



केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)
CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation under the Ministry of Education, Govt. of India)



CBSE/HQ/M&PR/2025

Date:01.04.2025

To,
All the Heads of the schools
affiliated with CBSE

Subject: CBSE Parenting Calendar for Academic Session 2025-26-reg.

Dear Principals,

Greetings from CBSE!

In alignment with the National Education Policy (NEP) 2020 and in pursuit of fostering holistic student well-being, CBSE has launched the **Parenting Calendar for the academic session 2025-26**. This initiative aims to strengthen parent-school collaboration and enhance student development by engaging parents meaningfully in their child's educational journey.

We kindly request all schools to **integrate the Parenting Calendar into their annual academic calendar** and implement the recommended activities effectively. The Parenting Calendar provides structured engagement opportunities, including:

- ☐ Strengthening parent-school teamwork
- ☐ Integrated classroom strategies for parental involvement
- ☐ Parent-child bonding activities and workshops
- ☐ Fostering creativity, trust, and family connections

To further enhance this initiative, we encourage schools to **share their feedback, experiences, and best practices** in implementing the Parenting Calendar. Please send your insights and any innovative approaches adopted to cbse.counseling@gmail.com. Your contributions will help refine and improve this initiative for the benefit of all stakeholders.

We appreciate your active participation and commitment to fostering a supportive learning environment.

Warm regards,

(Himanshu Gupta)
Secretary

Encls: CBSE Parenting Calendar (2025-26)



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PARENTING CALENDAR

Session 2025 - 2026



केंद्रीय माध्यमिक शिक्षा बोर्ड
CENTRAL BOARD OF SECONDARY EDUCATION

Central Board of Secondary Education

2025



ACKNOWLEDGMENTS



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EXECUTIVE SUMMARY



The CBSE Parenting Calendar is designed to strengthen parent-school partnerships across CBSE-affiliated schools. Aligned with CBSE guidelines issued from time to time, the parenting calendar aims to serve as a comprehensive framework proposing a series of orientations, meetings, and initiatives intended to provide holistic support to students, guiding them toward success in academics and beyond.

Building on existing school practices, this calendar offers:

- Streamlined recommendations for planning and organizing parent-school interactions
- New initiatives to foster collaborative relationships between parents and educators
- Consistency and continuity in communication, ensuring a cohesive support system for students

By implementing this framework, schools can:

- Strengthen parent-teacher partnerships
- Promote a culture of collaboration and open communication
- Enhance student outcomes through collective support

Empowering parents and educators to work together, this Parenting Calendar will certainly prove to be a stepping stone in nurturing environment that fosters students' academic, emotional, and social growth.



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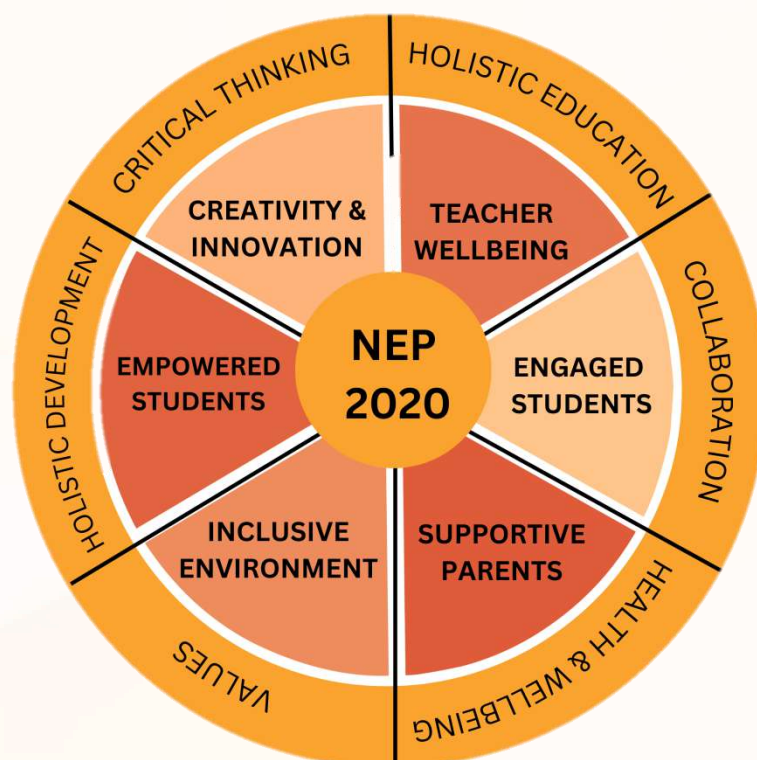
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CBSE
PARENTING CALENDAR
SESSION 2025 - 2026

