# 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 | 2-A : Mrs Monica Gautam |
| 1-B : Mrs Monica Gulati | 2-B : Mrs Nikita J Malagar |
| 1-C : Mrs Richa Rai | 2-C : Mrs Ritu Joseph |
| 1-D : Ms Aditi Sharma | 2-D : Ms Alisha Jacob |
| 1-E : Mrs Rita Cherobin | 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**

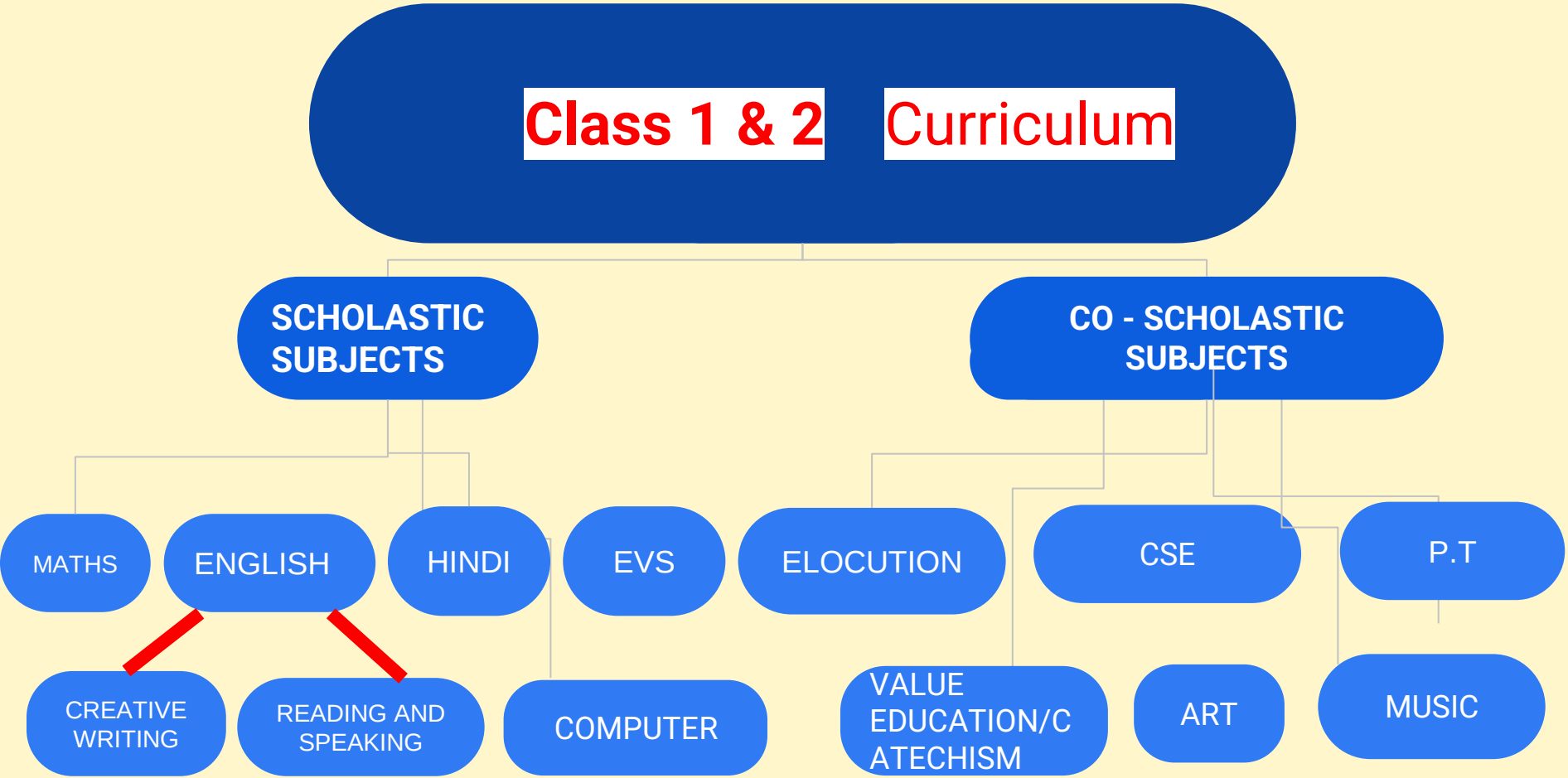
**Elocution : MRS POOJA GUGLANI**

**P.T. : MR MOBIN FRANCIS**

**Indian Music : MR SHAHNAWAZ**

**Western Music : MR VERNAN**

**Art : MRS NATASHA SEHGAL**


Class 1 & 2 Curriculum
SCHOLASTIC SUBJECTS
CO - SCHOLASTIC SUBJECTS
MATHS
ENGLISH
HINDI
EVS
ELOCUTION
CSE
P.T
CREATIVE WRITING
READING AND SPEAKING
COMPUTER
VALUE EDUCATION/CATECHISM
ART
MUSIC

