PARENTING CALENDAR

SESSION 2026-27





केन्द्रीय माध्यमिक शिक्षा बोर्ड

CENTRAL BOARD OF SECONDARY EDUCATION



Central Board of Secondary Education 2026

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Ms. Anuradha Joshi	Principal, Sardar Patel Vidyalaya, Delhi (Convener)
Ms. Manju Arif	Principal, Delhi Public School, Bangalore North, Bengaluru, Karnataka
Ms. Rekha Krishnan	Former Principal, Vasant Valley School, Delhi
Ms. Minakshi Kushwaha	Principal, Birla Vidya Niketan, Delhi
COMPILATION	
Ms. Asmita Nagpal	Counselor, Sardar Patel Vidyalaya, Delhi
Ms. Upali Chakraborty	Psychologist, Consultant, Media, PR & Counseling, CBSE, Delhi
CREATIVE DESIGNING	
Ms. Sakshi Urade	Social Media Consultant, Media, PR & Counseling, CBSE, New Delhi

EXECUTIVE SUMMARY

The CBSE Parenting Calendar was introduced in the academic year 2025-2026 to strengthen the home-school partnership by creating a structured approach to parental engagement across CBSE-affiliated schools. It laid the foundation for consistent communication and shared responsibility in supporting students' development.

Building on this groundwork, CBSE now presents the Parenting Calendar for academic session 2026-2027, shaped by feedback from school leaders, educators, counselors, and other stakeholders. This revised framework reflects a shift towards more intentional and responsive engagement, aligned with the evolving needs of students and families.

The calendar moves beyond routine interactions to emphasise purposeful collaboration, enabling parents to engage more meaningfully with their child's learning, development, and well-being.

Key features of the revised calendar include:

- Structured and need-based parent-teacher interactions to support timely and contextual engagement.
- Opportunities for active participation through engagement-based activities within the school ecosystem.
- Dedicated spaces for parent reflection, encouraging parents to pause, reflect, and engage more consciously with their child's growth and their own parenting practices.
- Ongoing feedback processes to ensure adaptability and continuous improvement.
- Focused orientation to evolving curricular and pedagogical approaches to support parent understanding.

Effective implementation of this framework enables schools to:

- Build more open, collaborative, and trusting relationships with parents
- Address student needs more effectively through timely parent-school collaboration.
- Foster a sense of shared responsibility and community within the school ecosystem.
- Support not only academic progress but also holistic development of the parent and the child.

By fostering a strong and collaborative partnership between parents and educators, the Parenting Calendar aims to cultivate a supportive ecosystem that nurtures students' academic progress, emotional resilience, and social well-being.

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Introduction To The Parenting Calendar (2026-27)

Parenting today is both deeply rewarding and increasingly complex. As children navigate a fast-changing world shaped by new learning environments, evolving expectations, and diverse influences, the role of parents becomes even more significant in providing stability, guidance, and emotional grounding. A child's development is most meaningful when supported consistently across both home and school.

Recognising this, the CBSE Parenting Calendar for academic session 2026- 2027 continues to build on its vision of strengthening the home-school partnership as a cornerstone of student success. What began as a structured effort to foster communication and collaboration now evolves into a more responsive and reflective framework, designed to support not just engagement, but deeper connection and shared understanding.

Aligned with the vision of the National Education Policy (NEP) 2020, which emphasises holistic development, experiential learning, and strong family-school partnerships, the Parenting Calendar seeks to bring these principles into practice within the school ecosystem. This is also reinforced by the Hon'ble Supreme Court of India's Order dated 25 July 2025, under Guideline III, Point 35 (IX), which emphasises the importance of sensitising parents on mental health issues, recognising and responding to psychological distress supportively and integration of emotional regulation, life skills education, mental health

literacy, awareness of institutional support services in student orientation programs and co-curricular activities for creation of supportive ecosystems within schools.

In the academic session 2026-27, the initiative expands its scope to address the emerging needs of students and families—including navigating curriculum shifts, supporting mental and emotional well-being, and building awareness around contemporary challenges. In this direction, CBSE has also signed a Memorandum of Understanding (MoU) with the Narcotics Control Bureau (NCB) as a initiative aimed at strengthening efforts towards creating drug-free school environments and raising awareness about substance abuse. Building on this collaboration, elements of substance awareness and preventive education have been consciously incorporated into the Parenting Calendar to support parents in engaging with these concerns in an informed and sensitive manner.

When parents and schools work together, they create a cohesive environment that enables children to grow academically, socially, and emotionally. At its core, this initiative is grounded in the belief that education is not limited to academic achievement alone. It is a continuous process of nurturing confident, empathetic, and self-aware individuals. Drawing from the spirit of holistic development, the Parenting Calendar creates opportunities for parents to engage more consciously—not only in their child's learning journey, but also in their own growth as caregivers.

As schools and families come together through this framework, the focus shifts from isolated efforts to a shared journey of nurturing each child. With trust, openness, and collaboration at its centre, the Parenting Calendar seeks to create an environment where every child feels supported, understood, and empowered to grow.

Glimpses From Implementation (2025-2026)









Building on this perspective, the CBSE Parenting Calendar for academic session 2026- 2027 aims to:



Strengthen authentic and sustained parent-school partnerships



Create safe and inclusive spaces for dialogue, reflection, and support



Enable timely and need-based interventions for students and families



Equip parents with practical understanding of developmental and contextual challenges



Foster consistency, clarity, and empathy in communication across the school ecosystem



The Role of Parenting in Education

Parents play a central role in shaping a child's learning experience, extending far beyond academic support. Their involvement influences a child's confidence, motivation, behaviour, and overall approach to learning. When parents show interest in their child's education, maintain open communication, and create a supportive home environment, it strengthens the child's sense of security and engagement with school.

Effective parental involvement is not about constant supervision, but about being present, responsive, and encouraging. Small, consistent actions—such as listening to children, guiding routines, and reinforcing positive habits—can have a lasting impact on their development. Equally important is the alignment between home and school, which helps create continuity in expectations and support systems. In today's evolving educational landscape, this partnership becomes even more significant.

As the Parenting Calendar is implemented, schools will actively work towards creating a collaborative and inclusive environment where parents are not just spectators in their child's education but active partners in their development.

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Moving Beyond Digital Spaces to Strengthen Offline Interactions:

While digital communication has made parent-teacher interaction more accessible, there is an increasing need to strengthen face-to-face engagement. The Parenting Calendar will focus on offline, in-person meetings, workshops, and school events to provide a more personalized, interactive, and meaningful experience for parents.

Schools as a Community and Parents as Partners:

Education thrives in a supportive and interconnected environment where schools and parents work together as a team. Parents will be encouraged to actively participate in discussions about academic progress, behavioral patterns, emotional well-being, and skill development.

Addressing Parent Anxiety Around Curriculum Changes and Transitions:

Recognising that changes in curriculum and educational approaches can create uncertainty, schools will make deliberate efforts to acknowledge parent concerns and provide clarity through open communication, orientations, and guided discussions. This will help parents feel more confident, informed, and supported as they navigate these transitions alongside their children.

Strengthening Parent Support Groups and Peer Interactions:

One of the key aspects of the Parenting Calendar is to provide parents with a strong support system within the school community. By organizing peer-led discussions, group workshops, and mentorship programs, parents will have a safe space to connect, express concerns, and seek guidance, reducing the isolation and stress often associated with parenting challenges.

Structure of the Parenting Calendar

To ensure meaningful and age-appropriate engagement, the Parenting Calendar is structured according to different stages of a child's educational journey. Schools, as key partners in a child's development, play a critical role in facilitating this process by fostering strong parent-teacher relationships that promote learning, personal growth, and emotional well-being. The Parenting Calendar introduces the 4Rs Framework:

RELATIONSHIP BUILDING:

Stronger school-parent collaboration so parents have better access to teachers, counselors, and the school ensuring open and constructive communication that benefits student well-being and learning.

REINFORCEMENT

Through Awareness Programs, To empower parents with the right tools and knowledge reinforcing essential parenting skills and providing knowledge to support children in different developmental stages.

REFLECTION

Creating a Safe Space for Parents: Creating a platform for introspection and discussion—where parents can openly talk about their parenting challenges, exchange ideas, and learn from others.

REJOICING

Celebrating the Joy of Parenting and Student Achievements: Schools will actively encourage activities and moments that allow parents to bond with their children in the school environment.

CBSE Parenting Calendar for Academic Session 2026-2027

The Parenting Calendar for the academic session 2026-2027, introduced as part of CBSE's broader effort to strengthen the home-school connect, marked an important step in institutionalising parental engagement within the school ecosystem. It laid the groundwork for regular communication, shared responsibility, and collaborative support for students across their academic journey.

Building on that foundation, and in response to valuable feedback received from a wide cross-section of stakeholders — including school principals, educators, counselors, and committee members — CBSE now presents the CBSE Parenting Calendar for academic session 2026- 2027. This revision reflects a collective commitment to making parental engagement more purposeful, inclusive, and responsive to the evolving needs of students, families, and schools in a rapidly changing world.

The revisions have been guided by one overarching goal: to move from routine engagement to genuinely transformative partnerships.



What the Parenting Calendar for academic session 2026- 2027 includes:

The Parenting Calendar for academic session 2026- 2027 has been thoughtfully designed to address the full spectrum of student development — academic, emotional, social, and personal. It encompasses the following key components:

- **Regular Parent-Teacher Interactions-** Structured meetings at key academic and developmental milestones will provide parents with timely, meaningful insights into their child's progress, emerging challenges, and individual strengths - enabling informed, collaborative decision-making between home and school.
- **Need-Based Meetings-** Recognising that every child's journey is unique, the Calendar provides for need-based meetings to ensure timely hand-holding and targeted intervention for students and families who may require additional support at critical junctures.
- **Workshops for Parents-** A curated series of workshops will equip parents with practical knowledge and evidence-informed strategies on topics such as effective parenting approaches, adolescent development and concerns, mental well-being, digital safety, and academic support techniques.
- **Inclusion of Substance Awareness and Preventive Education-** Recognising the importance of early awareness and informed prevention, the Calendar incorporates focused engagement around substance use. This includes sensitising parents to risk factors, early signs, and age-appropriate ways to initiate conversations with children—enabling them to respond with awareness, confidence, and care.
- **Engagement Activities-** To foster a genuine sense of school community, the Calendar encourages meaningful parental participation in school events, collaborative projects, and interactive learning experiences — deepening the connection between home, school, and child.
- **Continuous Reflections & Feedback Mechanisms-** An ongoing feedback framework will ensure that the initiative remains dynamic and responsive — evolving in line with the changing needs of students, parents, and educators, and enabling continuous improvement of the parenting engagement programme.
- **NEP Implementation**- Curriculum and Pedagogy Updates- A dedicated section addresses the curriculum and pedagogical changes being introduced in schools as part of the implementation of the National Education Policy (NEP) 2020. This section aims to orient and engage parents with the transformative shifts in teaching, learning, and assessment — ensuring families are informed partners as schools transition to the NEP framework.

