

Our Green Book

SCHOOL RULES AND REGULATIONS

A 'Must Read' for every Delhi Public School student and parent

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ORIENTATION IN VALUES AND BELIEFS AT

Delhi Public School

CARING We believe that:

- all students have ability and should develop skills, acquire knowledge, and form positive attitudes that will enable them to pursue their aims and ambitions.
- our primary function is to provide 'learning to learn' experiences and stimulus-rich environments for students.
- learning is the most valuable lifetime pursuit. We are all doers, learners and teachers.

RESPECT We believe that:

- all interactions amongst members of our system and with those who come into contact with us should be guided by consideration for each other.
- all issues and concerns should be responded to in a sincere, understanding, and candid manner.
- all members will be treated with the regard and esteem deserved by their special role and function in the system.

QUALITY We believe that:

- the quest for quality team-work in all functions of the school system is a major key to our effectiveness, efficiency, and success.
- the quest for improved quality in teaching and learning is continuous.
- all members of the system desire enriching experiences, relationships, and work environment.

DIGNITY We believe that:

- a. every individual is unique and is worthy of our time, support, and effort.
- b. in all interactions and relationships, the self-esteem of the individual should be maintained and enhanced.
- c. all members of our system will act in ways that preserve the special position of worth and honour given to public schools.

PROFESSIONALISM We believe that:

- a. professional thought, skills, attitudes, and action are necessary to successfully implement the mission statement of our School.
- b. the classrooms where students and teachers go about the business of teaching and learning, are the primary focus of the act of schooling.
- c. highly-trained, skilled, competent, and dedicated staff, who willingly offer their service to students and the system, should be encouraged to think and act as individual members of a collective effort.

INTEGRITY We believe that:

- a. honesty, loyalty, sincerity, and commitment are desirable standards of conduct.
- b. our system's culture is held together by our ability to balance differences with shared values.

TRUST We believe that:

- a. teamwork is based on the development and maintenance of faith in and loyalty to a common goal.
- b. students and parents rely upon the members of our school system to be of good character and act in the best interests of students.
- c. a positive environment exists where there is responsibility and accountability.

SUCCESS We believe that:

- a. establishing, maintaining, and promoting high expectations in a quality learning environment is fundamental to achieving success.
- b. we should always work towards establishing situations where everyone benefits by cooperation, collaboration and healthy competition.
- c. success should actively and deliberately be encouraged, facilitated and celebrated to become self-generating and dynamic.

INNOVATION We believe that:

- a. the demands of our rapidly changing world require that our system remain flexible, resilient, capable of growth, adaptable, and creative.
- b. increased demands of knowledge explosion require a constant search for and implementation of improved meta cognitive learning strategies.
- c. our strength, as a quality educational system, has been our willingness to explore the multiplicity of intelligence potentially present in every individual.

COMPASSION We believe that:

- a. our students should receive firm and fair treatment at all times.
- b. we hold a special position of trust to respond to needs with understanding and compassion.
- c. we must provide scaffolding that will enable learners explore the depths of their natures, discover their unique self-worth and thus soar to great heights.



Discipline

AT HOME & SCHOOL

1. Parents are required to co-operate with the school in its attempt to help their children progress by paying attention to their regularity, punctuality and discipline and to take interest in their child's work.
2. Please check the bag and School Diary of your children before they come to school to ensure that they are carrying all the books, copies and stationery required for the day and also that they are not carrying any other valuable article or toy inside the bag.
3. Parents should sign the progress report and return it to the school within three days. If lost/ mutilated, a replacement will be made after the payment of the requisite replacement charges at the Administrative Office.
4. Parents/Guardians should ensure that their signatures for all official purposes concerning school documents throughout the duration of their association with the school tallies with their specimen signature as provided by them in the School Diary.



5. Passport-sized photographs of students for all school documents should be taken wearing the correct school uniform.
6. Parents and guardians will appreciate that absence during the term is not in the best interest of the student. They are asked not to apply for leave if avoidable.
7. Leave can be granted to the student only on the following grounds:
 - In case of serious illness or death of a very near relative.
 - In case of student's illness.
8. Leave for half day should not be asked for, for security reasons. In an emergency, permission must be taken from the Principal through the Class Teacher.
9. No student, absent on the previous day, will be admitted to class until the parent has stated the reasons for absence in the Attendance Record in the School Diary for each day of absence.
10. In case of longer absence, the Level Coordinator should be informed over phone and a written leave application (with medical certificate enclosed for more than six days sick leave) must be sent to school.
11. Attendance is mandatory on the first and last day of every term.
 - All students are expected to join the school on the notified date at the beginning of the term or after each vacation.
 - Absence for more than three days immediately after a vacation would attract strict disciplinary action.
 - After six days absence in such cases, the name of the student will be struck off the rolls
12. Repeated absence without leave application or unexplained absence for more than six consecutive days during the term renders the student liable to have his name struck off the rolls.
 - Re-admission may be granted, subject to availability of seats, only after payment of a fresh admission fee.
 - 90% of attendance is compulsory (except on medical grounds) for promotion to the next class.
 - A student, returning to school after suffering from an infectious or contagious disease, should produce a doctor's fitness certificate permitting him to do so.
13. Even on medical grounds the child cannot remain absent for more than 20% of the total number of working days in each term, failing which, the child will be detained in the same class.
14. The school gate closes 10 minutes before Home Room Period. It has been observed that children coming to school through private arrangement often arrive late. Parents are requested to ensure that

these students, called 'supervision children', arrive at school at least 10 minutes before Home Room period. Students arriving late will not be allowed to enter the school. Disciplinary action will be taken against habitual late comers.

15. Care must be taken of all school property and no student should scratch or damage any school furniture. Any damage done will be made good by the concerned student, together with a heavy fine imposed for such an offence.
16. Anyone who notices damaged property should report the same to the class teacher.
17. The name, admission number, class, section and house of the pupil should be clearly marked on all belongings of the students for e.g. water bottles, tiffin, blazers, ties, jackets, skirts, pants, shirts, socks, shoes, bags, caps, belts, activity equipment, etc.
18. Students are strictly forbidden to carry mobile phones to school. Parents, too, are requested to switch off their mobiles during their visits to the school campus - especially within school hours.
19. Male students are not allowed to wear earrings. Only girls may wear one small pair of tops/studs in the ear lobes. No body piercing is allowed. No student may come to school with nail polish, mehndi designs, tattoos and hair dye. Any infringement of this rule will be recorded in the personal file of the student concerned.
Mehndi for religious purposes should be limited to one small round dot on each palm only.
20. Students should not bring any weapons or sharp objects like guns and knives and valuable articles like expensive fountain pens, cameras, calculators or jewellery to school.

Watches with the school monogram, available in the School stationery shop only may be worn from Class III onwards.

In case of loss of valuables or other articles, the authorities will try their best to trace the items but shall not undertake any responsibility for the loss.
21. No student should carry cash to school except on the stipulated cafeteria day - unless permitted by the Principal or notified through circular for a specific official purpose.
22. No student is allowed to bring sweets, presents, etc. to school for occasions such as birthdays, teachers' day, or any festival.
23. The following are strictly forbidden on campus: Tobacco, chewing gum, drugs, alcohol, fireworks, firearms and knives.

24. Our School is a polybag-free zone. Parents are requested not to send or bring any articles like tiffin, stationery, craft articles etc. to school in polybags.
25. Please send nutritious and vegetarian food in your child's tiffin. The table mat and napkin must be brought to school every day.
26. Collection and distribution of lunch packets and other belongings is not the responsibility of the school and it is strictly not allowed.
27. For safety reasons, students are advised to carry raincoats instead of umbrellas to school during the monsoon.
28. No book (other than text books or library books), magazine or paper may be brought to the school without the Principal's permission.
29. The distribution of leaflets/printed matter/personal invitations unauthorized by the school is strictly forbidden on and around the school premises
30. Lending or borrowing of money or other articles is not allowed.
31. Exploding crackers or splashing colours during Diwali/Holi or any other occasion in the school premises or school buses is strictly forbidden. Non-compliance of these instructions can result in expulsion from the school.
32. Students should attend festivals and functions celebrated in the school.
33. The warning bell rung in the morning, 5 minutes before the start of Home Room Period, is a signal for all to go to their respective class rooms. This should be done promptly and in silence. Changing of class rooms between periods should be done in silence and in an orderly manner.
34. Students should be well groomed and neatly dressed. School uniform should be pressed and shoes clean. The school uniform should be worn on all working days and for all school functions. Students who are not in proper uniform will not be allowed to enter their class rooms.
35. Please ensure that your ward always observes personal hygiene. Carry out regular checks, and termination of parasites like lice, nails should be trimmed and clean and teeth brushed. A clean handkerchief is mandatory.
36. Hair should be neatly maintained. Non Sikh boys should get their hair cut at regular intervals and Sikh boys should wear the school turban. Girls with hair up to shoulder length should tie ponytails. Hair beyond the shoulder should be neatly plaited. Open hair should not cross the neck level and should be kept clear of the forehead with hair bands or clips.

37. Pupils shall always greet teachers, elders and friends in a pleasant tone whenever they meet them outside or inside the school. Our students should have polite manners wherever they go. They should avoid vulgarity in talk and behaviour.
38. Bullying and use of foul language are punishable offences. No undue shouting or whistling is allowed in or around the school building. Running in corridors and staircases is strictly prohibited. It is strictly forbidden to throw any object at any one. They should always remember that the school is judged by their conduct.
39. Students should accept whatever work is assigned to them as their rightful share. They should face difficulties courageously. Instead of lamenting and grumbling over the evils of the world they should try to contribute their share in making it a better place to live in.
40. They should always be ready to lend a helping hand at home to their parents, brothers and sisters; in school to teachers, companions and any unattended visitor whom they happen to meet in the school premises.
41. They should never cheat during exams or resort to unfair means in competitions. Such behaviour is subject to strict penalization.
42. They should respect the personal liberty and the rights of others.
43. They should respect people from all parts of the world and all walks of life as fellow human beings, irrespective of caste, colour, culture and creed.
44. They should not waste their time in idle gossip.
45. Students should speak in English within the school premises.