# NCERT

- The National council of Education 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 पुनरावृति

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 -

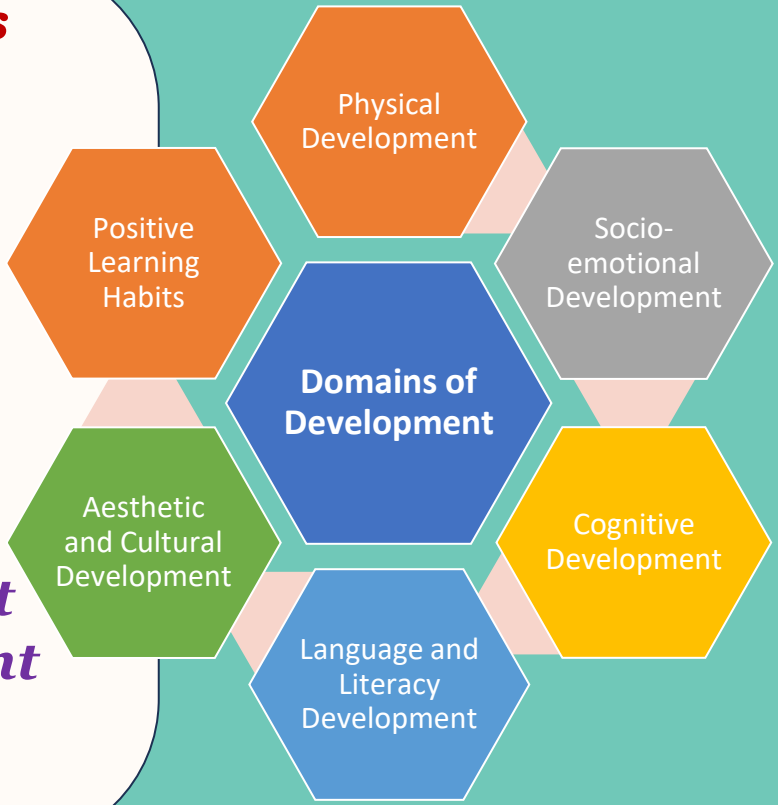
- कम से कम दस कठिन शब्दों का सही उच्चारण कर पाएँगे।
- उचित ठहराव के साथ स्वतंत्र रूप से पाठ के कम से कम दो गद्यांश को पढ़ पाएँगे|
- किसी भी दिए गए विषय पर दो से तीन वाक्य लिख पाएँगे।
- दो से तीन प्रश्नों के उत्तर सरल भाषा तथा अपने शब्दों में लिख पाएँगे|
- उचित विराम चिह्नों ( । ? ) का तीन से चार वाक्यों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

