ST. COLUMBA'S JUNIOR SCHOOL WELCOMES YOU TO THE ...

CLASS 3 PARENT ORIENTATION

SESSION 2026- 2027

INTRODUCTION OF STAFF

Principal : Br. Robert Fernandes

Headmistress : Mrs. Ritu Kaushal

Coordinator : 2 & 3 : Mrs. Anjali Sharma

Class Teachers

3-A : Mrs. Rupa Dey

3-B : Mrs. Tessy Thomas

3-C : Ms. Vandana Sharma

3-D : Ms. Caroline Utarid

3-E : Mrs. Upasna Bahl

Other Teachers

HINDI - Mrs. Monica Gautam and Mrs. Hema Bhardwaj

ART - Mrs. Natasha Sehgal

COMPUTER - Mrs. Latika Bhasin and Mr. Pius Alex

ELOCUTION - Mrs. Pooja Guglani

SPORTS - Mrs. Kamla Dubey

LIBRARY - Ms. Shirley

WESTERN MUSIC - Mr Vernan

INDIAN MUSIC - Mr. Shahnawaz

Special Educators

Ms. Anmol Saha

Ms. Akruti Singh

Counsellor

Ms. Neha Khilwani

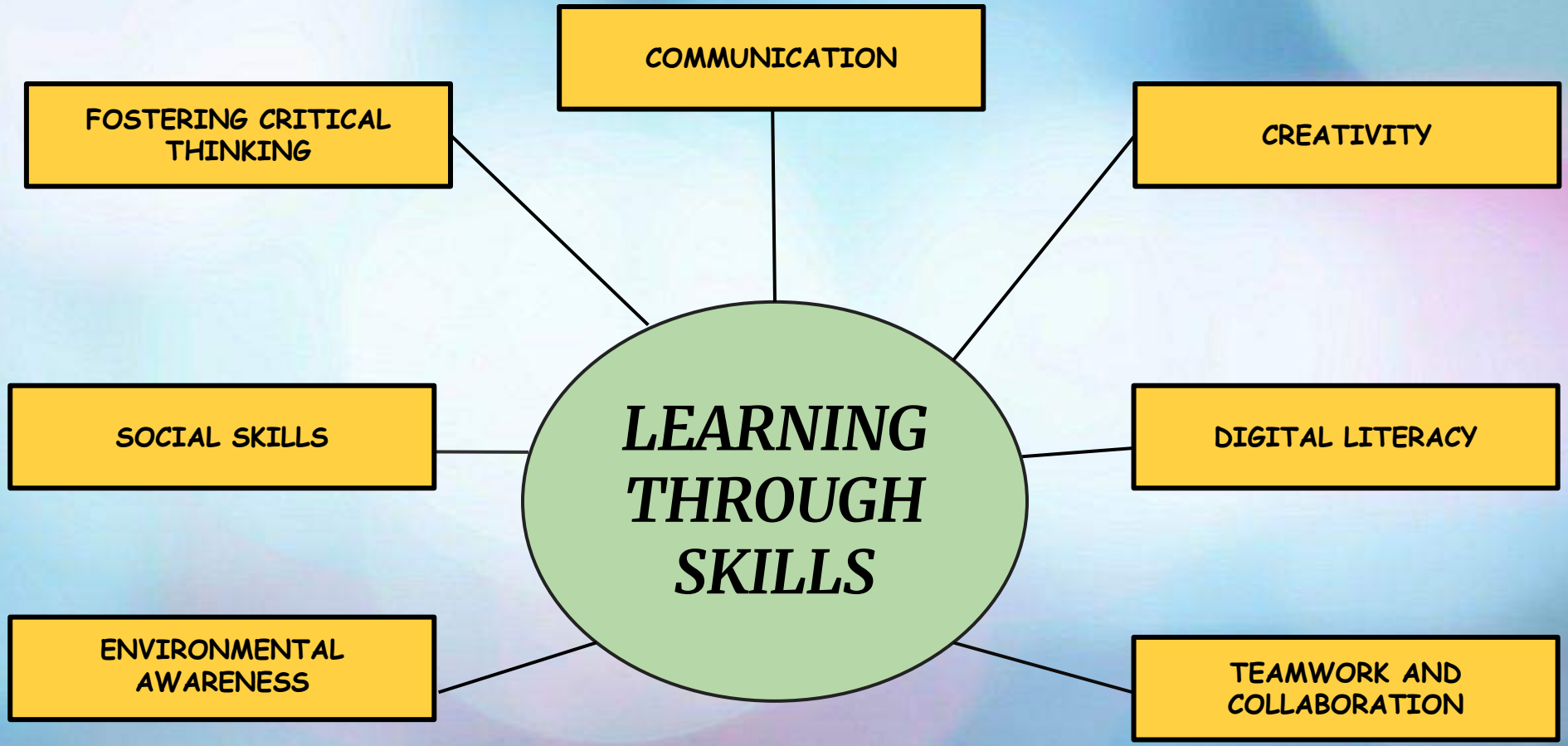
National Education Policy 2020

A good education institution is one in which:

-every student feels welcomed and cared for,

-where a safe and stimulating learning environment exists, -where a wide range of learning experiences are offered, -where good physical infrastructure and appropriate resources conducive to learning are available to all students.

