



सत्यमेव जयते

Ministry of Education  
Government of India



# GUIDELINES FOR PARENT PARTICIPATION IN HOME-BASED LEARNING DURING SCHOOL CLOSURE AND BEYOND

# PREFACE

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It is often said that 'Home is the first school and parents are the first teachers.' Extensive research in this field indicates that the environment of the family which includes all primary caregivers is at the foundation of a child's growth and well-being. As children grow, their dependence on parents may wane and the parent-child relationship may take on a different direction, but parental influence still remains vital.

Parenting is of great significance in the current age of disruption in all spheres of life. The lockdowns due to the spread of the **COVID-19 pandemic** forced the children to be confined to their homes and having to adapt to different modalities of learning. Closed schools have also meant little or no scope for play, fun, or any outdoor activities with friends for many children. Additionally, learning is increasingly shaped by technology, which is marked by increased access to information and less interaction with teachers and peers.

Parents too are facing multiple challenges. In addition to the physical and emotional stress in the wake of the pandemic, loss of dear and near ones, ill health of family members, there are challenges of job security, income, working from home, grappling with new modes of working and above all to help their children in learning from home. At the same time, it is providing them with myriad new opportunities for exploring pathways and performing new roles. It is also felt that the role of school, teachers, community, and volunteers are pivotal in assisting parents and caregivers participate in supporting Home-based learning for their children.

This document is a collation of many simple tips for parents to support and facilitate children in Home-based learning. The guidelines include a brief description of salient characteristics of each stage of child development from foundational to adolescence. The activities are simple but suggestive, which can be adapted to local needs and contexts. State/UTs are requested to get this document translated into regional languages for easy access and widespread use. Also, grade-wise activities can be disseminated in the form of simple pamphlets for parents with activities, visuals, and illustrations.

The guidelines will be relevant and useful for a diverse set of stakeholders including parents, caregivers, other family members, guardians, school heads, teachers, teacher educators, and children. These guidelines have been prepared keeping in mind the diversity among our schools ranging from rural to urban; government to aided and unaided.

Separate sections have been included on using art as a therapy, assessments, parent-school partnership, and supporting parents with low literacy levels and children with special needs. It is hoped that in times like the prevailing pandemic and beyond, we shall collectively work to create an environment where children learn how to learn and parents and other caregivers learn how to be co-partners in their children's learning, thereby laying the foundations for a learning society.

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# 1. INTRODUCTION

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Since March 2020, schools have mostly remained closed, and children have had to remain at home to prevent the spread of COVID-19. Apart from being a serious medical concern, the pandemic is also causing psycho-social challenges among children of all age groups as they experience a heightened level of stress, anxiety, and fearfulness, along with a range of other emotional and behavioural issues.

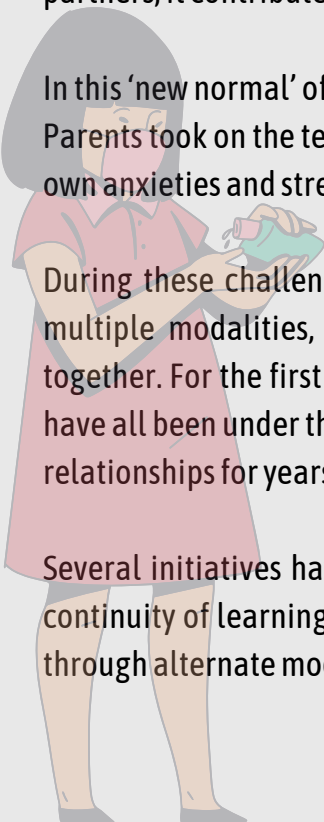
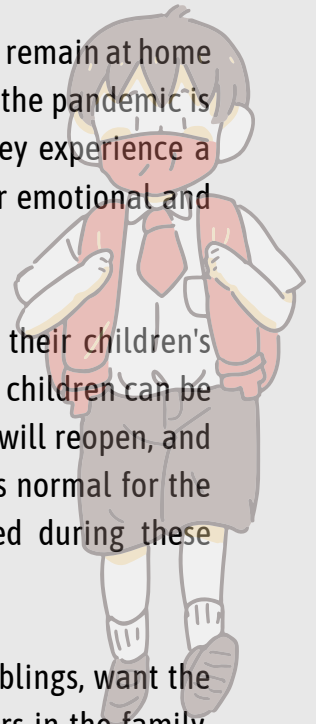
Parents too are facing challenges, including understanding, and dealing with their children's needs and expectations and helping them cope with multiple issues. Supporting children can be overwhelming, especially since there is a lot of uncertainty about when schools will reopen, and once they reopen will they close again. It is important to acknowledge that it is normal for the adults and children in the family to feel stressed, fearful, and overwhelmed during these challenging times and that one is not alone during this time.

All parents and other caregivers including grandparents, uncles, aunts, older siblings, want the best for their children. Children benefit immensely, when parents and caregivers in the family, irrespective of their educational background, show genuine interest, invest quality time, support and get actively involved in their learning. Also, when both parents and teachers work together as partners, it contributes to children's learning and ensures their well-being.

In this 'new normal' of the COVID-19 pandemic, parental roles and responsibilities have increased. Parents took on the teacher, therapist, counsellor role for their children, while also handling their own anxieties and stress.

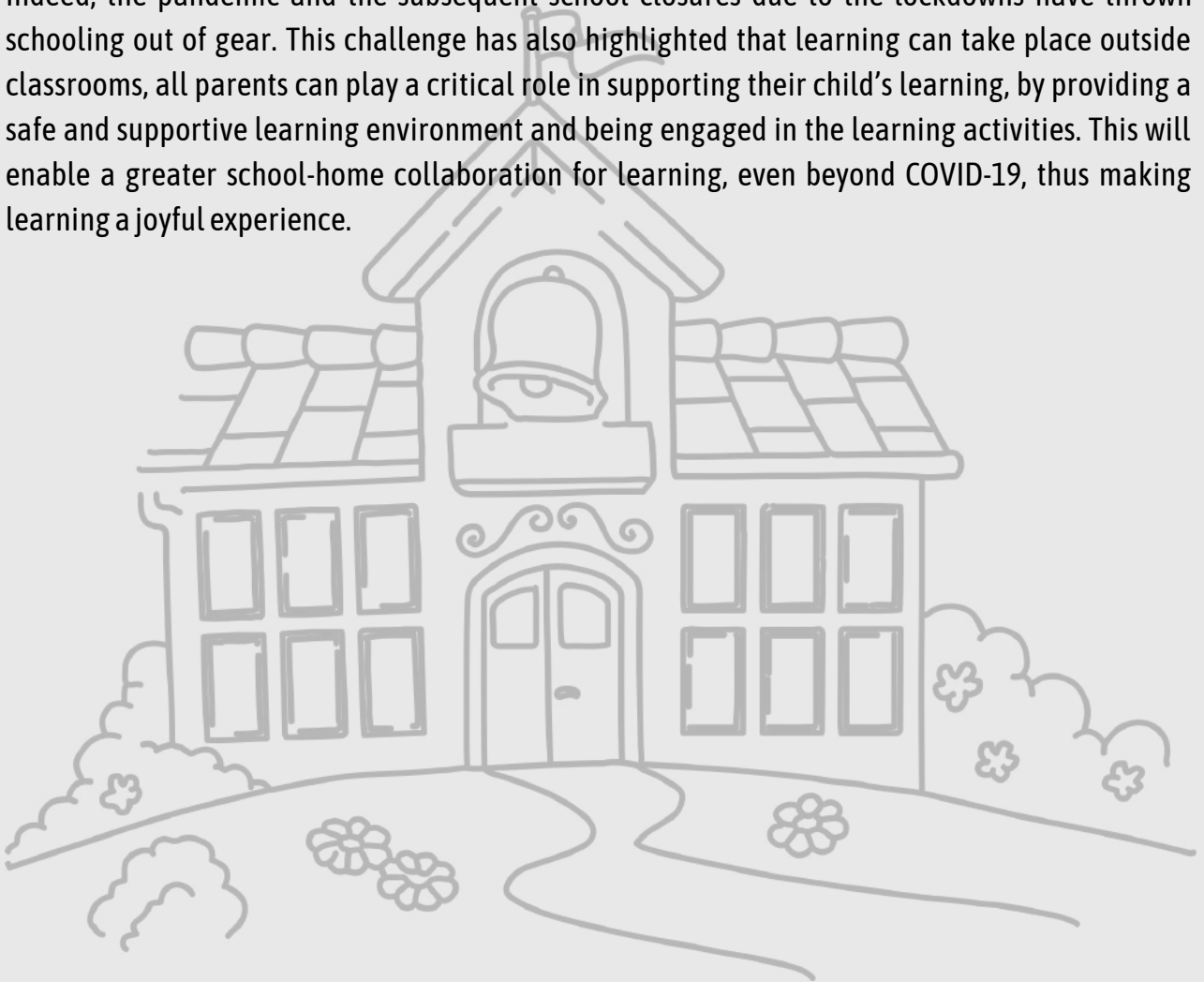
During these challenging times, as schools continue to support home-based learning, through multiple modalities, the lockdown has further cemented relationships and brought families together. For the first time in a long time, many parents and children—and even grandparents—have all been under the same roof, round-the-clock. This has enforced togetherness and deepened relationships for years to come.