By fostering consistent and meaningful engagement, the Parenting Calendar aims to create a supportive, well-connected school community where students get the guidance they need to succeed in all areas of life. As we move, the future editions will grow and improve with feedback, helping us better support families and schools to create an environment where every student thrives.

SECTION-1

Strengthening Parent-School Collaboration: Existing Practices



Strengthening Parent-School Collaboration: Existing Practices

Orientation Sessions

Orientation sessions serve as an introduction to the school's environment, academic curriculum, assessment methods, and extracurricular activities. They help parents understand what to expect in the upcoming academic year. These sessions should also emphasize the importance of psychosocial development and emotional well-being, helping parents recognize the evolving needs of their children at different stages of growth. Schools can conduct these sessions at the start of the academic year or before the commencement of a new term to ensure parents are well-prepared.

Focus Areas:

- **Academic Learning:** A structured overview of the syllabus, curriculum, assessment schedules, and expectations from students.
- **Exploring age-appropriate needs:** Discussions on the social, emotional, and psychological aspects of child development, along with strategies for parental support at home.
- **Common developmental challenges:** Conducting workshops that explore and target common age-appropriate challenges can empower parents in handling diverse situations at home.

Meetings with the Class Teacher

Regular interactions between parents and class teachers help in tracking student progress and addressing concerns early. These meetings ensure that both parents and teachers work together to provide the necessary academic and developmental support.

Types of Meetings:

- **First-Time Familiarization Sessions:** Conducted at the start of the academic year, these meetings introduce parents to teaching methodologies, classroom expectations, and daily schedules.
- **Need Based Meetings (apart from PTMs):** Schools should provide parents with periodic opportunities to discuss their child's progress outside the formal PTM structure whenever the need arises. In addition to PTMs, need based meetings to be conducted if a particular issue arises, such as academic difficulties, behavioral concerns, or sudden changes in student performance or attendance. Schools should have a structured yet flexible approach to accommodate such meetings.
- **One-to-One Meetings with Subject Teachers:** When needed, parents can meet subject teachers to discuss specific learning challenges and enrichment opportunities. Class teachers, in coordination with subject teachers, sports teachers, or extracurricular instructors, may organize these meetings when necessary. This ensures a well- rounded approach to student development, supporting both academic and extracurricular growth.

- **Open House:** Schools may designate specific time slots where parents can meet the principal. This ensures structured yet open communication.
- **Group Meetings for Shared Parenting Challenges:** These group meetings bring together parents to address common issues faced by children of the same age. The platform fosters mass discussions, helping parents feel connected, supported.

Regular Parent-Teacher Meetings (PTMs)

- PTMs are essential for discussing student performance, behavioral progress, and overall well- being. These can be scheduled at regular intervals throughout the academic year to maintain open communication between parents and teachers.
- Schools should set up a structured PTM calendar at the start of the academic year. Discussions should focus not just on academic performance but also on a child's emotional and social development.

Meetings with the Counseling Department

- Counselors play a crucial role in addressing student well-being, academic challenges, and career planning. Parents should be encouraged to consult with school counselors whenever they feel their child needs additional guidance or support.
- Schools can organize monthly or quarterly sessions where parents can seek guidance on personal growth, behavioral concerns, and career development.
- Sessions may be structured as group workshops or individual appointments based on the student needs or referrals.

Suggested Special PTMs

- Group-Specific Meetings: Organized for parents whose children are involved in similar activities, interests, or developmental stages.
- Parent Support Group Meetings: Facilitated by the class teacher, these meetings create a platform for parents to share experiences, exchange best practices, and build a support network. Schools can organize periodic gatherings where parents discuss challenges and collaborative strategies to support their children's growth.

Understanding & Supporting Children with Special Needs: Inclusive Parenting

For students with special needs, it is crucial that parents and teachers work together to ensure smooth transitions between grades and address evolving developmental needs. Regular interaction with special educators and class teachers ensures a seamless learning experience for the child.

- **Regular Meetings:** Schools should schedule structured meetings where parents, special educators, and teachers discuss student progress and challenges.
- **Transition Meetings:** Before a student transitions to a new grade, a formal session should be held to brief the next teacher on the child's needs, ensuring a well-informed learning environment.
- **Meetings with Special Educators**: Regular sessions with trained special educators provide parents with expert insights, personalized strategies, and practical tips to support their child's unique learning and developmental needs.
- **Support Groups**: Group meetings address common challenges faced by children of the same age with special needs, creating a space for parents to connect, share experiences, and feel less alone through mass discussions.
- **Peer Mentoring Program:** Pairing parents with experienced "peer mentors" offers one-on-one guidance, emotional encouragement, and proven techniques to navigate daily hurdles and foster the child's growth.

Encouraging Parent Participation in Workshops

Encouraging parent participation requires creating workshops that are inclusive, relevant, and engaging. When parents feel heard, respected, and able to connect the content to their everyday experiences, they are more likely to participate actively and consistently.

- **Active Collaboration and Relevant Workshops:** Identify parent needs through surveys or suggestion boxes to co-create workshop themes, ensuring relevance and ownership. Involve expert speakers, including experienced parents, and focus on age-appropriate topics supported by practical takeaway resources such as strategy sheets.
- **Making Workshops Accessible To All:** Schedule sessions at convenient times, such as evenings or weekends, and offer hybrid participation options to ensure flexibility and wider reach. Clear communication and simple processes can further encourage attendance.
- **Engagement Activities:** Start with "Parent Wisdom Exchange" where parents can share quick tips to encourage dialogue. host sharing circles for stories of parenting wins and challenges, normalizing all experiences to build belonging.
- **Feedback and Reflection:** pair new attendees with "buddies" from past sessions for check-ins, creating peer support networks. follow workshops with simple home challenges, like a family reading log, shared back in a group chat. track interest with polls for future themes, showing parents their voices shape the program.

While in-person meetings are preferred for more meaningful discussions, in exceptional cases where an offline meeting is not possible, schools may facilitate communication through online platforms to ensure consistent engagement.

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SECTION 2

Integrated Classroom Strategies: Teacher-Led Activities



Integrated Classroom Strategies: Teacher-Led Activities

Teachers play a crucial role in reinforcing certain topics and activities within the curriculum. This involves **embedding key learning experiences** into everyday classroom activities and ensuring that parents stay informed about their child's progress. Educators should integrate **these topics and activities within the curriculum** and involve students in activities that align with these themes. Teachers must share **key takeaways and activity details** with parents to bridge the gap between home and school learning.

*The recommended **teacher-led activities** should be conducted with students throughout the academic session to ensure holistic student development. Schools should communicate to parents when these activities are conducted and update them on the key outcomes to ensure transparency and encourage parental involvement in their child's learning journey.*

BALVATIKA 1

- **Habit Building & Social-Emotional Development** – Teaching values like kindness and responsibility through social stories.
- **Creative & Play-Based Learning** – Foundational Literacy and Numeracy activities, alphabet/numeracy games, and music-based learning.
- **Sensory & Physical Development** – Sensory play stations, movement-based learning, and self- expression activities.
- **Safety & Community Awareness** – Educating children on good touch/bad touch, conflict resolution, and environmental awareness.
- **Emotional Expression & Awareness** – Simple activities like emotion charts, naming feelings (happy, sad, angry), and drawing/sharing how they feel to build self-awareness and vocabulary for emotions.
- **Self-Care & Nutrition Focus** – Lessons on healthy eating through sorting games and "My Healthy Plate," plus handwashing routines.

BALVATIKA 2

- **Social & Emotional Skills Through Play** – Role-playing, group discussions, storytelling, and empathy-building activities, and "this or that" scenarios (e.g., "Share the toy or keep it?") to practice decision-making.
- **Healthy Habits & Hygiene Routines** – Lessons on nutrition and self-care, continuing with activities like "My Healthy Plate" and introducing "Hand Washing Song."
- **Resilience & Problem-Solving Games** – Puzzle challenges and decision-making exercises such as "When to Say Yes, No, or Let's Try."
- **Emotional Understanding & Regulation** – Sharing circles, role-play for handling feelings, mindfulness exercises, and stories discussing emotion regulation (e.g., "What to do when angry?").

BALVATIKA 3

- **Socio- Emotional Skills Building** – Role-playing, group discussions, and reflective activities that circle around empathy and kindness, incorporating positive discipline like "time-in" for reflection and expression of feelings. Mindfulness techniques like gratitude sharing and building resilience.
- **Positive Discipline Techniques** – Specific methods such as positive reinforcement ("I see you tried hard!"), logical consequences (e.g., clean up spilled toys), and modeling calm problem-solving to build self-regulation.



GRADES 1 & 2

1. **Storytelling & Creative Writing** – Reading programs, book journals, and storytelling sessions.
2. **Positive Reinforcement & Discipline** – Initiatives like kindness walls, peer appreciation, and behaviour reflection sheets.
3. **STEM & Hands-On Learning** – Engineering challenges, word-building games, and nutrition-focused activities.
4. **Social Awareness & Cultural Connection** – Indigenous storytelling, gratitude collages, and community projects to nurture a sense of belonging and identity.
5. **Reflective Activities** – Daily "What Went Well?" journals, sharing circles, and weekly learning logs to process experiences and analyse choices.
6. **Independence Building** – Tasks like self-dressing, packing bags, preparing snacks, and managing homework checklists to foster autonomy.

