



HOMESCHOOLING GUIDE FOR PARENTS

Homeschooling Guide for Ages 3-6



Homeschooling Ages 3–6 Guide

A Practical Guide by Thinking Juggernaut for Indian Parents Who Are Figuring This Out

This guide is a grounded, honest, practical look at what ages 3–6 actually mean for your child's development. If you picked up this guide, you're probably asking yourself some version of:

- *"Do I really need to put my 3-year-old in school?"*
- *"What am I supposed to be doing with my child all day if not school?"*
- *"What if they fall behind?"*
- *"What will everyone say?"*

We're going to answer all of these. Honestly. Without pretending it's easy.

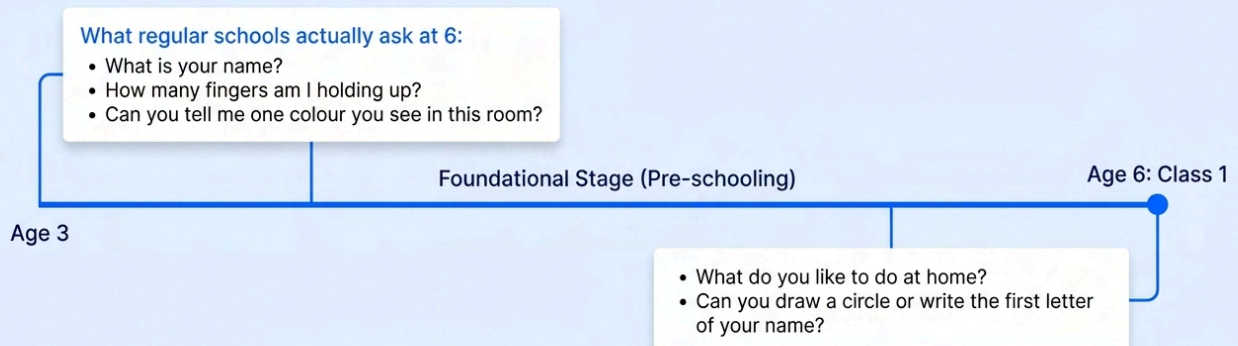
The NEP Reality: You Have More Time Than You Think

Let's start with the policy, because this matters.

Under India's **National Education Policy (NEP 2020)**, a child must be **at least 6 years old** to enter Class 1. This is not a loophole — it is official policy, aligned with global research on early childhood development.

The NEP Reality: You Have Time

Under India's National Education Policy (NEP 2020), a child **must be at least 6 years old to enter Class 1.**



Ages 3–6 are yours. Use them wisely — not frantically.

This means:

- Ages 3–6 are formally classified as **pre-schooling years** (Foundational Stage)
- There is no "missed year" if your child is not in a formal school during this time
- You have until age 6 to observe your child, understand how they learn, and **then** decide — school or homeschool

And here's the part that most parents don't realise: **most neighbourhood schools are completely fine with this**. Not the large chains that start their waitlists at birth, kidding 😊 — but the regular, decent schools in your area will admit a 6-year-old into Class 1 if the child can handle a simple interaction. Nothing extraordinary. Things like:

- "What is your name?"
- "How many fingers am I holding up?"
- "Can you tell me one colour you see in this room?"
- "What do you like to do at home?"
- "Can you draw a circle or write the first letter of your name?"
- "Who do you live with at home?"
- "What did you eat today?"

Any child who has lived a curious, stimulated, loved childhood can answer these. You do not need worksheets, LKG classes, or tuition for this.

So: ages 3–6 are yours. Use them wisely.

The Play Years: A Guide to Early Homeschooling

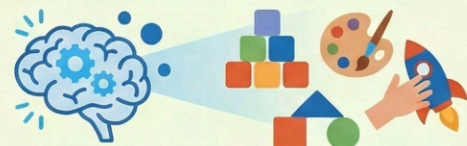
Empower parents to prioritize play and life experiences over academic pressure for children aged 3–6.

You Have More Time Than You Think



Under NEP 2020, Class 1 starts at age 6; ages 3–6 are officially "pre-schooling years" meant for foundational growth.