# 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)

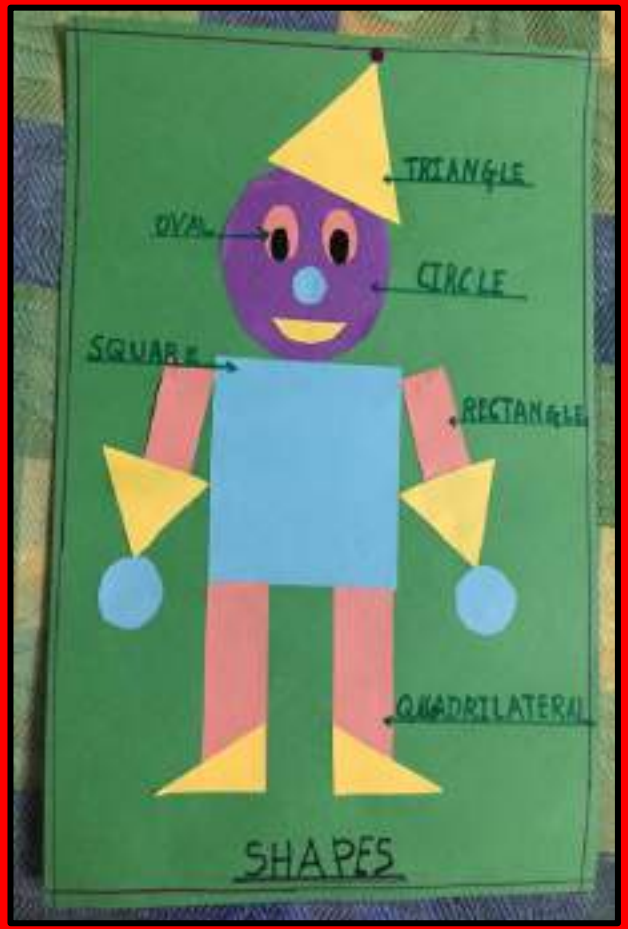
# SHOWS BALANCE, COORDINATION AND FLEXIBILITY IN VARIOUS PHYSICAL ACTIVITIES

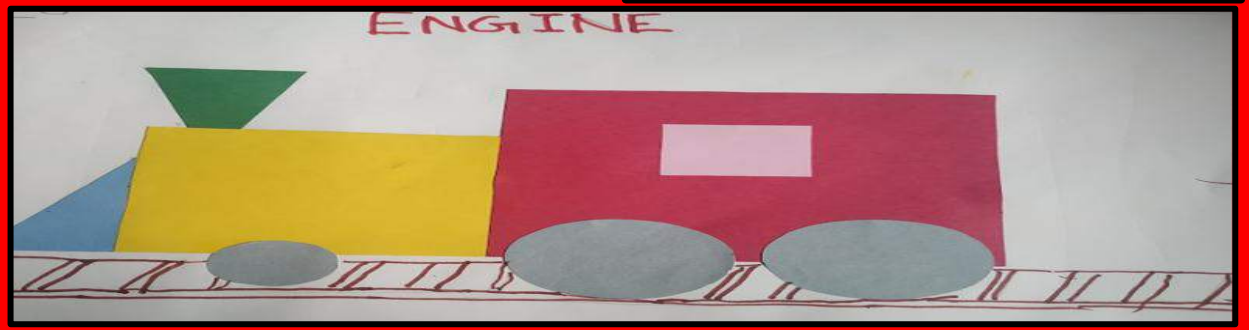
## SPRINTING

## 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.

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

CLASS-2

SOCIO-EMOTIONAL
AND ETHICAL
DEVELOPMENT

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

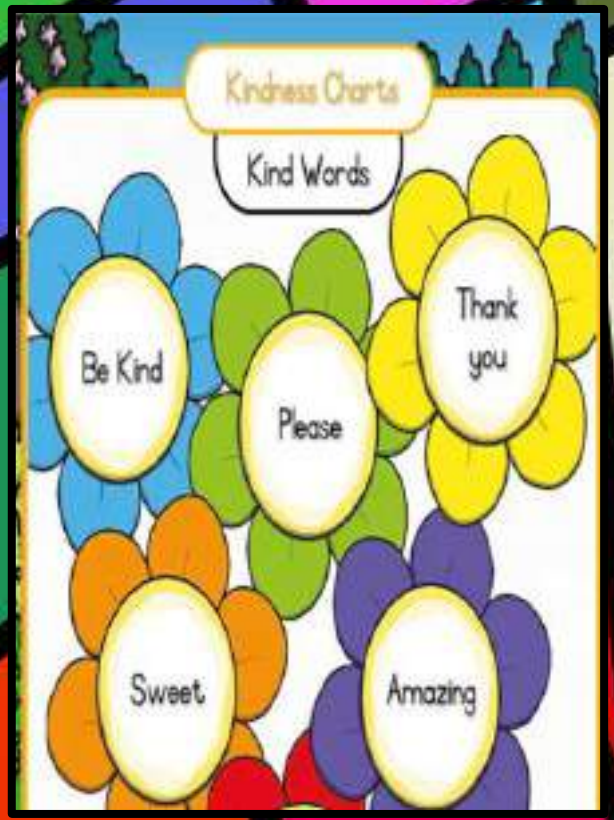
Students are able to share details of family members and their affection for their family during activity 'My Family Portrait'.

