



# Positive Parenting: A Ready Reckoner





# ‘On Children’



Your children are not your children.  
They are the sons and daughters of Life's longing for itself.  
They come through you but not from you,  
And though they are with you yet they belong not to you.  
You may give them your love but not your thoughts,  
For they have their own thoughts.  
You may house their bodies but not their souls,  
For their souls dwell in the house of tomorrow,  
which you cannot visit, not even in your dreams.  
You may strive to be like them, but seek not to make them like you.  
For life goes not backward nor tarries with yesterday.  
You are the bows from which your children as living arrows are sent forth.  
The archer sees the mark upon the path of the infinite, and  
He bends you with His might that His arrows may go swift and far.  
Let your bending in the archer's hand be for gladness;  
For even as He loves the arrow that flies,  
So He loves also the bow that is stable.

(Kahlil Gibran, *The Prophet*)

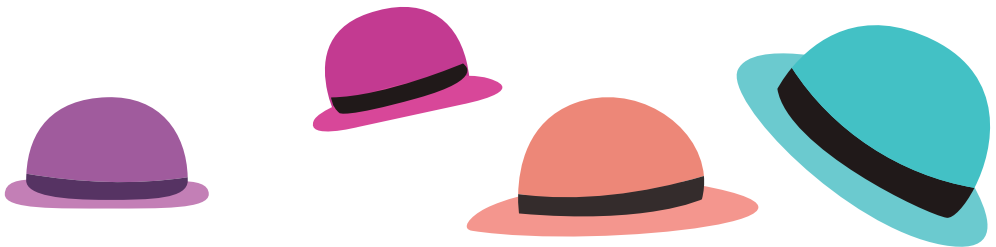
# Prologue

Parenting is broadly defined as the process or experience provided to a child—to build self-esteem, self-worth and a host of traits—that are essential to make what is called a ‘good human being’.

According to the World Health Organization, parenting involves significant goals, such as to foster confidence, health and safety, instilling moral and ethical values, validating the efforts for positive growth, necessary motivation, guidance and preparing children for life.

As children grow, their world expands and they have an innate curiosity to question anything and everything they see around them. How do parents handle this? The discrimination of right from wrong that leads to character building and value systems are shaped and fashioned from these observations and reflections.

As Carl Jung described, “Children are educated by what the grown-up is and not by his talk.”



Therefore, the process of parenting models the kind of person you want your child to become—respectful, caring and understanding. It teaches instead of making demands, it seeks to understand instead of labelling and it boosts instead of knocking down. Ironically many parents have their own ideas of ‘what’s good for my child’ and ‘I know best what I need to do’.

Right from providing basic care like food, drink and shelter, parents also have to ensure safety and protection from physical harm, provide emotional warmth, and encouragement for learning and intellectual development.

While parents can encourage and motivate children to attain higher levels, they must not set impossible targets and limit their journey only to academics. Parents must realise that every child is unique and has individual levels of attainment and success is not always determined by scholastic scores and becoming a topper in class.

According to the New Education Policy 2020, “The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.”

The Central Board of Secondary Education has always placed joyful learning and holistic development of students at the forefront and promoted methods and processes that enhance this objective. Holistic development, in effect is the interplay and alignment of mental, physical and psychological factors. Understanding and support of parents and teachers can go a long way in dealing with the behavioural changes, conduct issues or learning difficulties of a child.

This is perhaps a first-of-its-kind publication by any board of education in the country, brought out with the hope of adding value to the nuances of parenting and nurturing skills in easy-to-follow suggestions.

This publication by no means attempts to undermine concerns and care already in place, however it is felt that this may deepen the understanding about parenting in current situations and in building positive relationships.

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*Identifying common stress symptoms  
and solutions for the mental and emotional  
wellness of children is important*



## Chapter 1

# Mental and Emotional Wellness of Children

**It is important to talk about mental health  
and well being**

Children encounter diverse life challenges at school and at home, such as, tests, examinations, dislike for a teacher or subject, dealing with bullies or family discords. Therefore it is important to identify, talk and seek professional help if so required.