Play Is the Primary Curriculum



Unstructured play builds essential brain pathways for creativity and problem-solving that formal drilling can actually disrupt.

Focus on Life, Not Lessons

PRIORITIZE THIS

-  Multilingual Conversation
-  Big-Body Movement
-  Emotional Regulation

SKIP THIS

-  Handwriting Drills
-  Flashcards

Prioritize multilingual conversation, big-body movement, and **emotional regulation** over handwriting or flashcards.

The Home is the Best Classroom



Swap expensive "educational" kits for **real-life learning** in the kitchen, the local market, and during festivals.

What About Playschool, LKG, UKG?

This is the real question most Indian parents are sitting with, because the pressure to enrol starts young — sometimes at 2.5 years.

Let's be clear about what playschool actually offers:

- A structured environment away from home
- Interaction with other children
- A routine
- Some exposure to colours, shapes, songs, stories

These are not bad things. **If your child enjoys it, if the school is warm and play-based, and if you are not forcing a stressed child into a building every morning — playschool can be lovely.**

But here's what it is *not*:

- Mandatory
- The only way to socialise
- A guarantee of academic head start (research consistently shows these advantages fade by Class 2–3)
- Something your child will "miss out on" forever if they skip it

If you skip playschool / LKG / UKG, what are you replacing it with?

You are replacing it with:

- More time with a parent who is present and engaged
- Unstructured play at home and outdoors
- Classes and activities of your choice (swim, dance, chess, art)
- Neighbourhood friendships
- Real life — markets, kitchens, festivals, travel, conversations

That is no less than school. At ages 3–6, that is arguably *more*.

The question to ask yourself is not "*Should they be in school?*" — the question is "*Is what we're doing at home rich enough?*" If the answer is yes, you're fine. If you're parking them in front of YouTube for 6 hours and calling it homeschool, that's a different conversation.

What Is Actually Happening in Your Child's Brain

Children between 3 and 6 are not passively waiting to be taught. They are **observing and absorbing everything** — constantly, quietly, deeply.

This is the age of:



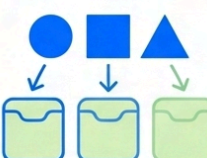

Imitation — They learn by watching you, copying you, playing pretend. Your child stirring an imaginary pot is not wasting time. They are practising being human.

Sensory intake — Touch, smell, taste, sound, movement all feed the brain. Running barefoot on grass, kneading dough, pouring water from one cup to another — this is brain development, not mess.

Pattern recognition — They are sorting the world into categories without any flashcard. Which objects are round? Which sounds go together? Why does this happen every time that happens?

Language explosion — Especially powerful in multilingual Indian homes. The brain is wide open for language right now in a way it will never be again.

Inside the 3–6 Brain

 <p>Imitation They learn by watching you. Playing pretend is practicing being human.</p>	 <p>Sensory Intake Touch, smell, movement. Running barefoot or kneading dough is brain development, not mess.</p>
 <p>Pattern Recognition Sorting the world into categories silently. No flashcards required.</p>	 <p>Language Explosion Indian homes are naturally multilingual. The brain is wide open for language.</p>

Do not force the output. Trust the intake. Children absorb, process, and then reveal on their own timeline.

Here is the thing most people miss: **they may not show you what they've learned right away.**

You spend weeks doing a puzzle with your child. They seem uninterested, distracted, unable to do it. You worry. You wonder if something is wrong. Then one morning — completely on their own, while you're making chai — they finish the whole puzzle. Just like that.

That's not magic. That was the **observation period paying off**. They were taking it in the whole time. They were just not ready to show you yet.

This is how 3–6 year olds work. They absorb. They process. They reveal — on their own timeline. **Do not force the output. Trust the intake.**

This is why drilling and worksheets at this age are not just unnecessary — they can actually interfere. When a child is forced to perform before they're ready, the stress response kicks in and the learning shuts down. Play keeps the learning channels open.

What to Actually Focus On (Ages 3–6)

The Real Curriculum (5 Focus Areas)



Language. Your biggest asset. Read aloud daily, narrate your life, let them overhear real conversations.