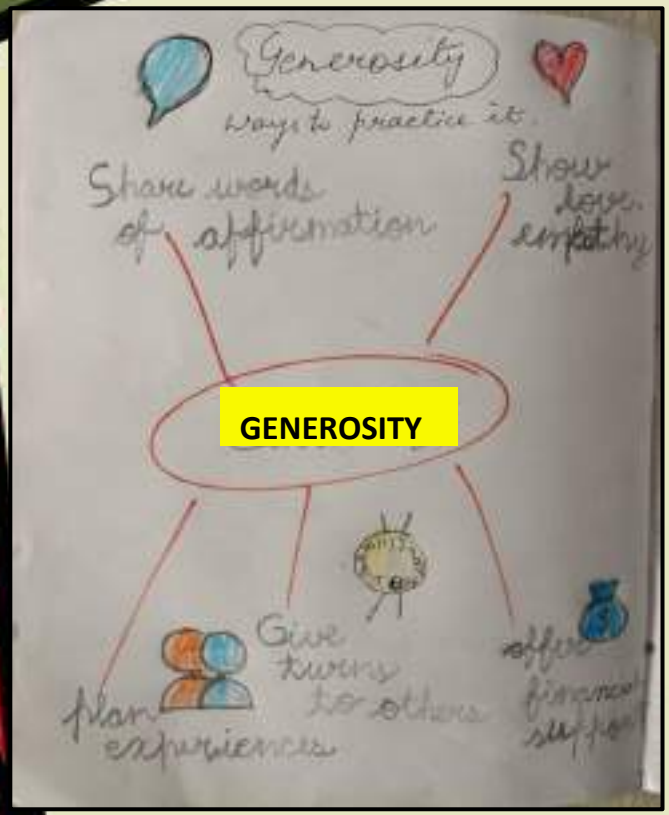
Students begin to express their interest with a view to contribute to society by show and tell on - “When I grow up”.

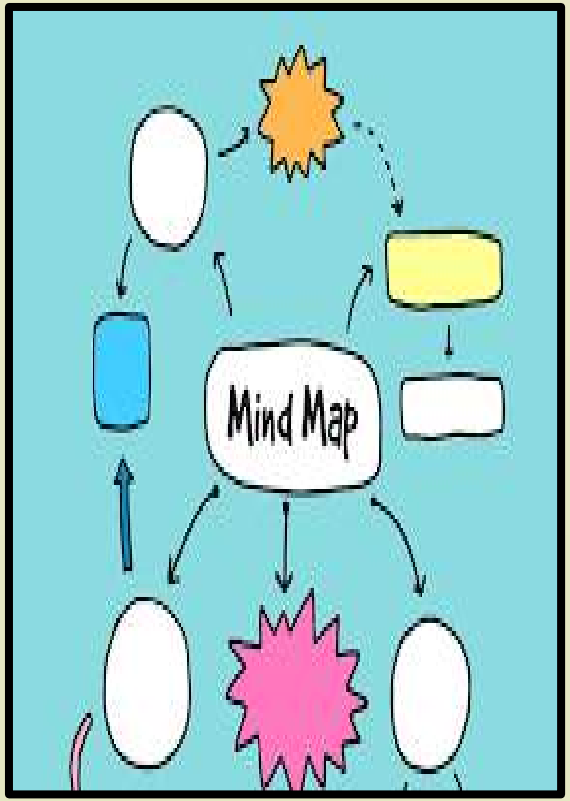
# Develops  a positive attitude towards service and 'seva'.

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.

# NEW INITIATIVES - LogiQids -Class 1&2

**Solves simple mathematical problems related to quantities, shapes, space, and measurements like, uses their number knowledge to solve simple riddles and puzzles and solves simple numerical problems using different strategies**