Academic Assessment

There will be continuous assessment of the performance of students in all classes throughout the year as follows.

I. PRE PRIMARY

There are no tests. A detailed profile of the child's progress in all spheres of school activity and individual development is maintained continuously over the academic year and reported periodically.

II. PRIMARY & SECONDARY

There are no examinations for these classes. However, as recommended by the CBSE, Continuous Evaluation in Achievement and Effort based Grades is carried out over the year in both Academics as well as Co curricular Activities and reported periodically.

This is a period of detailed, extensive training in the particulars of receptive and productive learning skills and strategies in every subject, without the stress of summative examinations.

III. SENIOR SECONDARY

Weekly Tests and Summative Examinations are held at regular intervals with marks awarded on percentage basis. Internal Assessment scores for subjects are also counted.

The Pass marks (40%) required for promotion to the next higher class is computed in percentage out of the total marks scored over the academic year **and also the final examination.**

The candidate must obtain pass percentage separately in internal assessments.

No over-all rank is allotted.

This is a period of intensive training for the CBSE Examinations at the end of Classes XI and XII.



1. Attendance is compulsory for all tests during the year, failing which the candidate will be awarded zero, except on medical grounds (with the submission of a leave application and medical certificate), or if the student is away participating in legitimate school sports/activities, or at the discretion of the Principal in exceptional cases.
2. Students who are absent during the week preceding a test or exam will be penalised or not be allowed to appear for that test or exam.
3. No half day leave will be granted on the day of a test or exam except at the discretion of the Principal.
4. Students who report late for an exam will not be granted extra time to complete the exam.

No retest is allowed to any student, for any exam, in any subject, on any grounds whatsoever.

5. Students using unfair means during any exam will be awarded zero in that exam.

Both, parents and student will then have to submit a written undertaking to the school, that in the event of the offence being repeated, the student will be given a TC without any further warning.

6. There is no provision of grace marks for a candidate who fails to secure pass marks (40%) in any exam.

There is no system of conditional pass in any exam.

Students who fail to secure pass marks in any of the main subjects (English, Hindi, Mathematics, Science and Social Science) will be detained in the same class.

7. Any error in exam script correction/totaling of marks must be pointed out to the concerned subject teacher before the script is taken home.
No request for changes/corrections will be entertained once the script is taken out of the school campus.
8. The decision of the Examination Committee headed by the Principal is final in all matters concerning grading and marks allotment.



Co-Curricular Activities

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1. Co-curricular activities are conducted by trained coaches and students' performance is continuously assessed and graded at the end of each term with Achievement as well as Effort grades.
2. Students who come without the proper uniform/costume and equipment will not be allowed to participate in activities.
3. Activities allotment is done by the school authorities on the basis of age, ability and equal opportunity. We help to spot and foster talent and encourage parents to do the same - but it is not our aim to train sportsmen/women exclusive of academic concerns.
4. Students should follow the coach's directives implicitly to ensure the physical safety of all present. Any disobedience or infringement of safety rules will result in the student being barred from participation in the activity.

School Transport

1. School buses operated by DPS conform to all the guidelines laid down in this regard by the Supreme Court of India.
2. Each school bus is under the supervision of a bus escort teacher provided with a mobile phone in case of emergencies.
3. Bus facility should not be taken as a prerogative of admission to the school. Students of Delhi Public School can avail of school transport facility, subject to the availability of seats. Once the transport facility is availed it will have to be continued till the end of the academic year.
4. The routes and stops of the school buses are drawn up by the Transport Committee, ensuring the convenience and safety of all bus commuters. Parents should consult the Transport Representative in school for necessary details.
5. The school may not be able to accommodate any change in the bus facility/route/stop to suit the individual's convenience. In case of change in bus facility/route/stop of a temporary or permanent nature, permission for the same has to be sought through prior application to the Transport Committee in the prescribed form available at our website, either through the Principal, or directly to the Administrative Office.



The application form, along with a new set of photographs and the requisite amount of money should be submitted at the Administrative office.

Temporary change of bus stop/route may be applied for, for a maximum of 15 days only, and will also require the issue of temporary identity cards.

In the case of a permanent nature of change, a new set of two identity cards shall be issued only after surrender of the previous set of identity cards.

Any approved change is not effective till permission is granted in writing. Request for changes in bus stop should be submitted on/before 25 of the month so that the same can be made effective from the 1st day of the following month. All approved changes will be effective from the 1st of the month following the date of application.

6. Each student is issued one set of I-Cards (Student Identity Card and Parent Identity Card). Identity cards are replaced if they are lost or mutilated. However, for this, parents need to apply on the prescribed form available on our website to the Administrative Office along with the remaining card, a new set of photographs, and the requisite amount of money charged.
7. Students are required to wear the Student I-card everyday before boarding the bus-or they will not be permitted to board the bus/enter school premises.

It is mandatory to produce the Parent identity card at the bus stops (or at the school gate in case of supervision students) by the parent/guardian (or whoever is authorized by the parents) to collect the child at the bus stop.

In case of failure to produce the parent I-card, the student will not be handed over to the parent/guardian and instead, will be brought back to the school or our Administrative office, whichever lies in the route of the bus.

The parent will have to collect the student from either place after the production of the Parent Identity Card. Due to reasons of security, there can be no compromise/negotiation in following this rule.

8. Students, who are not dropped at the bus stop due to absence of the guardian, will be sent either to Administrative Office or back to the school, whichever lies in the route of the bus.

Parents will be intimated of this through telephone and will have to collect the child from either of these places.

9. Students (escorted by parent/guardian) are required to be at their bus stops at least 10 minutes prior to the arrival of the bus. Buses will not wait for latecomers.
10. Students are not allowed to board their school bus at another stop or to board other school buses if they have missed their allotted bus. It is the responsibility of the parents, in such cases, to drop their wards punctually at the school gate. However, the student may return home by the allotted bus on that day.
11. Parents should not argue with the bus escort teacher, conductor or driver. If there is any problem, a written complaint to the Principal or Administrative Office can be given.
12. Students should always stay away from the main road until the bus arrives. The student has to be on the correct side of the arriving bus. No student should try to board/leave the bus until it comes to a complete halt.
13. Boarding and alighting from buses should be done in silence and in an orderly manner. Unruly behaviour like shrieking, shouting and playing within the bus is strictly prohibited. Courteous behaviour is expected at all times. The driver's attention must not be distracted for any reason.
14. All students must occupy vacant seats immediately after boarding their respective buses. Reservation of seats for co-commuters is not allowed under any circumstances.
15. No student should travel standing on the footboard. Students must not move around in the bus when it is in motion. Students should not have any part of their body out of the bus.
16. Student must make sure that the aisle of the bus is clear and zipped school bags and other belongings are placed properly. Objects of any kind must not be discarded inside or thrown out of the bus. No student is allowed to eat or discard trash or food inside or outside the bus.
17. Under no circumstances are students allowed to go behind or under the parked buses in the school campus. Students are also not allowed to sit in the parked buses during school hours. Under no circumstances students should touch the instruments panel of buses.
18. Parents should not try to overtake and stop the School bus to facilitate the boarding of their wards, as this endangers the safety of the students on the bus. This action will lead to strict disciplinary measures. Parents are not to enter school buses to see off and receive their wards.

19. Parents have to ensure that their wards do not go to bus stop or home from bus stop unescorted (except with written parental undertaking in case of senior students).
20. The drivers are authorized to stop buses at the designated stops only, unless otherwise directed by the bus escort teacher / transport representative after obtaining the approval from the Principal.
21. The bus escort teacher is responsible for maintaining discipline in the buses. Any accident/serious offence must be reported to the Principal immediately.
22. If due to certain exigencies, students have to leave the school campus during school hours, by their own transport, the following rules have to be observed:
 - Give a written application before doing so
 - Produce the parent's I-card
 - Sign the school leaving register
 - Take the school leaving slip which has to be shown at the school gate before leaving the campus.
23. The school cannot be held responsible for the safety of a student after s/he has been handed over to the authorized person on production of I-card, or once s/he physically moves out of the school bus.
24. Parents who refuse to escort their wards to and from the bus stop are solely responsible for any mishap to their ward before pick-up or after drop by the school bus.
25. Parents who wish to take bus children home themselves in an emergency should inform school at least one hour before dispersal time.



Supervision Children

1. Those children not availing of bus facility are called supervision children. Supervision children should arrive at the school 10 minutes before the start of the Home Room Period.
2. Parents/guardians of such students who do not avail school transport should report at the school's gate 15 minutes before the dispersal to collect their wards, on production of the parents' copy of identity card.
3. Students who come to school in the care of share-taxi/servants should never leave before the van-driver/servant arrives. In case of delay, they should report to the school office.
4. Those who go home alone (on submission of parental undertaking) should not loiter about on the way but be prompt in returning home straight. Students are warned not to buy or receive anything from anyone.
5. All disciplinary and safety issues in private vehicles is the responsibility of parents and guardians. The school cannot be held responsible for this. Parents should submit details about private vehicles and drivers to their nearest police station for the security of their wards.
6. The school cannot be held responsible for the safety of supervised students after they have been handed over to the authorized person on production of I-card, or once they have left the school campus without availing school escort/school transport.
7. Students are not allowed to drive a vehicle to school under any circumstances.