# What Are Common Stress Symptoms?

Parents should watch out for the following:

## Common Physical Symptoms

- Muscle tension or cramps
- Backache or headache
- Chest discomfort
- Fast, shallow breathing
- Rapid, uneven or pounding heartbeat
- Changes in appetite
- Sleep difficulties

## Psychological Symptoms

- Feeling tense, under pressure and unable to relax
- Frustrated and aggressive
- Irritable/ crying/ cranky
- Fussy, gloomy or suspicious
- Constantly nervous/ frightened
- Feeling mentally drained
- Preoccupied, absent-minded, forgetful
- Inability to concentrate or complete tasks
- Increased disinterest in studies, increased screen time
- Sleeping more
- Headaches/ fainting spells/ vomiting
- Wanting to be alone, staying away. Stops communicating with parents
- Indigestion, constipation or diarrhoea
- Frequent urge to urinate

## Psychosomatic Symptoms\*

These are physical symptoms with no biological basis, as the root cause lies in psychological factors. But first, parents need to look for biological causes of any symptom. Only when they are **eliminated** should the symptoms be considered as psychosomatic.

- Nagging headaches
- Backache
- Fainting spells
- Asthmatic attacks
- Breathlessness
- Diarrhoea/ gastric trouble
- Vomiting
- Writer's cramp
- Absent vision

\* Psychosomatic Symptoms can only be determined by specialists. Please do not overlook biological causes, and only consider the symptoms as psychosomatic once biological causes have been eliminated.



## What Should You Do?

You must seek professional help. Do not deny symptoms with statements like “You don’t have any physical problem” or “Stop using this as an excuse.”

**What if your child is not pretending and is genuinely unwell?**



### Some lifestyle related suggestions

**Eating healthy:** Consistently balancing food choices is effective. Fast food supplies more fat, salt and calories than nutritious food. Replace chips with an apple. Breakfast provides the energy needed for an active morning. Children who skip breakfast may have trouble concentrating. Add roughage to their diet. Dalia, fruits, corn, etc., will help prevent stomach discomfort and they will feel lighter. Parents should teach good eating habits by their own example.

**Good sleep:** Insomnia (the inability to fall or stay asleep) can be caused by stress and anxiety due to some problem disturbing the child. The parents must notice these changes in patterns and secure timely help.



### Physical and other activities

**Yoga and meditation:** Have age appropriate yoga and meditation routines.

**Physical fitness:** Includes cardio-respiratory fitness, muscle strength, and flexibility. So plan activities to improve and maintain physical fitness.

**Sports:** Any choice of outdoor game even for a brief period should be encouraged. For example: badminton, football, running and tag games.

**Arts and creative hobbies:** Besides honing their creative talents, hobbies like painting, music, dancing and cooking act as stress busters for children.

## Keep in mind

Talking about mental health is not a taboo. Identify the stressors and seek timely help. Your family's mental health and well-being is precious.

*Learning is complete and holistic when a student has the ability to handle demands and challenges in life in the ever changing situations.*



## Chapter 2

# 21<sup>st</sup> Century Skills

### **Why are these skills important?**

An individual's personality develops through effective inculcation of the core life skills such as self-awareness, decision making, problem solving and interconnected components of 21<sup>st</sup> Century Skills.

## Core Life Skills

### Self-awareness

Helps to know and understand oneself and to be able to think about their good qualities, strengths, interests, aptitude, as this will help in making better decisions in life.

### Managing Emotions

It is very important to know how to identify emotions and feelings while at the same time also learn to manage them in a healthy manner

### Empathy

Children should learn to be considerate towards others. They should respect other people's emotions, needs and problems, and help them when they can.

### Interpersonal Skills

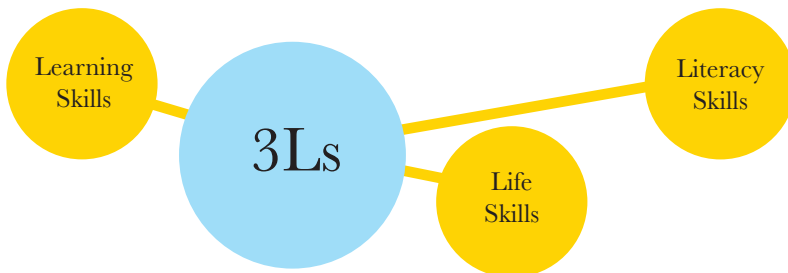
The ability to relate to others and interact with proper etiquette leads to healthy social relationships and therefore is an important skill .