GRADES 3-5

1. **Public Speaking Skills** – Enhancing communication and critical thinking through activities such as theatre, elocution and recitation.
2. **Diversity & Cultural Storytelling** – Respecting differences and inculcating a flexible learning style for diverse needs to foster compassion and inclusivity.
3. **Student-Led Activities** – Peer discussions, shared reading log, fireless cooking and craft work.
4. **Hands-On Learning** – Gardening for environmental responsibility, weekly socio-emotional check-ins, and integrating music and art with numerical literacy.
5. **How to Question Well and Self-Reflection** – Developing curiosity through personal reflection activities, for example, discussing situations and feelings of characters from books and movies.
6. **Looking After Yourself** – Practising self-care routines, and including children in simple age-appropriate tasks replicating household chores.

GRADES 6-8

1. **Enhancing academic skills** - Hand-holding students through the process of note making, strategies such as mnemonics, and focused revision.
2. **Digital Safety & Awareness** – Conducting awareness workshops to help parents to understand the risks of online anonymity in games as well as social media.
3. **Personality Development** - Allowing opportunities for making independent choices, self-discovery and finding ways to hone strengths and identify challenges.

- **Leadership** – Teamwork, problem-solving, and "Teach-a-Skill" initiatives (peer mentoring).
- **Student-Led Goal Setting & Reflection** – Self-assessments, sessions with the counselor, activities to encourage upon strengths and challenges, classroom discussions - monthly student-written updates fostering reflection and communication.
- **Community Engagement & Social Responsibility** – Service projects with parental involvement and mentorship.
- **Emotional Intelligence & Regulation** – Building empathy, resilience, and emotional awareness through mindfulness exercises, peer emotion-sharing circles, and journaling about feelings during challenging times.

GRADES 9 & 10

1. **Exploration of Interest** - Guest speaker sessions, student career projects, internship opportunities, soft-skill development and profile building.
2. **Life Skills & Personal Development** – Role-plays on peer pressure, decision-making, goal setting, discussions of confidence building and risk taking behavior.
3. **Student-Led Research & Initiatives** – Podcasts, mock UN debates, and business startups.
4. **Digital Safety & Well-Being** – Cyber safety, social media ethics, and bullying prevention.
5. **Emotional Awareness & Sensitivity** - Identifying, reporting, and responding to emotions for mental health support. Students use emotion wheels to identify feelings like stress or anger.
6. **Life Skills** - Practising different life skills such as financial literacy, time management, basic first aid, and conflict resolution for independent living and decision-making.

GRADES 11 & 12

1. **Career Readiness & Alumni/Parent Talks** – Students engage in career counseling sessions and networking/internships with alumni and parents to gain real-world insights. Summary reports may be shared with parents.
2. **Mental Health & Peer Counseling Teams** – Schools establish peer-led mental health support groups. Teachers track trends and provide insights to parents to encourage at-home support. Stress management techniques, emotional resilience, and time management sessions to support students' overall well-being.
3. **Digital & Cyber Safety** – Discussions on responsible online behavior and ethical social media use. Workshops cover setting boundaries, reporting cyberbullying, and balancing screen time with offline activities for mental well-being
4. **Drug awareness Clubs** - Student clubs to spread awareness and prevent substance abuse.

SECTION 3

Enhancing Parental Engagement: Developmental Perspectives & Parenting Workshops



Enhancing Parental Engagement: Developmental Perspectives & Parenting Workshops

Foundational Principles

- No parenting challenge exists in isolation from the age of the child. What a parent needs to know about screens at age 5 is entirely different from what they need at age 15. Therefore, the workshops designed need to be vertically coherent — at times it becomes imperative that the same themes are revisited at every stage, but with different depth, different language, and different urgency.
- Themes can be covered and discussed holistically when parents get time to accomplish and practice their learnings from the sessions/workshops, as well as reflect upon them. Therefore, post workshops, parents may be encouraged to meet for **small group discussions and peer mentorship** to discuss diverse perspectives, challenges, successes, and way forward.

The Developmental Architecture

Before mapping content, it helps to understand the chapters of school childhood.

Phase	Classes	Ages	Core Developmental Task
Early Childhood	Pre-Primary - Class 2	3-7 years	Attachment, safety, language, play
Middle Childhood	Class 3 - Class 5	8-10 years	Competence, friendship, rules, identity seeds
Early Adolescence	Class 6 - Class 8	11-13 years	Identity, belonging, puberty, independence
Mid Adolescence	Class 9 - Class 10	14-15 years	Autonomy, values, future anxiety
Late Adolescence	Class 11 - Class 12	16-18 years	Purpose, relationships, separation, adulthood

PHASE 1 — EARLY CHILDHOOD (Pre-Primary to Class 2 | Ages 3–7)

This is the attachment and wonder phase. The brain is forming its fundamental templates for safety, love, language, and trust. Parenting here is not about managing behaviour — it is about building the internal architecture that everything else will rest upon, so it is a foundation for subsequent development and therefore, of great importance.

APRIL - Redefining Success

At this age, success means a child who is curious, communicative, and unafraid. Parents need to resist the early ranking culture — reading levels, writing speed, who can count to 100 first. The only meaningful metric at 3–7 is whether the child loves coming to school and loves coming home.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Resisting premature academic pressure; celebrating effort and curiosity over correctness.

MAY - Regulating Screen Use

Ages 3–7 are the most neurologically vulnerable to screen exposure. The concern here is not content alone but displacement — screens replacing conversation, physical play, imaginative play, and the experience of boredom.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- No screens before age 2; co-viewing with commentary from ages 3–5; no more than one hour of high-quality content at ages 5–7. The danger is not the screen — it is the parent who uses it as a pacifier and gradually loses the child's attention to it permanently.

JULY - Body awareness & Boundaries

Safe touch and unsafe touch must be introduced by age 4, in simple, non-frightening language. Children this age are naturally curious about bodies — the worst response is shame and silence.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Teaching correct anatomical names for body parts; the swimsuit rule; teaching children that their body belongs to them and no secret touching is acceptable from any adult.

SEPTEMBER — Developing secure attachment

Separation anxiety peaks between ages 2 and 5. Working parents, returning to work after parental leave, need support in understanding that consistent, predictable, warm availability — even in smaller windows — is what builds secure attachment, not total physical presence.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Goodbye rituals; the importance of the caregiver being warm and consistent; not sneaking away; reunion quality matters as much as separation management.

NOVEMBER — Discipline with empathy

Discipline at this age is about structure and warmth — not punishment. The toddler who hits, bites, or tantrums is not being defiant; they are neurologically still developing. Their brain's capacity for impulse control is still forming, and behavior that looks like a character flaw is almost always a developmental stage. The parent who understands this responds very differently from one who reads it as willfulness to be corrected.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Natural consequences; calm, brief, consistent boundaries; the complete ineffectiveness of reasoning with a child under 4 mid-tantrum; repair after conflict.

JANUARY— Family as First School

Bedtime rituals, mealtimes, stories, songs, prayer, grandparent time — these are not extras. They are the primary curriculum of early childhood. A child who has been read to every night for three years arrives at Class 1 with a vocabulary, an attention span, and an inner life that no school intervention can replicate.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- The non-negotiable daily rituals; the power of story; turning off the television during meals. In addition, it is advisable to meet parents regularly for feedback and reflection.

PHASE 2 — MIDDLE CHILDHOOD (Class 3 to Class 5 | Ages 8-10)

This is the competence and friendship phase — often called the golden age of childhood. Children this age are eager, energetic, rule-loving, and hungry for mastery. They are forming their first real friendships and beginning to understand that they exist in a social world with its own politics and hierarchies.

APRIL - Redefining Success

By Class 3-5, children are acutely aware of how they measure up. They know their grades, their rank, their place in the social order — and many school environments reinforce the idea that these measures define them. Parents must now actively work against the message that worth equals performance.
Parent focus: Some themes that could be emphasized at this stage of development are outlined- Identifying each child's distinctive strengths beyond academics; the multiple intelligences framework as a practical parenting tool; how to respond when your child is not the topper.

MAY- Holiday Paradox

The over-scheduling crisis peaks in this phase. Parents enrol Class 3-5 children in 4-6 extra-curricular activities simultaneously. The child has no afternoon, no neighbourhood, no unplanned hour.
Parent focus: Some themes that could be emphasized at this stage of development are outlined- Research on free play and executive function development; allowing children to choose one or two activities they genuinely love rather than building a portfolio; the developmental cost of a childhood without boredom.

JULY - Regulating screen use

Children 8–10 years old are beginning to use screens independently — gaming, early social media via parents' devices. The concern shifts from displacement to content and habit formation.
Parent focus: Some themes that could be emphasized at this stage of development are outlined- Understanding what your child is actually watching and playing; the gaming culture and its social function in this age group; beginning the family technology charter; digital literacy as a subject, not just a restriction.

AUGUST — School Transitions

Class 5 to Class 6 is one of the most significant transitions in Indian schooling — often a change of school, a change of board, a dramatic increase in academic load, and the onset of early puberty. Parents need to be prepared well in advance.
Parent focus: Some themes that could be emphasized at this stage of development are outlined- Emotional preparation for transition; not projecting parental anxiety about "the big school"; maintaining continuity of support structures through the move. In subsequent months, it is essential to have ongoing communication and reflection with parents through an open house or as a part of peer mentoring.

SEPTEMBER & OCTOMBER— Raising Boys and Girls Without the Script

The patterns being laid down now will shape adolescent identity profoundly.
Parent focus: Some themes that could be emphasized at this stage of development are outlined- Being mindful about the messages in your own household; toy choices, chore assignments, praise vocabulary, and emotional permission all should carry gender neutral content; equal emotional literacy for sons and daughters.

NOVEMBER — Mental Health

Concerns around anxiety in children most commonly first appear between the ages 8 and 12. School refusal, excessive worry, perfectionism, and stomach aches with no physical cause are the calling cards.

Parent focus: Some themes that could be emphasised at this stage of development are outlined- Distinguishing normal worry from anxiety that requires attention; school refusal as a mental health signal, not defiance; when to consult a school counselor.

JANUARY — Discipline

Children 8–10 respond to logic, fairness, and negotiation. Discipline that worked at age 5 feels humiliating at age 9. The parent-child relationship needs to begin shifting toward collaborative problem-solving.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Family meetings as a discipline tool; natural consequences for homework avoidance, lying, peer conflict; the beginning of earned privileges and genuine responsibility. In addition, it is advisable to meet teachers and school counselors regularly for feedback and reflection.