INTRODUCTION TO THE PARENTING CALENDAR

Parenting is pivotal in shaping a child's holistic development, encompassing emotional, social, and academic growth. While school experiences are crucial, a child's success is equally influenced by the nurturing support and guidance they receive at home. To foster a supportive ecosystem, a robust partnership between parents and educators is vital, enabling children to flourish in a collaborative and caring environment.

To strengthen this partnership, CBSE is introducing the **Parenting Calendar for the academic session 2025-26**—a structured initiative designed to bridge the gap between parents, teachers, and the broader school ecosystem. Aligned with the **National Education Policy (NEP) 2020**, this initiative emphasizes **a holistic approach to student well-being** by sensitizing teachers and parents to recognize and foster the **unique capabilities of each child**. It aims to **transform the school culture through collaborative efforts among teachers, principals, administrators, counselors, and parents**, fostering a supportive environment for students' growth and development.



This vision draws inspiration from the profound principles of Indian educational philosophy. This noble cause is rooted in the conviction that education should transcend intellectual pursuits and promote the holistic development of individuals. Guided by the wisdom of ancient Indian thinkers and in collaboration with parents, the school community can aim to nurture individuals who embody the values of:

- Ātma-vinigrahaḥ (self-discipline)
- Śraddhā (reverence for knowledge)
- Sādhana (perseverance)
- Svādhyāya (self-reflection)

Building upon these principles, the key objectives of the Parent Calendar initiative are:

- 1. Strengthening Parent-Teacher Engagement**
- 2. Supporting Diverse Student Needs**
- 3. Establishing a Consistent Communication Framework**
- 4. Providing Structured Support & Intervention**

By embracing these timeless principles while aligning with the vision of NEP 2020, we aim to empower students to become enlightened, compassionate, and responsible global citizens.

The Role of Parenting in Education

Parenting is a key mechanism of socialization, shaping how children adapt to their environment and reach their full potential. It is influenced by personal experiences, cultural expectations, and the availability of community support. As Bornstein (1991) explains, parents and caregivers play a crucial role in preparing children for the academic, social, and emotional challenges they will face. In the school setting, this role extends beyond home. **A strong parent-teacher partnership creates a well-rounded support system, ensuring that students receive consistent guidance both in and outside the classroom.** The Parenting Calendar serves as a structured tool to facilitate this collaboration, ensuring parents feel informed, engaged, and supported throughout their child's educational journey.

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.

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.

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.

