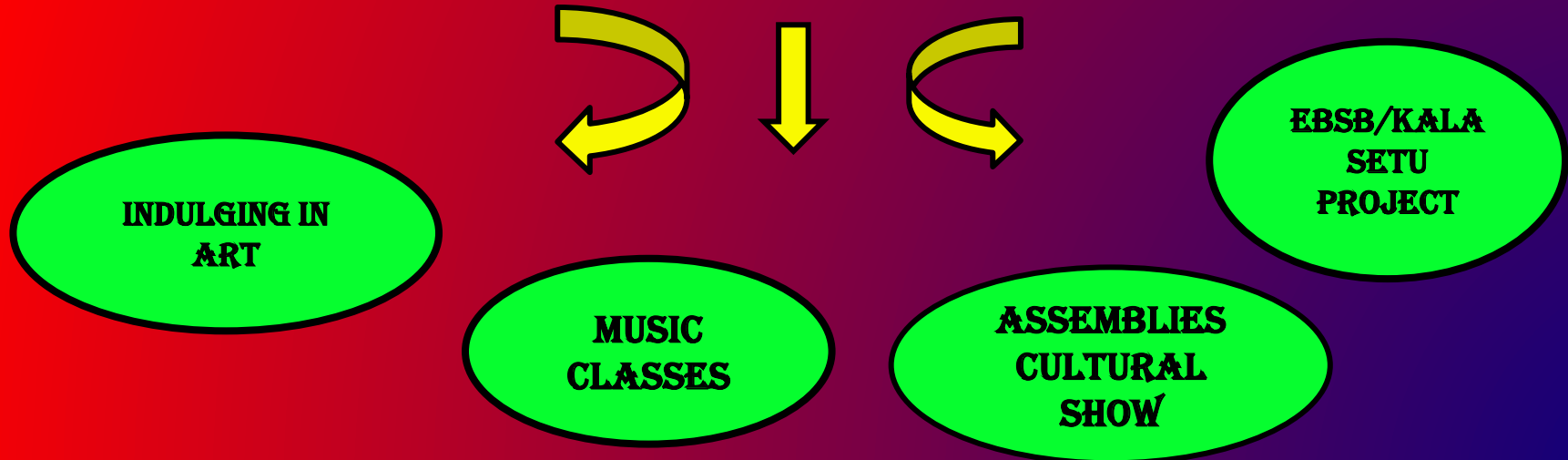


गतिविधि - मात्रा के अंतर को समझकर शब्दों/चित्रों का वर्गीकरण



AESTHETIC AND CULTURAL DEVELOPMENT

Children develop abilities and sensibilities in visual and performing arts , and express their emotions through art in meaningful and joyful ways



Music Classes help students to explore the difference between their singing voices and speaking voices and use both playfully.



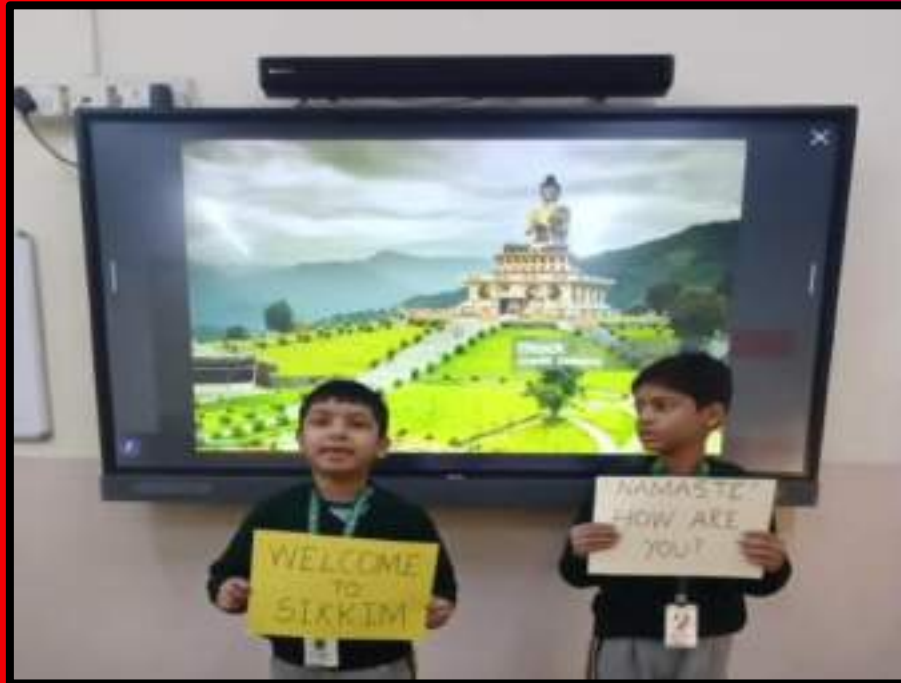
ART CLASSES

It encourages students to explore and plays with variety of materials and tool to create two - dimensional and three dimensional art works in variety sizes



SIKKIM - (SPEAKING ACTIVITY) EK BHARAT SHRESHTHA BHARAT

Learning and speaking greeting words in Nepali (language of Sikkim) and developing their knowledge about the state culture.