PHASE 3 — EARLY ADOLESCENCE (Class 6 to Class 8 | Ages 11–13)

Adolescence is the second great reorganisation of the brain — and of the self. Peers become more important than parents. The body is changing. Emotions are overwhelming. Everything feels permanent and unbearable. This is the phase most parents are least equipped for — because it requires them to loosen control precisely when their anxiety is highest.

April — Redefining Success

Board exams are approaching. The Class 9–10 shadow falls over Class 6–8 in many households. Parents begin the pressure narrative early. This is when the damage of a purely academic definition of success begins to compound.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Having an explicit conversation with your child about what a good life looks like; separating your ambitions from their potential; understanding that Class 6–8 is still a time for exploration, not consolidation.

May — Screen Usage

Social media arrives in force at this phase. This is not a screen-time problem anymore. It is an identity and belonging problem.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Understanding that adolescents use social media to practise identity; the specific risks of this age group — cyberbullying, comparison culture, predatory contact, exposure of inappropriate content why banning rarely works and monitoring with conversation does; being the parent they will come to when something goes wrong online.

July — Growing up concerns

Puberty is happening — often earlier than parents expect, particularly for girls. Silence from parents at this stage causes children to turn to peers and the internet, both unreliable and often damaging sources.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Proactive, matter-of-fact conversations before puberty begins; menstrual hygiene management as a school and home partnership; the emotional dimensions of puberty, not just the physical.

August – Parental Connection

The adolescent who appears not to need you actually needs you most. The paradox of this phase is that children pull away precisely when parental connection is most protective against risk-taking, mental health concerns, and peer pressure.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Staying connected without hovering; the dinner table as a protected daily checkpoint; knowing your child's friends and their families.

September & October – Raising Boys & Girls

Class 6-8 is when harmful gender norms either takes root or is interrupted. Boys at this age may navigate enormous pressure to perform toughness, suppress emotion, and prove themselves through dominance or humour.

Early adolescent girls face the intersection of puberty, academic pressure, and social media comparison. This is an extraordinarily vulnerable window.

Parent focus: The father-son relationship as the single most important protective factor; naming emotions explicitly with sons. Body image conversations before the crisis hits; the mother-daughter relationship as anchor; the father's role in affirming a daughter's worth beyond appearance; safety conversations that are empowering rather than restricting.

November & January– Mental Health

Mental health concerns and self-harm most commonly emerge in this phase. Parents might be the last to know because children this age conceal distress from parents and because parents are not trained to look.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- The warning signs specific to this age – withdrawal, sleep changes, grade drops, loss of interest in previously loved activities; the self-harm conversation; not reacting with panic when a child discloses; knowing the school counselor by name. **In addition, it is advisable to meet parents regularly for feedback and reflection.**

PHASE 4 — MID ADOLESCENCE (Class 9 to Class 10 | Ages 14–15)

This is the autonomy and stakes phase. Board examinations arrive. Risk-taking is at its neurological peak. The adolescent is simultaneously the most capable and the most vulnerable they have ever been.

April — Academic Pressure

Class 9-10 is where the education pressure system reaches its first crescendo. Board exams carry enormous symbolic weight in families. The mental health consequences of this period are well documented and largely preventable.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- The physiology of exam stress and how to counter it; sleep as a non-negotiable academic strategy; the specific conversation to have if a child says "I can't do this anymore"; what a 90% means and what it doesn't.

May — Mindful Screen Usage

Inappropriate media content is now a significant reality for most boys and many girls in this age group. This is not a moral failing — it is an information environment failure. Parents who do not address it directly leave their children to form their understanding of intimacy, consent, and relationships from deeply distorted content.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- The inappropriate media content conversation — how to have it without shame or panic; what research shows about adolescents use of inappropriate media content and its effect on relationship expectations; framing it as a media literacy conversation rather than a morality lecture.

July — Parental support during exams

The day before an exam, a child needs calm more than they need last-minute input. The parent's job is to reduce noise — not add to it. An early night, a decent meal, the absence of anxiety in the room: these are underrated forms of support.

The day of the exam, they need to leave the house feeling capable, not pressured. What is said in the thirty minutes before they walk out the door will stay with them in the examination hall. Keep it simple. Keep it warm.

The day after — and in the days following results — the parenting task shifts again. Post-result conversations carry weight that parents often underestimate. The goal is neither to minimise nor catastrophise: not "it's just an exam" and not "do you know what this means for your future." Both responses leave the child alone with what they're feeling.

The child who does not do well in a Board exam needs something specific in that moment: to know that the relationship is intact. That they are not their result. That what comes next can be figured out — but not today. Today, they need a parent who can tolerate the disappointment without transmitting it.

October — Mental Health

Self-harm risk in adolescents peaks in the Class 9-12 window in India. The pressure-perfectionism-isolation triangle is well understood but poorly addressed.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Warning signs specific to this age; the direct question — "Are you thinking about hurting yourself?" — does not plant the idea, it opens the door; crisis resources; the school counselor as partner; removing means from homes with at-risk adolescents. In addition, it is advisable to meet parents regularly for feedback and reflection.

PHASE 5 – LATE ADOLESCENCE (Class 11 to Class 12 | Ages 16-18)

This is the separation and purpose phase. The child is becoming an adult in front of you. The parenting task now is not to guide but to accompany – and eventually, gracefully, to let go.

April – Managing Parental and Teen Anxiety

The competitive examination ecosystem creates immense future anxiety in Class 11-12 students.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Separating your identity from your child's aspirations and results; the gap year conversation; what to do when a child's dream and a parent's expectation are genuinely different; the cost of winning the entrance exam and losing the child.

May – Creating a balanced routine

Coaching classes, mock tests, revision sessions – the Class 11-12 child often has no life outside preparation. This is not dedication. It is deprivation.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- The research on diminishing returns in study hours; protecting one non-academic anchor – sport, music, friendship – as a mental health necessity, not an indulgence.

August – Preparing to Let Go

The deepest parenting task of Class 11-12 is preparing for separation – college, hostel, another city, another country. Parents who have not done this work find themselves either clinging or collapsing when the child leaves.

Parent focus: Some themes that could be emphasized at this stage of development are outlined- Examining your own separation anxiety; building the child's practical independence before they leave; the difference between staying connected and staying controlling; what the relationship looks like after they leave.

September– Reflection & Way Forward

As Class 12 ends, parents have the rare gift of perspective. What did we actually build? What did this child learn from watching us live?

Parent focus: Some themes that could be emphasized at this stage of development are outlined- The family legacy conversation – what values did we pass on and which did we fail to model; the apology a parent might owe a child they over-pressured; celebrating the whole person, not only the result. In addition, it is advisable to meet parents regularly for feedback and reflection.

Three Principles For Implementation

- **Spiral Curriculum Design** Every theme should return every year — not repeated, but deepened. A child's experience of screens at age 5, 9, 13, and 17 is entirely different. The parenting response must evolve with the same sophistication.

- **Parent Developmental Stages** Parents also move through stages — the new parent, the school-going child parent, the adolescent parent, the letting-go parent. It must be acknowledged that parents are also growing, also uncertain, also doing this for the first time.

- **The School as Partner** The most powerful use of this calendar is when it becomes a school-home dialogue — when the themes being addressed with parents are also being addressed with children in class, in counseling sessions, and in the school culture itself. A child being taught consent in health class needs to come home to a parent who has had the same conversation.

The deepest truth this mapping reveals is that parenting is a developmental journey as much as childhood is. The parent of a 6-year-old and the parent of a 16-year-old need entirely different knowledge, entirely different skills, and entirely different courage. CBSE Parenting Calendar honours that truth — and walks beside parents through every chapter.

Parenting Workshop:

These are structured sessions that will help parents better understand their child's academic, social, and emotional development. The goal is to provide parents with practical strategies and insights through tailored workshops for parents, ensuring parents are well-equipped to support their child's holistic growth.

*In addition to regular school activities and orientation sessions, it is recommended that schools conduct **two workshops** for parents based on the suggested topics below. Schools may choose to introduce **additional workshops** based on their specific needs and academic calendar as **additions** to the recommended activities outlined in the parenting calendar.*

BALVATIKA 1

1. **Early Childhood Development & Habit Formation** – Focus on self-care, regulating behavior, getting acquainted with school's pedagogical approach and learning environment.
2. **Parental Guidance & Emotional Well-being** – Addressing separation anxiety, managing screen time, and hand-holding parents through children's emotional needs.

BALVATIKA 2

1. **Emotional Intelligence & Positive Discipline** – Fostering identification of emotions, discussions around raising empowered children, and managing tantrums with positive strategies.
2. **Navigating Early Development & Parenting Challenges** – Understanding learning styles, early literacy and numeracy, nutrition, hygiene, self-care, playful learning, and setting technology boundaries.

BALVATIKA 3

1. **Building Responsibility** - Including children in age-appropriate household chores and empowering them to make simple choices in their daily routines.
2. **Exploring Interests** - Workshops around the importance of exploring diverse interests for children, engaging in outdoor play and activities.

GRADES 1 & 2

1. **Fostering a Love for Reading & Learning** – Encouraging a literacy-rich home where parents lead from the front, phonics skills, reading, and storytelling.
2. **Neurodivergence:** Workshop to help parents learn about diverse learning styles, and identify learning gaps.
3. **Positive Discipline & Social Skills** – Teaching cooperation, empathy, conflict resolution, and healthy boundary setting.

GRADES 3-5

1. **Developing Problem-Solving & Critical Thinking –** Enhancing logical reasoning, analytical skills, and decision-making.
2. **Managing Peer Pressure & Friendships** – Teaching emotional regulation, healthy relationships, emotion and social awareness, developing gratitude and respect for peers and adults.
3. **Building Digital Resilience & Independence** – Covering online safety, screen time management, and self-discipline.
4. **Building a balanced routine** - Ensuring the child has sufficient time to engage in physical activity/sports, hobbies, while managing academic demands.

GRADES 6-8

1. **Understanding Adolescence & Emotional Changes** – Navigating hormonal, cognitive, and emotional shifts while fostering resilience, independence and self-awareness. Learning techniques for stress management.
2. **Managing Peer Pressure & Digital Safety** – Addressing social influences, cyber bullying, and online responsibility, along with building parent awareness on substance use (including vaping, alcohol, and drugs). Supporting parents in guiding adolescents to resist peer pressure, respond to curiosity in a safe and informed manner, recognise early warning signs, and engage in open, non-judgmental conversations.
3. **Fostering Academic Responsibility & Freedom** – Time management, self-discipline, goal setting, understanding that freedom is earned by demonstrating responsibility and mindful conduct.
4. **Study Skills:** Techniques of note-making and exploring diverse learning styles.