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

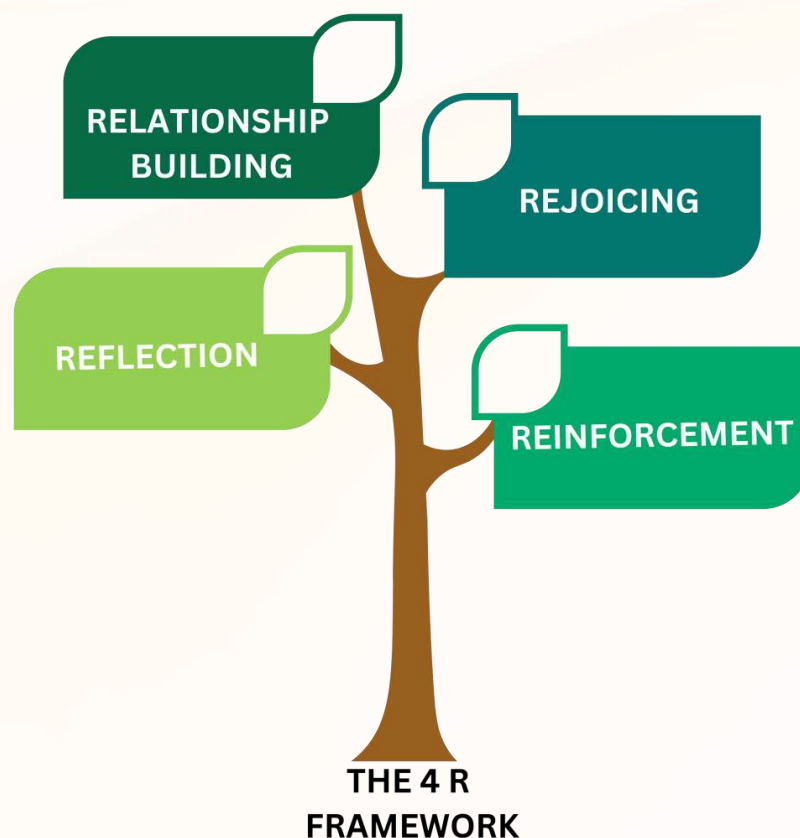
To ensure meaningful and age-appropriate engagement, the **Parenting Calendar is structured according to different stages of a child's educational journey**. Schools, as key partners in a child's development, play a critical role in facilitating this process by fostering strong parent-teacher relationships 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 provide expert-driven 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.



The First Proposed Parenting Calendar will include:

- **Scheduled Parent-Teacher Interactions** at key academic and developmental milestones to discuss student progress, challenges, and achievements.
- **Workshops and Webinars for Parents** on relevant topics, including effective parenting strategies, adolescent concerns, mental well-being, and academic support.
- **Resource Sharing** to provide parents with expert insights on topics such as child development, study techniques, emotional resilience, and communication skills.
- **Engagement Activities** that encourage parental participation in school events, collaborative projects, and interactive learning experiences.
- **Continuous Feedback Mechanisms** to ensure the initiative remains responsive to the evolving needs of students, parents, and educators.

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. This is just the beginning—future editions will grow and improve with feedback, helping us better support families and schools to create an environment where every student thrives.

Bornstein MH. Cultural Approaches to Parenting (The Crosscurrents in Contemporary Psychology Series). Hillsdale, NJ: Lawrence Erlbaum Associates; 1991.

CBSE SURVEY FOR PARENTS

**Understanding the Needs, Expectations, and Support for
Holistic Child Development**

CBSE SURVEY FOR PARENTS

Understanding the Needs, Expectations, and Support for Holistic Child Development

As a means of strengthening the foundations of the parenting calendar, CBSE conducted a voluntary survey for parents gathering over **13,000 responses** from across India. The goal of the survey was to conduct a need analysis, identifying key trends, parental expectations, and areas requiring support. The level of participation varied by region, with Karnataka contributing the highest number of responses, followed by Delhi, Odisha, Uttar Pradesh, and Rajasthan. It was also encouraging to receive valuable insights from Ladakh, Manipur, and Andhra Pradesh, further enriching the survey's findings. The responses provided a comprehensive understanding of parental perspectives on their children's education, behavior, and overall development, along with their expectations from schools.