Communicating With School

Your child's proper development and growth at school depends on a number of factors. One of the key factors is how effectively the school and you communicate with each other vis-à-vis your child. Communication between the school and parents should always be clear and truthful.



School Diary

School Diary is a calendar with astronomical and other data. But for us the connotation of School Diary is much wider.

- Our School Diary aims at establishing a valuable link between teachers and parents, with regard to the quality and quantity of work attempted by teachers and students both in school and at home.
- Please ensure that your ward brings the School Diary to school everyday.
- Please counter-check the School Diary everyday to find out about important circulars, notices, remarks and homework or any other information. Please sign the diary after reading every entry.
- Kindly see that any communication made by you should be addressed through the School Diary to the the Class Teacher in the first instance. Ask your ward to show such written communication to the Class Teacher.
- It is always advisable to write to school about the problems of your ward or for seeking guidance. Your letters will be replied to through the School Diary, after discussion with the concerned teacher.
- It will be beneficial if the comments made by you in the School Diary adhere to the student's work and conduct.
- If School Diary is lost, a new copy can be obtained at the Administrative Office on payment of the requisite charges.

Parent-Teacher Meets

This system of one-to-one interaction allows parents to build a close rapport with the concerned teachers. Parents are advised to meet the Class teachers/Level Coordinators according to the schedule given in the School Diary (junior classes) / by prior appointment (senior classes).

1. DPS follows the culture of regular interaction between the teachers and the parents through the Parent-Teacher Meets where you are welcome to discuss your ward's problems and share your thoughts and views.
2. We, the teachers of DPS, anticipate a healthy interaction for the progress and betterment of your ward to shape them into worthy citizens of tomorrow.
3. What to do when you have a query regarding your ward: The first point of contact is the Class Teacher through the School Diary, or via telephone at the School Reception.

- In case the problem is not sorted out at the Class Teacher's level you may meet the Level Head who will look into the problem. The Principal is only the last resort of complaint, if your problem is not solved at these levels, or if your complaint is against the teacher or level head.
- In case there is a need to meet the Principal you may do so with a prior appointment during week days.
- You may also communicate with the Principal through email.
- Any email sent to the Principal or school should clearly state the admission number of your ward. Unidentified mails will not be entertained and the sender will be blocked.

You may check the details regarding your ward by logging on to our school websites.

4. Please consult the school calendar, date sheets, and other circulars before making enquires over the phone.
5. Parents are requested not to enter classrooms to see their children or teachers during school hours.
6. Parents' attention is drawn to the fact that criticism of the school or teacher in the presence of a child should be scrupulously avoided because it causes the students to lose respect for their teachers, with consequent failure to learn from them, and hence retarding their progress.
7. Should there be any legitimate complaint, please meet the Principal at the earliest or write to him/her and the complaint will be personally verified and addressed.
8. Any communication made by the parent/guardian should be addressed to the Principal through the Class Teacher. The address and phone no., admission no., section should be clearly mentioned in the application. All applications should be made on the Pro forma (stationery) supplied by the school.
9. Parents are required to inform the school if there is any change in their address and telephone numbers in the standard Pro forma available at school or Administrative office.
This Pro forma is also available on our school's website and can be downloaded from there.
10. The wards of those parents, who avoid meeting the authorities, when advised to do so, may not be allowed to attend classes.
11. Parents are requested to carry the parent's copy of the identity card on their person while visiting the school or any function organized by the school. They may be denied entry for want of the same. Under no circumstances should photocopies of the I-Card be made.



Payment of Fees

1. Payment of all fees of your child is on the basis of the contractual relationship between you and the school. As such it is an important commitment on your part. Timely remittance of this fee is essential. The school will issue no letter or reminder in this regard.
2. If the fee for a month of any student is not paid by the due date of that month, and even if the fee is partially paid by that date a fine will be charged up to the day the fees are deposited in full. Late fine is cumulative and will not be waived under any circumstances. The idea behind late fine is that parents have to discipline themselves in so far as payment of fees is concerned. For fine consult Admin. Office.
3. Annual Charges are a one-time payment made every year. This charge has to be paid before the beginning of the academic year as advised by school through circulars.
4. A clear calendar month's notice in writing or a month's fee in lieu of notice should be given before a student can be withdrawn either from bus service or the school.
5. Parents are requested to ensure a sufficient balance in their account so that the ECS is honoured. In case of return, a processing/administrative fee of Rs. 200/- per instrument will be charged in addition to Rs. 5/- per day till the date of deposition of the requisite payment via demand draft at the Admin. Office.:

Fee Schedule

Fees & Frequency of payment	Date of ECS generation
Tuition and Bus fee – Monthly	3rd of every month
Annual charges - once yearly, at the beginning of the academic year	

Applicable Fine

In the event of ECS getting dishonoured, a processing/administrative fee of Rs. 200/- (per instrument) will be levied in addition to a late fee of Rs. 5/- per day till the date the requisite payment is deposited through a demand draft at Admin Office.

6. Fee structure is subject to change at any time without prior notice. Any changes regarding the fee structure or mode and date of payment will be intimated by circular issued by the Principal.
7. Any change in the details of the ECS mandate will be charged with a processing fee of ₹ 500/-.
8. In case an ECS is generated after receiving the consent of Parents towards the payment of Exam fee, CBSE Registration, Adventure Camp, Study Tour, Excursion, Night Camp or for any other events and if the same is dishonoured, a processing/administrative fee of Rs. 200/- per instrument is payable along with the amount due.

Withdrawals

1. One clear calendar month's notice in writing or a month's fee in lieu of notice must be given before the pupil is withdrawn.
2. Once admission is taken, in case of rustication/ withdrawal for any reason, only the security deposit will be refundable after adjusting the dues if any.
3. Admission Fee is neither refundable nor transferable under any circumstances.
4. Transfer Certificate/School Leaving Certificate is not issued until all the dues of the school are settled.

School Uniform

The following uniforms must be worn during the periods specified by the circular issued for the purpose:

Summer Uniform

FOR GIRLS

Pre-Nursery

Blue half T-Shirt
Brown tunic
Blue socks with cream band
Black shoes (Adidas)
School cap
Bloomers
White handkerchief

Nursery

Maroon half T-Shirt
Brown tunic
Maroon socks with cream band
Black shoes (Adidas)
School cap
Bloomers
White handkerchief

Preparatory

Green half T-Shirt
Brown tunic
Green socks with cream band
Black shoes (Adidas)
School cap
Bloomers
White handkerchief

FOR BOYS

Blue half T-Shirt
Brown shorts
Blue socks with cream band
Black shoes (Adidas)
Cream Patka
School cap
White handkerchief

Maroon half T-Shirt
Brown shorts
Maroon socks with cream band
Black shoes (Adidas)
Cream Patka
School cap
White handkerchief

Green half T-Shirt
Brown shorts
Green socks with cream band
Black shoes (Adidas)
Cream Patka
School cap
White handkerchief

Class I & II

White tunic
(with school monogram)
White socks with green band
School belt
Black shoes (Adidas)
School cap
White cycling shorts
Green hair band
White handkerchief

White half sleeve shirt
(with school monogram)
White socks with green band
School belt
Black shoes (Adidas)
School cap
Green Patka
White Shorts
White handkerchief

Class III-V

White tunic
(with school monogram)
House T-Shirt
White skirt
White socks with green band
School belt
Black shoes (Adidas)
Green hair band
School cap
White cycling shorts
White handkerchief

White half sleeve shirt
(with school monogram)
House T-Shirt
White shorts
White socks with green band
School belt
Black shoes (Adidas)
Green Patka
School cap
White handkerchief

Class VI-XII

White half sleeve shirt
(with school monogram)
House T-Shirt
Sports Trousers (Adidas)
White divided skirt
White socks with green band
School belt
Black shoes (Adidas)
Green hair band
School cap
White cycling shorts
White handkerchief

White half sleeve shirt
(with school monogram)
House T-Shirt
Sports Trousers (Adidas)
White Trousers
White socks with green band
School belt
Black shoes (Adidas)
Green Patka
School cap
White handkerchief

Winter Uniform

FOR GIRLS

Pre-Nursery

Blue Half T-Shirt
 Brown Tunic/Brown Trouser
 Blue Socks with cream band
 Blue Sleeveless/Full Sleeves
 Jacket with hood
 Cream Hairband
 Handkerchief
 Black Shoes (Adidas)

Nursery

Maroon Half T-Shirt
 Brown Tunic/Brown Trouser
 Maroon Socks with cream band
 Maroon Sleeveless /Full Sleeves
 Jacket with Hood
 Cream Hairband
 Handkerchief
 Black Shoes (Adidas)

Preparatory

Green Half T-Shirt
 Brown Tunic/Brown Trouser
 Green Socks with cream band
 Green Sleeveless/Full Sleeves
 Jacket with Hood
 Cream Hairband
 Handkerchief
 Black Shoes (Adidas)

Class I & II

White Full Sleeve Shirt
 (with school monogram)
 Grey Pleated Tunic /Grey Trouser
 Green Tie
 Long Grey Socks with Green Band
 Green Half/Full Sweater
 (with school monogram)
 School Belt

FOR BOYS

Blue Half T-Shirt
 Brown Shorts/Brown Trouser
 Blue Socks with cream band
 Blue Sleeveless/Full Sleeves
 Jacket with hood
 Cream Patka
 Handkerchief
 Black Shoes (Adidas)

Maroon Half T-Shirt
 Brown Shorts/Brown Trouser
 Maroon Socks with cream band
 Maroon Sleeveless /Full Sleeves
 Jacket with Hood
 Cream Turban (For Sikh's)
 Handkerchief
 Black Shoes