Movement. Big body confidence. Running, climbing, swimming, dancing.



Fine Motor. No worksheets. Tearing paper, playing with clay, threading beads, pouring dal.



Emotional Regulation. Foundational life skills. Naming feelings and sitting calmly through normal 4-year-old meltdowns.



Curiosity. Let them ask 'why' a hundred times. Investigate together.

1. Language — Your Biggest Asset

Indian homes are naturally multilingual. This is a **massive** cognitive gift that most parents underestimate.

Talk to your child constantly — in your mother tongue, in Hindi, in English, in whatever mix your family uses. The brain at this age is a language sponge. Don't stress about which language to prioritise. Studies consistently show that multilingual children may speak slightly later but end up significantly stronger in communication, code-switching, and even math.

What helps:

- **Read aloud every single day.** Not to teach reading — just for the joy of stories and the sound of language
- **Tell stories** — family stories, made-up stories, stories about your own childhood
- **Narrate your life** — "I'm chopping onions now, see how the tears come? That's because of a chemical in the onion!" They won't understand all of it. That's fine.
- **Ask real questions** — not quiz questions ("what colour is this?") but genuine ones ("what did you notice at the park today?")

- **Let them overhear adult conversations** — about real things, in real language

2. Movement & Physical Confidence

This age is for **big body movement**. Running, climbing, jumping, rolling, swimming, dancing. A child who is confident in their body is a child who takes on challenges.

Classes that are worth exploring:

- **Swimming** — builds physical confidence and is a life skill
- **Chess** — yes, even at 4–5. The patience, turn-taking, and pattern-thinking that develop are remarkable. Don't expect them to play a full game. Just the exposure is valuable.

Chess — yes, even at 4–5. The patience, turn-taking, and pattern-thinking that develop are remarkable. Don't expect them to play a full game. Just the exposure is valuable. The [Thinking Juggernaut Chess Starter Kit](#) is a clean way to introduce it at home without overwhelming a young child.

- **A movement or dance class** — Indian classical, Zumba for kids, anything that gets them moving to rhythm
- **Martial arts / gymnastics** — discipline + body awareness

The approach: try one, see if they light up. If not, try another. No pressure to "stick it out" at this age. You're exploring, not committing.



3. Fine Motor Skills — No Worksheets Required

Fine motor skills (which will eventually become handwriting) develop naturally through:

- Playing with clay, playdough, or mud
- Threading beads or pasta onto a string
- Tearing paper and sticking it (collage)
- Pouring water, sand, or dal between containers — yes, messy play absolutely counts
- Using child scissors to cut paper freely
- Drawing freely (not colouring inside lines — that actually restricts fine motor development)
- Buttoning and unbuttoning clothes, using a spoon, self-care tasks

If your child can do all of these things with reasonable confidence, their hands are ready for writing. You don't need handwriting practice books at age 4.

4. Emotional Regulation — The Most Underrated Subject

Learning to name feelings, handle frustration, wait for a turn, apologise, and recover from a meltdown — this is **foundational life skill work**.

It doesn't happen through a lesson. It happens through:

- You naming your own emotions out loud ("I'm feeling frustrated right now, I'm going to take a breath")
- You naming theirs without shaming them ("You're really disappointed that we're leaving the park. That makes sense.")
- Letting them experience small disappointments and not immediately fixing it
- Consistent, predictable routines — security is what makes emotional regulation possible

At 3–6, a full meltdown over the wrong colour cup is completely normal. Your job is not to prevent the meltdown. It's to be a calm presence during it and help them come back to themselves after. That's the practice.

5. Curiosity & Scientific Thinking

Let them ask "why" a hundred times a day. Investigate things together. An ant trail. A cloud. Where does the water go when it drains? Why does the roti puff up? Why is the shadow longer in the evening?

You don't need to know all the answers. "I don't know — let's find out together" is one of the most powerful things you can say to a child. It models curiosity. It shows them that not-knowing is the beginning of learning, not a failure.