Several initiatives have been taken by the Department of School Education & Literacy to ensure continuity of learning. Multiple resources have been shared with teachers, parents, and students through alternate modes of content delivery.



This document includes guidance for parents, schools, and community members. The guidelines provide information on the 'why', 'what', and 'how-to' of participation and engagement in supporting children during the school closure, irrespective of their literacy levels. There are age-appropriate suggestive activities that also support learning and can be easily done at home with materials available in the local environment.

Indeed, the pandemic and the subsequent school closures due to the lockdowns have thrown schooling out of gear. This challenge has also highlighted that learning can take place outside classrooms, all parents can play a critical role in supporting their child's learning, by providing a safe and supportive learning environment and being engaged in the learning activities. This will enable a greater school-home collaboration for learning, even beyond COVID-19, thus making learning a joyful experience.





## 2. PRINCIPLES FOR SUPPORTING CONTINUITY OF LEARNING AND CHILDREN'S WELL-BEING

### 2.1 Create a safe and engaging environment

- Create a flexible but consistent daily routine. Get children to decide their daily routine in which there is dedicated time when they would be studying.
- At the end of each day, take a minute to think about the day. Ask your child about one positive or fun thing they did.
- Set aside time to spend with each child.
- Switch off the Television (TV) and phone. Ask your child what they would like to do. Listen to them, look at them. Give them your full attention.

### 2.2 Create a positive learning environment

- Say the behaviour you want to see.
- Use positive language, it works!
- It's hard to feel positive when young children or teenagers are not listening, are stubborn or demonstrating challenging behaviour. We often end up saying "Stop doing that!". But children are much more likely to do what we ask if we give them positive instructions and lots of praise for what they do right.
- As adults, we are role models for children. Be an empathetic listener; decide to do a family activity every day where everyone participates. When we model peaceful and loving relationships, our children feel more secure and loved. Positive language, active listening, and empathy help maintain a peaceful and happy family environment in these stressful times
- Family harmony at home is important.

### 2.3 Use positive disciplining

- When children misbehave, take a pause and redirect them to a different activity.
- Try and catch early signs of challenging behaviour. Try to find out reasons for the behaviour and discuss it with the child, try and understand what is bothering them. If the situation does not improve, contact the school to provide counselling to the child".
- Use consequences, it is better than hitting or shouting at children.

## 2.4 Have fun with the children

- School shutdown is a chance to make better relationships with our children and teenagers. One-on-One time is free and fun. It makes children feel loved and secure and shows them that they are important.
- Ask children to talk about their teacher, their favorite subjects and activities at school, their friends, and what they did not enjoy about school. Ask children to remind everyone in the family not to touch their nose and mouth and wash their hands with soap regularly and make hand-washing fun.
- Young children learn through play; these activities can be fun and educational for everyone. Movement games within the home will provide physical exercise.
- Telling stories, singing songs, using household objects for acting, memory games can be fun for children of all ages.
- Playful parenting is socially interactive, joyful, meaningful, actively engaging.
- Suggestions for age-specific activities are presented later in the document.

## 2.5 Have realistic expectations from the child

- Praise your child when they are behaving or doing well and be realistic in your expectations.
- All work done by children is important; as parents it is very important to remember to appreciate the child's work be it their school work, helping with age-appropriate household activities, creative activities such as a new drawing, a new song, or a story that they may have developed.
- Encourage them to take up new interests – reading, singing, dancing, drawing, making toys or models, cooking, taking care of plants and animals, etc.

## 2.6 Take care of health and eat healthily

- It is important that the entire family take care of their health, adopt all COVID-19 prevention behaviours like washing hands with soap and water, sneezing and coughing in the elbow, wearing a mask when stepping out.
- In addition, it is also important that children get to eat healthy food and snacks.
- Help children develop a habit of doing some exercises or yoga daily, this will help them remain physically fit.
- Reports have suggested that in the last year there has been an increase in the number of cases reported of sexual abuse and violence against children. Parents must talk to their children about safe and unsafe touch, set boundaries for children, apprise children of the risks of talking to strangers and not going out alone.
- Talk about COVID-19, to dispel rumors. Share stories about those who are helping to prevent the spread and care for the sick. Talk about and reinforce COVID-19 prevention behaviours.
- In case someone is unwell in the family, then children are observing. They will have questions, listen to them. Be honest and supportive. It is okay not to know answers.



# PRINCIPLES FOR SUPPORTING CONTINUITY OF LEARNING AND CHILDREN'S WELL BEING



1

## Create a safe, engaging & positive environment

- Create a flexible but consistent daily routine
- Set aside time to spend with each child.
- Use positive language.
- Be an empathetic listener; decide to do a family activity every day where everyone participates

2

## Use positive disciplining

- When children misbehave, take a pause and redirect them to a different activity.
- Try and catch early signs of bad behavior.
- Use consequences, it is better than hitting or shouting at children.

3

## Have fun with children

- When children misbehave, take a pause and redirect them to a different activity.

4

## Have realistic expectations from your child

- Praise your child when they are behaving or doing well
- Encourage them to take up new interests – reading, singing, dancing, drawing, making toys or models, cooking, taking care of plants and animals, etc.

5

## Take care and eat healthily

- Help children develop a habit of doing some exercises or yoga daily
- Talk about COVID-19, to dispel rumours and provide appropriate information
- Share stories about those who are helping to prevent the spread and caring for the sick.
- Talk about and reinforce COVID-19 prevention behaviours.

## 3. SUPPORTING CONTINUITY OF LEARNING

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A positive and an engaging environment encourages children as they feel supported for learning at home. What is it that you as parents can do specifically, to support continuity of learning for children of different age groups is suggested below. Adopting these practices will help in keeping children engaged, demonstrate your interest in their studies and convey to them your keenness to support them.

### 3.1 Become aware of the learning goals of your child

Learning outcomes have been laid down for every class and every subject. Discuss with the teacher the learning goals and standards that are expected of your child, in simple language. This is the beginning point of your participation in your child's home-based learning. Find out the basic resources you need for ensuring the achievement of these learning outcomes, such as textbooks, worksheets, e-content (if you have digital devices). It is important to find out that your child is actually learning, therefore, discuss with the teacher if there are any simple learning assessment tools that you can use to assess their learning progress.

### 3.2 You are already their teacher

As a parent or caregiver, you can support children's learning even if you are not a trained teacher or have basic literacy skills. . Remind your child that they are still a school student, even if the school is closed. For a few minutes every day, starting with 20-30 minutes, sit with your child and discuss what they were learning in school. Ask about the learning resources they have received, follow up with the teacher if the child is not receiving learning materials. Request for printed materials in case the family does not have access to digital tools. This will help them feel positive about the future and ready to return back to school as soon as they reopen.

### **3.3 Keep learning simple**

Your children may have access to learning materials through books, radio, television, or the internet. Aside from learning materials, you can help children learn in many other ways. Talk to your children about your daily tasks. Share positive memories from your own childhood. Explain what you liked to learn at school or from your own parents or other family members. Play counting or number games, word games, read-aloud stories, invent new games or songs or discuss a big idea like what if or talk about a family tradition, make a family tree, write the family history, talk about the history of the village.

### **3.4 Talk to your child**

Encourage your child to talk to you and discuss what he/she is learning. Children are picking up a lot of new knowledge and have gathered information on many new topics including COVID-19. In case you are unable to address their questions, contact the teachers and ask for their support.