Green Half T-Shirt
 Brown Shorts/Brown Trouser
 Green Socks with cream band
 Green Sleeveless/Full Sleeves
 Jacket with Hood
 Cream Patka
 Handkerchief
 Black Shoes

White Full Sleeve Shirt
 (with school monogram)
 Grey Trouser
 Green Tie
 Grey Socks with Green Band
 Green Half/Full Sweater
 (with school monogram)
 School Belt

Green Hair Band
Black Shoes (Adidas)
White Handkerchief

Class III-V

White Full Sleeve Shirt
(with school monogram)
Grey Pleated Tunic /Grey Trouser
Grey Divided Skirt /Grey Trouser
Green Tie
Long Grey Socks with Green Band
Green Blazer
(with school monogram)
Green Half Sweater (Optional)
(with school monogram)
School Belt
Green Hair Band
Black Shoes (Adidas)
White Handkerchief

Green Patka
Black Shoes (Adidas)
White Handkerchief

White Full Sleeve Shirt
(with school monogram)
Grey Trouser

Green Tie
Grey Socks with Green Band
Green Blazer
(with school monogram)
Green Half Sweater (Optional)
(with school monogram)
School Belt
Green Patka
Black Shoes (Adidas)
White Handkerchief

Class VI-XII

White Full Sleeve Shirt
(with school monogram)
Grey Divided Skirt /Grey Trouser
Green Tie
Long Grey Socks with Green Band
Green Blazer
(with school monogram)
Green Half Sweater
(with school monogram) (Optional)
Upper & Lower Track Suit (Adidas)
School Belt
Green Hair Band
Black Shoes (Adidas)
White Handkerchief

White Full Sleeve Shirt
(with school monogram)
Grey Trouser
Green Tie
Grey Socks with Green Band
Green Blazer
(with school monogram)
Green Half Sweater
(with school monogram) (Optional)
Upper & Lower Track Suit (Adidas)
School Belt
Green Patka
Black Shoes (Adidas)
White Handkerchief



School Library

1. The books in the library are divided into Lending and Reference books. Only books in the Lending section may be borrowed. Reference books are not for issue. These books can be consulted within the library premises only.
2. The books are arranged in a numerical sequence of Class numbers, pasted on the spines of the books, representing a specific subject assigned according to the Dewey Decimal Classification System.
3. The use of the School library is open to all bona fide students of the school. All students from class I onwards are provided with at least one library period per week.
4. One book will be issued at a time for a period of one week. No books will be further issued unless pending items are returned.
5. If books are returned late without a valid reason, the borrowing facility will be withdrawn.
6. The borrower may be asked to replace / be fined for books marked, disfigured, damaged or lost. Any student found damaging or defacing books regularly will be debarred from the library for the whole academic year.
7. The library has an open access system, and the students must help to maintain the order and organization of the collection in different shelves. They must replace the books in the shelves strictly according to the call numbers, after consultation with the Librarian.
8. Students are not allowed to bring their personal books or belongings into the library. Strict silence must be maintained in the library. Children are required to be seated on the chair allotted by the librarian.



School Infirmary

1. Medical check-ups of students are regularly carried out and a record is maintained. If the doctor is of the opinion that a child needs special medical attention, the parents are informed of the same.
2. Parents are requested to impart Health Education to their children. This is important so that they
 - a. Maintain personal hygiene.
 - b. Exercise regularly.
 - c. Sleep for at least eight hours daily.
 - d. Have a balanced diet, nutritionally rich in proteins and milk.
 - e. Drink water which is either boiled or filtered.
 - f. All students are advised to bring their own water bottles from home.
 - g. Avoid consumption of ice-creams, fast food and other eatables from road-side vendors.
 - h. All children should also be:
 - i) Dewormed at least once every year, on the advice of the family physician.



- ii) Undergo a dental and ophthalmic check-up once every year by a well qualified dental surgeon and ophthalmologist.
 - iii) Immunised as per the schedule given:
 - BCG
 - DPT
 - Oral Polio
 - Measles / MMT
 - Tetanus - Booster dose to be given between 7-16 years of age and also to be given if injured.
 - Typhoid every 2/3 years (with oral medicine/injections)
 - Hepatitis A, Hepatitis B, Meningitis, Chicken Pox
3. The medical history of the student must be filled up by the parents in the space provided in the School Diary.
 4. Students suffering from contagious diseases such as Chicken Pox, Cholera, Measles, Mumps, Whooping-cough, Conjunctivitis, Jaundice, Dermatitis, Scabies, etc. should not be sent to the school until they have completed the prescribed period of quarantine and fully recovered (certified by doctor).
 5. Students suffering from chronic, long term diseases like Asthma, Epilepsy, Rheumatic Heart Disease, etc., are advised to be under continuous medical supervision of a doctor who is a specialist in the concerned field. History of their illness must be filled up in the School Diary, along with emergency measures, treatment and the names of medicines prescribed by the concerned doctor.
 6. Parents are also advised to keep the school infirmary informed of any medical/health problem which may have developed during the academic year.
 7. Parents are requested not to send sick children to school for attending classes. This is in the interest of the child and at times his/her classmates.
 8. Students who require medical attention during school hours, will be sent to the school infirmary for first aid/medication and rest, under care of a trained nurse, with the concerned teacher's signature on the "School Infirmary Record".
 9. In case of serious injuries/illness, after first aid, the patient will be escorted by the school nurse in the school ambulance, to the hospital for proper treatment. Parents will be informed asap over the phone and should come to the hospital immediately.



Disciplinary Measures

The following disciplinary measures may be adopted by the school in dealing with students behaving in an unruly manner.

- Reprimand & Counselling
- Written warning
- Detention
- Suspension
- Rustication

The school reserves for itself the right to terminate the schooling of students on the following grounds:

- a. Discipline.
- b. Unsatisfactory progress in studies.
- c. Detention or repeated detentions in a class.
- d. Reasons of physical/mental health. This is not a disciplinary measure, but keeping the student's future welfare in mind.



Frequently Asked Questions

1. *Where can I find information related to academic and non-academic activities within the school campus, and also things like school calendar, uniform, code of conduct?*

All your queries regarding all of these and more are to be found in this Green Book which has been printed exactly from this point of view and in the School Diary. We strongly recommend all parents to familiarize themselves thoroughly with the Green Book and the School Diary.

2. *Does my child need any extra help in his academic work?*

If you imply 'tuition by this, the answer is a very emphatic NO. The only assistance s/he requires is your monitoring.

The academic plan followed at DPS has been designed to make your child self-sufficient in his studies. If needed, the school provides necessary input for slow learners and also for children with special abilities.

3. *How do I get in touch with the school authorities/teachers?*

There are several ways of communication with the school - by School Diary; by prior telephonic appointment; on PTI days specified in the School Diary; by written application on school stationery via the class teacher; by e-mail. The first link is the class teacher or subject teacher. In case of the complaint continuing, contact the Level Coordinator. In extremity, you may resort to the Principal .

4. *What do I need to do if my address has changed?*

Parents are required to inform the school if there is any change in their address and telephone numbers in the prescribed format available at the Administrative Office/website.

5. *Is my child allowed to leave the school premises during school hours?*

Only under an emergency, or in exceptional cases, with the special permission of the Principal, the child will be issued a gate pass authorized by the concerned authority, on production of the parent I-card. Also a special log book has to be signed by the authorized person escorting the child out of the campus.

6. *What is the procedure to be followed if my child has to take leave of absence for a few days?*

In case leave is required for a less than three days, the class teacher can be informed through the School Diary. For longer leave, a leave application

needs to be sent to the class teacher on school stationery and the Level Coordinator should be informed telephonically. In case of sickness/travel also, due application should be sent along with the supporting documents.

7. *Is the child's attendance taken into account for promotion to the next class?*

90% of attendance is mandatory (except on medical grounds) for promotion to the next class.

8. *Can my child's bus stop be changed?*

No, the bus stops cannot be easily changed to suit individual needs. However, requests for change can be considered under exceptional cases and if there is a change of residence. A change can be made, subject to availability of a seat, when applied for in a proper format along with the requisite administrative charges deposited at the Administrative Office.

9. *Is my child permitted to catch another bus if he has missed his designated bus?*

The answer is a strict NO - s/he cannot board the allotted bus at another stop or board another bus.

10. *Can't my child be handed over to me if due to forgetfulness/an emergency, I come to the bus stop without a Parent I-card?*

The answer is an absolute No, with no compromise, due to security reasons.

11. *Can my child go to or come from the bus stop unescorted?*

Normally-no, especially for junior students. This is exactly why the school issued a parent's copy of I-Card. In case no one comes to collect the child from the bus stop, the driver/in charge is authorized to drop the child at the administrative office or the school, whichever is nearer. In such a case you will be informed of this telephonically. However, senior students, on submission of a written parental undertaking, may be granted exemption from this rule under exceptional circumstances.

12. *Who ensures the safety of my child in the bus?*

The designated escort maintains strict discipline on the bus. In fact the school buses of DPS conform to the strictest guidelines laid by the Supreme Court. Additionally, all buses are equipped with mobile phones to be used by the school authority to take care of any exigencies.

13. *What will happen if my child's I-Card is lost?*

If the I-card is mutilated or if the student or parent loses an I-Card it has to be replaced on payment of the requisite fine at the administrative office.

14. *How do I recover my child's lost belongings?*

The 'Lost and Found Counter' is the place to look for. Please write to your child's class teacher and get the matter resolved. However, 'Prevention is better than cure'. The name, admission number, class and section should be clearly marked on all belongings.