CLASS 1

LogIQids

LOGICAL REASONING OLYMPIAD 2025-26

FIRST STAGE

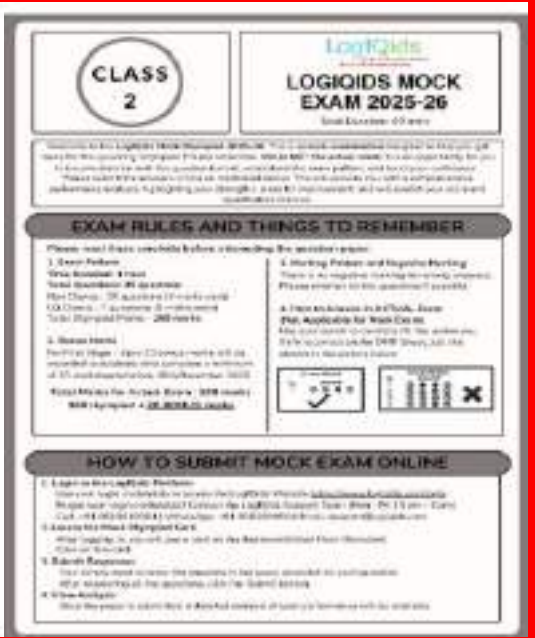
IMP NOTE: 1. CHOOSE ONLY ONE ANSWER FROM THE GIVEN OPTIONS
2. YOU NEED TO RETURN THE QUESTION PAPER TO THE INVIGILATOR

LOGIQIDS ROLL NUMBER

SECTION/DIVISION

SCHOOL NAME

Instructions


CLASS 2

LogIQids

LOGIQIDS MOCK EXAM 2025-26

EXAM RULES AND THINGS TO REMEMBER

HOW TO SUBMIT MOCK EXAM ONLINE

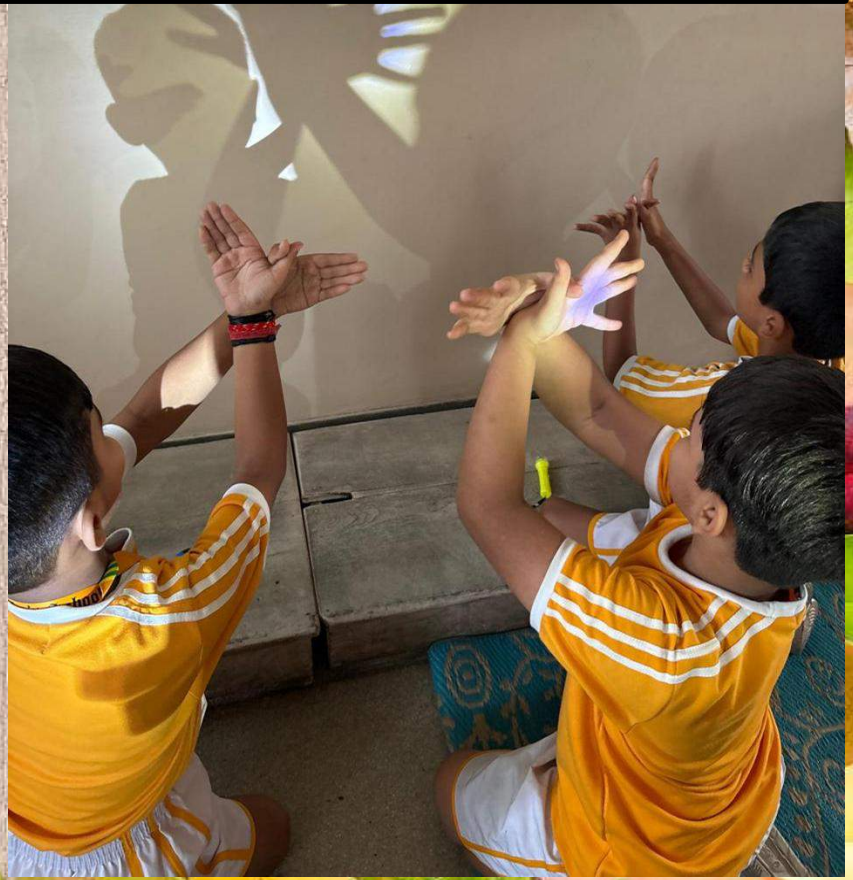
# Performs simple transactions using money up to INR 100. ( CLASS-1)