-all of it aims at holistic education emphasising on conceptual understanding and developing not only creativity and critical thinking but also life skills such as communication, cooperation, team work, resilience and social skills.


COMMUNICATION
FOSTERING CRITICAL THINKING
CREATIVITY
LEARNING THROUGH SKILLS
SOCIAL SKILLS
DIGITAL LITERACY
ENVIRONMENTAL AWARENESS
TEAMWORK AND COLLABORATION

EXPLORING CREATIVITY AND IMAGINATION

EXPLORING CREATIVITY AND IMAGINATION

5 Ways to Enhance Student Well-being With Creativity

- Build Confidence by Promoting Career Readiness
- Use Creative Games
- Enhance Learning with Interactive Whiteboards
- Mix Lesson Modes to Reduce Burnout
- Ease Stress with Flexible Classrooms

Dresses of Sikkim…Kala Setu Activity

Learning about our sense organs through an activity- little hands, big learning: Exploring the five senses

ROMAN NUMERALS ACTIVITY

"Turning Numbers into Fun: Learning Roman Numerals the Smart Way!"

ENGLISH ACTIVITY - RHYMING WORDS
“Where Words Rhyme and Learning Becomes Fun.”

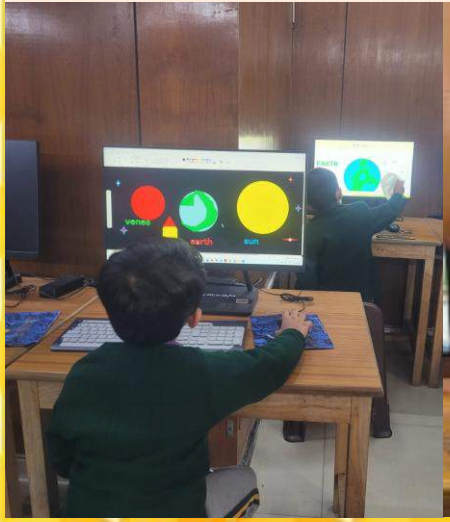
रचनात्मकता (Creativity) - यहाँ छात्रों ने “किसान” का चित्र बनाकर अपने शब्दों में वाक्य निर्माण किए |

Art Aptitude Building

- Paper crafts
- Colour sense
- Painting
- Cultural awareness
- Perspective
- Manipulation of shapes
- Building 3-D projects
- Collaboration as a team
- Creative expression

Art Fair 2025

Students display their Creative Skills through Presentation in MS-Powerpoint, Drawing in MS-Paint and Tux Paint.



Computer Application Skills

An inter-section competition is conducted for Class 3 students, where they demonstrate their **skills in coding, creativity, and presentations** through **Scratch** and **MS PowerPoint**. Students from every section participate with great enthusiasm.

TECHNOLOGY AS A LEARNING COMPANION

We will be exploring the difference between AI-generated presentations and student created ones. Students will first create their own presentations and then compare them with AI generated versions. This will help them understand the strengths and limitations of both approaches while enhancing their critical thinking and creativity.

TEAMWORK AND COLLABORATION

World Autism Day activities help children understand emotions, empathy and wellbeing across cultures fostering respect for diverse perspectives.

Class shows like Kaleidoscope Chronicles and Assemblies make the stage come alive with a delightful blend of creativity and teamwork.

CLASS ASSEMBLIES HELP FOSTER TEAMWORK AND COLLABORATION

Students participate in inter - class activities like Spellathon competition

Sports Activities

Races

Torch Relay

March Past

Bottle Drill

Wand Drill

Formation Drill

Inter - class Tournaments for Class 3

Junior School witnessed an exhilarating conclusion to the academic year with a series of sports matches tailored for our Class 3 boys. The energetic events included football, basketball, cricket, and badminton matches, showcasing our students' enthusiasm.

CRITICAL THINKING AND CURIOSITY

- ✓Critical thinking comprises a number of different skills that help us learn to make decisions.
- ✓To think critically about an issue or a problem means to be open-minded and consider alternative ways of looking at solutions.

Map Skills

MAP WORK

Look at the map of India and mark the given states mentioned below:

a) The four metropolitan states of India: Delhi, Mumbai, Kolkata and Chennai

b) The four states in different directions: North, South, East and West

- North - Jammu and Kashmir
- South - Tamil Nadu
- East - Arunachal Pradesh
- West - Gujarat

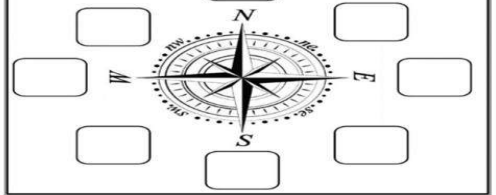
c) The Largest and Smallest state of India