GRADES 9 & 10

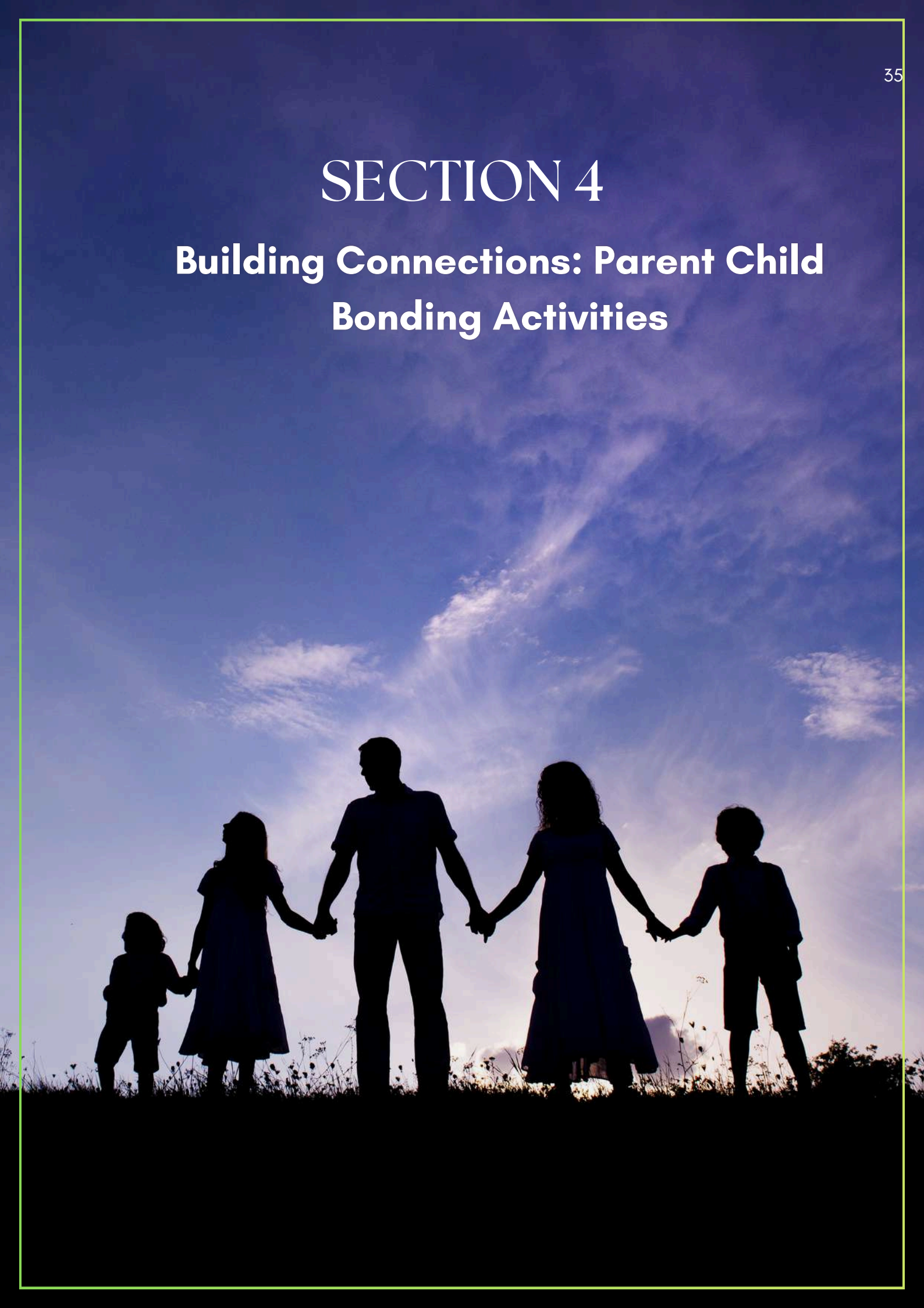
1. **Managing Exam Stress & Academic Expectations** – Equipping parents with strategies to support their child's academic journey while successfully navigating exam pressure and stress.
2. **Building Resilience & Handling Distractions** – Helping adolescents manage setbacks, stay goal-oriented, and build the confidence and decision-making skills needed to resist negative influences, including substance use.
3. **Open Conversations and Responsible Choices** – Strengthening parent-child communication, including discussions on relationships, consent, safety, and substance use. Enabling parents to address curiosity, set clear expectations, and create a safe space for adolescents to seek guidance. POCSO awareness workshop.
4. **Building Responsibility:** Building a structured/graded way of allowing freedom to adolescents, based on their conduct and responsibility taking.
5. **Career Awareness:** Orientation workshops to understand various disciplines, subjects and supporting students' interests.

GRADES 11 & 12

1. **Navigating Exam Stress & Time Management** – Strategies to help parents support teens in balancing academics, relaxation, and healthy study habits. Setting realistic goals and time management, support teens with board and entrance exams.
2. **Career Roadmap** – Guidance on evolving career trends, emerging fields, and how parents can help students make informed career choices, keeping the students' interests and aptitude in mind.
3. **Skill Development:** Encouraging students to enhance interpersonal communication skills, work ethic, teamwork and leadership skills.
4. **Safety and Consent:** POCSO awareness workshop, understanding healthy boundaries in interpersonal relationships, bullying, and strengthening parental capacity to guide adolescents in making responsible choices, including resisting peer pressure, managing exposure to substance use, and seeking support when needed.

SECTION 4

Building Connections: Parent Child Bonding Activities





A sense of belonging and strong relationships within the school community play a significant role in a child's emotional and academic development. When parents actively engage in their children's learning journey, they not only strengthen their personal bond but also gain deeper insights into their child's experiences as a student. Such interactions allow parents to see their children in a different light—how they approach learning, collaborate, and express creativity. Likewise, teachers benefit from these connections, as they gain a better understanding of how students engage with their families, their learning styles, and the support systems that shape their growth. By fostering meaningful parent-child bonding experiences, schools create an environment where children feel supported both at home and in the classroom, enhancing their confidence, motivation, and overall sense of belonging.

Schools to introduce grade-appropriate bonding activities designed to strengthen parent-child relationships and extend learning beyond the classroom. These may include interactive projects, reading programs, creative activities, or collaborative school events that encourage engagement beyond academics.

It is recommended that schools organize two bonding activities from the suggested options. These activities are designed to encourage meaningful interactions, creativity, and shared experiences between parents and children. Schools may choose to introduce bonding activities based on their specific needs and academic calendar as additions to the recommended activities outlined in the parenting calendar.

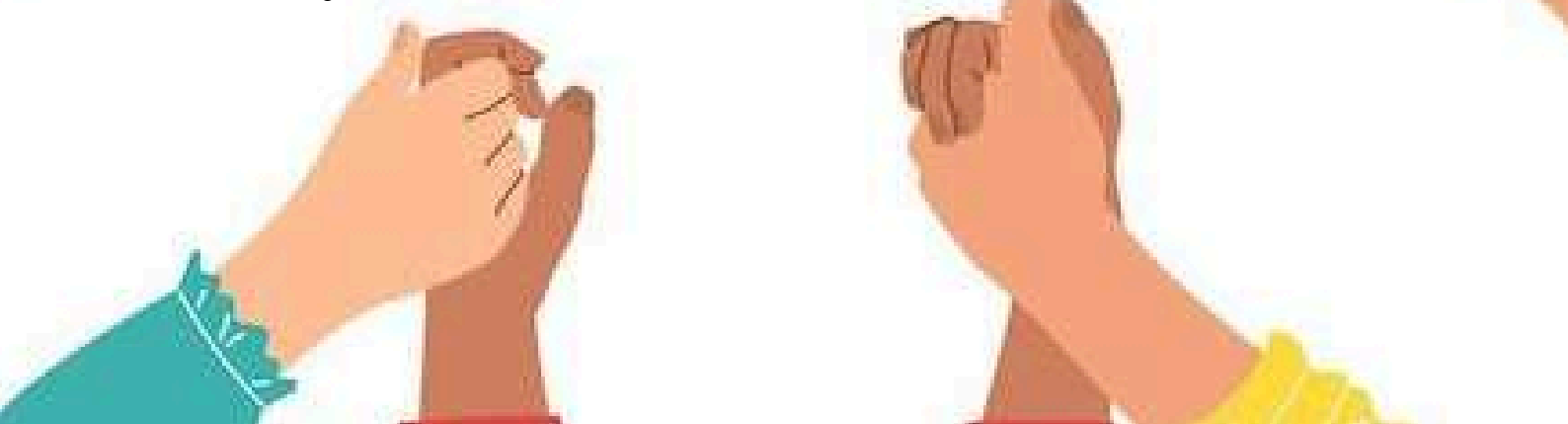


Foundational Years (0–3 years)

The years from birth to age 3 lay the foundation for all future learning and well-being. During this period, the brain develops rapidly through responsive caregiving, sensory experiences, and emotional bonding.

Coe Focus:

- **Creating a Sense of Safety & Attunement:** Respond consistently to the child's needs through touch, eye contact, and comforting interactions to build trust and emotional security.
- **Talking, Listening & Connecting:** Engage in frequent talking, singing, and responsive communication to support early language and cognitive development, as this is the stage of early brain development. Simple games like peek-a-boo or clapping games to build connection, anticipation, and shared joy.
- **Exploring the World Through the Senses:** Provide safe opportunities for movement, play, and sensory exploration to strengthen brain development and coordination.
- **Choosing Real Over Virtual:** Avoid screen exposure (especially under age 2) and prioritise human interaction, play, and real-world experiences. Engage in sensory play such as water play, textured toys, stacking, or outdoor exploration to stimulate curiosity.
- **Building Comfort Through Everyday Routines:** Establish predictable routines around feeding, sleeping, and play to support emotional regulation and a sense of stability.
- **Follow Their Lead:** Sit at the child's level and engage in play by responding to their sounds, gestures, and expressions—letting them guide the interaction.