### Decision-making

Children should learn how to arrive at a decision by taking into consideration all available options , their possible consequences and learn to choose the option that works best in any given situation.

## 3Ls

The 21<sup>st</sup> Century Skills are broadly described as the **3Ls** – Learning skills, Literacy skills and Life skills.



## Learning Skills

These are skills required for the acquisition of new knowledge, these can be further divided into the **4Cs** – Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration and Communication.

- **Critical Thinking** is the capability of objective analysis of information while **Problem Solving** is identifying the relevant piece of information and relating one set of information to another and using the experience to new situations.
- **Creativity and Innovation** allow an individual to explore and create fresh ways of thinking and innovation skills help the student to think creatively to develop something new and unique.
- **Collaboration:** Student learns to effectively work together with others through collaboration. This skill helps in respecting others needs and perspectives.
- **Communication:** Communication is the ability to effectively express one's opinion, desires and ideas both verbally and non-verbally.



## Literacy Skills

Literacy Skills are the skills that help in creating and gaining new knowledge through media and digital resources. IMT or Information Literacy, Media Literacy and Technology Literacy involve the ability to access information, media and technology, to understand and critically evaluate different aspects of the sourced content for effective communication.

## Life Skills

Life Skills are required for everyday life and can be categorized as **FLIPS** –

- F- Flexibility and Adaptability** or a person's ability to change his actions according to new situations and efficiently facing unprecedented situation without compromising on ethics and values. Similarly, adaptability is defined as creating modifications or changes to suit the new situations.
- L- Leadership and Responsibility:** Leadership is the ability to lead with commitment, resilience and self-confidence while responsibility is a skill that prompts evaluation and impact of decisions taken.
- I- Initiative and Self-direction** helps an individual to take a task independently and work with self-motivation and integrity.
- P- Productivity and Accountability** is the fulfilment of any meaningful task within a time period. Being accountable for actions is equally important for self and others.
- S- Social and Cross-cultural interaction:** These skills are important for collaboration and communication in diverse social cultural environments.



## Nurture Your Child

### 1 Follow the Golden Ratio of 5:1

Say five positive things before you say one negative thing to your child. Do not nag or say harsh things that may hurt your child's self-esteem.

### 2 Embrace Your Child's Uniqueness

Every child is unique. By embracing 'who they are', you instil a sense of self-worth and confidence in your child.

### 3 Your Child Is Not a Social Trophy

Parents tend to show-off their child's academic or co-curricular achievements before family and friends. Do not do this. It is harmful as your child will feel overburdened with expectations.

### 4 Make Your Child Feel Secure

Your stress has an adverse long-term effect on your child. Manage financial and emotional stress in your life effectively. Remember, children with a strong sense of security perform better in school and have a healthier adulthood.

### 5 Never Say "NO" to Spending Time

Your children want to share their lives with you, so spend quality time with them. Ask them about their day, converse together as a family.

## Discipline

### 6 Punishment Is not Discipline

Abstain from physical violence and verbal abuse in all circumstances. If children are scolded more, they tend to internalise that they are 'bad' and keep repeating bad behaviour. Instead, discipline the child by reducing TV time, cancelling a treat or an outing for a short period.

### 7 Find the Reason behind Negative Behaviour

Look for the emotion beneath your child's negative behaviour. It could be anger, sadness or low self-esteem. Some negative behaviour may be a symptom of a graver problem. Don't hesitate to seek professional advice.



## Values and Behaviour

- 8 Respect**  
Children learn from your behaviour, so please treat everyone with respect. Encourage them to say 'Please', 'Sorry' and 'Thank you'.
- 9 Teamwork**  
Let your children share responsibilities around the house to learn teamwork, cooperation and hard work.
- 10 Thoughtfulness**  
When children are taught to be mindful of other people's needs, they are helpful, kind and less self-centred, leading happy, fulfilled lives.
- 11 Value of Money**  
Teach children the value of money from an early age to make effective financial decisions in their lives. Be open with them about what you can/cannot afford. Encourage saving from an early age.
- 12 Instil Social Skills**  
Teach children to listen, respect other's perspectives and feelings, to accept differences; cooperate, manage their negative emotions, share and give feedback, avoid conflicts and resolve them.
- 13 Positive Regard for School and Education**  
Discuss the importance of education with your children. Always show a regard towards their school, its administrators and teachers.