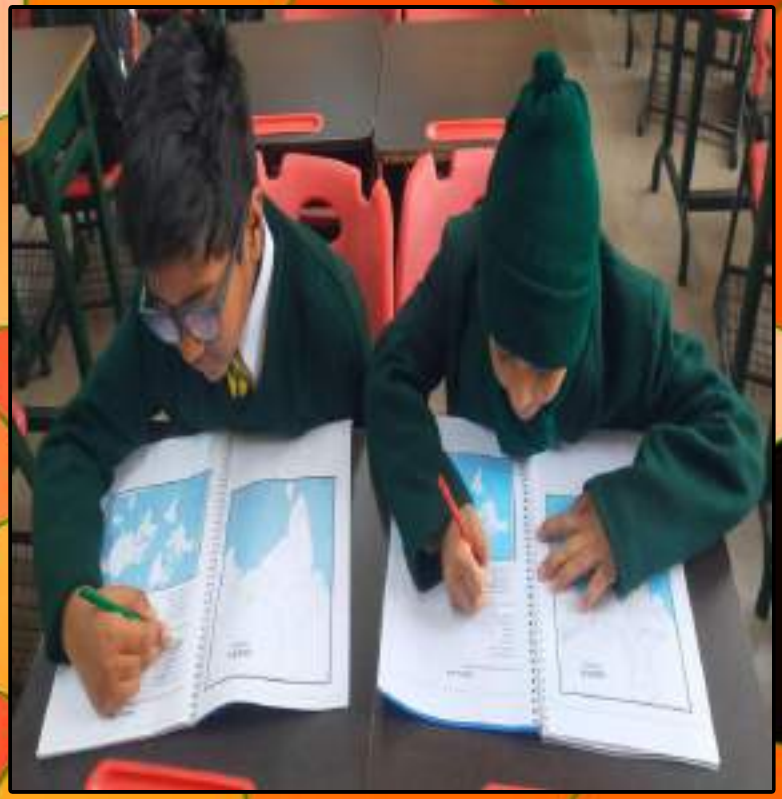
- Largest State - Rajasthan
- Smallest State - Goa

DIRECTIONS

Q. Observe the clues given below and put the symbols according to the directions mentioned.

1. Put a heart in the North
2. Put a star in the South
3. Put a lion in the East
4. Put a parrot in the West
6. Put a monkey in the North West
7. Put a boy in the South East
8. Put a car in the North East





Understanding directions and knowing different states help in improving map reading skills. They colour, label and identify different places and directions on the map.

EXPERIMENT - 1

Chapter - 8: Food We Eat - Germs Scatter

EXPERIMENT – 2

Chapter - 7: Water - A Precious Gift

EXPERIMENT - 3

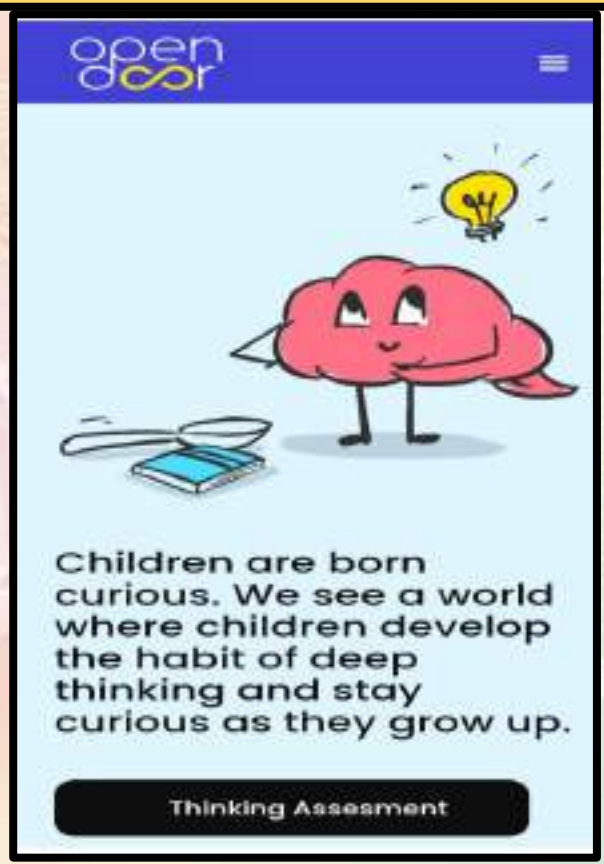
Chapter - 4 : Getting to Know Plants - Celery Experiment

Science Experiments help in developing observational skills, improve thinking skills and learn to ask ‘why’ and ‘how’. They learn to watch carefully and notice small changes.

Students develop short stories through Coding in Scratch, demonstrating their Critical Thinking Skills

Open Door Assessments are designed to make children think critically and develop deep thinking and stay curious as they grow up.

open door | understanding is important



A PLATFORM THAT ENHANCES AND IMPROVES THE LOGICAL THINKING SKILLS OF A CHILD.

LogIQids

Every time a little smarter

An IIT-IIM Alumni Venture

LOGIQIDS PUZZLE

Which letter will replace the question mark?

Z			
L	N		
J	K	L	
A	M	D	?

E F

G H

What will come in place of "?"

K — e

J — e p

T — e t

G — ?

a) a t

b) a t

c) o t

d) o t

महत्वपूर्ण सोच और जिज्ञासा (Critical Thinking and Curiosity)
कविता, पहेलियों के प्रयोग द्वारा कक्षा को रुचिकर बनाने का प्रयास

COMMUNICATION SKILLS

Communication skills play a very important role in a child's overall growth and development.

ENHANCING COMMUNICATION SKILLS THROUGH SPECIAL ASSEMBLIES AND VARIOUS SHOWS

CLASS ASSEMBLIES

SHOWS

Class shows are a great way to showcase students' communication skills, as they help children express ideas confidently, speak clearly, work in teams, and perform in front of an audience.