### **3.5 Children learn from children**

Encourage older siblings to explain concepts and topics to younger siblings. This supports joint problem solving and reinforces learning for both. Encourage children to work on a task together. For example – draw a map of the village, mark all important landmarks such as school, health centre, Anganwadi centre, police station; list the vegetables and crops grown in the village. Then ask them to explain what each of these institutions is meant for or talk about agriculture.

### **3.6 Be aware and vigilant**

As far as possible, ensure children are not involved in any household work during their designated time to learn and that girls get equal opportunity to continue learning. An adult must always try to be with young children when they are engaged in their learning activities. As far as possible, a designated space that is safe and ventilated may be made available for children for their learning activities. If the family has digital tools that can be shared with children, then make these available at a fixed time so that children can access their learning resources. Keep children safe online by using tech fixes in your home and involving children in creating family practices around healthy device use. Spend time with your child when they go online. Also, make them aware of privacy issues, cyberbullying, etc. The PRAGYATA Guidelines for digital education issued by the Ministry may be referred to in this regard.

### 3.7 Parents as partners with teachers

Connect with the teacher regularly and share updates about your child. Inform the teacher about what your child is learning and any areas that your child needs additional support, also talk about your child's well-being. Inform the teacher if the child has any special educational needs or disabilities. Ask teachers to share with you any educational videos, online resources that you can share with your child.

### 3.8 For working parents

There may be a situation where both parents are working and no adults are there for supervising children and children may have to be left alone at home. In such situations, as a parent, you may want to consider the following

- Is your child physically and mentally able to care for himself or herself?
- Is she/he willing to stay alone in your absence?
- Does he/she know whom to contact/how to contact in case of emergency?
- Does your child obey rules and make good decisions?
- How does your child respond to unfamiliar or stressful situations?
- Does your child feel comfortable or fearful about being home alone?

Ensure the safety of home and neighbourhood, teach your child how to contact you, how to raise alarm in case of emergency.

In such situations, inform the school teachers and community volunteers if any, to supervise the children. In rural areas, families often support each other in taking care of children.

In this period of Covid-19, which is declared as a global pandemic, our teachers, parents, and students have to remain at home to prevent its spread in the community. In this situation, it is our responsibility to provide them with multiple alternative ways of learning at home through interesting activities. It is necessary because in the present environment of stress we have to not only keep our children busy but also to maintain continuity of their learning in their new classes. In this context, NCERT has developed an Alternative Academic Calendar for all the stages of school education.

**Please find the link to the NCERT alternative academic calendar [here](#).**





## 4. GOING BACK TO SCHOOL:

Continue to have regular conversations with your child and help them in preparing for school reopening and going back to school. Reassure them that school will open again. Talk to them about the preparation that may be required before they go back to school and what all they will need to carry with them etc. While many children may be looking forward to going back to school as they will meet their friends again, other children may feel nervous or reluctant to return to school. Remind children that they will be able to play with their friends, see their teachers and continue learning new things.

Reassure them about the safety measures put in place to keep students and teachers healthy and remind them about following the simple protocol of maintaining physical distancing, washing their hands with soap and water, coughing and sneezing into their arms or a handkerchief, and wearing a mask to cover their nose and mouth all the time in the school. Also need to prepare children to understand that schools may close again if more people get sick. Reassure them that if schools close again it is to keep communities stay safe and healthy. Continue to remind them that learning can happen anywhere - at school and home. Reassure children that you will continue to support their learning even after they return to school.





## 5. WHAT CAN SCHOOLS DO?

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**Parent School Partnership:** The importance of parent-school partnership cannot be underestimated. Children benefit much when parents and teachers work together as partners in education. Since parents are the custodians of all the vital information about the students, it becomes much easier when frequent dialogues are established between the parent and teacher.

**Schools can involve parents by:**

### 5.1. Providing information and ideas:

To families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. This can be made possible by providing information to families on Learning outcomes and skills required for students in all subjects at each grade, Information on homework policies and how to monitor and discuss schoolwork at home and making provision for family participation in setting student goals for further studies. For this purpose schools should undertake a training session for parents on guided parenting.







## 5.2 Provide resources:

**Identify and integrate resources and services from the community:** Information can be provided from time to time for students and families on community health, cultural, recreational social support, and other programs/services.

**Provide facilities:** Books should be made available for children from the school library

**Coordinate remediation and homework:** Arrange small sessions for students in immediate neighborhoods within the school's boundaries while maintaining COVID protocols.

**Distribute assignment planners to students:** Assign homework in a way that encourages parents to be actively involved with their child's homework and study time. Share weekly progress by sending weekly folders with graded work so that parents can track their child's progress and monitor areas in which they need help. Wherever possible, Newsletters, e-mails, memos, etc. can be sent to parents.

**Availability of resources:** The teacher can recommend watching educational videos to parents directly and distribute materials for their reference. To continue the learning process in this adverse situation, and minimize the learning losses, this can prove to be an effective strategy. Parents can access content from the DIKSHA platform, smartphones, TV, IVRS, and radio. Children who do not have access to such mediums at home can receive a physical hard copy of the activity kit at school.



## 5.3 Include parents in school decisions

Schools can have a system to choose parent leaders and representatives by active Parent Teacher Associations or other parent organizations, advisory councils, or school management committees. Also, by establishing networks to link all families with parent representatives, consensus decisions can be taken on important aspects. Parents can also be encouraged to do volunteering in their child's school.

**Participation in SMC meetings:** Parents should be encouraged to participate in SMC meetings. Apart from the discussion on issues related to school and learning of children, some fun activities may be organised. It can be used as a platform for sharing best practices adopted by parents to support learning at home, thus motivating other parents.

**Bal Sabha:** Since gatherings cannot take place due to the pandemic, online BAL Sabha may be arranged where all may hear children's contributions in reciting poems, stories, views, etc.



#### 5.4 Parent surveys

Schools can prepare questionnaires for parents of students in every grade, to get feedback on issues related to children's learning and well-being. The information so provided would be useful for both stakeholders to understand the unique attributes of each child, its aptitude, attitude, temperament, interests, habits, and hobbies. Parent surveys should primarily focus on children's learning and access to learning resources etc. Schools should provide information about other institutional support mechanisms for the families to access in case there are issues of abuse, violence, etc.

In case parents are unable to complete the questionnaire, oral interviews/ interactions may be conducted to collect authentic information.



#### 5.5. Inclusive environment for partnerships

Schools should provide an environment inclusive for all parents and their children, regardless of their socio-economic or educational background. Parents' illiteracy can be a barrier to participation, for which school should provide them additional support. Some parents shy away from going to school because their illiteracy makes them feel inadequate and incapable. They lack the confidence to interact with teachers and avoid PTMs. It is important for schools to make such parents realize their responsibility towards their children's learning and their immense potential to help in their children's education even without being educated. When school personnel exhibit positive attitudes toward parents/ families they feel more welcome in the school

Schools may also make specific efforts to involve families who generally have low participation. Parents may be given guidance from the school about how they can help their children, provide support or resources that teach parents how to help, or give tools to assist parents in helping their children. Schools may arrange Home visits, outreach programs, connect them to community resources; or make provisions for resources to ensure better participation.

Schools must ensure that interactions with parents and children are based on the principle of equity and inclusion. Parents who are shy and avoid participating in school activities, due to different reasons e.g. literacy levels, must be supported and encouraged by the teachers. When teachers reach out and engage with parents positively, they feel respected. they feel comfortable in sharing their concerns and issues. this also increases their participation in the governance of schools.

Schools may spread awareness about adult Literacy programmes and motivate illiterate parents to enroll in such programmes.

## 6. SUGGESTIVE ACTIVITIES

### SIMPLE WAYS FOR PARENTS TO ENGAGE WITH THE LEARNING OF THEIR CHILDREN AT HOME

Engage in play-based activities with your children, linking the classroom to real life. Puzzles, word associations and other mindful activities



Read to your child & Make your child read aloud along with you



Talk to your child. Ask them open-ended questions. Tell them stories and engage in healthy discussions.



Develop life skills by engaging children in chores like cooking, cleaning, gardening, washing, taking care of animals at home etc.