KALA SETU-(ANDAMAN AND NICOBAR PROJECT)

The project familiarize students with the culture, tradition, geography, art forms, and historical significance of the paired state, fostering a sense of belonging and appreciation for India's diversity .



CLASS ASSEMBLIES

1A - I AM SPECIAL



1B- BEING WISE AND HAPPY



1C - VALUE OF MONEY



1D - I AM RESPONSIBLE



ASSEMBLIES

2 C: Good Health and Well Being



2A: We build Community



POSITIVE LEARNING HABITS

- Children develop positive learning habits that allow them to engage actively in formal learning environment.
- They develop adequate memory
- They learn to observe, wonder and explore
- They adopt, follow rules and understand routine.
- The learners focus, and perform activities to achieve specific goals.

Science Experiments

To develop critical thinking students are exposed to explore and investigate about soluble-insoluble substances, materials that can sink-float, seed germination etc.



PARENTAL COLLABORATION CLASS 1&2



INTRACLASS ACTIVITIES:

Helps learners to focus, and perform activities to achieve specific goals.

**SPELLATHON
AND G.K
QUIZ**

**WRITE
WITH
PRIDE**

**ANNUAL
SHOW**

“ WRITE WITH PRIDE ”

Helps in improving fine motor skills and presentation of written work.



SPELLATHON AND G.K QUIZ COMPETITION



Annual Shows : Give students opportunities to explore and play with their own voices, body , spaces and variety of objects to create music , role play , dance and movement.





INTER SCHOOL COMPETITIONS

ACHIEVEMENTS & ACCOLADES:

The students take pride in achievement and accepts feedback.

ART COMPETITION



POETRY DRAMATIZATION



INTER - SCHOOL WINNERS 2025-2026



Name: Vidhan Singh & Mohd Yusuf

Class: 1-C & 2-B

Rank: 1st

Event and School Name: Calcom Build with shapes Father Agnel School



Name: Yusuf Zaid

Class: 2-C

Rank: 2nd

Event and School Name: Turtle Race Manav Sthali School

OLYMPIAD EXAMS

OLYMPIAD Exams for kids are competitive, subject based tests for students which help them to build skills for future competitive exams, confidence and discipline.





SPELL BEE



CLASS 1 & 2



**INTER SCHOOL
COMPETITION**



Develops Reading



Builds Confidence



Improves Vocabulary



Enhances Writing



ART FAIR 2025-2026



LET'S GET GROOMED IN THE ELOCUTION ROOM



- Developing articulation and expression
- Boosting confidence
- Dealing with Stage Fright
- Working on pronunciation and diction
- Developing effective presentation skills
- Fostering voice modulation
- Enhancing positive body language



**Uses of
Computer**

**Mouse
Operation**

**15 parts of
computer**

NEW WORLD OF COMPUTERS

*Develops Basic Understanding
of Computer and their Uses*

**Types of
computer**

**Important Keys
of Keyboard**

**Important
Tools**

Uses appropriate tools and technology to accomplish given task

Type and
format text



Draw sceneries,
cards,
geometrical
figures



Exploring Library

- Building independent reading habits
- Learning through storytelling
- Strengthening listening and reading comprehension
- Collaborating through roleplay and group activities



ASSESSMENTS

When a child is participating in the activity, he is in the process of understanding the concept. The extent to which the concept is understood, and whether holistic growth is taking place, needs to be continuously monitored.

For this purpose, **PARAKH**, (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), the National Assessment Centre, set up by **NCERT** has conceptualized **Holistic Progress Card (HPC)**.



Holistic Progress Card


The Holistic Progress Card is an integrative document which aims to provide 360 degree, multidimensional report of progress.

*It reflects in detail not only on **academic learning**, but also on **essential skills** such as thinking ability, creativity, communication, values, participation, effort and social-emotional growth **by incorporating diverse pedagogical methods** like toy -based pedagogy, Art-integrated learning, Sports-integrated learning and **Experiential Learning to foster a well-rounded educational experience.***


In *Holistic Progress Card* **crucial competencies** that represent **critical areas of instruction and development** will be selected within each domain.