# 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

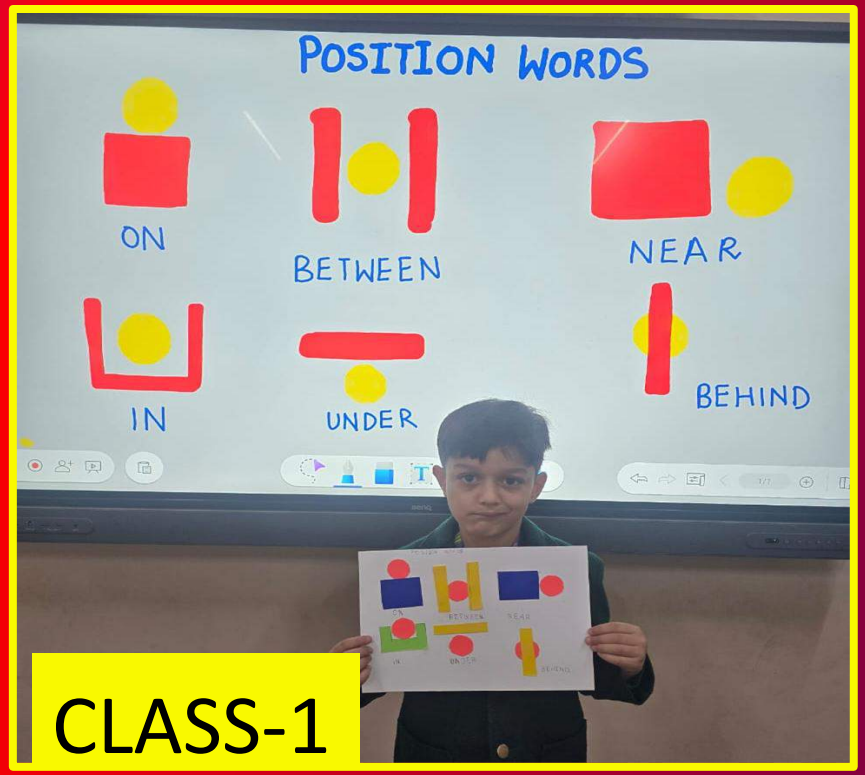


# LANGUAGE AND LITERACY DEVELOPMENT

- 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




CLASS-1

## I KNOW MY MAGIC WORDS

# 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

INDULGING IN ART

MUSIC CLASSES

ASSEMBLIES CULTURAL SHOW

EBSB/KALA SETU PROJECT

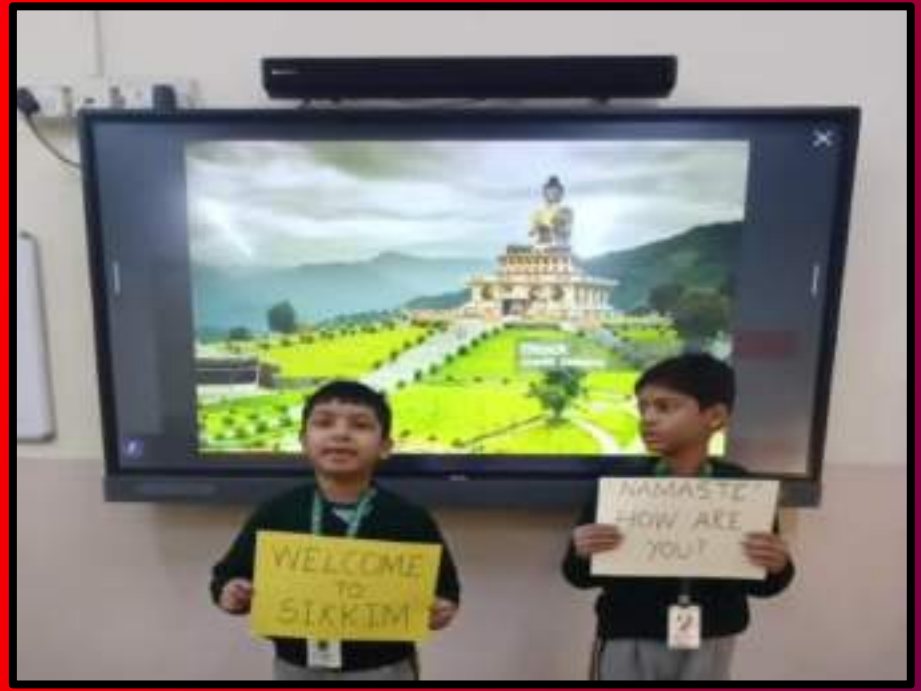
**Music Classes help students to explore the difference between their singing voices and speaking voices and use both playfully.**