15. *Can my child celebrate his/her birthday in school?*

Students are strictly not allowed to bring sweets, presents, invitations, etc., to distribute to other children or teachers on the occasion of his/her birthday. However, the teachers and classmates may greet the birthday boy/girl informally.

16. *Is my child allowed to carry money to school?*

In general, parents are advised not to allow their children to carry money to school. However, students who have been assigned a Cafeteria Day in the week can bring the stipulated amount of money to spend in the school cafeteria. Also, on special permission/by circular from the principal, the exact, stipulated amount of cash may be brought for specified official purposes.

17. *What if my child forgets to carry his/her lunch box?*

Don't worry. If informed in time, the class teacher ensures that your child will not go hungry. But we do not allow Tiffins to be sent from home for reasons of security.

18. *With whom can I discuss current school timings and bus stops and routes?*

These administrative details are decided by the School Management Committee. Applications should be addressed to the Principal. No changes in these details are permissible within an academic session.

19. *Will students with mehndi, tattoos, incorrect uniform or without I-cards be allowed to attend classes?*

Students with mehndi and tattoo designs, wearing incorrect uniform or without I-card will not be permitted entry at school. Students with mehndi should remain at home for three consecutive days after being detected at school.

20. *One last question: How do I come to know about anything happening on the school campus?*

Any matter requiring a parent's attention is taken care of through issue of circulars or other notifications by the school, either in print or through the School website. Thus Parents are requested to make it a point to go through their child's School Diary and school bag everyday. Emergency announcements may also be sent through SMS, email or published on the school website or class blog.



YOUR CHILD GUIDE



LEARNING

Learning is a natural phenomenon that happens all the time and everywhere to everyone. All human beings have the evolutionary capacity to learn. Learning begins right from the womb, as myth and science agree for once. Schools can claim a monopoly only on formal or institutionalized learning. Hence, we at school believe firmly in the loving and united family that spends time together and enjoys each other's company, as we know that children from happy backgrounds can adjust fast, bond into healthy friendships and make good learners. With most children who face socialization or learning problems at school, we can usually trace the source back to the family upbringing and environment, both past and present. Socrates had said that a child is not an empty vessel into which learning can be poured, but that each little mind is like a lamp to be lit up with knowledge. Holistic learning rests on good nutrition, physical fitness and healthy relationships. With these three aspects in perfect



balance, the lamp of learning is ready to catch fire even at the smallest spark of inspiration.

The first basis of socialization for a child is the family. As a family, you need to spend quality time together, as a stress-free and supportive home environment provides a child with plenty of resources that promote cognitive development and performance. In other words, parents who are caring, warm and sensitive to their children stimulate their brains to develop and function better. If as a parent, you regularly spend time in activities that enable your child to learn and have fun as well as to bond with you, then your child will begin school with a resource bank of cognitive (learning) and metacognitive (learning to learn) strategies and skills that will boost her/his achievements in academic and co-curricular fields. Learning, however, is more complex than this would suggest, as it happens on multiple fronts.

MULTIPLE INTELLIGENCES

Howard Gardner, Professor of Cognition and Education at Harvard University, revolutionized the concept of IQ by proving that intelligences are multiple. According to Gardner, learning needs to take place simultaneously along nine fronts for the brain to develop. You can no longer categorize a child as simply intelligent or not, but have to refer to ten strengths that describe the individual as follows:

1. Verbal-linguistic - indicating the ability to enjoy and cope with the intricacies of anything dealing with vocabulary, grammar, literature and the other aspects of language.
2. Logical-mathematical - those possessing this in a greater degree enjoy solving logical conundrums and mathematical puzzles and manipulating numbers.
3. Visual-spatial - indicating the presence of a strong sense of space, direction, shape, colour, etc.
4. Musical-rhythmic - singers, musicians, poets, etc. possess this keen awareness of pitch, tone, rhythm and balance.
5. Physical-kinesthetic - an ability to manoeuvre the body or other things skilfully, with a great deal of precision, skill, stamina and balance.
6. Interpersonal - possessed by those who are sensitive to social nuances, the exigencies of a situation or the needs of fellow beings, being able to adjust with different kinds of people and make friends easily.
7. Intrapersonal - indicating self-knowledge, self-discipline and an ability to find strength within oneself and make decisions alone.



8. Naturalistic - people with a strong awareness of nature, its flora and fauna, ecological issues and the need to conserve natural resources are said to possess this intelligence.
9. Existential Intelligence - typified by the need to explore metaphysical concepts and query into life, death, religion, etc.

As all individuals possess all the nine intelligences, it is essential that we encourage the development of all these intelligences in order to promote whole-brain (coordinating left and right hemispheres) cognitive development in learners. This ideally happens at home as well as at school. Provide your child with a stimulating environment at home that will promote such development. Contrary to what you may think, no experts or counselors are required for this to happen. Parents who spend quality time with their children are actually providing scope for their children's cognitive development.



QUALITY TIME

Your child's need for your love can only be fulfilled by giving him/her your undivided attention - and that is quality time. Your child will often request your company just when you are busy, exhausted, or rushed - and you often are all three. So, you have to prioritize. When you and your spouse decided to raise a family, it was a personal, familial and social contract you were entering into. This is not a reversible contract as a human life hangs in the balance. Your child's physical and mental wellbeing depends on how well you fulfil your threefold contract. Hence, you have to prioritise, with your child as the first priority. However, spending quality time with your child will never result in a spoilt brat, as quality time is a parent's gift to a child, saying, "You are important. I like being with you." This pleasant and regular interaction will help you and your child to know

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each other better - it is a two way process. Spending time with your child will often lead to good conversation about everything related to your lives, from day-to-day to moral, ethical and spiritual issues. It will also teach your child to communicate well at home and outside. Spending quality time with your children will ensure that they feel loved and create uplifting memories for the rest of their lives.

BE AVAILABLE FOR QUALITY TIME

You need not put life on stand-by to spend time with your child. The family that works, plays and talks together usually supports its members at times of need. Quality time spent together will help to keep communication channels open when your child becomes a teenager coping with manifold stresses and influences, when the real problems begin. The following are some opportunities giving rise to quality time spent as a family:

- Plan for quality time with your child with a regular family dinner together, breakfast together, week-ends, vacations or any other creative ideas that you can work out.
- After a exhausting workday, relaxing together through indoor or outdoor games with plenty of verbal give-and-take and laughter can be very relaxing. Do not plonk yourselves silently in front of the T.V.
- Set a story reading time. All children love stories. Reading to your child is a great way to bond through a cosy bedtime ritual.
- Many children need words of affirmation and physical touch as their ways of feeling loved. Ensure that there is plenty of loving and reassuring touches, holding hands, back-patting and hugs when needed. There should also be words of praise, inducing a positive and enthusiastic attitude towards life.
- Your child will enjoy gifts - but make these meaningful and creative, age-appropriate and not given with any manipulative intent (i.e. do not make it a bribe to induce obedience).
- Be a good listener - make sure your child gets to talk freely, without interruption or repression. Do not have taboos on any topic whatsoever. Answer questions to the best of your ability, honestly. Also, freely admit it when you do not know the answer, and try to find out answers together with your child.
- Adjust your timetable with your child's body clock. Do not become a parent who only sees your child asleep. If your child is an early morning person, get up early yourself and share some receptive time together. Be available to sit with your child and talk a little during bedtime and catch up with each other's day.

- Exercising, jogging, swimming or playing together will make for good health. Reading, acting and discussion will improve language and communication. Doing homework together will build up your child's confidence and relieve school-related anxieties. Drawing, painting, craft, music, dancing and singing will develop the artist hidden within your child. Having fun together will make you friends for life with your child.

PARENTING AS COUNSELLING

A parent who spends quality time with the child usually solves most of the child's problems through discussion, negotiation and trial and error. You come to know your child, your child knows your principles and philosophy - and together you manage to resolve the many little issues that loom on your child's horizon. Who knows your child better than you - provided you do all the above? A counsellor may be experienced in case studies on behavioural and cognitive problems.



But it is you who know your child best and can select on the basis of this knowledge, a solution that will suit him/her. An efficient and sympathetic parent is the best counsellor.

The problem may relate to a difficult subject, a school bully, an impatient teacher, an unpleasant food item, a selfish friend, or anything at all. From your own knowledge of your child and experience of life, teach your child interpersonal and intrapersonal skills that will help him/her to accept life's problems and to cope with them normally. When you feel lost or unsure about what to do, you can always consult a family member you look up to and trust. Never panic and act in haste or lose your temper when confronted with problems. Since a child learns best from observation - if you

are good at solving real life problems - then your child will learn to be like you. Here are some ways to be a good counsellor:

Acknowledge the problem. Does hearing, "Don't worry!" help when you're anxious about something? It probably doesn't comfort your child much, either. The most important thing you can do for your child when s/he is experiencing school anxiety is to acknowledge that these fears are real to her/him. If nothing else, you'll ensure that s/he won't be afraid to talk to you about them.

Keep the lines of communication open. Let your child know that s/he can always talk to you, no matter what. It's not always necessary even to have solutions to problems. Sometimes just talking about things out loud with a trusted adult makes them seem less threatening. And if the situation does become overwhelming for your child, you want to be the first to know about it.

Understand the value of tears. Crying can be a great stress reliever. It flushes out bad feelings and eases tension. It's hard to see your child crying, and your first instinct may be to help her/him stop as soon as possible. But after the tears have all come out, your child may be in a particularly open and receptive mood for talking and sharing. Provide a soothing and sympathetic presence, but let the crying run its course.

Ask, "What things are you most worried about?" Making your request specific can help your child start to sort through a bewildering array of fears and feelings. If s/he's unable to name the things that are most worrisome, have her/him tell you any three things, or the most recent three things.