Graduation Day is celebrated at the end of the year to mark their transition from the Junior Wing to the Middle Wing.

GROOMING COMMUNICATION SKILLS 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

ELOCUTION INTRA-CLASS ACTIVITIES

Effective Communicators

Working on Pronunciation and Diction

Promoting Articulation

Dealing with Stage Fright

ELOCUTION ANNUAL DEBATE

Communication through Library classes

Children learn how to communicate by building on their vocabulary and learning new phrases and words to become effective communicators through their library classes.

With activities such as puppet story telling, short skits and role playing the stories we have read and heard, students cultivate the art of expressing their thoughts and sentence making.

संचार - (Communication) - इसके अंतर्गत हिंदी भाषा के कई कार्यक्रमों जैसे - हिंदी दिवस, मज़दूर दिवस और हिंदी प्रार्थना सभा का विद्यालय में हर साल आयोजन किया जाता है |

ENVIRONMENTAL AWARENESS

Environmental awareness helps build responsible habits early in life.

PRACTICING LIFE/SOCIAL SKILLS

SELF CONTROL

VALUE OF MONEY

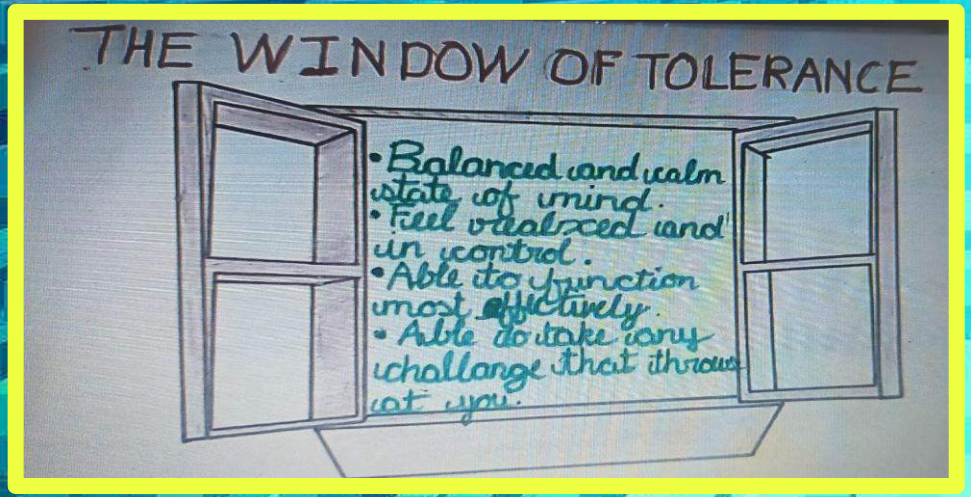
BEING HEALTHY

DECISION MAKING

HONESTY

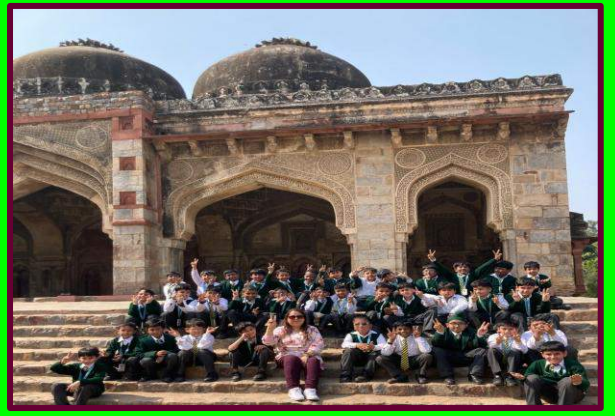
VALUE EDUCATION/CATECHISM CLASSES

Help in the overall development and prepare them to become responsible and caring individuals.



Students learn good values like honesty, kindness and respect etc.

Educational Trips expose students to diverse cultures, traditions, civic sense, respect for public places and awareness beyond classrooms.



Road Safety Workshop was organised by BMW India Foundation. This initiative aims to nurture early awareness about road safety and responsible behaviour among students through interactive and practical learning experiences.

जीवन कौशल (Life Skills)के अंतर्गत छात्रों ने जीवन में रिश्तों के महत्व को समझा |

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.

CHILD PROTECTION/CSE CLASSES

Teach students about Good Touch and Bad Touch, Personal Safety, and how to say “No” in uncomfortable situations.

Children First

Learn whom to trust and how to seek help from parents, teachers, or elders.

Build confidence, awareness and helps students protect themselves in daily life.

INTER & INTRA SCHOOL COMPETITIONS

CLASS 3

Our Intra - School Champions

Our Intra - school competitions include:

1. Write with Pride

1. Silverzone Olympiads

1. Spellathon Quiz

Our Intra-school Champs

INTER - SCHOOL

WINNERS OF THIS YEAR

Name: Atharv Aggarwal
Class: 3-A

Event: DELHI RSFI
Rank: 2nd Silver medal
Event: DELHI RSFI
Rank: 3 Gold medals
Event: CENTRAL ZONE CBSE
Rank: Silver medal
Event: CENTRAL ZONE CBSE
Rank: Gold medal
Place: G.R. Bhawn

Name: Arudhara & Abhiveer Chugh
Class: 3-A & 3-C
Rank: 1st Gold Medal
Event: INDO NEPAL GAMES, POKHARA
BETHEL FA

Name: Akshit Tomar
Class: 3-D
Rank: 1st
Event and School Name: CBRAINS N GAMES- III'25 (SYNONYM SPRINT) Manav Sthali School

Name: Harshit Kumar
Class: 3-A
Rank: Award for outstanding performance
Event: Hindi Olympiad

ASSESSMENTS

Assessment is an **essential** and **integral** component of the primary school programme.