This curiosity is exactly what you're protecting right now. At ages 3–6, that means following questions wherever they lead. When they're a little older — around 7 — structured experiment kits become genuinely useful for channelling that same curiosity into hands-on science. The [Thinking Juggernaut Interdisciplinary STEM Kit](#) is worth bookmarking for when that time comes.



Setting Up Your Home for Learning

You do not need an expensive Montessori setup. You do not need imported wooden toys. Here is what actually matters:

Things Worth Having

- **Books** — A small rotating library. Buy second-hand, swap with friends, use your local library. Indian publishers like Tulika, Pratham Books, and Karadi Tales make wonderful, affordable, India-rooted picture books.
- **Art supplies** — Crayons, watercolours, paper (plain is better than colouring books), clay or playdough (homemade is fine: flour + salt + water + food colour)
- **Building materials** — Wooden blocks, LEGO or Duplo if accessible, or even small cardboard boxes saved from packaging
- **Loose parts** — Stones, sticks, bottle caps, old bangles, fabric scraps. These are free and children find infinite uses for them.
- **A low, accessible shelf or cupboard** — Where *their* things are, reachable by them, so they can access and put away independently

Things to Skip

- Flashcard programmes and "educational" kits that promise to make your child read at 2 — not worth it
- Screens marketed as "educational" for under 3
- Too many toys — clutter actually decreases creative play. Fewer, open-ended toys are better.
- Anything that requires you to sit and "teach" — at this age, you want to set up and step back, not instruct

The Environment Principle

The goal is to set up a home where your child can **access, explore, make a mess, and clean up** with some independence. Not perfect independence — but the beginning of it.

A child who has always had things done *for* them has a harder time at 6. A child who has been trusted to pour their own water, choose their own book, and put away their own things is building the scaffolding for self-directed learning.

Festivals, Kitchen, Daily Life as Curriculum

This is one of the most underused advantages of Indian homeschooling.

Your everyday life is rich with learning opportunities that no school can replicate:

The Kitchen

- Measuring and pouring → math, volume, fractions (informal)
- Watching dough rise → science (yeast, fermentation)
- Sorting dal → concentration, categorisation
- Kneading, rolling, cutting → fine motor skills
- Naming spices, tasting → vocabulary, sensory development
- Understanding where food comes from → geography, ecology

The Market

- Counting money → numeracy
- Comparing prices → logical thinking
- Talking to vendors → social confidence, language practice
- Understanding vegetables and seasons → science, ecology

This is where money habits actually begin — not in a classroom, but in a vegetable market with a 4-year-old who wants to know why one thing costs more than another. Let them handle the change. Let them pay. These small moments are the real foundation of financial thinking. When they're older and ready for something more structured, the [Thinking Juggernaut Finance Literacy Kit](#) builds on exactly this instinct.



INDIA'S FIRST FINANCE LITERACY KIT

HANDBOOK WITH 20+ ACTIVITIES WORKSHEETS FLASHCARDS CONCEPTS SIMPLIFIED

Festivals

- **Diwali:** rangoli (patterns, geometry, art), diyas (fire safety, tradition, craft), sweets (fractions, cooking)
- **Holi:** colours mixing (colour theory, science), outdoor play, community
- **Pongal / Makar Sankranti / Lohri:** harvest, seasons, gratitude, regional geography
- **Navratri / Durga Puja:** dance, story, mythology, community

Learning in the Wild



The Kitchen

- Measuring & pouring = Math & Fractions
- Sorting dal = Concentration & Categorization
- Watching dough rise = Science (Fermentation)



The Market

- Counting money = Numeracy
- Talking to vendors = Social Confidence
- Comparing prices = Logical Thinking



Festivals

- Diwali diyas = Fire Safety & Craft
- Holi colours = Science & Colour Theory
- Pongal/Eid = Community & Seasons

These are not add-ons to learning. **At ages 3–6, these ARE learning.** A child who participates in making Diwali diyas, who goes to the market and picks vegetables, who sits in the kitchen and asks questions — this child is getting an education. Don't underestimate it because it doesn't look like school.

The Role of Grandparents & Extended Family

Indian homes are not nuclear — and that's actually an advantage for homeschooling.