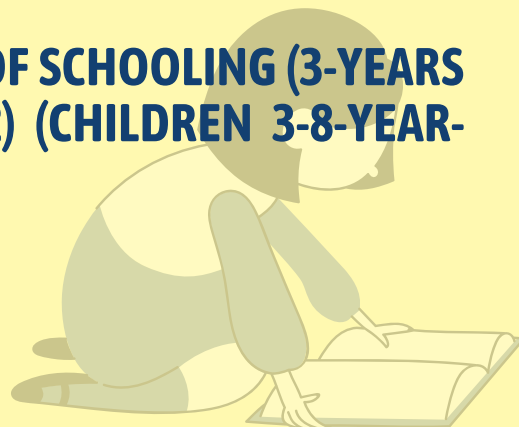
Allow children to learn by exploring. Support their hobbies and interests. Kids can also learn from their peers



Set learning goals, manage time, and track their progress. Motivate them and cultivate an interest in learning



# ACTIVITIES FOR FOUNDATIONAL STAGE OF SCHOOLING (3-YEARS OF PRE-SCHOOL AND GRADES 1 AND 2) (CHILDREN 3-8-YEAR-OLD)



**For the foundational stage, the learning should be:**

- Flexible,
- Multi-faceted,
- Multi-level,
- play-based,
- activity-based, and
- inquiry-based learning

**It should comprise of:**

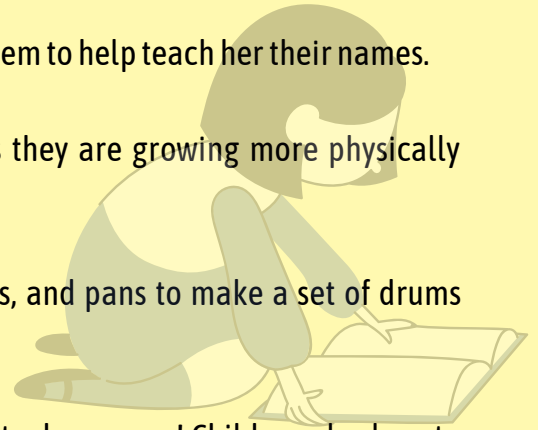
- alphabets,
- languages,
- numbers,
- counting,
- colours,
- shapes,
- indoor and outdoor play,
- puzzles and logical thinking,
- problem-solving,
- drawing, painting, and other visual art, craft, drama, and puppetry,
- music and movement.

**Playtime anytime for early learners:**

Turn everyday routines into fun playful moments for learning and brain development. Some such moments and activities are given below:

- Naming things-** Ask the child or give them names of different items, and classify them.
- Dress up:** Select some different fabrics, an old scarf, dupatta, and encourage your little one to make a pretend costume out of what you have.
- Hunting shapes:** Go on a shape hunt inside the home with your child.
- Name that noise:** Make different animal noises and have the child guess which animal you're pretending to be.

- e. **The body game:** Name your child's body parts and point to them to help teach her their names.
- f. **Toddler challenge:** Children love to be given challenges as they are growing more physically coordinated.
- g. **Kitchen drummer:** Turn over safe, shatter-proof bowls, pots, and pans to make a set of drums straight from your kitchen.
- h. **Free draw:** Give your pre-schooler some crayons and paper to draw away! Children also love to draw in the mud or sand
- i. **Ball pass:** Grab a softball and roll it back and forth with your toddler.
- j. **Hide and hunt:** Collect a few small objects and cloth to hide and uncover for identification, counting, remembering, etc.
- k. **Family band:** Sing songs with your child and create musical instruments from safe objects you find around the house. Sing songs that you learnt as a child
- l. **Imagine:** Ask your child to pretend to be a lazy cat or a dog that just got up from her sleep then yawns, stretches its legs and body, and makes a funny sound.
- m. **Read or tell a story:** Talk to your child about your childhood, tell them a story, if you have a book read a story from the book.
- n. **Young helpers in the home:** Folding and putting away washed clothes can be an enjoyable activity. Children can be asked to sort clothes based on size or colours too.
- o. **Let's make toys:** if you have paper available then make boats, airplanes, birds by paper folding. If paper is not available, use clay for children can make toys of their choice. Children can be encouraged to develop and play with their own board games with pictures, numbers, and text.
- p. **Let's count and other mathematical concepts:** Ask children to count different objects or give them clay balls or other lay materials to learn the number concept.
- q. **Connect with nature:** Encourage children to observe the flowers, trees, plants, leaves, birds, butterflies, insects in the local environment.
- r. **Patterns and designs:** Provide children with bottle caps, leaves, flowers, and twigs and show them a pattern ask them to copy the same. Encourage them to make their own patterns.



s. **Let's make storybooks:** If you get a newspaper at home you can use pictures from it and make a new storybook along with the child.

t. **A print or writing corner for your child:** Provide a designated space for your child to display their drawings, writing materials or any other print material they collect. You can paint a portion of the wall as a blackboard for children to write on the wall.

u. **Picture Reading/Talk:** Children can be shown sceneries of a particular event, place, story like a fair/mela, zoo, circus, etc, and asked to talk about it.

v. **Read aloud of stories:** Parents, older siblings and other caregivers to read aloud stories from engaging books or using online resources. Children could be asked to read aloud the stories read out to them.

w. **Learning to add and subtract:** Using easily available materials at home like vegetables, pebbles, pulses, or other objects, doing basic addition and subtraction.

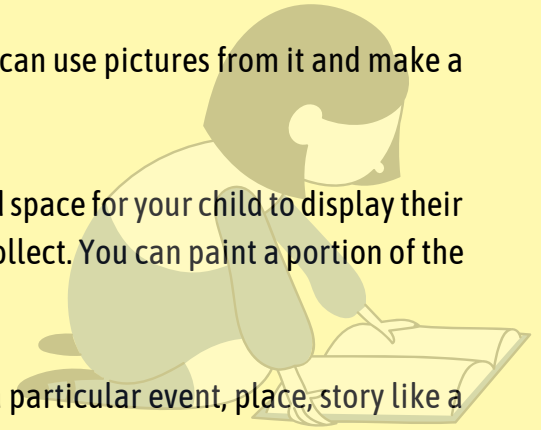
x. **Making new words:** Give the child a letter consonant grid and ask them to make new words and say them out and write them too.

y. **Fun with a calendar:** Many homes will have a calendar, use the calendar for talking about numbers, ask children to identify the days of the week, count the number of Mondays/Sundays in a month, map the weather of each day using symbols for different weather types.

z. **Taking care of the environment:** Encourage children to plant seeds or take care of plants or animals at home. Ask them to observe these and to study the growth and behaviour of animals.

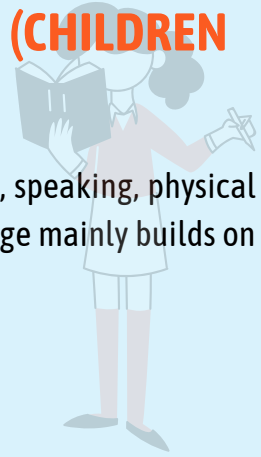
aa. **Doing puzzles:** Take a large picture from a newspaper, magazine and cut it out in different shapes and sizes and create puzzles. Children will enjoy joining these pieces and doing the puzzles

**Monitor, monitor, monitor:** For pre-schoolers monitoring of progress must be part of the activities that are conducted with them, can a 5-year-old classify objects based on size, colour, shape or can join dots of a complex picture to make the complete picture do a simple jigsaw puzzle of up to 10 pieces, can follow a pattern and copy it, can answer a simple riddle, can hold a picture storybook correctly and turn pages to go through a book. .





## PREPARATORY STAGE OF SCHOOL (CLASS 3 TO 5) (CHILDREN AGE 8-11 YEARS)



In order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics, the pedagogy of this stage mainly builds on that of the Foundational Stage. Therefore, pedagogy consists of:

- play-based learning,
- discovery-based learning,
- activity-based learning
- aspects of more formal but interactive classroom learning

Children in the preparatory stage of schooling can do most of the activities that are mentioned above. In addition, further learning activities are suggested below.

**These activities are in addition to any resources that may have also been shared by the school.**

- Writing a journal:** Both you and your child can talk about your feelings: “Today I am feeling...”, “Today I am grateful for...”, “I know I am strong because...”, “When I grow up I want to...”, “If I were the leader of this country I would...”, “My happiest day was...”.
- Making word and picture webs:** Give the child a word or a picture and ask them to list of words associated with them.
- Make your own family storybook:** Draw or collect pictures from any print materials available in the local environment and make a storybook.
- Drawing pictures or making toys and models:** Children should be encouraged to share their thoughts on what they have developed.
- Feeling faces:** Children can create drawings of faces, each expressing a different emotion – happy, sad, angry, worried, etc.
- Measuring things around the house:** Give the child a piece of thread and ask them to use their palm or feet to measure – the distance, the length of a door or window, the side of a table or cot.
- Family questions:** Ask each member of the family to answer one question about each other. Their favourite colour, favourite vegetable, a festival they enjoy most, etc.
- Word antakshari:** Ask the child to start the game by saying a word that could be someone’s name, name of a place or an animal, bird, insect, or thing), the next person has to say a word starting with the last letter.