Assessment in primary school is **formative, continuous** and flows from the experiences planned in the curriculum.

ASSESSMENTS (Class 3)

There will be periodic assessments to evaluate your child's performance

English & Hindi
P.A-1,
Multiple Assessments
- 2 Comprehension
- 2 Creative Writing
- 1 Reading
- 1 Recitation
- 4 Spellings

Subject Enrichment
Project
Portfolio
Attendance
SA-1

Mathematics
P.A-1,
Multiple Assessments
- 2 Dodging Tables
- 2 Mental Math

Subject Enrichment
Project
Portfolio
Attendance
SA-1

E.V.S
P.A-1 ,
Multiple Assessments
- Science Lab Activity
- Map Work

Subject Enrichment
Project
Portfolio
Attendance
SA-1

COMPUTER

P.A- 1,
Multiple Assessments
Subject Enrichment
Project
Portfolio
Attendance
SA-1

NOTE - SAME WILL BE REPEATED FOR TERM - 2

ASSESSMENTS

PARAMETERS FOR ASSESSING SUBJECT ENRICHMENT ACTIVITIES AND NOTEBOOKS

Subject Enrichment
(Twice in a term)

Notebook Evaluation
(Twice in a term)

- ❖ Regularity
- ❖ Neatness
- ❖ Completion of work

SAMPLE OF THE REPORT CARD (CL-3)

ST. COLUMBA'S SCHOOL | REPORT CARD | | TERM-1

Name: | Roll No.: 1 | Reg.No.: | Class: | Date:

PART-1 : ACADEMIC PERFORMANCE : SCHOLASTIC AREAS

SUBJECTS	PA-1 (5) A	SE-1 (5) B	PBA-1 (5) C	PF-1 (5) D	MA-1 (5) E	BY-1 (25) F	TERM-1 TOTAL (50) A+B+C+D+E+F	TERM-1 GRADE (100M)
English	3.3	4	3	3.5	2.2	14.4	32.4	B2
Hindi	2.9	4	3	3	1.9	20	34.8	B2
Mathematics	1.5	3	4	3.5	3.2	15	32.2	B2
Computer Science	3.3	2	2	4.5	4	23.8	39.6	B1
EVS	3	3	4	3.5	0.7	13.1	29.3	C1

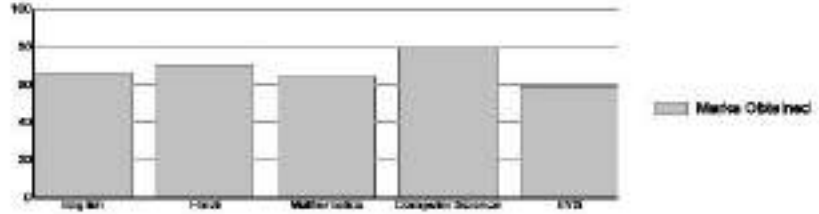
(Based On Term -1 Total) %

SUBJECTS	AVERAGE		HIGHEST	
	SEC.	CLASS	SEC.	CLASS
English	78.8	75.2	99	99
Hindi	68.9	69.8	97	98
Mathematics	76.0	71.3	96	99
Computer Science	85.9	78.4	100	100
EVS	76.1	74.6	97	100

PART-II : CO-SCHOLASTIC AREAS

PARTICULARS	TERM-1
ELOCUTION	GRADE
Pronunciation and Diction	B
Expression	C
ART AND CRAFT	
Creativity and Colour sense	B
Completes work on time	B
PHYSICAL EDUCATION	
Motor Skills	B
Disciplined and exhibits responsibility	B
Overall performance and values Physical Ed.	B
WESTERN MUSIC	
Melody and lyrics	B
Response to beat and rhythm	B
INDIAN MUSIC	
Melody and lyrics	B
Response to beat and rhythm	B
SOCIAL AND PERSONAL SKILLS	GRADE
Regularity and Punctuality	B
Follows instructions and works independently	B
Confident and participates in the class	C
Neat and tidy in appearance	A
Respects rules and regulations	B
Respect for personal and others property	A
Attitude towards society	B

GRAPHICAL ANALYSIS (BASED ON TERM-1 TOTAL)%



REMARKS

PARTICULARS	TERM-1
ATTENDANCE	84/89
PTM	2/2

CLASS TEACHER

HEADMISTRESS

PROGRESSIVE SYLLABUS

THE FOLLOWING CONCEPTS WILL BE ELABORATED IN THIS ACADEMIC SESSION :-

ENGLISH

CLASS - 2

- NOUNS – COMMON NOUN, PROPER NOUN
- PUNCTUATION – FIRST LETTER OF A SENTENCE IS CAPITAL, FULL STOP, QUESTION MARK, COMMA, SINGLE ‘i’ CAPITAL
- ARTICLES – A, AN
- TENSES – SIMPLE PRESENT AND SIMPLE PAST
- CONJUNCTIONS – AND, BUT, OR
- ADJECTIVES
- PREPOSITIONS – IN, ON, UNDER, INTO,OVER, ABOVE, AT, ON, BELOW
- APOSTROPHE - SHOWING POSSESSION (WITH SINGULAR NOUNS)