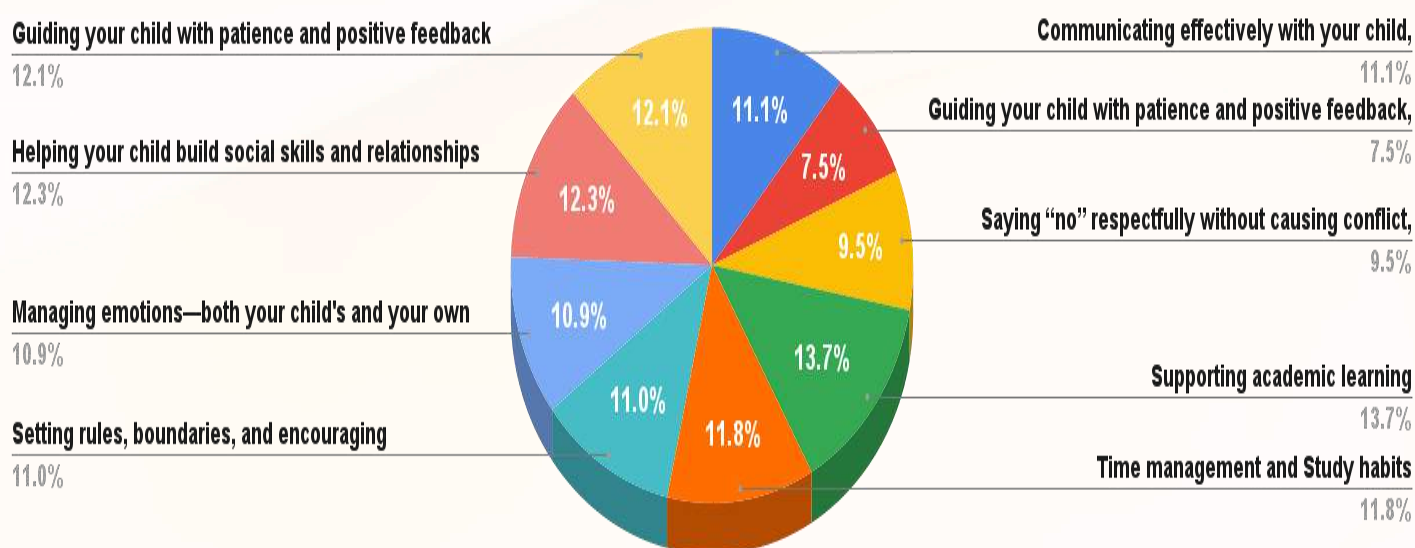
Demographic Insights

The majority of the respondents were **mothers (69.6%)**, while **fathers (28.2%)** and **guardians (2.1%)** also participated. When analyzing sibling status, **33.8%** of children were identified as **single children**, while **42%** had siblings in the same school, and **24.2%** had siblings in different schools.

Parental Awareness and Concerns

A significant portion of parents (**43.5%**) believe they **fully understand the impact** of their parenting choices on their child's growth. However, **36.8%** expressed a desire to **learn more**, while **19.7%** indicated they were **still navigating the challenges of parenting**. The survey revealed that parents' **primary concerns revolve around academic performance**, but they also recognize the **importance of emotional and social development** in their children.

Areas Where Parents Seek Guidance



When asked about areas where they need support, parents prioritized **academic assistance (13.7%)**, **helping children develop social skills (12.3%)**, and **guiding children with patience and positive feedback (12.1%)**. Other concerns included **time management and study habits (11.8%)**, **effective communication (11.1%)**, and **setting rules and boundaries (11%)**.