**i. Picture reading and writing:** Pick a picture from a textbook, newspaper or magazine, or any print material that is available at home. Talk about what is happening in the picture or what it is about.

**j. Making lists:** Children could be asked to make a list of objects – things in a kitchen, tools used by a farmer, potter, cycle or car repair mechanic, etc.

**k. Independent reading:** Have a designated time of the day when children can pick up any reading material for reading. Ask the school teacher to share storybooks from the school library

**l. Find the missing objects:** Put together a collection of items (such as a comb, a spoon, buttons, seeds, needle, and thread, lock, and key), after the child has observed them for some time, remove one of the objects and, ask the child to find what is missing.

**m. Go shopping:** Roleplay going to the market. You can also ask children to write and draw a list of objects that they would go buy.

**n. What can I see:** Ask your child to guess what you can see based on clues. Now ask the child to give you clues and you have to guess.

**o. Writing recipes:** Thinking logically and sequentially is a skill, children can be asked to write down the step-wise processes to ask them to write how to make a simple dish that children observe being made every day at home.

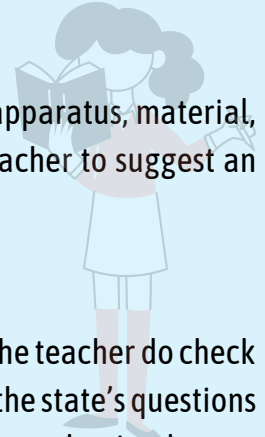
**p. Teach your parent:** It can be great fun if children are asked to teach their parents. While teaching, not only would they expand their knowledge, they would feel empowered also.

**q. Do activities together:** Make a short video together on any one aspect of nature, a vocation or even of cooking at home, etc. with the child giving a well-researched commentary. Even reading newspapers together can be highly useful to hone a child's reading and comprehension abilities.

**r. Literacy and Numeracy–** Encourage your child to look at packets of milk, or foodstuff and using the terminology of a litre, ml, kg, measuring lengths in the house in inches, feet, cms (dining table, book, etc.) could be used extensively.

- **Watch a cartoon together-** Talking about cartoon shows and other children television programs and talking about it c can help in focusing on social and emotional skills
- **Framing rules:** If possible, involve your child in framing clear rules and time table for study to establish routines and expectations. This would help students in owning their learning.

- **Help your child in arranging things:** Ask your child to help in arranging (apparatus, material, tools, or other resources) required to perform a learning task. Ask the teacher to suggest an alternative activity in case the material is not available at home



**Assessing learning, monitoring the progress of learning:** During your call with the teacher do check if some simple assessment tools like worksheets or assessment questions from the state's questions bank can be shared which can be used with children. You can ask your child to read a simple age-appropriate storybook, look out for the words that your child is unable to read, ask the child questions related to the story they may have read or has been read to them. When children do writing activities or express themselves through drawing, ask children to talk about it also review the written text to see if children have acquired basic writing skills – forming the letters and numbers, follow the principles of written script, there is a logical flow of thought, do children invent spellings when writing.

# Role of parents in adolescents' lives (Ages 11-18)

Adolescence is the period in one's life marked by radical changes in all domains be it physical, emotional, or social. Adolescents are one step ahead of childhood and one step behind adulthood. This leads to their identity confusion "who am I? -am I a child or an Adult" Parents need to understand this phenomenon so as to establish a deeper and long-term relationship in their teenager's progress on the learning curve as well as in their physical and emotional well being.

- Parents play a vital role in their children's physical, emotional, and mental development, especially in the teen years. If positive environments and relationships can enhance developmental outcomes, the negative experiences too have long-lasting repercussions in adult life. Hence supporting parents to recognize and nurture their own and their adolescent children's strengths become crucial so that their children mature from young adolescents into early adulthood.
- As the parenting relationship evolves, parents require a new set of developmentally appropriate skills and strategies to meet their children's needs.
- Parenting requires a specific focus on the emerging sexuality of their adolescent children and ways to promote healthy sexual and reproductive health behaviour.
- Parents face innumerable challenges in supporting their child's learning due to changes in the method of instruction; increased demands of their children for digital tools and other devices, the influence of peer/friends group (teenagers try to drift away from parents ), and exposure to Social Media and the like.
- While being involved in teen's education may be challenging, here is what you as a parent can provide to foster academic, social, and emotional growth and sound character in adolescents: by playing multiple roles.

**a. As a teacher:** Even without lesson plans, teacher's guides, and formal training, you as parents have successfully taught your children valuable skills. You may not be able to provide one-on-one instruction but you can share your own educational experiences, be partners in learning and construct knowledge with them. You may spend some time every day on a regular basis to sit with your child and discuss what he/she is learning online, whether he/she can relate the content show interest in what is being taught, and share your expertise if any. It is also important to remind your child that, even if the school is closed, learning should not stop. Supporting children to continue learning will help them feel positive about the future and ready to return back to school as soon as they reopen.

**b. As a manager:** As a manager, you can keep track of your child's progress; manage time/schedule; discipline; ensure good nutrition, sleep and rest, together develop strategies for conflict resolution, constructive problem-solving and decision making, anger management, tolerance, etc. can all be impacted by being a role model yourself. After all, values are caught; not taught. You can share life experiences of how you or anyone whom they know solved problems.

**c. As a facilitator:** Help your child in academic activities by providing adequate resources, materials, books, worksheets, printouts, access to internet connectivity, online learning, and provide hygienic and well-ventilated study spaces. Similarly, help them pursue their hobbies, connect them with experts in a particular field from the community/parent community.

**d. As a counselor:** You can provide emotional support to your adolescents when they are going through the most difficult times. Help them deal with challenges or conflicts in a calm and productive way using problem-solving skills. Instead of getting upset and angry when a problem comes up, encourage your child to respond in a positive way. Help them see both sides of issues, disputes, arguments.

Keep channels of communication open and reassure your child that this is a part of growing up. Staying connected with your teenage child is about building closeness in your relationship - be available and responsive to your teenager. It's more than just spending time around each other.

**e. As an organizer:** You as parents have great organizational skills. You may plan daily schedule/routine, co-curricular activities; games, arrange resources according to school requirements, help your child manage materials and activity sheets. Create homework folders, checklists, schedules, and a clean, distraction-free space for studies. Adequate nutrition is very important for growth and development. You may ensure that your child has good eating habits, eat healthy and nutritious food. Arrange for field trips, outdoor visits (only when it is permissible) long walks, etc.

**f. As a motivator:** You can motivate your children to plan their future, ask them to share their dreams, and assure them that you would walk with them through their journey. Motivate to have high expectations, dream high but with a foot firmly on the ground. When they feel like talking about it, ask them to share their dreams. Asking for areas of interest, "which college" they would like to join what are the plans for higher studies, 'what is the career choice', 'what is the motivation behind choosing such a career, or "what kind of job seems most interesting." Such involvement can help them form concrete goals, either about college, technical training, or career choices. Such a dialogue will provide guidance and offer another perspective as adolescents plan for higher education (e.g. what courses to take) and beyond (e.g. college and career planning).

But remember not to thrust your unrealized ambitions on your children. (Many parents are guilty of doing so which has a negative impact.

## ADOLESCENT STAGE: MIDDLE STAGE (CLASSES 6-8) (CHILDREN AGED 11-14 YEARS)

### In this stage, learning:

- Builds on the pedagogical and curricular style of the Preparatory Stage,
- Subject teachers are introduced for learning and discussion of the more abstract concepts in each subject - across the sciences, mathematics, arts, social sciences, and humanities.
- Experiential learning within each subject is going to be part of classroom transactions, and
- Explorations of inter-relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers

### Some Suggested activities are:

**a. Be a patient listener:** If you listen patiently to them, they will develop trust in your relationship and grow closer to you.

**b. Show interest.** Encourage your child to expand on what she's saying, and explore her views, opinions, feelings, expectations, or plans. Listen without being judgmental or critical. Your aim is not to correct or give advice or help unless your child asks for it.