Ages 3–4 Years (Bal Vatika 1 / Nursery)

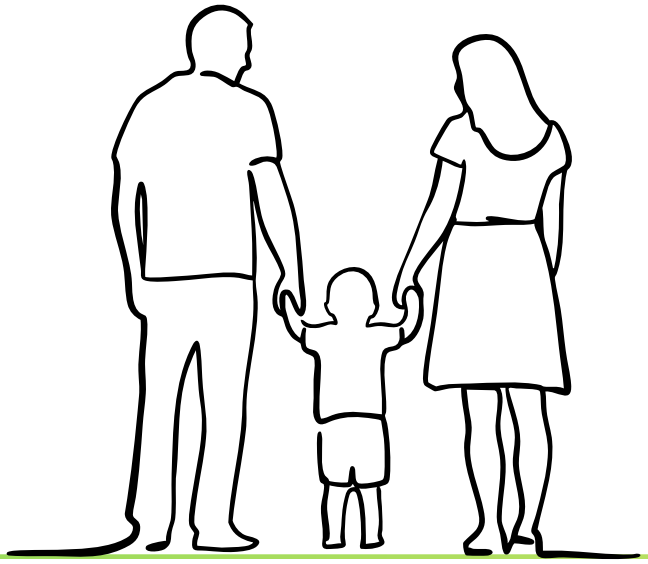
At this stage, children are stepping into the world beyond home while still relying deeply on emotional security and familiarity. Their learning is rooted in play, relationships, and exploration—not formal academics.

Core Focus & Related Activities:

- **Redefining Success in the Early Years:** Focus on curiosity, emotional comfort, and a sense of belonging rather than early academic milestones. A "successful" child is one who feels safe, expressive, and eager to explore.
- **Choosing Play Over Screens:** Limit and closely supervise screen exposure while encouraging physical play, storytelling, and meaningful parent-child interaction. Engage in role-play (kitchen, doctor, school) to encourage imagination, emotional expression, and social understanding.
- **Building Early Body Awareness:** Introduce concepts of safe and unsafe touch in simple, reassuring ways. Use correct names for body parts and reinforce that their body belongs to them. Use simple, calm conversations during routine moments (bath time, dressing) to reinforce body safety and boundaries.
- **Strengthening Emotional Security:** Use predictable routines, consistent caregiving, and simple goodbye rituals to help children manage separation and transitions smoothly. Create simple, predictable rituals (a hug, a phrase, a wave) to ease separation anxiety and strengthen trust.
- **Creating Learning Through Daily Life:** Recognise everyday family routines—mealtimes, storytelling, play—as powerful opportunities for learning and connection. Daily storytelling with expression and interaction to build language, imagination, and emotional closeness.
- **Name It to Tame It:** Help children identify and name their feelings during everyday situations ("You look upset," "That made you happy") to build emotional awareness.

SCHOOL BASED ACTIVITIES:

1. **Intergenerational & Family Bonding** – Grandparents' Day, Parents' Day, and storytelling sessions to foster deep family connections and a sense of belonging.
2. **Creative & Sensory Engagement** – Art, music, storytelling, sports meets, and puppet shows to encourage self-expression and shared experiences.



Ages 4–6 Years (Bal Vatika 2-3 / LKG / UKG)

At this stage, children are becoming more expressive, curious, and socially aware. They are learning to communicate their needs, test boundaries, and navigate simple social interactions, while still relying heavily on adult guidance and reassurance.

Core Focus:

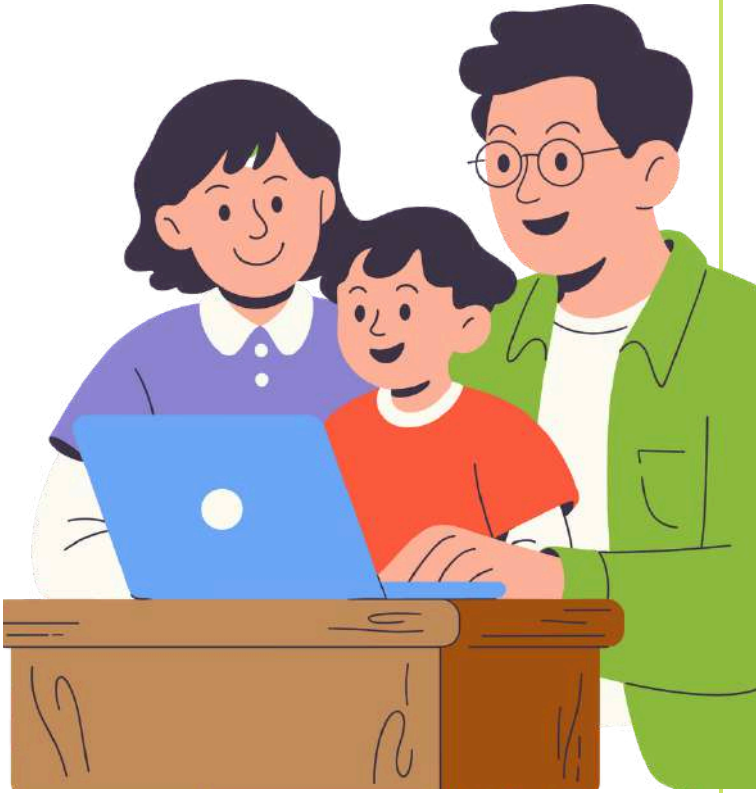
- **Nurturing Confidence Over Comparison:** Reinforce self-expression, communication, and a love for learning rather than performance-based validation.
- **Understanding Personal Safety & Boundaries:** Strengthen concepts like hygiene, the swimsuit rule, safe/unsafe touch, and encourage children to express discomfort confidently.
- **Supporting Emotional Transitions:** Provide consistency and reassurance during daily transitions (school, caregivers), helping children feel secure and settled. Use daily moments to name emotions ("You look upset") and help children express themselves.
- **Introducing Gentle Boundaries:** Begin simple, consistent discipline—responding calmly to tantrums and guiding behaviour without punishment.
- **Strengthening Language Through Daily Life:** Use stories, songs, and conversations to build vocabulary, expression, and connection. Read stories and pause to ask "What do you think happens next?" to build imagination and communication.
- **Pretend Play Partnerships:** Engage in role-play (home, school, doctor) to build social understanding and connection.

SCHOOL-BASED ACTIVITIES - BAL VATIKA 2 & 3

- **Interactive & Playful Learning** – Engaging in puzzle-solving, DIY science, STEM activities, music and dance sessions, and kinesthetic math games to create joyful shared experiences.

- **Parent-Child Engagement & Life Skills** – Activities like hygiene relays, "I Can Do It!" self- help tasks, mindfulness exercises, and hands-on art projects in addition to grandparents day and parents day to strengthen family connections and a sense of community.

- **Parent-Child Engagement Activities** - Nature walk around the school, identification of preferred spaces and activities in the school, finger painting, building safe-circles.



Age 6-7 (Classes 1 & 2)

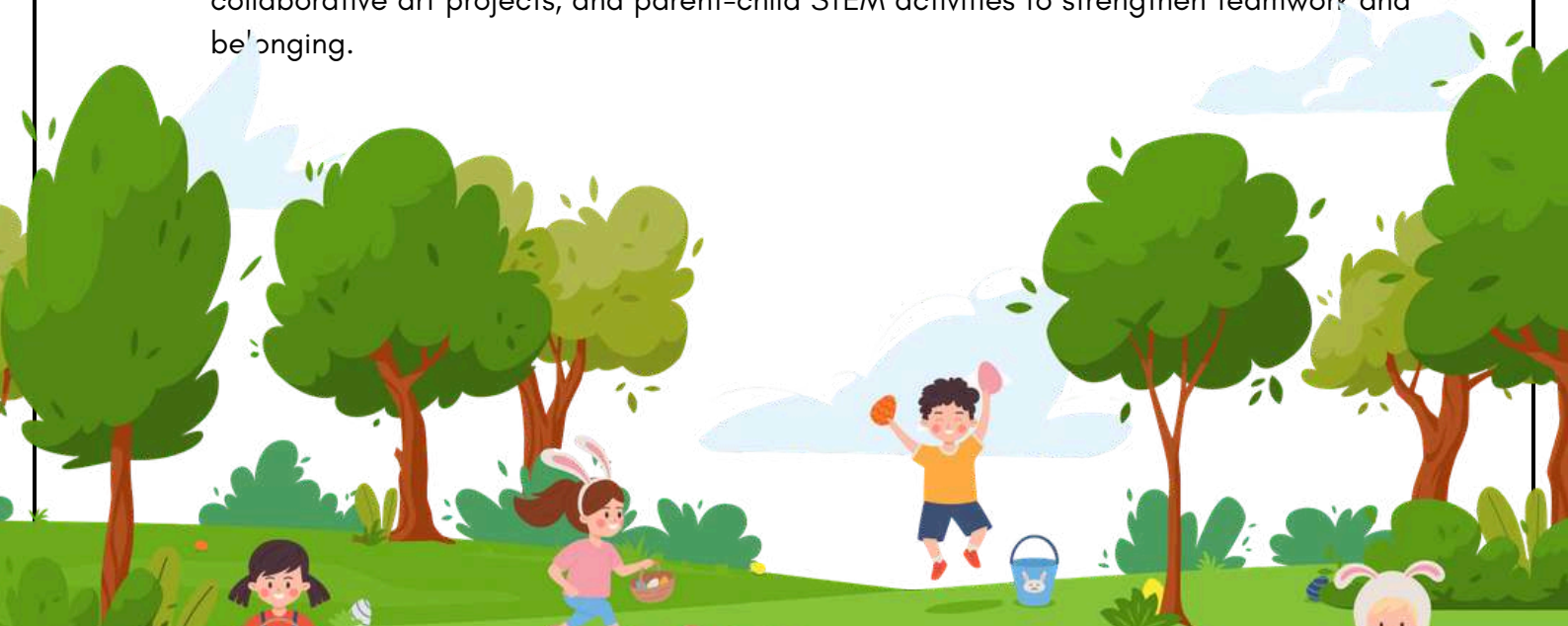
This stage marks the beginning of children starting adapting to structured environments. They are eager to learn, seek approval, and are developing the ability to manage emotions, follow routines, and take small responsibilities. They also show greater independence in thinking and behaviour.