Grandparents as an asset:

- Dadi/Nani telling stories is oral literature, memory, history, and language all in one
- Dada/Nana teaching a skill — a craft, a game, how to fix something — is apprenticeship learning at its finest
- Being with elders teaches children that the world contains many kinds of people, not just same-age peers

How to involve them meaningfully:

- Ask them to teach your child something specific they know — a recipe, a song, a skill from their childhood
- Let them narrate family history. Even 4-year-olds are fascinated by "when Papa was small"
- Give them a clear role: story time, evening walk, cooking together

When extended family becomes a source of pressure:

This is real, and it can be exhausting. The aunts who keep asking which school. The in-laws who think you're "experimenting" with your child's future. The neighbour who compares your child to their Class 1 star.

A few principles:

- **You don't need to convince everyone.** You need to be clear in yourself. Secure parents weather the comments better.
- **Have one or two go-to responses ready and stick to them.** "We're doing well, she's really thriving — swimming, reading, lots of outdoor time." End of conversation.
- **Find at least one family member who gets it** — support from inside the family changes the dynamic significantly.

What Does a Day Actually Look Like?

There is no perfect schedule. There is a **rhythm** — and rhythm is different from routine.

A routine is rigid. A rhythm flows and repeats, with flexibility.

Here is a sample rhythm for a 4-year-old at home — **this is one version, not the version:**

Morning (7am–9am) Wake up, morning hygiene, breakfast together. This is family time, not learning time. Talk. Be slow.

Mid-Morning (9am–11am) Outdoor time. Park, garden, building compound, or even a walk in the neighbourhood. Daily if possible. Non-negotiable.

Late Morning (11am–12.30pm) A focused activity — art project, building blocks, playdough, a class (swim, chess, dance), or free play indoors. You set it up, then step back.

Afternoon (12.30pm–3pm) Lunch, rest, quiet time. Children this age still need rest even if they don't nap. Quiet play, or an actual nap.

Late Afternoon (3pm–5.30pm) Free play — ideally outdoors again, or with neighbourhood children. This is the most important block of the day.

Evening (5.30pm–bedtime) Wind down. Dinner together. Stories — read aloud for at least 15–20 minutes. Conversation. Bed.

Where is the "teaching"? It's woven through everything. The walk where you count steps. The kitchen where they help knead dough. The book at bedtime. The question they ask and the answer you look up together. That is the education.

Free Play — And What It Actually Means

Free play does not mean 30 minutes on a schedule between activity A and activity B.

Think of a child on a farm for 4 hours — exploring, getting muddy, chasing a goat, finding a stone, building a dam in a puddle, sitting under a tree doing apparently nothing. **That** quality of unstructured time is what we're talking about.

You don't need a farm. You need:

A park or open space nearby Let them walk around, explore, dig, climb, run. You are present and you can see them — but you are not directing. "Go play" is a complete instruction. Resist the urge to hover, narrate, or turn it into a lesson.



The building compound or street Neighbourhood play — the kind our generation had, and most children today have lost — is deeply valuable. Known children, known space, low supervision, real consequences (small ones: someone takes your toy, you have to work it out). This is social education.

Your own home Pots and spoons. Water in a bucket. Old newspapers. Cardboard boxes. Pillows stacked into a fort. The most elaborate, sustained, creative play often happens with the most ordinary materials.

What free play builds that nothing else does:

- **Creativity** — when there's no instruction, they must invent
- **Problem solving** — when something doesn't work, they must figure it out
- **Negotiation** — with other children, no adult referee
- **Risk assessment** — they learn what they can and can't do physically
- **Intrinsic motivation** — they do it because *they* want to, not for a reward or a grade

The research on this is overwhelming and consistent. Children who have abundant free play are better learners later. Not worse. **The play is not a break from learning. It is the learning.**

"But What About Socialisation?"

This is the question. Every homeschooling parent hears it. Let's answer it properly.

First: **school is not the only place children socialise.** It is one place. And it has a specific, unusual social structure — 30 children of exactly the same age, managed by one adult, with rules about when to speak and when not to. That's not how most of adult social life works.