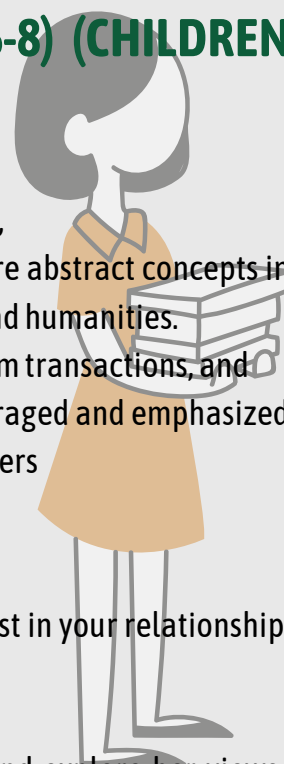
**c. Establish rapport:** Through open communication help your teenager realize and accurately label his/her emotions and feelings in different situations and suggest ways to handle self-criticism, and harmonize one's own conflicting feelings and thoughts.

**d. Ask Open-ended questions:** When you are in a conversation with an adolescent, one way to keep the focus on him or her is to ask questions that will get him/her talking. Give repeated assurance and affirmations that these emotions are only temporary, and he/ she will manage to come out of it successfully.

**e. Have healthy discussion:** Family dinners become an excellent time to help children develop conversational skills, listening skills, respecting others' thoughts, empathy, courtesy, sharing, etc. Discussion can be on any current topics and what they can do to contribute to the society etc.

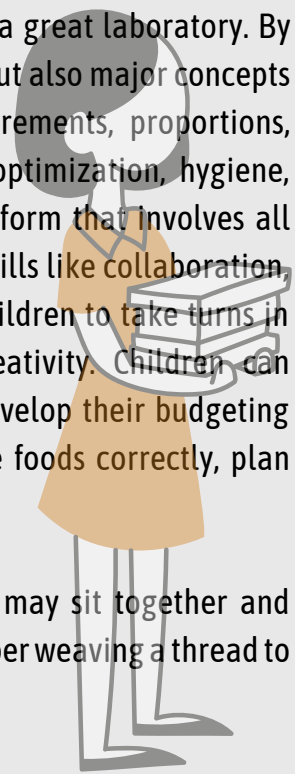
**f. Help your learner to develop life skills:** Life skills are very much essential for the holistic development of children. You can help children to develop life skills while they are at home by involving them in various activities like cooking, gardening washing, cleaning, etc.

**g. Engage in mindful activities:** Engage your child in doing mindful activities. Start by sharing why mindfulness is worth trying. Doing exercise /yoga and other mindful activities together can have a calming effect. You can try more active mindfulness activities such as mindful gardening, directed painting, or simple yoga poses.





h. **Experimenting/exploring involving children in cooking:** The kitchen is a great laboratory. By involving children in kitchen work, not only will they learn culinary skills, but also major concepts of Science and Math subjects like classification, organization, measurements, proportions, thermal conductivity, chemical reactions, permutation, combinations, optimization, hygiene, timing, nutrition, and many more. Cooking is also the most versatile art form that involves all senses. By involving children in cooking you can help develop major life skills like collaboration, interdependence, and values of sharing caring, etc. So encourage your children to take turns in cooking, explore a new recipe together and nurture your child's creativity. Children can additionally get involved in shopping for ingredients. This will help to develop their budgeting skills and knowledge of where foods come from, as well as how to store foods correctly, plan menus, manage waste and maintain hygiene.



i. **Hold storytelling sessions** with all family members: Family members may sit together and narrate stories. It can be in the form of story completion also like each member weaving a thread to the story.

j. **Leisure reading:** From a very early age leisure reading at home is to be encouraged to build reading skills. Why not spend some time reading for pleasure? It's a great way to encourage your child to pick up a book.

k. **Familiarizing with culture and customs:** You can motivate your children to develop an interest in the Mother tongue, traditions, culture, etc. Folk songs can be taught. Singing sessions can be held. Parents can discuss the specialty of their regional crafts, artifacts, share folklores, etc. Socio-cultural aspects are best learned at home. It is very important for children to imbibe our cultural ethos and home language.

l. **Developing hobbies:** Show a genuine interest in your children's hobbies. As a parent, you can encourage extracurricular activities/vocational skills which can be an important factor in college admissions. Also, this is the ideal time to pursue your own hobbies.

m. **Demonstrate your expertise/skill in your vocation:** It is important to familiarize your child with your job/vocation, the nature of your job, demands of the job, your deliverables, etc. At times a candid discussion about a job-related problem can be fruitful when your teenager can come up with innovative ideas to solve it. Teenagers can be highly creative.

n. **Take collaborative projects:** Let your child choose what you'll do and follow his lead. This will motivate him to want to spend time with you (SMC can arrange for a demonstration of such projects. and give incentive to best parent-child team)

o. **Provision for virtual hang out with their friends:** It is also important for teens to have regular periods of time in their schedule in which they can virtually socialize with their peers. This will ensure that they get plenty of time to connect with friends and classmates.

p. **Sharing your own experiences:** Don't be afraid to share some of your own teenage experiences with your child. Tell them that you understand his/her emotions because it happened to you too. Talk about how you handled it (or didn't handle it) and what you learned from it. **Learn from children:** When it comes to technology and its uses in our 'digital age' children may turn out to be more techno-savvy and knowledgeable. You may spend time with your teenagers to understand the technology behind household items like a pressure cooker, Mixer, TV remote, Fan, kettle, etc, or learn from them about features of smartphones, computers, and other electronic devices. You can even bond over small Science and Math projects, It will be a highly rewarding experience for you both.

q. **Create interest in learning:** If you demonstrate that learning new things is interesting and enjoyable, your child is more likely to have a positive attitude to school and learning. Your enthusiasm would motivate your child also to take interest in learning new things.

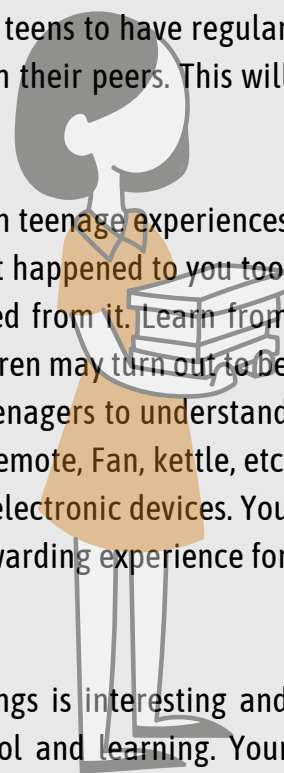
r. **Learning by discovery:** Encourage teenagers to ask "why" questions about the world around them facilitate and try to find solutions together. The process of scientific discovery, experiential learning will lead to permanent learning.

s. **Time management:** Help your child use time wisely and productively. Monitor the use of television, video games, and computers. Warn them about cybercrimes, cyberbullying. You may take the help of expert teachers, counselors in this regard.

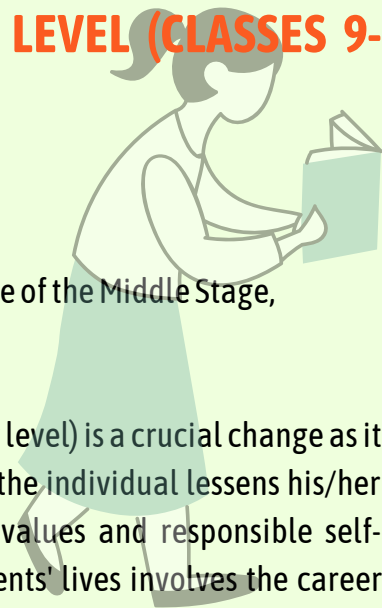
t. **Focus on schoolwork:** Help your child focus on homework. Make Homework more interesting and encourage children to complete the work in time. Instead of nagging about work not done identify work done and appreciate the same.

u. **Setting goals:** In times like the present pandemic, together you can set short-term goals so that children get a taste of success and feel a sense of accomplishment. Celebrate successes, remind them that you are proud of them.

v. **Involve in the upkeep of spaces:** Encourage your children to participate in the upkeep of your homes This way they will learn about space management, time management, and self-management. It would also encourage them to manage their immediate surroundings, classrooms, labs, libraries, gardens, etc, They will also learn to appreciate the efforts of service providers in keeping our environment clean



## ADOLESCENT TO ADULTHOOD: SECONDARY LEVEL (CLASSES 9-12) (AGES 14-18)



### The learning comprises of:

- Multidisciplinary study,
- Building on the subject-oriented pedagogical and curricular style of the Middle Stage,
- Greater depth, greater critical thinking, and problem-solving

Academically, the intermediate level of schooling (Higher Secondary level) is a crucial change as it is the stepping stone for further education. This is also a time when the individual lessens his/her emotional dependence on his parents, develops a mature set of values and responsible self-direction and vocational identity. A major turning point in adolescents' lives involves the career choice that they make while in high school. At this stage of life, adolescents face multiple challenges and they must be resolved with utmost care so they can make appropriate choices for themselves.