COMPETENCIES

PHYSICAL DEVELOPMENT	TERM - 1		
	BEGINNER	PROGRESSIVE	PROFICIENT
CG-1 Children develop habits that keep them healthy and safe			
Shows a liking for and understanding of nutritious food and does not waste food			
Keeps self/school/classroom hygienic and takes care of his personal belongings			
CG-3 Children develop a fit and flexible body			
Shows coordination between sensorial perceptions and body movements in various activities			
Shows balance, coordination and flexibility in various physical activities			
Shows precision and control in working with their hands and fingers			
SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT	TERM - 1		
	BEGINNER	PROGRESSIVE	PROFICIENT
CG-4 Children develop emotional intelligence			
Starts recognising self as an individual belonging to a family			
CG-5 Children develop a positive attitude towards productive work and service or 'Seva'			



Activities are designed where Children will be assessed through: - Participation in the activities, projects, skills in Speaking, reading, writing, and problem-solving, their behaviour, confidence, teamwork, and effort.



The teacher also develops performance descriptors (**Assessment Rubrics**) for all four levels Beginner, Progressing, Proficient and Advanced

KEY PERFORMANCE LEVEL DESCRIPTOR

The competencies are interpreted at various level on the basis of the following descriptions

Level	Interpretation
Beginner	Tries to achieve the competency and associated Learning Outcomes with lot of support from the teachers
Progressing	Achieves the competency and associated Learning Outcomes with occasional/some support from the teachers
Proficient	Achieves the competency and associated Learning Outcomes on his/her own

Teachers will use assessment rubrics and observations to understand each child's strengths and areas of growth and to determine the child's *current level of development*- whether the child is at the Beginner, Progressing or Proficient level.

COMPETENCIES

PHYSICAL DEVELOPMENT	TERM - 1		
	BEGINNER	PROGRESSIVE	PROFICIENT
CG-1 Children develop habits that keep them healthy and safe			
Shows a liking for and understanding of nutritious food and does not waste food			
Keeps self/school/classroom hygienic and takes care of his personal belongings			
CG-3 Children develop a fit and flexible body			
Shows coordination between sensorial perceptions and body movements in various activities			
Shows balance, coordination and flexibility in various physical activities			
Shows precision and control in working with their hands and fingers			

Teacher's feedback










It will be followed by the specific observations for each learner, in a detailed manner. *The observations will include* general behaviour, attitudes, challenges did the learner face while doing the activities, how did he overcome them, the help provided, the overall performance of the learner and suggestion for improvement.

Teacher's feedback

What are the strengths of the Learner and Areas of improvement.

HPC also includes parent's feedback along with Teacher's feedback.

These enable educators and parents to identify areas for improvement, and encourages collaborative learning environment as parent become an integral part of child's learning progress.

Parents/Caregiver/Guardian's Observation	
Tick the relevant response	
 Books and Magazines <input type="checkbox"/>	 Newspapers <input type="checkbox"/>
 Toys, Games and sports <input type="checkbox"/>	 Phone and Computer <input type="checkbox"/>
 Internet <input type="checkbox"/>	 Radio <input type="checkbox"/>
 Broadcast <input type="checkbox"/>	 T.V. <input type="checkbox"/>
 Resources for CWD <input type="checkbox"/>	
Aspect	Term 1
My child enjoys participating in...	
My child can be supported for...	
I would also like to share...	
Have I completed age appropriate vaccination schedule for my child?	

PORTFOLIO

Pictorial evidence of the child's work in the task assigned which also helps in evaluating learner's progress.



Along with HPC, we will continue to conduct Periodic Assessment-I and II, Half-Yearly and Annual Assessments as per the academic plan.

TERM -1

*Periodic Assessment - 1
(May)*



*Half Yearly
(September)*

TERM - 2

*Periodic Assessment - 2
(November)*



*Annual
(Feb-March)*



- ❖ *The marks obtained will not be reflected in the Holistic Progress Card.*
- ❖ *Instead, marks and assessment outcomes will be used internally by the teachers to understand the child's learning progress and will be reflected through competency-based indicators and descriptive feedback in the Holistic Progress Card.*
- ❖ *We are not replacing assessments; rather assessment performance will be integrated into the Holistic Progress Card framework.*
- ❖ *The final HPC level will reflect a combination of classroom engagement, activity-based learning, and formal assessments.*

This system helps us:

- reduce marks-related stress in young learners*
- focus on consistent growth rather than comparison*
- provide constructive feedback for improvement*
- recognize strengths, efforts and areas of support*

Our aim is to ensure that assessment supports learning, confidence and well-being, rather than being seen only as a test of marks.