What children actually need for healthy socialisation:

- **Other children** — yes, regularly. But not necessarily in a classroom.
- **Repeated contact** — the same children, over time. This is how real friendship forms.
- **A mix of ages** — younger children, older children, adults. Real life is not age-segregated.
- **Low-stakes conflict** — small arguments, disagreements, hurt feelings that they learn to navigate

Where does this happen without school?

- **The park** — go at the same time every day or every few days. The same children will be there. Friendships form naturally.
- **Neighbours** — building friendships are deep. Children who grow up together in a building have a richness of social life that many school friendships don't match.
- **Cousins** — underrated. Extended family gatherings are intense social laboratories.
- **Classes** — swim class, chess class, art class. Shared activity is one of the best ways children form bonds.

- **Homeschool groups** — in most cities, there are now informal groups of homeschooling families who meet regularly.

The child who plays in the park every evening, goes to swim class twice a week, and has two cousins they see regularly is not under-socialised. They are well-socialised in the most natural sense of the word.

Finding Your People

Homeschooling can feel lonely — **for you**, the parent. And that matters.

When your child's peer group is in school and the conversation at every gathering turns to admissions, report cards, and school events, you can start to feel like you're on a different planet.

You need to find your people. Here's where to look:

Online communities (India-specific):

- Facebook groups — search "homeschooling India," "unschooling India," your city name + homeschool
- WhatsApp groups — once you find one family, ask to be connected to others
- Instagram — there is a small but growing community of Indian homeschooling parents sharing their journey openly

In person:

- Ask at your child's activity classes — other parents at chess or swim class may be homeschooling too
- Your paediatrician may know of other families
- Libraries and bookstores sometimes have reading groups that attract homeschooling families

What to look for in a community:

- People who are thoughtful, not dogmatic — you don't want a group that insists on one particular approach
- A mix of ages — families with older homeschooled children are invaluable. They've been through what you're going through.
- Regular meetups — the value is in the consistency, not just the frequency

Why this matters for your child too: A community gives your child homeschool friends — children they can grow up with outside of school. And it gives *you* the ability to reality-check, ask questions, and not feel alone in this.

"How Do I Know if My Child Is On Track?"

Here is the honest answer: **they may not show you on your timeline. And that is okay.**

Stop comparing week to week. Start observing over months. The puzzle story from earlier in this guide is real — children absorb, process, and then reveal. The reveal is often sudden and total. Something they seemed unable to do will one day just... happen. Without fanfare.

The checklist below is not for drilling. It is a **reference** — a picture of what school-going children in this age range are generally expected to know and do. Use it to reassure yourself, not to create a study plan.

If your child is doing most of these things, you are doing well. If something is missing, wait and watch before worrying. If something was missing six months ago and is still missing, and you have a gut feeling something is off — trust that gut and see your paediatrician.

Around Age 3–4

Language & Communication

- Speaks in short sentences (2–4 words minimum)
- Strangers can understand about half of what they say
- Follows simple 2-step instructions ("Pick up the ball and bring it here")
- Names familiar people and common objects
- Enjoys being read to and asks for favourite books again

Thinking & Learning

- Can sort objects by one characteristic (colour or shape)
- Engages in pretend play (feeding a doll, pretending to cook)
- Can match similar objects or pictures
- Beginning to understand "same" and "different"

Physical

- Climbs, runs, jumps without too much falling
- Pedals a tricycle
- Holds a crayon and makes marks on paper
- Can stack several blocks

Social & Emotional

- Shows affection for familiar people
- May separate from parents with some distress — this is normal
- Plays alongside other children (parallel play) more than *with* them — also normal at this age

- Shows a wide range of emotions
-

Around Age 4–5

Language & Communication

- Speaks in sentences of 4–6 words
- Strangers can understand most of what they say
- Tells simple stories about things that happened
- Asks "why," "how," and "what if" constantly — a very good sign
- Knows their full name, and sometimes their address

Thinking & Learning

- Can count objects up to 10 — not just recite, but point to and count physical things
- Recognises some letters, especially the first letter of their name
- Understands "same" and "different" reliably
- Can draw a recognisable person — head + body, even if simple
- Understands "yesterday" and "tomorrow" (roughly)
- Can follow a 3-step instruction on a good day