Ask, "What things please you the most?" Most children can think of something good. The chances are that your child does have things to really enjoy that just get drowned out by all the scary stuff. Bring those good things out into the light.

Do some role-playing. Once you have some concrete examples of anxiety-provoking events, help your child figure out an alternate way to deal with them. Discuss possible scenarios and play the part of your child in some role-playing exercises, letting her/him play the part of the angry teacher, bullying classmate, etc. Model appropriate and realistic responses and coping techniques for your child.

Resist the urge to fix everything. There are some instances in which parents do have to take action. If your child is facing a homework that's too challenging, or is having trouble understanding a lesson, there are steps you can take. If a teacher or a classmate is truly harassing your child, you will want to follow up with that. But you'll also want to teach her/him that while some things in life just have to be dealt with, others had better be tolerated



or ignored, even though they are troublesome. For instance, all children in your child's class or neighbourhood may not be good friends, or all lessons are not easy to learn.

Know when to get help. Problems and anxieties are a part of life, but some children feel them more deeply and disruptively than others. Be aware that all children feel anxiety, even the ones who seem successful and carefree. Knowing this won't lessen your child's anxiety, but it may lessen yours! When does it become a big enough problem to require professional help? Some signs to look for are major changes in friendships, style of clothing, music preferences, sleeping and eating habits, attitude and behaviour. If you've established a good rapport with your child and he suddenly doesn't want to talk, that's a sign of trouble as well.

What you need as a parent counsellor are:

- a shoulder to cry on
- a listening ear
- plenty of patience
- unlimited understanding
- an unwillingness to judge



RAISING A FIT CHILD

Combining regular physical activity with a healthy diet is the key to a healthy lifestyle.

Here are some tips for raising fit children:

- Help your child participate in a variety of activities that are age-appropriate.
- Establish a regular schedule for healthy and nutritious diet.
- Incorporate activity into daily routines, such as taking the stairs instead of the elevator.
- Embrace a healthier lifestyle yourself, so you'll be a positive role model for your family.
- Keep it fun, so you can count on your child to come back for more.

EATING HEALTHY

The school does not allow non-vegetarian food (including eggs but not dairy products) on campus, and believes that a well planned vegetarian diet can provide all the nutrients that your child needs to be healthy. In addition, since vegetarian diets are generally high in fibre, low in cholesterol and low in saturated fats (all characteristics of a healthy diet), they may actually lead to a lower risk of obesity, heart disease, high blood pressure and Type II diabetes. There are actually many different types of vegetarians, as listed below:

- **semi or partial vegetarian:** avoids red meat only
- **ovo-lacto-vegetarian:** avoids meat, seafood and poultry, but does consume milk products and eggs

- **lacto-vegetarian:** avoids meat, seafood and poultry and eggs, but does consume milk products
- **ovo-vegetarian:** avoids meat, seafood and poultry and milk products, but does consume eggs
- **vegan:** avoids all foods that contain animal products, including meat, seafood and poultry, milk products and eggs

Vegetarian diets, if not well planned, can lead to health problems in children and deficiencies of certain vitamins and minerals. The more restrictive the diet, the higher is the risk of problems. Some areas that you should pay special attention to if your child is on a vegetarian diet include:

- **Energy/Calories.** Although it isn't necessary to count calories each day, you should ensure that your child is receiving enough calories for optimal growth. In general, if your child is eating a well balanced and varied vegetarian diet, is gaining weight and developing normally and is active, with a lot of energy, then s/he is probably getting enough calories.
- **Vitamin B12.** This vitamin is only absorbed from animal products, so your child will need to take supplements or eat foods that are fortified with Vitamin B12 (check nutrition labels), including fortified soy milk and some meat substitutes. Also, nutritional yeast as a great way to get B-12.
- **Vitamin D.** This vitamin is present in fortified milk, egg yolks, and fish. Your body also makes Vitamin D when exposed to sunlight, so most children do not have problems with Vitamin D deficiency. If your child is not exposed to the sun very often, then you should consider Vitamin supplements or a soy milk that is fortified with Vitamin D.
- **Iron.** In general, the absorption of iron from meat, chicken and fish is much higher, around 15-30%, than other sources, which have absorption rates of only about 5%. This means that even though some vegetables and fruits contain iron, it is usually not absorbed as readily as the iron from meats. Check the nutrition label to choose foods high in iron, (cereals, bread, rice, and pasta) and consider a vitamin supplement that contains iron.
- **Calcium.** Calcium is a mineral that is mostly present in your child's bones. Having a diet with foods that are high in calcium to meet daily requirements is necessary for the development of strong bones. Many vegetables contain calcium, especially broccoli, sweet potatoes, beans and leafy greens. You can also give your child soy milk or orange juice that is fortified with extra calcium.

- Protein. You can make sure that your child gets enough protein and amino acids by eating a good balance of grains, legumes, nuts and seeds, vegetables and fruits.
- Zinc. Your child will need to take supplements or eat foods that are fortified with zinc to get enough of this important mineral. Zinc is found in yogurt, whole grains, brown rice, legumes, and spinach.

HOW MUCH SLEEP IS ENOUGH FOR YOUR CHILD?



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Without enough sleep, not only would our performance at work or school be hurt, but we also feel tired, depressed, irritable, and angry. How much sleep is enough? Needs differ according to the child's age. National Sleep Foundation provides a breakdown of the recommended number of hours of sleep people need by age:

Infants

(0 to 2 months)	10½ to 18 hours
(2-12 months)	14 to 15 hours

Toddlers/Children

(12-18 months)	13 to 15 hours
(18 months-3 years)	12 to 14 hours
(3-5 years)	11 to 13 hours
(5-12 years)	9 to 11 hours

Adolescents

8½ to 9½ hours

EXERCISE FOR HEALTH

When adults think about exercise, they imagine working out in the gym on a treadmill or lifting weights. But for children, exercise means playing and being physically active. Just think - what happened to all the games children used to play at recess or after school? Do you see groups of children playing tag, hide and seek, blind man's buff, chain-chain, etc. in the neighbourhood? Where has free play vanished? T.V., tuitions and organised competitive sport has taken over free play. Yet, children who have friends and play with them regularly will, in addition to physical fitness, be better able to handle the physical and emotional challenges that a typical day presents.

THE SEDENTARY PROBLEM

The percentage of overweight children has more than doubled over the past 30 years. The reason for this epidemic is that children are becoming more sedentary or they are sitting around a lot more than they used to. The average child is watching about 3 hours of T.V. a day and spends 5½ hours on all media combined with video games.

Young children should not be inactive for prolonged periods of time - no more than 1 hour unless they're sleeping. And school-age children should not be inactive for periods longer than 2 hours.

Get your child to be more active by limiting the amount of time spent in sedentary activities, especially watching TV or playing video games. Doctors recommend that children under the age of 2 years watch no TV at all and that screen time should be limited to no more than 1 to 2 hours of quality programming a day for children 2 years and older.

Most children need at least an hour of physical activity every day. Regular exercise helps children:

- feel better about themselves
- feel more ready to learn in school
- have a leaner body with low body fat
- maintain a healthy weight
- build healthy bones, muscles and joints
- decrease the risk of developing type 2 diabetes
- lower blood pressure and blood cholesterol levels
- sleep better at night
- have a better outlook on life

As children spend more time watching TV, they spend less time running and playing. Parents should limit TV, video game and computer time and can set a good example by being active themselves. Exercising together can be fun for everyone. Team sports can help children stay fit. Jogging, bicycling, dancing, swimming and yoga are some other ways for children to get exercise.

THE THREE ELEMENTS OF FITNESS

If you've ever watched children on a playground, you've seen the three elements of fitness in action when they:

- run away from the child who's "it" (**endurance**)
- cross the monkey bars (**strength**)
- bend down to tie their shoes (**flexibility**)

Parents should encourage their children to do a variety of activities so that they can work on all three elements. Endurance is developed when children regularly engage in aerobic activity. When done regularly and for continuous periods of time, aerobic activity strengthens the heart and improves the body's ability to deliver oxygen to all its cells. Aerobic exercise can be fun for you and your child. Examples of aerobic activities include:

- basketball
- bicycling
- skating
- soccer
- swimming
- tennis
- walking
- jogging
- running



Push-ups, stomach crunches, pull-ups, and other exercises help tone and strengthen muscles. Children also incorporate strength activities in their play when they climb, do a handstand, or wrestle.

Stretching exercises help improve flexibility, allowing muscles and joints to bend and move easily through their full range of motion. Children look for opportunities every day to stretch when they try to get a toy just out of reach, practice gymnastics or flip over obstacles.

HOW MUCH EXERCISE IS ENOUGH?

Parents need to ensure that their children get enough exercise. So, how much is enough? According to the Department of Health and Human Services (HHS), all children 2 years and older should get at least 60 minutes of moderate to vigorous exercise on most, preferably all, days of the week. In addition, the dietary guidelines also suggest that children eat more fruits, vegetables, and whole grains.