## Shaping Responsible Young People

- 14 Problem-solving, Analytical and Critical Thinking Skills**  
Make your children responsible and independent by encouraging them to do things themselves. Allow them to make age-appropriate choices and deal with the natural consequences of those choices. It is healthy for children to make mistakes and learn from them.
- 15 Inculcating Resilience**  
Teach your children to persevere and view challenges as learning opportunities. Ask them to pinpoint problems and discuss how they might be able to overcome them.

### 16 Planning and Organisation

Help your children make academic and long-term career plans. Start with small day-to-day tasks, like assisting them in creating a homework schedule, planning activities for the day and arranging their room.

### 17 Achieving Goals and Fulfilling Dreams

Help your children set manageable goals. Encourage progress over perfection. Give them confidence and determination to fulfil their dreams. Do not thrust your own aspirations and unfulfilled ambitions upon your children. Let them chart their own paths. Never belittle their dreams.

## Communication

### 18 Communicate Effectively

Always keep an open line of communication with your children. They should be able to talk to you comfortably about everything and no topic should be a taboo.

### 19 Share Emotions

Encourage your children to share their emotions with you, such as joy, sorrow, anger, frustration, or feelings about the opposite sex.

## Individuality and Bonding

### 20 Value Their Friends and Respect Their Privacy

Friends are a unique support system throughout life. You must get to know your child's friends and encourage them to visit your child at home. However, you must also respect your child's privacy.

### 21 Be a Friend but with Boundaries

Be a friend, but with boundaries, as you want to be friends with your child; but as a parent your child's well-being is your primary responsibility. Maintain honesty, respect and trust to help you become a good parent.

*"A child's memory lasts a lifetime"*  
- A Spanish dicho

*Navigate the pre-teen years of your children skillfully to nurture their present and shape their future*



#### Chapter 4

# Parenting the Pre-Teens

## **The world is their oyster!**

The pre-teen stage is a transitional period for children between 10 and 13 years, an important stage of development that determines the succeeding adolescent and adult years.

Children undergo physical, emotional and psychological changes during this period, which shape their self-perception.

In addition, this period is crucial in laying the foundation of a healthy parent-child relationship.

## Cultivate Independence and Responsibility

- **Designate responsibilities in the house:** Your children are growing up and should be treated with a little more maturity. Give them responsibilities around the house. Ask them to help in serving food, dusting or cleaning their room. Tasks such as these will teach them dignity of labour and also make them feel like a grown-up.
- **Instil decision-making skills:** To inculcate a sense of responsibility, involve children in decision-making processes. Allow them to participate in family discussions and provide inputs. Let them help while preparing budget of the house, or preparing the shopping list.
- **Allow them to formulate rules:** Allow children to make their daily homework schedule or create their schedules for exams and holidays. They are likely to stick to the rules they have made themselves.
- **Let them set goals:** Allow children to set realistic goals for themselves. Provide them with the best of support to achieve them. Never belittle or mock their goals or dreams.
- **Give children space and privacy:** As children grow up, they need time, space and privacy to understand themselves, especially while undergoing various changes. Self-knowledge is essential for making good decisions. Let them process their myriad of feelings and thoughts, and approach you when they need guidance or advice.



## Love and Support Unconditionally

- **Be a parent as well as a friend:** Assure children that they can approach you as a confidant or reach out to you for support and advice, without any hesitation. When your children talk about friends or their day at school, listen to them attentively. Get to know them as a friend.
- **Discipline but don't dictate:** You should not hesitate to discipline your children. However, decisions can be arrived at mutually, rather than be dictated.
- **Show you care:** Never hesitate to show affection to your children. It increases bonding and understanding. You will have less problems while dealing with the emotional upheavals of their adolescence.

- **Do not compare:** Never compare your child to another, not even with siblings. Every child feels a sense of achievement and pride to see their parents happy because of them. When you compare your child with another, you convey the feeling that you do not think they are good enough.
- **Appreciate them:** The smallest of things done in the house such as tidying their room or running an errand for you, should be appreciated and thanked. Always acknowledge the effort and keep them motivated.