Core Focus:

- **Building Confidence in Trying:** Encourage effort, participation, and comfort with mistakes to build a growth mindset early. Spend 10-15 minutes talking about their day—what they enjoyed, found difficult, or learned.
- **Creating Balanced Routines:** Maintain limited screen use while prioritising reading, play, and real-world engagement.
- **Reinforcing Personal Safety:** Strengthen children's confidence in speaking up and seeking help from trusted adults.
- **Developing Emotional Expression:** Help children recognise, name, and manage emotions using simple calming and problem-solving strategies. Shared reading followed by simple discussions to build comprehension, problem solving and connection. Teach and practice simple calming techniques together (deep breathing, counting).
- **Guiding Behaviour with Clarity:** Use consistent boundaries and natural consequences, followed by simple reflection. When issues arise, guide children to think of solutions instead of giving immediate answers.
- **Encouraging First Steps of Independence:** Introduce responsibility through routines, organisation, and small daily tasks. Involve children in organising their school bag or setting up for the next day.
- **Tech Talk Moments:** Watch or discuss what they engage with digitally and guide mindful usage.

SCHOOL BASED ACTIVITIES (GRADES 1 & 2)

1. **Outdoor Learning & Exploration** - Nature walks, sports day, and the DEAR (Drop Everything and Read) program to build a sense of connection with the environment and family.
2. **Games & STEM Challenges** - Traditional games like kho-kho, pihoo and kabaddi, collaborative art projects, and parent-child STEM activities to strengthen teamwork and belonging.



Grade 3 (Age 8)

At this stage, children are energetic, eager to explore, and increasingly aware of their abilities. They begin comparing themselves with peers, making it important to build confidence while preserving the joy of learning and play.

Core Focus:

- **Broadening the Meaning of Success:** Help parents recognise strengths beyond academics—creativity, effort, participation. Regularly point out effort, creativity, and unique strengths beyond academics.
- **Protecting Time for Free Play:** Address over-scheduling and emphasise the role of unstructured play in development.
- **Active Digital Supervision:** Parents stay involved in what children watch and play, building awareness rather than restriction.
- **Strengthening Emotional Awareness:** Help children identify and express a wider range of emotions. Encourage children to talk about feelings like disappointment, excitement, or frustration.



Grades 4-5 (Age 9-10)

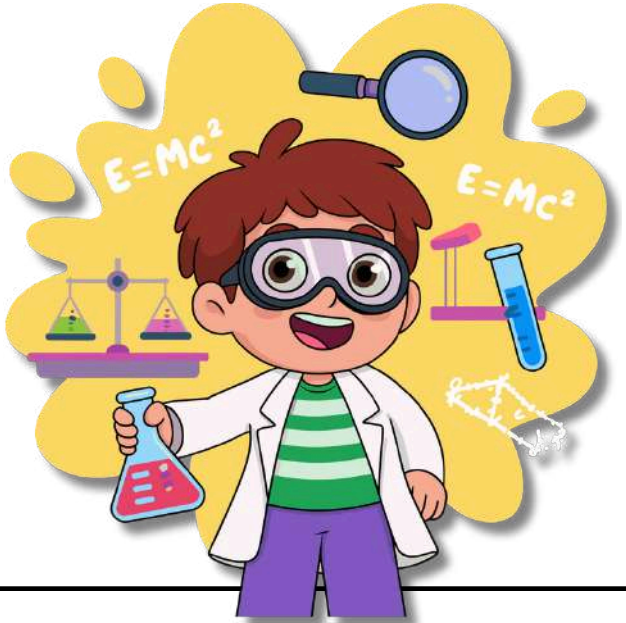
Children now become more conscious of peer opinions, social dynamics, and their own identity. Their thinking becomes more logical, and they begin engaging more deeply with the digital world and societal norms.

Core Focus:

- **Addressing Comparison & Self-Worth:** Help children navigate ranking and comparison through a strengths-based lens.
- **Challenging Gender Stereotypes:** Encourage equitable expectations in roles, emotions, and opportunities.
- **Recognising Early Mental Health Signals:** Identify signs of anxiety, perfectionism, and stress early. Gently check for worries or stress and normalise talking about them.
- **Digital Discussions:** Talk openly about online content, games, and peer trends to build critical thinking. Shift responsibility gradually to the child for managing screen habits.
- **Family Dialogue Circles:** Create space for everyone to share thoughts, opinions, and experiences.
- **Preparing for Transition (Class 5-6):** Emotionally prepare for increased academic demands and changing environments.
- **Collaborative Discipline:** Move toward discussion, logical consequences, and shared problem-solving. Help children set small, realistic goals and reflect on progress. Let children plan parts of their schedule to build independence.
- **Strengthening Ownership & Independence:** Increase responsibility for routines, academics, and decisions.

SCHOOL BASED ACTIVITIES - GRADES 3-5

1. **Parent-Child DIY Science Day** - Hands-on experiments and STEM projects to foster curiosity and shared learning.
2. **Cultural & Creative Activities** - School trips, cooperative games, and a global lunch experience fair where families cook together to explore diversity, traditions, and togetherness.
3. **Role Reversal Day** - Children teach parents a new skill (such as art & craft activities, musical instruments) or subject (EVS) , fostering mutual respect and belonging.



GRADES 6–8 (Ages 11–13)

This stage marks the transition into adolescence, characterised by rapid physical, emotional, and social changes. Adolescents begin to seek independence, rely more on peer relationships, and explore questions of identity, belonging, and self-worth.

Core Focus:

- **Understanding Adolescence & Emotional Shifts:** Build awareness of hormonal, emotional, and cognitive changes and support healthy coping strategies.
- **Navigating Peer Influence & Risk Behaviours:** Address peer pressure, digital exposure, and early risk behaviours (including substance use) through awareness and refusal skills. Discuss peer pressure, online behaviour, and curiosity-driven topics openly.
- **Creating Safe Spaces for Conversation:** Encourage open, non-judgmental communication around curiosity, relationships, and body changes.
- **Encouraging Academic Ownership:** Shift responsibility for time management, discipline, and goal setting to the adolescent, with gentle hand-holding.
- **Strengthening Learning Strategies:** Build study skills, organisation, and independent learning approaches.
- **Building Resilience & Focus:** Support adolescents in managing distractions, setbacks, and pressure. Involve adolescents in discussing choices and possible consequences.

SCHOOL-BASED ACTIVITIES: GRADES 6-8

1. **Skill Swap: Students Teach Parents** – Reverse learning sessions on coding, music, or academics.
2. **Parent Collaboration Session:** Parents share their experiences to foster mutual bonding and understanding, e.g. a **Vision Board Activity**, where parents and students work together to set personal, academic, and extracurricular goals, encouraging meaningful conversations and self- regulation.
3. **Innovative Challenges and activities** – Parent-child teams design a sustainable gadget or artwork, leadership and teamwork boot camp and health and wellness activities (parent-child sports meet, mental health awareness games, etc.), music and problem-solving challenges.



GRADES 9–10 (Ages 14–15)

Adolescents at this stage experience heightened academic expectations alongside deeper self-reflection. They are forming clearer identities, values, and aspirations while navigating stress, peer influence, and increasing independence.

Core Focus:

- **Balancing Pressure with Perspective:** Help adolescents manage performance pressure while maintaining emotional well-being. Regularly check in about stress without immediately offering solutions.
- **Supporting Exam Readiness Without Anxiety:** Guide structured preparation while prioritising emotional support over expectations.
- **Addressing Peer Influence & Risk-Taking:** Support informed decision-making around peer pressure, substance use, and risk behaviours. Encourage dialogue on consent, boundaries, and sensitive topics without judgment.
- **Exploring Career Pathways Thoughtfully:** Support informed subject and career choices aligned with aptitude and interest. Explore interests, subjects, and career ideas without imposing expectations.

SCHOOL-BASED ACTIVITIES: GRADES 9 & 10

1. **Parent Mentors & Career Exploration** – Parents as career mentors, experts and guides, entrepreneurship boot camps and research projects. Sharing of experiences and success stories.
2. **Outdoor Learning & Digital Detox** – Excursions, astronomy and math exploration, digital detox days, promoting mindful connections, board games and sports activities.



GRADES 11–12 (Ages 16–18)

At this stage, adolescents are on the threshold of adulthood. They are forming a clearer sense of identity, values, and future direction while managing academic pressure, career decisions, and increasing independence. The parent-child relationship begins to evolve into one based on mutual respect, trust, and guidance rather than control.

Core Focus:

- **Supporting Identity & Individuality:** Encourage adolescents to explore their values, interests, and beliefs, allowing them space to form an independent sense of self.
- **Balancing Autonomy with Support:** Gradually shift from supervision to trust—offering guidance while respecting their growing need for independence and decision-making.
- **Navigating Academic Pressure with Perspective:** Help adolescents manage board exams and entrance preparation without equating performance with self-worth.
- **Enabling Informed Career Decision-Making:** Support exploration of career pathways based on aptitude, interest, and evolving opportunities rather than external expectations.
- **Encouraging Emotional Resilience & Well-being:** Recognise stress, burnout, or anxiety, and normalise seeking help and taking breaks when needed. Spend time together (walks, drives, meals) where conversations can emerge naturally without pressure.
- **Open Conversations on Relationships & Responsibility:** Maintain honest, non-judgmental dialogue around relationships, boundaries, consent, and real-world responsibilities.

SCHOOL-BASED ACTIVITIES - GRADES 11 & 12

1. **Parents as Mentors & Industry Experts** - Career exploration and expert sessions with parental guidance.
2. **Financial Literacy Challenge** - Parent-teen teams engage in real-world financial planning exercises, discussing personal finance, budgeting, and investment strategies.
3. **Valuing wellness and family** - Parents and students exchange heartfelt letters about life lessons, aspirations, and personal growth, creating a meaningful scrapbook together. Parent- child activities for enhancing student self-esteem efficacy, regulation and sports events.



SECTION 5

INCLUSION





Schools are a safe, nurturing space where every child is valued, respected, and encouraged to reach their full potential. Schools need to establish practices that celebrate diversity in all its forms, including different abilities, cultures, and socio-economic backgrounds. With a strong focus on inclusion and empathy, schools strive to meet each learner where they are and support their unique journey. Committed educators create equitable learning opportunities that foster confidence, curiosity, and resilience. School-family partnership is essential to a child's success.