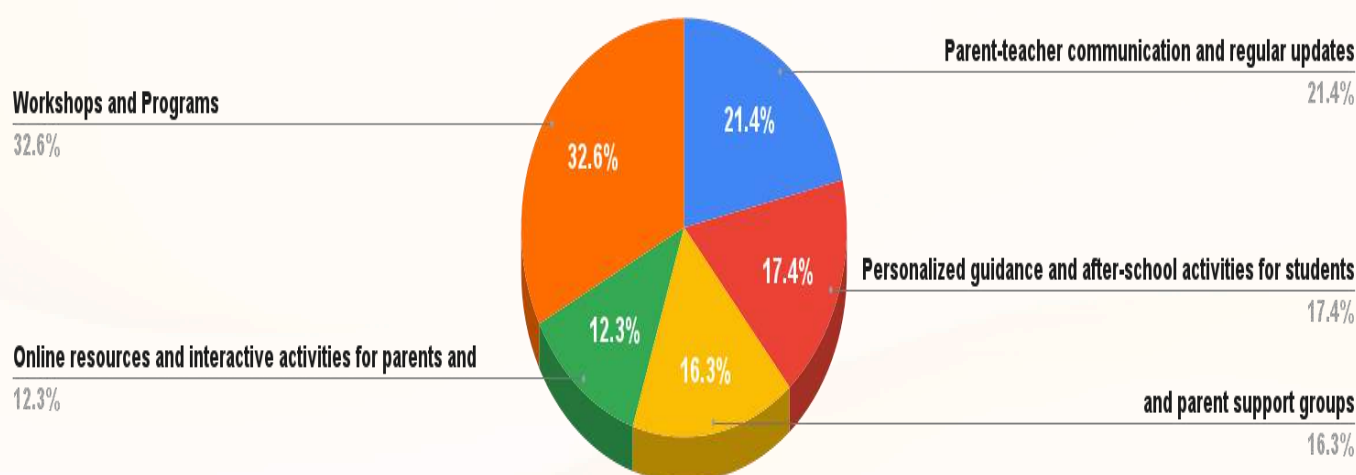
Confidence in Managing Challenges

The responses indicated varying levels of confidence in handling children's **behavioral and academic challenges**. While **54.4%** of parents felt confident in managing behavioral issues, **40.1%** struggled at times, and **5.5%** required more support. Similarly, in academics, **53.5%** of parents felt assured, while **40.9%** reported occasional difficulties, and **5.6%** needed additional help.

Perceptions of School Support

In terms of school support, **49%** of parents believed that schools provided **adequate assistance** in aligning parenting with education. However, **29.5%** felt that **more support was needed**. Regarding communication with teachers, **72%** of parents felt comfortable discussing their child's emotional and social needs, though **3.8%** felt hesitant.

Strengthening Parent-School Collaboration



When asked how they would like to **enhance parent-school collaboration**, parents expressed a preference for **workshops and training programs (32.6%)**, **regular parent-teacher communication (21.4%)**, and **personalized guidance along with after-school activities (17.4%)**. These insights highlight parents' enthusiasm for a **more engaged and supportive partnership with schools** to foster their children's overall development.

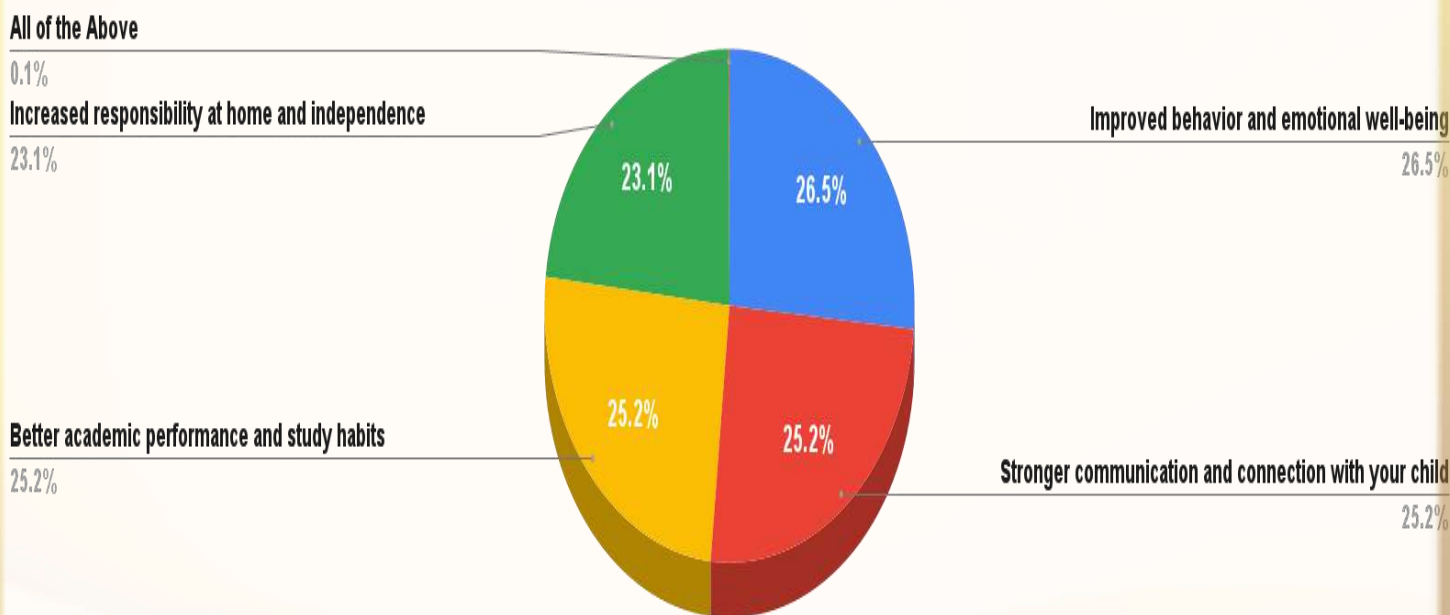
Interest in Parenting Workshops and Resources