CLASS - 3

- NOUNS - COLLECTIVE NOUNS
- PUNCTUATION - EXCLAMATION MARK
- ARTICLES - A, AN, THE
- TENSES - FUTURE TENSES
- ADVERBS
- COMPOUND WORDS
- CONJUNCTIONS - BECAUSE, SO, YET
- APOSTROPHE - SHOWING POSSESSION (with singular and plural nouns)
- SUBJECT & PREDICATE
- SUFFIX & PREFIX
- QUESTION WORDS

THE FOLLOWING CONCEPTS WILL BE ELABORATED IN THIS ACADEMIC SESSION :-

MATHEMATICS

CLASS - 2

- Count and write 3 digit numbers
- Recite the table from 2 to 9
- Observe 2D shapes.
- Identify roman numbers from I to X
- Identify hands of a clock and read the time in O'clock & half past.
- Identify fractions
- Solve 3-digit story sums.

CLASS - 3

- Count and write 4 digit numbers
- Recite the tables from 9 to 12
- Observe 3D shapes, tell their features and examples
- Identify Roman Numbers from X to XX
- Recognize different patterns in their surroundings
- Tell the time in quarter to, quarter past
- Solve addition and subtraction in fractions, write fraction names
- Solve problem sums, tell the quotient and remainder

THE FOLLOWING CONCEPTS WILL BE ELABORATED IN THIS ACADEMIC SESSION :-

EVS

CLASS - 2

- Animal life
- Water (sources and uses of water)
- My family
- Means of transport
- Houses (Types of houses)

CLASS - 3

- Animal and Bird life
- Water (water cycle, saving water)
- Types of families and relationships
- Means of transport and Means of communication
- Houses (Houses made in different places according to the climate and situations)

इस शैक्षणिक सत्र में निम्नलिखित विषयों को विस्तार से समझाया जाएगा -

हिंदी

कक्षा-२

- कक्षा १ में कराए गए विषयों के साथ छात्र -
- 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।

कक्षा-३

- कक्षा २ में कराए गए विषयों के साथ छात्र -
- छात्र कम से कम बीस कठिन शब्दों का सही उच्चारण कर पाएँगे।
- उचित ठहराव के साथ स्वतंत्र रूप से पाठ के कम से कम तीन गद्यांश को पढ़ पाएँगे।
- किसी भी दिए गए विषय पर तीन से चार वाक्य लिख पाएँगे।
- तीन से पाँच प्रश्नों के उत्तर सरल भाषा तथा अपने शब्दों में लिख पाएँगे।
- उचित विराम चिह्नों (। ?, -) पाँच वाक्यों में प्रयोग कर पाएँगे।

THE FOLLOWING CONCEPTS WILL BE ELABORATED IN THIS ACADEMIC SESSION :-

COMPUTER

CLASS 2

MS-Paint - Application of all tools

MS-Word - Typing and formatting text

MS-Powerpoint - Insert shapes and background. Insert and format text

Basic Technical terms - Booting, Shutdown, Desktop, Icons, Recycle bin

CLASS 3

MS-Paint - Application of Cut, Copy, Paste, Flip and Rotate commands

MS-Word - Alignment Tools and formatting shapes

MS-Powerpoint - Add animation and transition effects

More terms - Input, output, hardware, software, Operating System

Coding in Scratch - Create a short story

STUDENTS REQUIREMENT

Kindly label all the belongings of the child that he is bringing to school with his name, class and section.