Physical

- Hops on one foot
- Catches a ball most of the time
- Uses scissors to cut along a line
- Can dress and undress with minimal help
- Draws basic shapes

Social & Emotional

- Has at least one or two preferred playmates
 - Takes turns in games — sometimes. They're still learning.
 - Shows increasing independence
 - Negotiates and tries to solve conflicts (not always successfully)
 - Has a sense of humour, laughs at silly things
-

Around Age 5–6

Language & Communication

- Speaks in full, clear sentences
- Tells stories with a beginning, middle, and sort of an end
- Can have a back-and-forth conversation on a topic they're interested in

- Knows most letters of the alphabet and may be starting to read simple words
- Can write their name — doesn't need to be perfect

Thinking & Learning

- Counts to 20 or beyond
- Understands "more" and "less," "bigger" and "smaller"
- Can sort by two characteristics (red and round)
- Starting to understand cause and effect ("if I do this, then that happens")
- Can draw a person with at least 6 parts (head, body, arms, legs, eyes, mouth)
- Shows strong interest in how things work

Physical

- Skips, hops, does simple physical sequences
- Can button clothes, use a fork properly
- Holds a pencil with reasonable grip
- Can sit and focus on something they enjoy for 10–15 minutes

Social & Emotional

- Has real friendships — children they ask about and want to see specifically
- Can follow rules in a game and cares if someone cheats
- Starting to understand other people's feelings and perspectives
- Handles frustration better than at age 3 — still not perfectly, and that's fine
- Can separate from parents easily in a familiar environment

One more time, because it bears repeating: If your child isn't doing something on this list — **wait and watch before worrying.** The puzzle moment comes. Often when you least expect it.

The Time Investment: A Realistic Note for Parents

Ages 3–6 with a homeschooled child requires **real time from at least one parent.**

Not full-time structured teaching — but **presence.** Someone needs to be available to:

- Take them to the park, to classes, to explore
- Read to them, talk with them, answer their questions
- Set up activities and then get out of the way
- Notice what lights them up and follow that thread

This is non-negotiable. The trade-off is real — career, personal time, financial implications if one parent steps back from work — and it's worth naming clearly so you can plan your family's life around it honestly.

It does not have to be the same parent every day. Homeschooling on autopilot doesn't work at this age.

Your Next Step

If your child is between 3 and 6, the single most useful thing you can do right now is:

Stop optimising. Start observing.

Watch what they're drawn to. Make time for outdoor play every single day — not 30 minutes, but real, unstructured time. Read to them every night. Talk to them like they are intelligent, curious people — because they are.

Find one activity they light up for and sign them up. Go to the park at the same time every day and let the friendships form. Cook together. Go to the market together. Light diyas together. Tell them stories about your own childhood.

And find at least one other family doing something like what you're doing. You will need the company.

The years between 3 and 6 are not a warm-up for real life. **They are real life.** Protect them.

If you're looking for hands-on kits as your child moves into the 7+ years, Thinking Juggernaut makes NEP-aligned kits for math, science, entrepreneurship, finance, and more — [explore them here](#).

This guide is part of a series on homeschooling in India, written for parents navigating this path with intention and honesty. Based on NEP 2020 guidelines and current developmental research

Know about NEP

EXPERIENTIAL

NEP says "learning by doing" is the best way to close the gap between reading and understanding.

INTER-DISCIPLINARY

NEP says to eliminate "silos" and "hard separations" between subjects like science, math, and technology

CAPABILITY

NEP says: Learning must shift from just "completing a syllabus" to proving a child is actually capable of using what they know

HOLISTIC

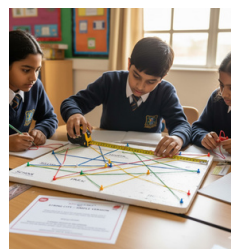
NEP says to support the unique capabilities of each child in both academic and non-academic spheres

PROBLEM-SOLVING

NEP says: Critical thinking is essential to help students handle real-world challenges and encourage logical decision-making