Here are the current activity recommendations for children, according to the National Association for Sport and Physical Education (NASPE):

Age	Minimum Daily Activity	Comments
Infant	No specific requirements	Physical activity should encourage motor development
Toddler	1½ hours	30 minutes planned physical activity AND 60 minutes unstructured physical activity (free play)
Preschooler	2 hours	60 minutes planned physical activity AND 60 minutes unstructured physical activity (free play)
School age	1 hour or more	Break up into bouts of 15 minutes or more



SOCIAL SKILLS AND MAKING FRIENDS

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Social skills and making friends may not be the first thing we think about when planning our childrens' individual education programmes with academic issues at the forefront. However, it is very important that children build the valuable social relationships that are so vital to their self-esteem and sense of belonging. Parent can do the following to help your child to choose good friends to develop healthy relationships:

- Encourage extra-curricular activities (even reluctant or shy children can learn to interact with others through activities).
- Encourage participation in school and community activities.
- Help your child discover extra-curricular strengths and interests.
- Help your child learn and practice games and activities at home that are popular at school. Develop you child's sportsmanship spirit by teaching her/him how to lose and win gracefully.
- Schedule making friends and having fun as a priority.
- Create a circle of friends by encouraging playtime with a few neighbourhood children.
- Organize activities for neighbourhood children.
- Consider making your house a fun hangout for indoor/outdoor games.
- Practice social skills with your child at home.
- Teach your child to develop friendships in small, easy steps. Ask your child to smile and greet one new child each day. Just say, "Hi." This is often enough to reduce the pressure and begin a conversation that moves towards relationships.

- Teach your child the art of getting others to talk about themselves by asking polite questions as ice-breakers. This will help children find common interests.
- Each night, have a friendly chat about her/his day and who s/he met.



TRANSMITTING VALUES

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Your parental roles discussed so far deal with your personal and familial obligations. The social aspect of your contract demands that you raise a child who follows certain ethical and moral codes of behaviour. The values you impart to your child will decide what kind of future citizen you are contributing to global society. In a world rid with prejudice, strife, religious intolerance and terrorism, this aspect of your parental role is crucial.

Your child will adjust better socially if you teach him/her to accept people as they are and to tolerate differences of opinion. It is also important to hold the mirror up to yourself to see how the world sees you. Do not forget that your child learns from observation rather than through implicit obedience. In order to impart values, ethics and morals, the following should be done:

- Teach your child by example and precept to respect all religions and ethnic communities and drive home the message that humanity is mankind's foremost creed.
- Demonstrate the importance of punctuality, hygiene and self discipline.
- "Teach your child through your own actions, to be helpful, understanding and sympathetic at all times. This is how a true leader is made.
- Explain clearly to your child the good behaviour you want to see.
- Only attempt to deal with one or two problem behaviours at a time and don't expect miracles: move forward in small steps.



- Try to notice any good behaviour, even in small instances and appreciate these to encourage your child. Praise will never harm your child.
- Let your child know that you have confidence s/he will behave well and achieve the rewards.
- Reward ordinary, everyday achievements.
- Give rewards only after the desired behaviour has been achieved.
- Explain clearly why rewards are given.
- Have a variety of different rewards on offer.
- Give small rewards each day, normally immediately following good behaviour. Give creative and inexpensive rewards, for instance, a box of colour pens or an hour of your company playing a favourite game.
- Get your child to help you choose the rewards.
- Remember that blame and punishment may immediately relieve your frustration or impatience, but they may also do irreparable damage to your relationship with your child.



BUILDING UP COMMUNICATION SKILLS

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Develop positive communication practices in your family before problems begin, and you will weather them more easily. Learn strategies to promote positive communication with your child. This will specially help children diagnosed with LD.

Talk with Your Child Every Day as an essential part of your daily routine. Use time creatively. For example, you both may enjoy talking while making dinner together. Use these opportunities to listen closely to your child's communication style. The way s/he speaks will give you important clues about how she processes information. Does s/he talk generally about her/his day, or give specific details? Does s/he respond quickly to questions, or need extra time to process information before answering? Keep her/his communication style in mind when you talk with your child.

Establish a Family Sharing Time to encourage communication on a regular basis to discuss good or bad news and upcoming events. Recapitulate the week and discuss plans for the weekend. Establish rules as a group, and use those to run the meeting process. Examples of rules might include:

- everyone gets a turn to speak
- no one interrupts
- comments must be polite and supportive

Communicate with Concise, Clear Language as young children or a child with LD may have difficulty with understanding spoken language. To communicate effectively with your child

- maintain eye-contact for focus
- use your normal speaking tone
- simplify your conversation by focusing on what is most important
- check for understanding by having the child repeat important points back to you
- encourage the child to offer his/her thoughts and opinions
- pause between comments to allow processing time
- restate your main points, and check for the child's understanding
- use visual models such as drawings, photos, and graphic organizers when possible



PLANNING AND ORGANIZATIONAL SKILLS

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You can help your child improve his/her academic performance with planning and organization. Planners and organizational skills are not just for adults. With all the pressure on students to cover more material in less time than ever, they need tools to be successful in school. This can be stressful for students, especially those with learning disabilities who may already feel overwhelmed and stressed by school work demands. The way to cope is the same for all students. The only way to stress reduction is through proper planning. Breaking assignments into subtasks with timelines helps students feel less stressed because they are creating a manageable schedule for each task.

Using a planner:

- reduces stress
- reduces ineffective study habits such as cramming
- helps prevent LD students from feeling overwhelmed
- increases productivity
- teaches a life skill that will benefit your child now and in the future

You can create a homemade planner using a notebook type calendar with adequate writing space under each day. Here are some tips to help your child learn to use the planner:

- Be a good example. Use a planner yourself for the whole family's activities.
- Make it fun! Have your child practice using the planner by noting down upcoming events like visits to grandparents or friends' birthdays and other important activities. Check off items as they are completed.
- Help your child make a habit of checking the planner every day so it will become routine before using it at school. Make it a family routine. Practice checking how many days are left before a specific activity.
- Some students will have difficulty remembering. Consider developing a behavior plan to reward your child with positive reinforcement for remembering to check the planner or for an accurate record of her/his assignments.
- Go over the day's activities at the end of the day. Share details that were not written down and talk about how the notes helped your child remember things s/he might otherwise have forgotten.
- Remember that this is practice, and your child may forget to record something from time to time. When that happens, use it as a positive, teachable moment. Help her/him to catch up on anything that was missed.

When your child has developed the habit of using the planner, it is time to teach her/him how to determine the tasks necessary to accomplish a goal. For example, if there is a school excursion scheduled, have your child write things on the planner that must be done beforehand. This might include getting ready a kit bag, listing items to be bought and packed, etc. Remember, practice makes perfect.

ORGANIZING A HOMEWORK CENTRE

A fixed homework time and place are essential to help your child stay focused and organized. The following are necessary

- **An adequate table or desk** with plenty of space for spreading out books and papers will work well and a storage space for books and writing accessories.
- **A Reading Lamp** is essential at homework time as it focuses your child's attention and prevents eye strain.
- **A Clock/Timer** at homework time helps the child learn persistence and take needed breaks.
- **A Pencil Sharpener** makes it easy for the child to maintain neat writing and to get back to the task quickly.

- **Reference Books** like a dictionary and thesaurus geared to your child's reading level are a must. A grammar manual is also useful.
- **A Storage Box/Drawer** for supplies helps to keep everything handy at your child's homework desk.

Supplies for younger children include crayons, markers, pencils, drawing paper, writing paper, folders, scissors, glue, etc.

Supplies for older children include writing paper, pens and ink, pencils, markers, folders, scissors, tape, stapler, compass, protractor, punch, etc.

- **A Bulletin Board** placed in a central location is useful to pin up a planner, notices, assignments and papers that have to be signed, school events, and daily reminders. Use a small dry erase board to teach your child during homework time.
- **A Tape/CD Player** can be added at your discretion. Many children find it easier to concentrate with some background music. Audio tapes are a great learning tool for a child with visual-perceptual and reading problems.
- **A Computer** is essential at times but maintain separate areas for reading and writing and computer work. Guide your child when doing research for school work online.



RAISING AN AVID READER

Efficiency in skimming, scanning and intensive reading is a vital study skill, enabling good readers to access and process information from print sources. It is never too early to expose a child to good models of reading that can encourage and influence future performance. There are many things a parent can do:

What You Need:

- children's books
- time
- enthusiasm
- Read aloud to your child every day. Reading to children increases their knowledge of the world, their vocabulary, their familiarity with 'book language' and their interest in reading.
- Be consistent about reading aloud to your child. Do it daily and, if possible, about the same time every day. Reading children's books right before bedtime often works well.
- When you begin reading aloud to a baby, you will only be able to keep your baby's attention for a few minutes. That's to be expected. As children mature, so do their attention spans.
- Try to find children's books that match your child's interests. It is best to choose books that are above your child's reading level but at her/his interest level. For young children, children's books with colourful pictures rhyme, rhythm and repetition are excellent.
- Some children love reading about the same characters. If that's what your child likes, choose several short books in a series or a longer chapter book. Reading a chapter every night works well.

When reading a chapter each night, always review what happened in the previous night's chapter before starting a new chapter.

- Your child may want to hear a favourite book again and again. As you repeat it many times and s/he gets to really know the story really well, have her/him fill in the words for you.
- Vary the subject matter of what you read from time to time. In addition to fiction, you might also read poetry, magazine articles and non-fiction.
- Keep reading to them through primary school and beyond. Children continue to benefit from listening to others read long after they themselves have learned to read. As they become independent readers, continue to read aloud to them but also encourage them time to read aloud to you.
- If your children are several years apart you will need to read to them individually as they get older to ensure that each book you choose is at the appropriate reading and interest level for each child. You can even get your children to take turns reading to one another.
- Become library members and frequently visit book stores, allowing your child to select the book to borrow/buy. Allow plenty of time to browse and flip through books before selecting one.
- Visit the websites of favourite authors and illustrators. Many authors have websites with information about all of their books, a brief biography, and activities for children. If your children are interested in writers or illustrators, they will particularly enjoy reading about how to become one. Some publishers also have exciting sites, such as Scholastic's Harry Potter site. You can even shop online for children's books.
- Show your child how to hold a book without damage to the spine or pages and how to put books carefully away on shelves.
- Discuss a book that your child has read, or that you have read together. Talk about what you liked or did not like - the story, the characters, the names, etc. Compare and contrast movie and book versions of the same story.
- Read and discuss reviews of children's movies and books. Be on the look out to acquire books with good reviews.
- Give books as birthday gifts, rewards or just as a pleasant surprise. Buy books whenever you are away and gift them to your child when you return home.
- Make sure your child sees you read - they observe and imitate.