# 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)

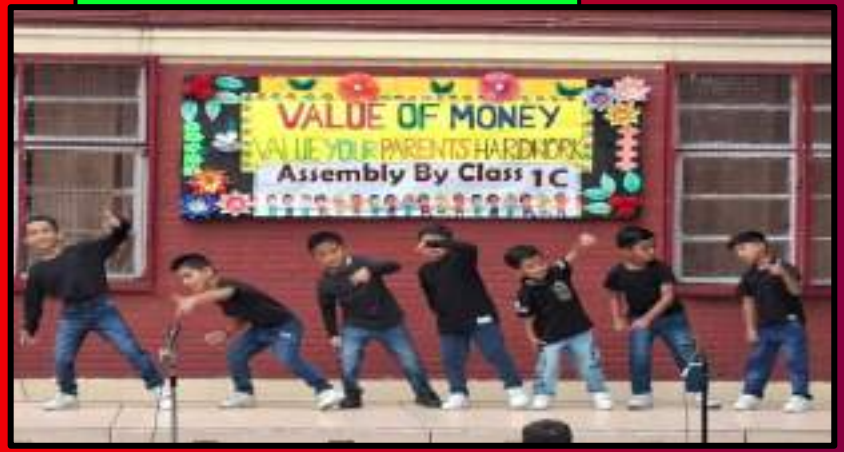
The project familiarize students with the culture, tradition, geography, art forms, and historical significance of the paired state, fostering a sense of belonging and appreciation for India’s diversity .

# CLASS ASSEMBLIES

## 1A - I AM SPECIAL

## 1B- BEING WISE AND HAPPY

## 1C - VALUE OF MONEY




## 1D - I AM RESPOSIBLE

# ASSEMBLIES

2 C: Good Health and Well Being
EAT NOURISHING FOODS

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.**

The Giants
Faith

JOPPA
PORT
NINEVEH

JONAH

JONAH

# 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 I & 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 DEVELPMENT** | **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**

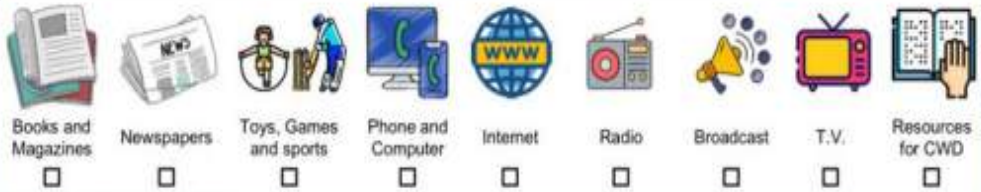
What are the strengths of the Learner and Areas of improvement.

**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**

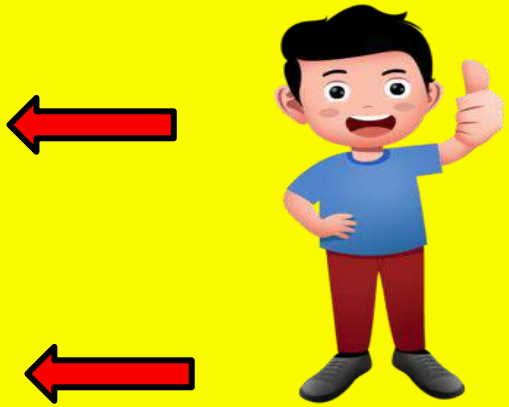
Tick the relevant response




| 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

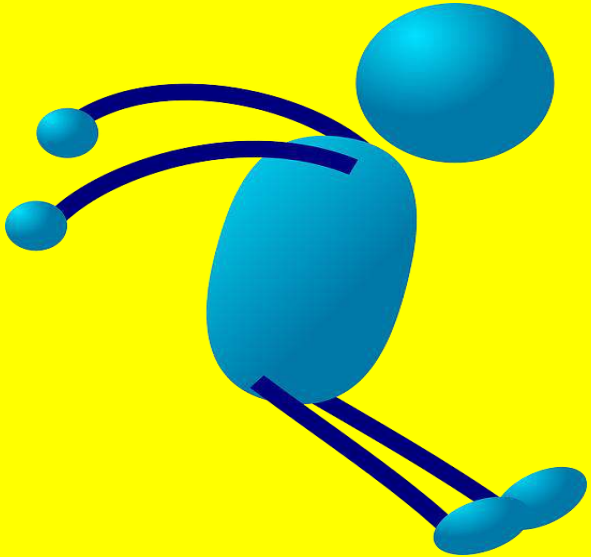
## Co-Scholastic

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