Various activities and assessments conducted will be focussing on different Scholastic and Co-Scholastic areas

Scholastic

1. Conversational Skills
2. Reading Skills
3. Writing Skills
4. Spellings
5. Comprehension
6. Recitation
7. Clarity of number concepts
8. Mental Maths
9. Dodging Tables
10. Performing basic simple operations and numbers
11. Awareness of the immediate environment

Co-Scholastic

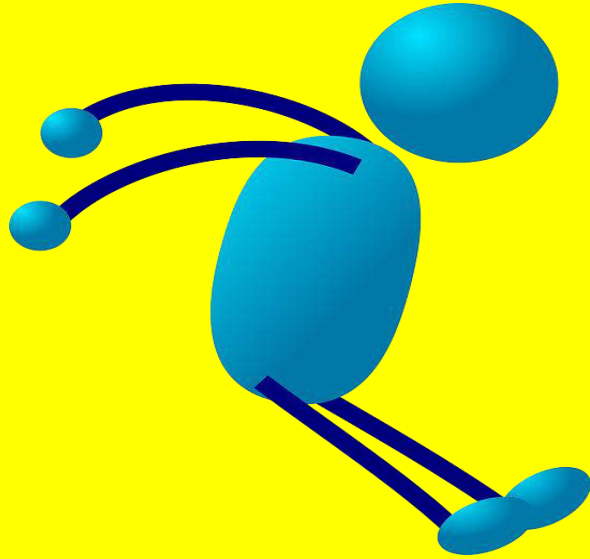
1. Western Music
2. Indian Music
3. Art
4. Sports
5. Elocution
6. Library



SOCIAL AND PERSONAL SKILLS

- ❖ Regularity & Punctuality
- ❖ Follows instructions and works independently
- ❖ Confident and participates in class
- ❖ Neat and tidy in appearance
- ❖ Respects rules and regulations
- ❖ Respect for personal and other property
- ❖ Attitude towards society

GETTING READY FOR THE CHANGE



WORLD IS EXPANDING.....

SCHOOL UNIFORM

School Uniform provides a professional look and attitude towards school.
School uniform must be worn with pride!



CHANGE IN SCHOOL TIMINGS FROM KG TO CLASS 1 - TWO MORE PERIODS

**FREQUENT MOVEMENT OUT OF THE CLASS TO THE - ART ROOM,
COMPUTER LAB, LIBRARY, ELOCUTION ROOM**

**FREQUENT CHANGE OF TEACHERS AS THERE IS AN INCREASE IN THE
NUMBER OF SUBJECTS- ART, ELOCUTION, LIBRARY, COMPUTER.**

PACKING THE SCHOOL BAG

**LET THE CHILD
PACK HIS OWN
BAG**

**GUIDE HIM TO PUT
HIS PENCIL POUCH
WITH THE TWO
SHARPENED PENCILS
AND AN ERASER**

**GUIDE HIM TO THE
BOOKS TO PUT
ACCORDING TO
THE TIME TABLE**

**PACK A CLOTH
NAPKIN WITH THE
TIFFIN**

SCHOOL BAG



The correct length of the straps of the bag.



The long length of the straps lays pressure on the back of the child.

PUNCTUALITY - REGULARITY

BE REGULAR

Be regular . Don't take unnecessary holidays.

LEAVES TAKEN –

If your child is absent for more than 3 days , kindly send leave application along with the medical certificate. For less than 3 days kindly fill in the leave record in the e-Care app

REGULARITY IN WORK

- **REVISE THE WORK DONE EVERYDAY- OPEN YOUR CHILD'S BAG AND CHECK EACH NOTE BOOK.**
- **NOTE DOWN THE WORK YOUR CHILD HAS MISSED DUE TO ABSENTEEISM**
- **TRY TO CONVERSE IN ENGLISH. USE AS MANY ENGLISH WORDS AS POSSIBLE.**
- **ROUTINE IS VERY IMPORTANT. IT WILL HELP TO DEVELOP HABITS. SO MAKE SURE YOUR SON FOLLOWS A ROUTINE.**
- **ROUTINE WILL HELP TO MAKE SURE THE CHILD SLEEPS EARLY SO NO ABSENTEEISM. TRY NOT TO MISS SCHOOL UNTIL NECESSARY. EACH PERIOD IS PLANNED.**



Some learners with learning gaps, emotional needs, or behavioral challenges receive in-class support from special educators and the counselor.



The solution to all parenting problem starts with few words:

- ★ 'I'm here.'
- ★ 'I hear you.'
- ★ 'How can I help you?'



*Parenting is not about perfection, but
connection.*



*Together, let's raise happy and confident
learners!*



Thank you