57.1% of parents expressed interest in **attending parenting workshops**, while **33.8%** remained open to the idea depending on the format and topics covered. The most preferred topics included **building better communication with children, encouraging positive behavior and discipline, and boosting self-confidence**. Parents also showed a strong preference for **short videos or podcasts (34.2%)**, **online tutorials (22.6%)**, and **printed guides (22.7%)** as useful resources. Most parents preferred accessing parenting materials **via mobile apps (46.4%)**, followed by **printed copies from schools (30.1%)**.

Preferred Feedback Mechanisms

When asked about how they would like to **share feedback with schools**, 37.4% of parents preferred **parent-teacher meetings**, followed by **online surveys (28.3%)** and **feedback forms (22.9%)**.

Expected Outcomes from Parenting Programs



Parents had clear expectations from **parenting programs**, with 26.5% hoping for **improved behavior and emotional well-being**, 25.2% expecting **better academic performance**, and another 25.2% seeking **stronger parent-child communication**. Additionally, 73.7% of parents believed that **Parent-Teacher Associations (PTAs)** could play a more active role in supporting parenting needs.

The findings indicate that while parents feel **confident in managing their children's education and behavior**, many still require **structured guidance, resources, and support from schools**. Strengthening **parent-school collaboration through workshops, teacher engagement, and accessible parenting resources** can bridge the existing gaps, ensuring a **more holistic approach to child development**.

SECTION 1

Strengthening Parent-School Collaboration: Existing Practices

SECTION 1

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.
- **Social Needs and Emotional Hygiene:** Discussions on the social, emotional, and psychological aspects of student development, along with strategies for parental support 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.
- **Meetings for Specific Student Needs:** In addition to PTMs, parents may request additional meetings if a particular issue arises, such as academic difficulties, behavioral concerns, or sudden changes in student performance. 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, enrichment opportunities, or concerns related to a particular subject. 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.

Meeting with the Principal

Engagement with the principal fosters transparency and collaboration in the school's broader educational and administrative goals. These meetings provide a platform for parents to understand school policies and share their concerns.

Suggested Types of Meetings:

- **Introduction/Induction Meeting:** Conducted at the start of the academic session, this meeting helps parents understand the school's vision, ethos, and approach to learning.
- **Open House:** Schools may designate specific time slots (such as one day a week or certain hours during the school day) where parents can meet the principal with/without prior appointments (as per the school policies). This ensures structured yet open communication.

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 Counselor

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

Beyond standard PTMs, additional meetings may also be held to cater to the specific needs of certain student groups or academic requirements.

- **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.

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.

SECTION 2

Integrated Classroom Strategies: Teacher-Led Activities

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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.*

NURSERY

1. **Habit Building & Social-Emotional Development** – Teaching values like kindness and responsibility through social stories.
2. **Creative & Play-Based Learning** – FLN activities, alphabet/numeracy games, and music-based learning.
3. **Sensory & Physical Development** – Sensory play stations, movement-based learning, and self-expression activities.
4. **Safety & Community Awareness** – Educating children on good touch/bad touch, conflict resolution, and environmental awareness.

KINDERGARTEN

1. **Social & Emotional Skills Through Play** – Role-playing, group discussions, storytelling, and empathy-building activities.
2. **Healthy Habits & Hygiene Routines** – Lessons on nutrition and self-care, including activities like “My Healthy Plate” and the “Hand Washing Song.”
3. **Resilience & Problem-Solving Games** – Puzzle challenges and decision-making exercises such as “When to Say Yes, No, or Let's Try.”

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 behavior 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.