BALVATIKA 1

- **Creating a sense of familiarity in a new environment:** Welcome circle with name songs and gestures, using visual cues to build routine.
- **Building sensory comfort:** Sensory bins (sand, rice, soft toys), nature walks, picture cards.
- **Safety & belonging:** Music & movement (such as 'copy the action' games), free play for exploration- especially in nature.

BALVATIKA 2

- **Developing language:** Storytelling with inclusive picture books
- **Celebration of differences:** "All About Me" art (draw family, favorite things)
- **Building communication and confidence:** Multilingual songs and greetings, show-and-tell using objects or pictures, encouragement of expression without pressure.
- **Developing empathy and kindness:** Praise for effort, predictable routines with visual cues, calm/quiet corners for self-soothing. ***Eg: Activities that visually demonstrate kindness and helping others, and all students' ideas of helping can be put on small hand cut-outs that can be put together on a string and displayed.***

BALVATIKA 3

- **Celebrating diversity and culture:** Lived experience of diverse cultures through exploration of music, food and folk stories to help children appreciate different backgrounds and traditions.
- **Building emotional awareness and empathy:** Use of story books, emotion cards and feelings circle to help children recognise, express, and respect different emotions. Certain ***cartoon characters can be an interesting way to explore neurodivergence.***
- **Encouraging choice and confidence:** Choice-based tasks that allow children to participate according to their interests and abilities, supported by encouragement. ***(Eg: deciding timetable for a day- as per choices given).***

Grades 1 & 2

- **Creating inclusive learning environments:** Multisensory teaching approaches, flexible seating and learning tools to support varied learning styles.
- **Understanding and valuing differences:** Story telling or drawing activities on the themes of inclusion to help children appreciate individuality.
- **Building kindness and empathy:** Kindness Week activities and guided classroom discussions to reinforce caring behaviour and respect for differences, allocating buddies for children who require extra support. ***(Eg: segregating hurtful and kind words and emotions into different jars).***
- **Parent workshops:** To make parents aware of age appropriate behaviours, diverse learning styles such as multisensory techniques.

Grades 3-5

- **Building Social-Awareness and respect:** Community helpers and service activities to help students understand different roles, abilities, and contributions within society like taking care of plants, participating in household chores.
- **Developing Empathy and Inclusive Thinking:** Guided class discussions, role plays and conversations at home on empathy and respectful behaviour, allowing students to listen to and learn from varied perspectives.
- **Creating inclusive classroom practices:** Reflective activities to address varied learning needs, clear anti-bullying norms, and safe sharing spaces where every child feels heard and respected. (Activity: Inclusion tree- where students can write on leaves the activities they have undertaken to help a peer)
- **Parent Workshops:** To create awareness about special learning needs, undertaking assessments on time and appropriate intervention if required.

Grades 6-8

- **Encouraging social responsibility:** Community outreach projects that expose students to diverse communities and experiences, hence encouraging giving back to the society.
- **Promoting empathy and understanding:** Disability awareness and mental health sessions to foster sensitivity, reduce stigma, and encourage supportive peer behaviour. Activities such as the odd sock campaign (students and faculty wearing different colored socks for a week) to celebrate uniquenesses/differences and create a dialogue around the same can also be encouraged.
- **Counseling Sessions:** Regular interaction with counselors in groups and individually to explore pubertal changes, emotions and normalising conversations around mental well-being.

Grades 9-10

1. **Building awareness and critical thinking:** Debates and guided discussions on equity, fairness, and social justice to help students examine different perspectives respectfully.
2. **Encouraging self-advocacy and student voice:** Student-led inclusion clubs that empower learners to identify issues, lead initiatives, and promote a culture of respect and belonging.
3. **Promoting mental health and well-being:** Mental health awareness campaigns that normalise conversations around emotional health and peer support.
4. **Strengthening inclusive academic practices:** Creating flexible learning environments that provide equal opportunities for all students by offering varied ways to access, engage with, and demonstrate knowledge, alternative assessment methods.
5. **Storytelling/ Reading:** Books can help students explore various emotional nuances. Other graphic novels can also be an interesting means of addressing concerns like bullying. Book clubs and discussions can provide students an opportunity to reflect in a group.
6. **Counseling Sessions:** Access to counseling and quiet spaces to support diverse learning, develop coping strategies and navigate emotional, academic and social needs.
7. **Identity exploration:** Encouraging dialogue and discussion around gender, stereotypes, growth and development is essential.

Grades 11-12

1. **Fostering Independence and Responsibility:** Internships and service-learning opportunities with NGOs, child intervention centers and public policy forums to give students real-world experience and an understanding of diverse communities
2. **Peer Support Groups:** Peer mental health support initiatives that empower students to care for themselves and others while reducing stigma.
3. **Creating Inclusive Academic and Emotional Environments:** Individual learning accommodations, respect for diverse aspirations, and flexible support systems to ensure every student can thrive.



SECTION 6

Coping with Changes

Understanding Curriculum Changes & Parent Concerns

As we move into the 2026-27 academic session, CBSE is introducing curriculum changes aligned with the vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023. These shifts aim to make learning more meaningful, flexible, and focused on the holistic development of every child.
At the same time, changes in familiar systems can naturally bring a sense of uncertainty. Parents may find themselves reflecting on evolving academic expectations, new approaches to assessment, and what these changes might mean for their child's learning journey and future pathways.
Such questions and concerns are both natural and valid. **Parents may experience:**

- Anxiety about how these changes will impact their child's preparation and performance
- Confusion regarding new learning approaches
- Concerns about board examinations and future readiness
- Uncertainty about how best to support their child at home

Recognising these concerns with empathy and openness is an essential first step. When schools acknowledge parent perspectives and create space for dialogue, they lay the foundation for a supportive environment where schools and families can work together with **clarity, trust, and confidence**.

Ways Schools Can Acknowledge Parent Anxiety & Concerns

1. Emails & Circulars to Parents

Activities Schools Can Conduct:

- Share regular updates explaining the broader direction, vision and intent of changes
- Begin communication by acknowledging that transitions may feel uncertain
- Use simple, structured formats to make information easy to understand

What to Be Mindful Of:

- Avoid jargon-heavy, overly technical, or directive language
- Do not minimise concerns through generic reassurance
- Ensure consistency in messaging across all communication channels

2. Surveys for Feedback, Queries & Concerns

Activities Schools Can Conduct:

- Circulate pre-session surveys to gather parent concerns, questions, and expectations
- Use anonymous formats to encourage honest responses
- Analyse inputs to identify common themes and inform next steps

What to Be Mindful Of:

- Avoid designing interventions based on assumptions rather than actual feedback
- Ensure diverse parent voices are represented, not just the most vocal
- Close the loop by reflecting parent inputs in future communication and sessions

3. Workshops & Orientation Sessions

Activities Schools Can Conduct:

- Organise orientation programmes to familiarise parents with evolving approaches
- Design need-based workshops aligned with concerns identified through surveys
- Include guidance on supporting children at home and understanding student progress

What to Be Mindful Of:

- Avoid overloading sessions with excessive or overly technical information
- Ensure sessions are interactive, practical, and relevant
- Do not frame sessions as one-way dissemination of information

4. Peer Support Circles for Parents

Activities Schools Can Conduct:

- Facilitate small group discussions or parent circles to share experiences and concerns
- Encourage dialogue and mutual support among parents
- Involve counselor where needed to guide discussions constructively

What to Be Mindful Of:

- Avoid limiting conversations only to marks or performance
- Do not dismiss or rush through parent concerns
- Ensure continuity by following up on previously raised issues

5. Periodical Parent-Teacher Meetings (PTMs) & Check-ins

Activities Schools Can Conduct:

- Use PTMs as spaces for dialogue, not just academic reporting
- Encourage teachers to listen actively and respond reflectively
- Provide ongoing reassurance and clarity on student progress and adjustment

What to Be Mindful Of:

- Avoid limiting conversations only to marks or performance
- Do not dismiss or rush through parent concerns
- Ensure continuity by following up on previously raised issues

6. Training School Staff

Activities Schools Can Conduct:

- Train teachers and coordinators in:
  - Empathetic communication
  - Active listening skills
  - Handling parent concerns constructively
  - Align staff understanding to ensure consistent messaging

What to Be Mindful Of:

- Avoid fragmented or inconsistent responses across staff members
- Ensure staff do not unintentionally invalidate parent concerns
- Reinforce that engagement should prioritise understanding before solutioning

Through structured activities such as **clear communication**, **feedback systems, interactive sessions, and capacity building,** schools can create an ecosystem where parents feel **heard, supported, and confident** during times of change.

Key Messages That Need To Reach Students & Parents, To Navigate Change:

- **Change is normal, not a crisis:** Most change feels threatening because it's unfamiliar, not because it's actually dangerous. Learning to distinguish discomfort from genuine danger is a foundational skill.

- **Your identity is not your circumstances:** Who you are doesn't collapse when your situation changes — your job, school, relationship, or living situation can shift without meaning you've lost yourself. A stable sense of self is the best shock absorber.

- **Emotions are data, not directions:** Feeling anxious or resistant about change is useful information, but it doesn't mean you should avoid the change. Learning to feel the feeling without being controlled by it is emotional maturity in action.

- **Focus shrinks the overwhelm:** When change hits, zoom in: what's the one next thing you can control or decide? Big transitions feel unmanageable when viewed all at once. Breaking them into small actions restores a sense of agency.

- **Your support network is a resource, not a weakness:** Actively maintain relationships before you need them. Asking for help during change isn't failure; isolation during transitions is what actually sets people back.

- **Flexibility beats a perfect plan:** Have a direction, not a rigid script. The people who adapt best to change are those who hold goals loosely and adjust their approach without abandoning their values.

- **Discomfort leads to growth:** Almost every meaningful change involves a period of being bad at something new. Normalising that awkward phase makes it far easier to push through.

Additional Implementation Guidelines

Effective execution of the Parenting Calendar requires planning and continuous assessment.

Schools may designate responsible coordinators (e.g., class teachers, counselors, activity heads) to oversee these initiatives.

It is recommended that schools integrate this calendar into their annual academic plan and inform parents about scheduled events in advance.

While offline engagement is prioritised, in exceptional cases, workshops or discussions may be facilitated via online platforms to ensure accessibility.

Regular feedback mechanisms should be established to assess the effectiveness of parent-school interactions and make necessary improvements.

Schools should actively share their best practices with the broader community to foster collaborative learning and improvement.


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