- Create an attractive and comfortable reading space at home for your child, where s/he can read without being distracted by the TV or other family members. Good lighting, comfortable seating and book shelves within reach are important.
- Reading and following directions is good practice for your child. Make it a practice to read children's cookbooks and instruction manuals that come with video games, mechano/lego sets, etc. You will discover the fun of assembling a toy or cooking together, while your child acquires a skill s/he will use throughout life.
- Buy your child a good dictionary and use it regularly. Look up meanings of new words together, discuss them and improve your vocabulary.

Select Appropriate Books for your child, by checking out the book's vocabulary, sentence length and complexity and also its appearance, including the binding, the size of the print, and illustrations. If you need assistance in selecting books, there are many online booklists and other resources for reluctant readers. The following are such sites:

- http://childrensbooks.about.com/od/reluctantreaders/Reluctant_Readers.htm
- <http://learningdisabilities.about.com/od/instructionalmaterials/a/actvtoimprvread.htm>
- <http://learningdisabilities.about.com/od/instructionalmaterials/tp/rdgcomppretensn.htm>

MOTIVATING RELUCTANT READERS

There are different types of reluctant readers:

- children who are intelligent and interested in reading, but don't read well
- children who read well but have little interest in doing so
- children who seem to have no interest in reading and do not read regularly
- children with specific learning problems that impede their reading ability

As a result of not reading all these four types of reluctant readers are at risk of falling behind academically. If your child is a reluctant reader, there are a number of ways to encourage her/him:

- do all the activities suggested in the section above
- read aloud to your child regularly, encouraging her/him to read along with you

- break up long or difficult words into easy syllables and focus on pronouncing them correctly with your child
- try reading short pieces (fiction/non fiction), poems etc. that require short concentration spans
- be a good role model yourself. A child will see the importance of reading if there are books at home, s/he sees the parents reading for enjoyment, and they often discuss as a family what each has enjoyed reading.
- It is important to help your child find books at the appropriate reading level on interesting subjects.
- Once you find books, you can arouse your child's interest by reading the first chapter out loud. You might also want to take turns reading. If the book is sufficiently interesting, you may find your child reading ahead independently.

READING WITH LD

If you suspect that your child has a learning disability (LD) then, you still have to carry out all the activities suggested above, along with any special reading strategies personalised for your child. There is however, no medicine which can improve your child's learning skills. There is much online information you can access about this. The following is one such site on LD:

<http://learningdisabilities.about.com/od/whatisd/a/whatissld.htm>

Individualised attention to your child with active parental involvement and support is the only way to help your child cope with any reading disability.

Try out a variety of reading materials, for instance, pair books with unabridged audio books. Follow the book as the audio book plays. This helps with word recognition and awareness of phrasing. Listen to a chapter, and then read it. This helps in understanding main ideas before they are read and improves fluency. You can also read a chapter and then listen to it to self-check for understanding. Experiment and choose the best strategy that works for your child.

Watching T.V. can become a fun way to increase sight word vocabulary and develop a sense of the flow of written and spoken language, especially with the closed captioning feature on your T.V. set turned on. This can also be done with your child's favourite DVDs. Encourage your child to note the captions and read along.

Create Your Own Audio Books on tape. S/he can read into a tape recorder or the microphone of your computer. During playback, s/he can follow along in the book. Using your own judgment on how frequently to

stop the tape, help her/him to identify errors and demonstrate correct words and phrases. Research indicates that as your child listens to her/his own reading, listening and reading skills also improve. Praise any progress made.

Have Family Readings for thirty minutes every evening. Each family member can take turns reading aloud from the same book. Make it a friendly competition by charting each person's reading minutes. At the end of the week, the person with the most minutes wins a special recognition, their favourite meal, or choice of family activity.

Prevent Reading Fatigue and Eye Strain experienced by most readers at some point in their lives. Students with learning disabilities in basic reading are especially vulnerable to fatigue because they generally spend more time completing reading assignments and work in other academic areas than do most other students. The following are some examples of symptoms of reading fatigue:

- sleepiness during reading
- yawning excessively while reading
- itching, burning or irritated eyes
- blurred vision and difficulty in focusing on words
- excessive tears or extreme dryness
- sensation of having a foreign object in the eye, such as dust
- words "floating" or moving on the page
- visual disturbances
- inability to focus in general

If your child experiences symptoms of reading fatigue, it is important to consult an optometrist or an ophthalmologist who can determine if your child has a medical condition needing treatment. Recommended treatments may include medication, glasses, artificial tears, better reading light or low-glare computer screens.

Prevent Physical Strain by providing seating that allows the reader to change positions and to sit comfortably. Ensure that the student gets at least 8 hours of sleep at night. It may be helpful for the student to take a brief catnap before long reading periods. Elementary students need more frequent breaks of about two or three per hour. Middle school students may need one or two breaks per hour.

Healthy Foods and snacks during study breaks provide energy for studying and may provide a psychological boost needed to increase a student's motivation. As always, make sure snacks meet any diet restrictions the student may require. Encourage quality foods over junk



food, which may only provide sudden energy spikes followed by low levels of energy.

Manage Your Time so that whenever possible, the student may benefit from changing subjects about once an hour, shifting from one type of task to a different type of task (e.g. from reading to Maths). Try it out, and ask the student if this technique is helpful.

Keep it Fun and Comfortable by setting a goal for reading and allowing the student to choose a reward when s/he reaches the goal. Set some reasonable guidelines for rewards or develop a list of things you are willing to provide. Allow the student to choose from the list.

Schedule Physical Activity and have your child keep mentally alert for study through healthy physical activities during study breaks.



LIVING MATHS AT HOME

No child should become afraid of Maths. There are easy and difficult concepts in Mathematics. Every child should be allowed to progress at her/his individual pace of understanding. Concepts are formed with plenty of practice. There are simple ways to do this at home:

Teach Time Concepts by talking about what time your family will do certain activities. Teach your child how to use the clock to know what time it is now and when the activity will take place. Buy your young child a cool watch, even if s/he cannot tell time yet. Wearing it will encourage her/him to learn. Set a clock timer for getting ready in the morning and at homework time. Make it fun and challenge kids to beat their time to overcome the problem of dawdling. Have both digital and traditional clocks in your home. A traditional clock teaches 'the big picture' in understanding the progression of time through the day.

Teach Measurement by letting your child help in the kitchen. Buy several easy-to-read measuring tools and teach your child how to use them. Try out child-safe recipes, allowing your child to count and measure out the ingredients. You can also try out easy assembling kits for kids. Measuring and building becomes part of a fun activity. For safety, let your child use a cloth or wooden measuring tool rather than metal.

Teach Money Concepts at your child's level of development and build her/his understanding through the years. Occasionally, give your child some cash when you go shopping together. Let her/him pick out what s/he wants to buy. You can help with the cost and change returned.

Empty your change into an old-fashioned piggy bank and let your child open it regularly to count the money and keep a running count of how much is saved. You can also keep track of deposits and withdrawals. This is also a

good opportunity to learn a vital computer skill, how to use a spreadsheet such as Microsoft Excel. Simplify your child's Excel interface with the Scholastic Keys program or use regular Excel with an older child. Set up a simple budget to track your child's allowance. Ask her/him to print a report weekly or monthly.



LEARNING WITH LD, ADD AND ADHD

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Finally, a word to anxious parents who have children diagnosed with LD (learning Disability), ADD (Attention Deficit Disorder) and ADHD (Attention Deficit Hyperactivity Disorder). What do these terms mean in terms of your child's ability to function normally in school? Actually, very little. These labels may afford a certain satisfaction to some psychiatrists, parents and educators in their having successfully identified and classified specimen cases. But they afford little or no remedy to the child, who has to struggle thereafter under the lifelong calumny of a 'disability'. Then begin the special programmes of medication and education. While recent research has revealed long term adverse effects of medication on these children, the special educational programmes amount to little more than individual and expert attention given to the child with a view to identifying the specific problems and applying remedial measures. ***Parental attention, love, care and patience are must-haves. If either physical or psychological needs remain unfulfilled - then learning will not take place.***

Let us compare the procedure described above with what happens to 'normal' children. To begin with, they are noisy, ceaselessly active and fidgety, often disinclined to obey parents and teachers, destructive at times and always determined to go their own way. They make mistakes, are often disastrously disobedient and slow, frequently disrupt the class by foolish behaviour and get into fights with far more enthusiasm than provocation. So, the parent and teacher have to take special care, pay individual attention to children, see that their physical and psychological needs are



met, and make lessons as attractive and appealing as possible to the little individuals. Medication is only applied when children are certified ill with clinical evidence, for instance, with malaria, diarrhoea, jaundice, etc. ***Parental attention, love, care and patience are must-haves. If either physical or psychological needs remain unfulfilled - then learning will not take place.***

To us, who have been dealing with children professionally for the better part of our lives, there seem to be little difference in the treatment required for children in 'normal' categories and those diagnosed with LD, ADD or ADHD. In fact, with **personalised attention from parents and teachers, all children do better than if they were neglected or deprived.** So, if your child has a learning problem, then let us not experiment on her/him with medicines, for the pill or tonic is yet to be invented that will make learning happen automatically! **What ultimately needs to be done rests with us, both parents and teachers, and we will together try our best to help with personalised care, attention, patience and understanding for your child.**