Check out our other kits

- Interdisciplinary STEM Kits
- Applied Math Project Kits
- Finance Literacy Kits
- Entrepreneurship Kits
- Chess Starter Kit
- AI Discovery Kit
- Language Exploration Kits

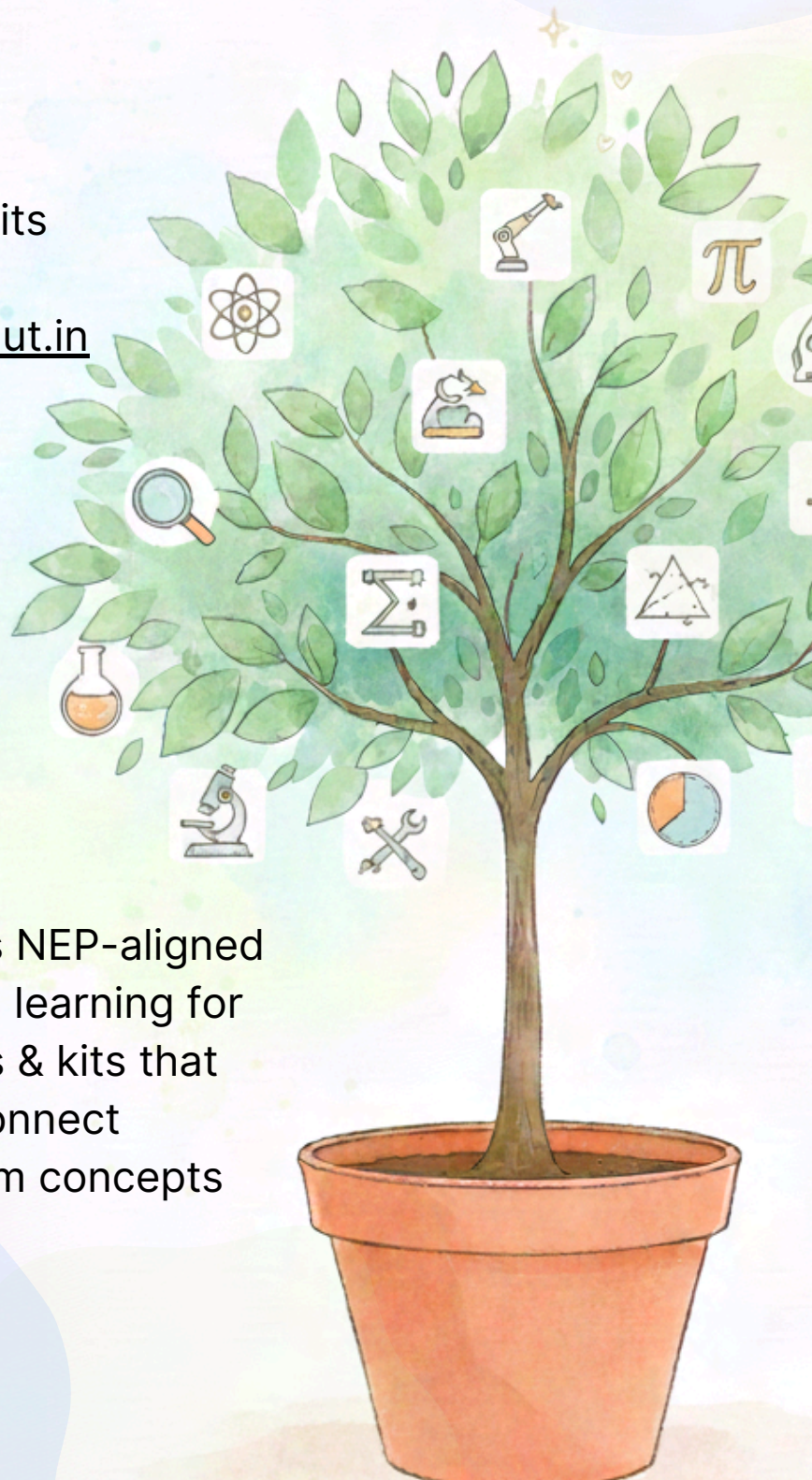


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