### Some suggested activities

- Guidance and counselling needs must be identified so that, steps can be taken to make available required support services in this regard at an adequate level.
- Keep your teen safe online by involving him/her in creating family tech agreements about healthy device use (how much screen time can be used)
- Help them understand the need to keep personal information private, especially from strangers; inform about cybersecurity and arrange for professional help if required.
- You should report unmanageable behaviors/misconducts of your adolescent children to the school authority/counselor and local authority to guide them in preventing offences and crimes from their side.
- Get a general idea of offences/crimes from the counselor in advance and understanding the behavioral clues of the children in doing so
- Organize role plays, relaxation, and mindfulness techniques.
- Help your teenager to develop longer-term resilience and practical "life skills".
- Nurture their inherent talents.
- Help in expanding opportunities: Include your child in family discussions, and decision making. Include them in preparing the home budget. This would go a long way in teaching competency skills.

These are trying times. By maintaining positive and respectful relationships during this period, you and your teenager can successfully overcome the barriers and emerge stronger and more resilient.



# 7. ART THERAPY

## USING CREATIVE ART THERAPY TO REDUCE STRESS/LOSS/TRAUMA AMONG CHILDREN

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Art plays a multi-faceted role in any society for everyone in general and children as well. Art in itself is therapy, all art forms are the best engaging activities, especially for children in all age groups. Children/ students in all age groups, who have suffered, had the loss of a dear one, or watched someone close passing away, or have suffered from illness themselves, will have the scars and trauma for a long time. Art, like therapy, can be very healing and help them cope with this situation. Parents need to facilitate and encourage art activity for the child/ children daily, which will make them confident, satisfied, and accomplished. Parents need to support and participate in some activity to get engaged and engage the child/ children and other family members daily or at least 3-4 times a week in some art activity. Parents should support children and encourage them rather than criticizing their efforts and discouraging them.

### 7.1 Foundation Stage (Age 3-8yrs)

- Playing, singing, listening, dancing, drawing, mimicry, storytelling, etc. These are the instincts every child has when they are involved and full of energy.
- Parents have to encourage them to get involved in physical and creative activities with whatever materials are handy and appropriate for this age group.
- Parents also need to be part of these activities and never discourage children to draw, scribble, paint, sing, dance or imitate, because they do all this when they are happy.
- Narrating a story and listening to stories, is what children of this age group love. Create situations for this.

### 7.2 Preparatory Stage (Age 8-11 yrs)

This is the age group when children start sequencing and organizing things, they start questioning with some sense and have a very keen observation. They have a lot of energy that they need to channelize meaningfully. Day-to-day incidents, especially in the current situation, have a lasting impact and can not logically conclude them. Art activities can be very helpful to engage them meaningfully and it will be very cathartic.

- Parents will have to be good and patient listeners to them; encourage them to draw, sing, paint, create stories, write poems, illustrate them, observe and imagine.
- Never criticize their work or try to find faults in it, parents may correct them very naturally.

- Learning through, toys, games, drawing, singing, etc. is much faster and fulfilling for this age group, parents have to facilitate this

### 7.3 Middle Stage (Age 11-14yrs)

This is a very important stage of growth and development in the life of a child where parental guidance is required.

- Parents should daily get engaged with the child/ children for half an hour to forty-five minutes every day for some constructive activities and create something together. In fact, all family members should do a collective activity, be it painting, drawing, craftwork, singing, playing instruments, or simply listening to music, dance, cooking, storytelling or flower arrangements, etc. and enjoy whatever they do.
- Collective engagement gives a chance for parents to recognize the interest/ talent of their children. Also, this is an opportunity to inculcate values of bonding, cooperation communication, bridge the gap, and develop socio-personal skills.
- Most of the activities of arts do not require too many materials and most of these are found at home.

### 7.4 Secondary Stage: From Adolescent to Adult age(Age 14-18 years)

This is a stage when students transition from adolescence to adulthood, trying to find their own identity and individuality, it is a more sensitive stage of life, to be handled even more sensitively. School is a very important part of their life even for socialization. They are more hurt, especially in the current situation where their interaction and social activities have been cut down to devices, friends have become a far-reaching reality, many of them feel depressed and may think of taking some extreme steps. In absence of meeting friends and limited interactions, in today's situation, it is difficult for parents as well to support them mentally. In such a precarious situation, a constructive activity like pursuing an Art form can have a tremendous therapeutic effect on all domains of students.

- Parents can encourage children to get engaged daily for about 40-45 minutes in some artistic activity which could include an appreciation of arts by just listening to some good music, singing or playing an instrument, creative writing, taking virtual tours of museums, and look at the art pieces and simply enjoy.
- They can create/ compose something, the process of art will heal them while they will get engaged meaningfully and enjoy.
- If possible, let them join some online classes to learn an art form.
- Art activities can be conducted without using many materials and can be done with materials usually available at home.
- Students may prepare a portfolio/ record their music or songs, craftworks, etc., and find ways to showcase them, even if it could be organizing a small exhibition in the house or an event.



## 8. ASSESSMENTS

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Each child is unique. It is important to know what works for your child and what is needed to be put in place to support your child. Collaborating with teachers in documenting and reflecting on the progress that children are making in their learning is important for teachers and parents. Moreover, by getting opportunities to observe, record, and reflect on your children's learning, you may learn to appreciate your child's progress, efforts, successes, and achievements and identify specific needs. This way appropriate strategy can be planned for learning enhancement. You can also get involved in collaborative projects assigned by schools, assist your child in making portfolios, etc. Ask your child whether she clearly understands the task assigned by the teacher. Ask if the child knows exactly what kind of activity/task is to be performed and why the particular activity is required. Check if the child has any queries and resolve the same with the help of the teacher.

Alternate methods of distance learning, online or otherwise, require alternative and varied approaches to monitor children's learning. This monitoring should help children address their learning gaps. Teachers may use various channels to collect and assess children's work regarding learning areas and outcomes mostly formative in the form of oral assessment, self-assessment, a written piece of work, peer assessment, projects, etc. It is important that you cooperate with schools and furnish information as and when required, participate in PTMs (online), SMS, calls, emails, WhatsApp chat groups, etc. or approach school in this regard



## 9. CHILDREN WITH DISABILITIES

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COVID-19 has impacted children with disabilities and other special needs, as well as their parents/caregivers, the most. For children with disabilities or special needs, it is important to keep your child safe and seek help and support from the school. All family members should share the responsibility for taking care of the child with disabilities. Be supportive, empathetic, and loving. Communicate with your child, reinforce the positive and strengthening routines. All children, including those with disabilities, need love, respect, nurturing, and time, especially during difficult and uncertain times.

You must ensure that as far as possible these children are not left alone, encourage them to interact with family members, encourage them to follow a routine, and maintain hygiene. Do fun activities together, read out to them, help them to do simple physical exercises, and make it part of the daily routine. Engaging siblings and neighbours during playtime can be highly beneficial while maintaining all COVID protocols. Online therapy may be considered for children who need special interventions. You can avail Individual Education Plans (IEP) for your child from school for facilitating learning. You may make weekly plans, reward charts for children with the help of counsellors and special educators. But most importantly, give them the confidence that you are always there and together you can overcome all challenges.

There are many resources available for Children with special needs (please refer to attached documents on Page 39). Such resources and assistance may be explored. You may approach teachers who can guide you in this regard. There are other agencies, and organizations that provide facilitates Information about such avenues that could be sought from SMCs/Gram Panchayat, school administrators etc.