IMPORTANT THINGS IN A BAG

Table mat and Handkerchief

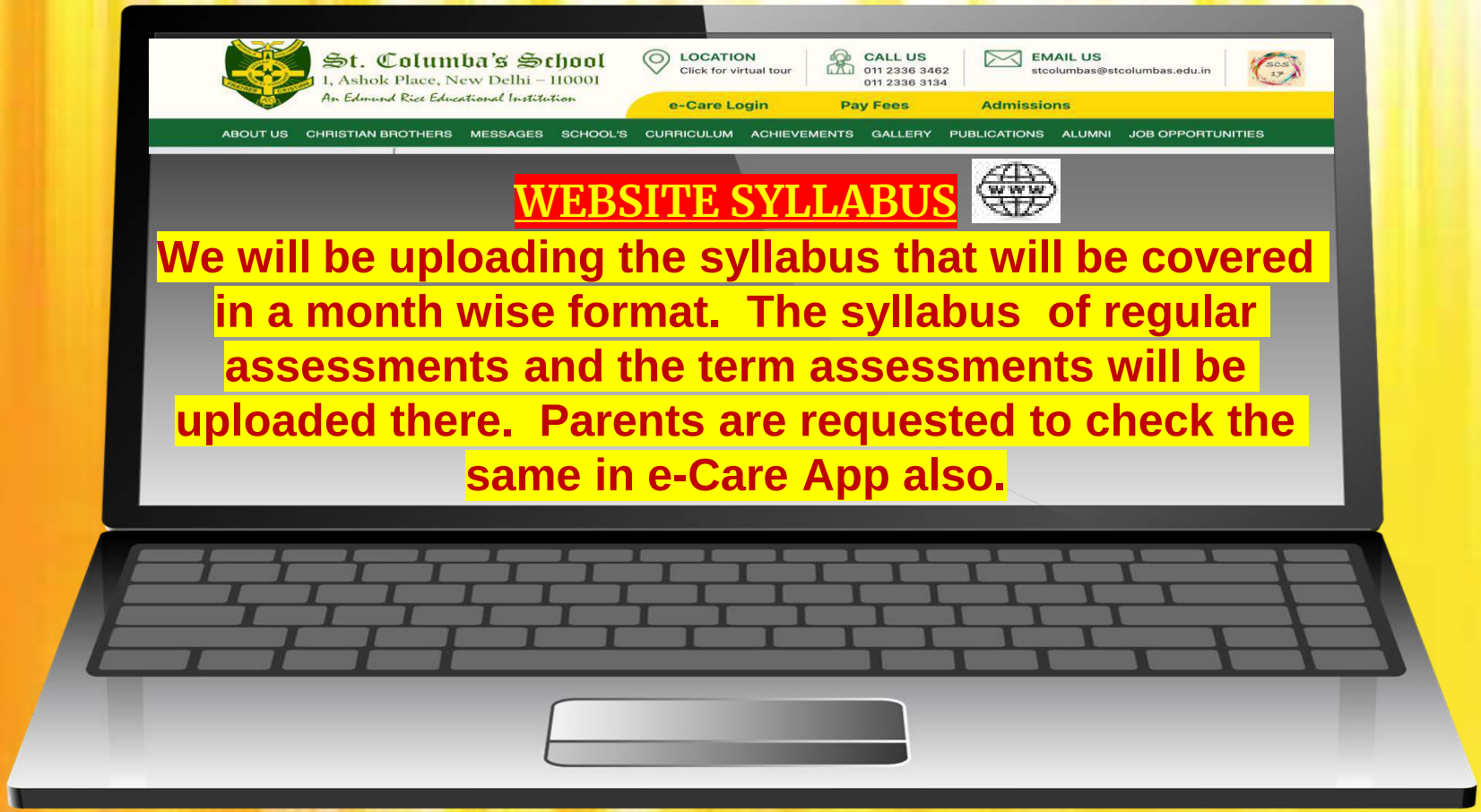
IMPORTANT -<u>Buy things that your son can handle.</u>
<u>Ask him to pack his bag in front of you.</u>

SCHOOL UNIFORM

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

TEACHER'S EXPECTATION

- Parents to ensure the students sleep and wake up early. They must reach school on time and be regular.
- Late arrival to school will be recorded in the 'Late for School' page in the physical diary. Three late arrivals will result in being asked to take the child home.
- The school physical diary to be brought to school everyday.
- Revise all the work done in class to help the child understand better.
- It is important to speak positively and respectfully about your child's teacher, the school and other children in front of your child.
- The best way to sort out any problem with your child's teacher is to seek an appointment with the concerned teacher.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SCHOOL'S
CURRICULUM
ACHIEVEMENTS
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ALUMNI
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WEBSITE SYLLABUS
We will be uploading the syllabus that will be covered in a month wise format. The syllabus of regular assessments and the term assessments will be uploaded there. Parents are requested to check the same in e-Care App also.

FEW UPCOMING EVENTS

April 2026 to February 2027

Sports Day

Earth Day

Write with Pride

Edmund Rice Day

Annual Debate

Swimming Gala

Art Exhibition

Class 3 Show

Graduation Day

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

Concern - Denial Mode	Possible Reasons	Recommendations to Parents
• When a child's behavioural or emotional difficulties are persistent, severe, or negatively impact their functioning across multiple settings such as home and school, this may indicate an underlying concern that requires attention	• The concerns may be linked to anxiety, ADHD (attention-deficit/hyperactivity disorder) learning disability or ODD (Oppositional Defiant Disorder, a behavioral condition in children involving patterns of angry mood, defiance, and vindictiveness toward authority figures).	• Consider seeking professional support from: - A Paediatrician; - A school counsellor; - A child psychologist or family therapist. These professionals can provide a comprehensive assessment and recommend evidence-based parent guidance, interventions, or therapy to support the child's overall development effectively.

Concern - Bullying	Possible Reasons	Recommendations to Parents
• Unnecessary hitting of peers and forcibly taking things from them; • Deliberately destroying or damaging the belongings of other students; • Taking food or items from other children who are buying from the canteen, and forcing them to bring things from the canteen for someone else; • Stealing from others and threatening them if they try to report the matter to teachers or parents; • Frequently losing school materials but actually giving their belongings or new items to students who are bullying them; • Snatching money from other child.	• Family stress, inconsistent parenting, and witnessing conflict or violence at home, leading children to believe that slapping or using abusive language is normal; • Parents encouraging children to hit back as a form of self-defence; • As a result, some children find it easier to hit, punch, slap, pinch, or push peers instead of expressing themselves through words;	• Encourage healthy social interaction by inviting children at home and helping children resolve issues through discussion; • Create a lively home atmosphere with a regular routine; meals together, talk and , listen patiently, and use reasoning rather than reacting with statements like “How dare that child do this to you?”; • Avoid immediately agreeing with statements such as “My child cannot do this” or assuming the child’s version is always correct, as children may sometimes alter facts due to fear of being scolded or to please parents; • Approach the class teacher, school counsellor, or Headmistress, Principal promptly if you feel your child is being targeted at school, in the van, etc • meet them with an open mindset; • Whenever possible, involve children in activities that allow them to help or interact with less-privileged individuals to build empathy;

