

NAVKIS KOGILU TRAINING REPORT

Venue: Navkis Kogilu Campus, Bangalore

Dates: 24th and 25th August 2026

Objective of the Visit

The training and school visit were conducted with the following objectives:

- To observe classroom practices across **Nursery, Kindergarten 1, and Kindergarten 2**.
- To observe the implementation of **Exploration, English and Mathematics classes**.
- To understand how effectively the curriculum is being implemented in the classroom.
- To review children's learning and progress through their **books, notebooks, classroom activities, and work displayed on the classroom soft boards**.
- To address teachers' queries and clarify doubts regarding the **Holistic Progress Card (HPC)**.
- To support teachers in preparing subject-wise lesson plans for **English, Mathematics, and Exploration** for the upcoming **two to three months**.
- To collect genuine feedback from classroom teachers, the Kindergarten Coordinator, the Principal, and parents.
- To identify areas where further academic support or guidance may be required.

Day 1 – 24th August 2026

Classroom Observation

On 24th August, all sections of **Nursery, Kindergarten 1, and Kindergarten 2** were visited for classroom observation.

The classroom observations of all kindergarten classes. The purpose was to understand how the planned curriculum was being translated into meaningful classroom experiences and how children were responding to the teaching-learning process.

During the observations, attention was given to:

- Teacher facilitation and classroom practices.
- Children's participation and engagement.
- Implementation of the curriculum.
- Teaching and learning practices followed during classes.
- Use of activities, teaching-learning materials, and classroom resources.
- Interaction between teachers and children.

- Opportunities provided for hands-on and experiential learning.
- Classroom management and overall learning environment.
- Children's understanding and participation during classroom activities.

Review of Children's Work

Along with classroom observations, the work completed by the children was also carefully reviewed.

This included:

- Activities and creative work displayed on the **classroom soft boards**.
- Work completed in the children's **textbooks and activity books**.
- Children's **notebook work**.
- Classroom-based activities and learning tasks completed by the children.

The classroom displays provided a visible reflection of the activities and learning experiences undertaken by the children. Reviewing their books and notebooks further helped in understanding the continuity of learning, the type of written work being provided, and the progress being made by the children.

This comprehensive observation helped in gaining a clearer understanding of both **classroom implementation and the learning outcomes reflected through children's work**.

Day 2 – 25th August 2026

Parent Feedback

On 25th August, feedback was collected from a selected group of parents.

The interaction helped us understand parents' perspectives regarding their children's learning experiences, classroom activities, overall development, and their experience with the programme.

The feedback provided useful insight into how parents perceive their children's academic and developmental progress and helped identify areas where communication, classroom practices, or academic support could be further strengthened.

HPC Doubt-Clearing Session

A dedicated session was conducted with the Kindergarten teachers on the **Holistic Progress Card (HPC)**.

Teachers were encouraged to openly share their doubts and concerns regarding the implementation of HPC.

The session focused on:

- Clarifying the purpose and process of the Holistic Progress Card.
- Understanding observation-based assessment.
- Connecting regular classroom activities with HPC assessment.
- Understanding how children's day-to-day participation and learning can be documented.
- Clarifying teachers' doubts regarding assessment and reporting.
- Helping teachers understand how different learning experiences can contribute to a child's holistic assessment.

Teachers' queries were addressed to ensure greater clarity and confidence while observing, assessing, and documenting children's progress.

Subject-wise Lesson Planning Session

A detailed lesson-planning session was conducted with the teachers for **Nursery, Kindergarten 1, and Kindergarten 2**.

Rather than preparing a common plan, lesson planning was undertaken **individually for each class and each subject**, keeping the learning level, curriculum sequence, and needs of the respective classes in mind.

Detailed lesson plans were prepared for the upcoming **two to three months** for:

- **English**
- **Mathematics**
- **Exploration**

The lesson-planning process focused on:

- Maintaining continuity and progression in learning.
- Integrating hands-on, activity-based, and child-centred learning experiences.
- Ensuring that learning objectives are clearly reflected in classroom activities.
- Providing appropriate opportunities for observation and assessment.
- Linking classroom practices and activities with HPC documentation.
- Planning according to the learning needs and pace of each class.
- Maintaining a balance between book-based learning and experiential activities.

The individual planning process helped teachers gain greater clarity about the academic direction for the upcoming months and provided them with a structured framework for classroom implementation.

Teacher and School Leadership Feedback

Detailed feedback was collected from:

- Classroom teachers
- Kindergarten Coordinator
- School Principal

Teachers were encouraged to provide genuine feedback regarding the curriculum, classroom implementation, lesson planning, assessment practices, resources, and areas where they required additional academic support.

The interaction with the Kindergarten Coordinator and Principal provided a broader understanding of the programme from the school leadership perspective.

Their feedback was valuable in identifying both the strengths of the existing implementation and the areas where continued academic support, guidance, and coordination would be beneficial.

Key Outcomes of the Visit

The two-day visit provided an opportunity to closely understand the implementation of the Kindergarten programme at Navkis Kogilu.

The major outcomes included:

- First-hand observation of classroom practices across **Nursery, Kindergarten 1, and Kindergarten 2.**
- **Observation of all classes.**
- Review of children's work reflected through **soft-board displays, books, notebooks, and classroom activities.**
- Better understanding of the teaching-learning practices being followed across different classes.
- Clarification of teachers' doubts related to the **Holistic Progress Card.**
- Improved teacher understanding of observation-based and holistic assessment.
- Preparation of **individual subject-wise lesson plans for English, Mathematics, and Exploration** from Nursery to Kindergarten 2.
- Structured academic planning for the upcoming **two to three months.**
- Collection of feedback from parents, classroom teachers, the Kindergarten Coordinator, and the Principal.
- Identification of areas requiring further academic guidance and follow-up.
- Strengthening of collaboration and communication between the school and the academic support team.

Conclusion

The visit to **Navkis Kogilu Campus, Bangalore, on 24th and 25th August 2026** was productive and provided valuable insights into the implementation of the Kindergarten programme.

The combination of classroom observations, review of children's work, parent interactions, teacher and leadership feedback, HPC clarification, and detailed subject-wise lesson planning helped create a comprehensive understanding of the current academic practices.

Observing **classes**, along with reviewing children's work displayed on the classroom soft boards and completed in their books and notebooks, provided a broader understanding of how classroom learning is being reflected in children's day-to-day work.

The collaborative lesson-planning exercise for **English, Mathematics, and Exploration from Nursery to Kindergarten 2** provided teachers with a structured academic roadmap for the upcoming two to three months.

Continued follow-up, classroom observations, teacher interactions, and academic support will further strengthen curriculum implementation and help maintain consistency in providing meaningful, engaging, age-appropriate, and child-centred learning experiences.