## 10. SUPPORTING PARENTS WITH LOW/NO LITERACY

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**This chapter is for schools, teachers, and volunteers to provide support to low-literacy parents. Besides the points provided below, they may use all of the activities and resources provided in the above chapters to support low literacy parents.**

While children are undergoing a transition in learning from 'school mode to Home mode' parents too are in transition mode from being parents to coaches. Parents, irrespective of their educational background can be excellent coaches for their children, by being involved in their children's activities, identifying their strengths and weaknesses, nurturing values and virtues, and helping to remove any barriers to effective learning. It is not necessary that parents solve all their children's problems, parents having a positive approach and arriving at solutions constructively helps their children greatly. Sometimes just being there is enough for children to feel safe and motivated

**Need for an anchor:** Parents with low/no literacy need more support as they may feel underequipped in being able to provide academic support to their children. An anchor in the form of a champion parent, teacher or volunteer, preferably someone they can relate to, really helps them in getting on-demand support.

**Role of Parents:** The role parents can play varies based on how old the student is. Parents can play a larger role in student learning in early grades but as kids grow older parental oversight and check-in from time to time.

### **For early-grade students**

1. Schools/teachers should discuss and share with parents and grandparents how can they engage in meaningful conversations with their children on their home, family, and community setting and environment; for e.g., what they see around them; get them to talk about animals, plants - related to EVS; leverage stories, folklore and mythology for language skills and similarly games/play for basic Math
2. Urging parents/grandparents to ensure the child is spending time with textbook and other TLM - the idea is to give the parents/grandparents and sense of what they need to do over a period of time - say a week or fortnight; for e.g. watch the kids read aloud for an hour or two; recite poems; listen to stories- and give them a sense of new words, etc.; get them to write for some time

### **For older grade students**

1. Here, the role can only be minimal as they are unlikely to discuss the subjects or anything related to them with the children; however, the parents/grandparents can ensure 'time on task' - ensure that the learners are spending time or doing the desired set of things at home and then interacting with school/teachers
2. Hence, the teachers/schools need to give a clear set of instructions - what should the parents ensure or ask them about - how many hours they should study at home - what subjects; how many topics covered; number of practice questions attempted; did they talk to friends/teachers;

# STRATEGIES TO INCREASE CAPACITIES FOR PARENTAL INVOLVEMENT

## SUPPORT ON PARENTING

Along with activities for knowledge, activities, and content around parenting and managing children's emotional needs really helps parents understand what will help their child learn.

- most resources are centred around how to give instructions to children on the activities and fewer resources on parenting or parent motivation.
- Picture book reading leading to conversations relating to their own lives
- audio stories may be shared on radios
- pre-recorded messages (IVRS) can be sent to patients with questions they can ask children to improve their oral expression skills.

## PARENT INTERACTIONS

Illiterate parents may be overly sensitive about not being able to read and write. In addition, such parents are more frequently members of the lower socioeconomic level and may have language and/or other differences including differences in cultural background. In order not to single out illiterate parents, the teacher needs to schedule parent meetings which focus on ways not only to nurture literacy, but also to promote its value. Presentations should be positive and enjoyable sessions so that the parents are willing to make concerted efforts to return again and again.

## HOME VISITS

Home visitation is an especially important component of a literacy promotion program with these parents. Such parents often avoid the classroom and parent meetings so the teacher must reach out to them via home visitation. During a home visit, the teacher should attempt to model behaviors that the parent can easily imitate and perform with a child. For example, the teacher may demonstrate a story reading from a picture book. The book can be left with the family to be returned later. Volunteers can visit homes daily and facilitate in using the devices (opening of TV during learning slots, using an app, online assessments, etc.)

## PEER SUPPORT

Parents usually build their confidence through peer support and consistent appreciation. Whatsapp peer groups where they can share videos of activities or some loops with teacher phone calls in the evening can help parents build belief that they can do this. Also, champions/teachers sharing student progress also helps them build belief that their child is learning.

## CALL CENTRES

for parents and students of class 5 - 12 grades to provide academic, socio-emotional support as per needs. These call centres can serve as an anchor for parents struggling with literacy.

## CONTENT CONSIDERATIONS

Content considerations: Simple, concise content using materials easily available at home and sharing it in the form of activity vs telling them today we will learn addition really helps in making the content relatable, easy to execute, and boost their confidence

**Storytelling:** Parents may feel intimidated by books, but they should be encouraged to share stories with their children. While they may have a limited repertoire of fairy and folktales, they are familiar with stories of their own family. Thus the family history can be shared by telling stories during family time or while driving to the grocery store. Children can gain new insights into their own relatives by hearing stories about a grandparent's first job and how grandma and grandpa met. Family traditions can also be shared through such storytelling.

**Learning videos.** Sharing videos through WhatsApp. Parents should be encouraged to scan QR codes in the Textbooks to explore a wide repository of video content that children can watch at home. Alternatively, other sources like videos on [Key Education Foundation](#) that has been **crafted for the use of parents can be contextualised and shared**

**Wordless picture books:** Another parent session could focus upon the uses of wordless picture books, by having the parent tell the child the story and later having the child retell the story to the parent. Too often, early childhood and primary grade teachers emphasize narrative books and overlook content area books. There are several good picture books that depict simple scientific and social studies concepts that require little or no reading. Chose books that present concepts on an uncomplicated level. The illustrations provide stimulation for parents and children to discuss the actions taking place

**Homework:** For homework teachers should assign enriching tasks – not activities that ask students to finish incomplete classwork, use materials that are not available. Instead, school-related homework should foster a life of learning and build a bridge between the classroom and life at home. Teachers can encourage children to read nursery rhymes or songbooks already made familiar at school. Suggest family projects like making finger hand puppets, count fruits/vegetables at home.



# 11. TAKING CARE OF YOURSELVES

Parents, be kind to yourselves. Remember to take care of yourself. In stressful times like this, as a parent, you have to take good care of yourself and your family members, maintain a healthy lifestyle, eat healthy nutritious food, maintain hygiene, take appropriate precautions and get yourself vaccinated against COVID-19.

Keep some time for yourself when children have gone to sleep or are doing some activities on their own. Take time out for activities you enjoy, take adequate rest, and sleep. Help your children to understand this and encourage them to take care of themselves.

Talk to friends and family members about your concerns. You must manage your own stress, to ensure an abusive and violence-free home environment. Loud noises, shouting, beating, and other forms of violence create a toxic environment at home which is harmful to the children.





# Important links and references

- Guidelines for the development of e-Content for children with disabilities can be accessed [HERE](#)
- Guidelines for the development of eContent for schools and teacher education, available [HERE](#)
- [Alternative Academic Calendar](#)
- Accessibility in School Curriculum by NCERT [HERE](#) for students with special needs.
- PRAGYATA guidelines for digital education in Hindi and English can be accessed [HERE](#).
- [Students' Learning Enhancement Guidelines](#)
- Safe online learning in times of COVID -19 jointly developed by NCERT and UNESCO can be accessed [HERE](#).
- [PMeVIDYA](#): One Class oNe TV Channel and Radio Broadcast.
- Webinar on ICT Tools available [HERE](#).
- [List](#) of ICT Initiatives by The Ministry of Education.
- [DIKSHA](#)
- [ePathshala](#)
- Manodarpan IVRS Helpline Number: 8448440632
- PMeVIDYA DTH TV Channel IVRS Helpline Number: 8800440559
- [IEC materials](#) for COVID-19 precaution and prevention
- UNICEF global resources [parenting tips](#)
- [Resources](#) from UNICEF India on parenting
- UNESCO - Life in the times of COVID-19, [A guide](#) for parents of children with disabilities
- Main Bhi Meena - Meena Ki Duniya - A UNICEF initiative of the change in children, through [radio](#)

## Webinar:

Enabling learning from Home and Practice Social Distancing, during pandemic times, CIET-NCERT is organizing daily Webinars for the enrichment and professional development of students, teachers, teacher educators, and researchers. The webinar covers various themes related to Educational Technology (ET) and Information and Communication Technology (ICT) in education. The webinar encompasses topics related to creation and dissemination of e-contents, Content-Pedagogy-Technology integration, use of ICT in teaching-learning and assessment, OER, use of various ICT tools, creation of AR/VR content, mobile app and AI-based platforms, etc.

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## **Autonomous bodies:**

National Council for Educational Research and Training (NCERT)

Kendriya Vidyalaya Sangathan (KVS)

Navodaya Vidyalaya Saniti (NVS)

Central Board of Secondary Education (CBSE)



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**Ministry of Education**  
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