Concern - Solitary behaviour / resistance to group play	Possible Reasons	Recommendations to Parents
• Hesitation or resistance to playing with classmates; • Limited interaction with adults and peers; • Being overly sensitive to feedback or correction; • Crying when scolded; • Frequent requests to go home due to imaginary headaches or stomach aches.	• Parents giving more attention to a younger sibling, leading to feelings of neglect or insecurity; • In some cases, the child already knows many concepts, feels overconfident, gets bored easily, resulting in withdrawal from peers; • Child is not understanding what is being taught, feels isolated and has less friends; • Peer-issues, where students avoid interaction due to speech issues, low communication skills, or the child's fear of being laughed at (as parents are not speaking in English with their kids at home).	• Encourage more conversation at home to build vocabulary and communication skills; • Take children for social outings and engage them in conversations while travelling or spending time together; • Allow children to watch age-appropriate YouTube content with English subtitles, and discuss the content with them; • Seek medical supervision when required, including regular ENT check-ups, especially if speech or hearing concerns are observed.

Concern - Slow completion of work	Possible Reasons	Recommendations to Parents
• Slow completion of assigned tasks; • Poor attention span and poor listening skills; • Excessive talking instead of working; • Not finishing classwork; • Difficulty following instructions; • Difficulty staying in one place and constant fidgeting; • Not performing well despite attending tuitions, as reported by parents who say the child performs well at home.	• Not being persistent in sitting with the child daily to revise the work done at school and making the child do it on his own. • Writing the work themselves/or getting tuition teacher to write it. • Unrealistic academic expectations, when parents or siblings perform very well academically; • Differences in learning styles (VAKT-Visual, Auditory, Kinesthetic,Tactile), which may not align with teaching or tuition methods; • Ineffective tuitions due to lack of supervision or mixed-age groups; • Excessive pampering at home, leading to low independence; • Irregular daily routines affecting focus and consistency; • Learning gaps beginning as early as KG, where foundational concepts like basic letters or sounds are overlooked, leading to difficulties coping in Classes 1, 2, and 3 and reduced self-confidence; • Neurodevelopmental concerns such as ADHD or Autism	• Limit screen time to 30–40 minutes per day, following age-appropriate guidelines; • Refer to a speech therapist or counsellor if the child consistently shows withdrawal from studies or social interaction; • Avoid negative discussions or criticism about teachers or peers in front of the child, as this reduces respect for school and affects classroom behaviour; • Track tuition progress closely and maintain an organised, distraction-free study space at home; • Assign age-appropriate responsibilities at home and offer praise for effort and positive behaviour

Concern - Inappropriate physical behaviour	Possible Reasons	Recommendations to Parents
• Inappropriate touching of peers; • Body shaming/ Discrimination / passing comments based on appearance, skin colour, size, social status or other physical features; • Making fun and calling names without realising the effect on others.	• Exposure to age-inappropriate content on social media, leading to curiosity and experimentation regarding their own and others' body parts; • Unsupervised use of mobile phones or digital devices; • Interaction with older boys especially in vans.	• Help them understand how their actions affect others by encouraging perspective-taking, for example, "How would you feel if someone did the same to you?"; • Teach children to say "No," respect personal boundaries, and report any uncomfortable situation immediately to a trusted adult; • Sensitize children to respect and accept differences in others; • Be a friend to your child by taking time each day to discuss school experiences, peer interactions, and time spent in the van; • Where possible, choose van arrangements with children of the same age group

Concern - Throwing Tantrums/Fights	Possible Reasons	Recommendations to Parents
• Use of harsh or rude language; • Anger and occasional aggression, such as pushing, shouting, hurting others; • Physical fights and lying; • Mimicking or imitating fighting sequences from movies or cartoons, pretending to attack or kick during play; • Using objects as weapons, such as turning sticks or pencils into guns or swords	• Problems during van travel, exposure to inappropriate or crude language used by drivers or older children; • Desire for recognition or attention, if not in academics then seeks validation through negative behaviour; • Limited parental time; • Lack of monitoring of the content they watch when both parents are working, as children are left with grandparents or caretakers, • Exposure to violent cartoons and shows or fast-paced, colourful action that easily holds children's attention and make them feel strong, brave, or excited; • Influence of older siblings, and autoplay features, which expose them to violent content repeatedly and unintentionally.	• Use appropriate consequences at home for the use of harsh or abusive language, such as withdrawal of privileges (reduced TV time, outings, or favourite treats); • Model appropriate language by speaking in simple English phrases and being mindful of language used while speaking to employees or others on the phone, even when angry; • Use calming techniques at home and model calm behaviour, as children tend to imitate adults; • Ensure the child gets adequate and consistent sleep; • Reduce intake of junk food and excessive sugary foods; • Encourage participation in co-curricular activities, outdoor play, and hobby classes to channelize energy in a positive manner.

Let students be friends to one another, so that they create a culture of empathy, respect and kindness.

Thank you!