GRADES 3-5

1. **Debate & Public Speaking Skills** – Enhancing communication and critical thinking.
2. **Diversity & Cultural Storytelling** – Understanding traditions, morals, and ethical values to foster compassion and inclusivity.
3. **Student-Led Book Clubs** – Peer discussions and shared reading logs.
4. **Hands-On Learning** – Gardening for environmental responsibility, weekly socio-emotional check-ins, and integrating music and art with numerical literacy.

GRADES 6-8

1. **Safety & Awareness** – Cyber safety, digital addiction, and substance abuse education.
2. **Personality Development & Leadership** – Teamwork, problem-solving, and "Teach-a-Skill" initiatives (peer mentoring).
3. **Student-Led Goal Setting & Reflection** – Vision boards, self-assessments, personal success and story writing and “Letters to Parents” - – a monthly student-written update fostering reflection and communication.
4. **Community Engagement & Social Responsibility** – Service projects with parental involvement and mentorship.

GRADES 9 & 10

1. **Career Awareness & Exploration** – Guest speaker sessions, student career projects, internship opportunities, skill building 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.

GRADES 11 & 12

1. **Career Readiness & Alumni/Parent Talks** – Students engage in career counseling sessions, mock interviews, and networking with alumni and parents to gain real-world insights. Summary reports 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. **Aptitude Testing & Career Mapping** – Teachers guide students through aptitude tests and career assessments, helping them align their interests with potential career paths. Parents receive personalized feedback and recommendations.
4. **Digital Citizenship & Cyber Safety** – Discussions on responsible online behavior, professional digital presence, and ethical social media use. Teachers document key takeaways for parents.

SECTION 3

Enhancing Parental Engagement: Parenting Workshops

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Enhancing Parental Engagement: Parenting Workshops

Parenting Workshops: These are structured sessions 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.*

NURSERY

1. **Early Childhood Development & Habit Formation** – Focus on self-care, behavior management, cognitive development, and foundational learning skills.
2. **Parental Guidance & Emotional Well-being** – Addressing separation anxiety, managing screen time, and understanding children's emotional needs.

KINDERGARTEN

1. **Emotional Intelligence & Positive Discipline** – Teaching emotional regulation, raising happy children, resilience, 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.

GRADES 1 & 2

1. **Fostering a Love for Reading & Learning** – Encouraging a literacy-rich home, phonics skills, reading, and storytelling.
2. **Positive Discipline & Social Skills** – Teaching cooperation, empathy, conflict resolution, and setting boundaries.

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 and social skills.
3. **Building Digital Resilience & Independence** – Covering online safety, screen time management, and self-discipline.

GRADES 6-8

1. **Understanding Adolescence & Emotional Changes** – Navigating hormonal, cognitive, emotional shifts while fostering resilience, independence and self-awareness.
2. **Managing Peer Pressure & Digital Safety** – Addressing social influence, cyber bullying and online responsibility.
3. **Fostering Independence & Academic Responsibility** – Time management, self-discipline, goal setting, understanding personal growth and balancing academics with extracurricular.

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 teens manage setbacks and become goal oriented.
3. **Open Conversations and Responsible Choices** – Working on parent child communication, discussing relationships, consent, and safety.

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 2030** – Guidance on evolving career trends, emerging fields, and how parents can help students make informed career choices. Parents as the Guiding Torch in career decisions.
1. **Building Resilience & Emotional Well-Being** – Supporting teens through emotional challenges.

SECTION 4

Building Connections: Parent Child Bonding Activities

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.*

NURSERY

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.

KINDERGARTEN

1. **Interactive & Playful Learning** – Engaging in puzzle-solving, DIY science, STEM activities, music and dance sessions, and kinesthetic math games to create joyful shared experiences.
2. **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.

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, pathoo and kabaddi, collaborative art projects, and parent-child STEM activities to strengthen teamwork and belonging.

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 or subject, fostering mutual respect and belonging.

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 team work boot camp and health and wellness activities (parent child sports meet, mental health awareness games etc.), music and problem solving challenges.

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.
3. **Parental participation in performing arts and visual art events and 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.



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 prioritized, 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.



केन्द्रीय माध्यमिक शिक्षा बोर्ड
Central Board of Secondary Education

2025