## Develop Their Sense of Self

- **Inculcate self-confidence and self-respect:** Be a positive parent who appreciates your children for who they are. Give them the courage to dream and motivate them to have the determination to achieve it. Demonstrate confidence in your children and respect them, so they develop confidence and respect in themselves.
- **Ensure presentable appearance:** Encourage good hygiene. Help them decide what clothes to buy and assist them in looking presentable. Being well-groomed adds to a child's self-confidence.
- **Encourage them to socialise and make friends:** Making friends and socialising helps your children develop the correct social etiquette, teaches them healthy peer interaction and creates a social support network.
- **Encourage an active outdoor life:** An outdoor sport is an excellent way of channelising a child's energies in a positive manner. Parents should help children select and engage in a sport, which they can also participate in at times, to enhance the parent-child relationship.



## Collaborate

- **Children want parents to lay certain rules:** Children at this stage of life want independence, yet they want to be told what to do at certain times. This could be about going out with friends, setting time limits, which movies to watch, etc.
- **Communicate clearly:** Give clear and concise instructions to your children. Do not assume that they know everything beforehand. Clear and targeted instructions are easy to comprehend and follow.



- **Give children options:** While parenting pre-teenagers, give them options when it comes to making decisions. Remember, the options given to them should not exclusively reflect how you would want things to be done.
- **Cultivate sensible food habits:** Inculcate healthy eating habits in children. Junk food can be made healthy by preparing the same at home hygienically, using nutritious ingredients. Once in a while, they could be taken to eat out. This will satisfy their cravings and will also make them understand that it is not done frequently because it is not good for health.
- **Talk to them about puberty-related changes:** This is the time when you must talk to your children and educate them about puberty and related physical changes. You must overcome hesitation, because when you are telling them about these issues, you are satisfying their curiosity by ensuring that they get the correct information.

## Keep in mind

These are just a few suggestions to make parenting not only easier, but also enjoyable. Remember that if handled correctly at this stage, you will be dealing with relatively trouble-free teenagers who realise their value in the family, have imbibed responsibility, basic goodness, and happiness.

*Suggestions for single parents and caregivers who raise children alone*



## Chapter 5

# Single-Parenting and Your Child

### **Twice the work and twice the joy!**

A single-parent family maybe a mother, father or even a grandparent. At times, life may feel overwhelming, and you might worry about doing the best for your child, while managing everything single-handedly. It is essential that you take care of yourself, so you can provide a nurturing, secure and healthy environment for your child.

## Challenges

Single-parent families encounter some unique challenges:

1. Lack of quality time with the child because of balancing hectic work and home schedules.
2. Difficulty in disciplining the child for the fear of being perceived as a 'strict' parent.
3. A child may find it difficult to cope with the absence of a parent.
4. A child's academic performance or peer relations may be affected by the changes in relationships with extended family or emerging new relationships.
5. Problems related to custody of the child and visitation rights.
6. Financial difficulties.

## Some Suggestive Ways

1. Communicate effectively with your child. Be honest as you explain the various changes taking place within your family using age-appropriate terms.
2. Assure them that they are loved.
3. Take care of your physical, mental and emotional health.
4. Spend time with your child by engaging in everyday activities such as playing, cooking a meal or reading a story together.
5. Be consistent with rules and discuss their importance with your child.
6. Do not hesitate to take professional help from a counsellor if you or your child face difficulty in adjusting to the new family set-up.

### Keep in mind

- Trust yourself, have faith. You are doing the best you can.
- Always remember, you need to take care of your present for a secure and healthy future.
- Seek help from family and friends, reach out.



*The best learning environment takes place when both the family and school are invested in the holistic growth of the child.*



## Chapter 6

# An Effective Partnership of Family and School

### What is a parent–school partnership?

The parent-school partnership acts as a safety net for a child's school experience, learning and emotional wellbeing.

Parental engagement impacts a child's learning and development. Shared responsibility between parents and teachers is essential to foster positive growth of a child.



## Can Schools Fulfill the Role of Parents?

The school is primarily responsible for the child's education. A child enters school with family values and principles. Parents differ in their skills, knowledge, resources. They also differ in terms of the availability, ability to engage with school and in the learning process.

## Why Is a Parent-School Partnership Essential?

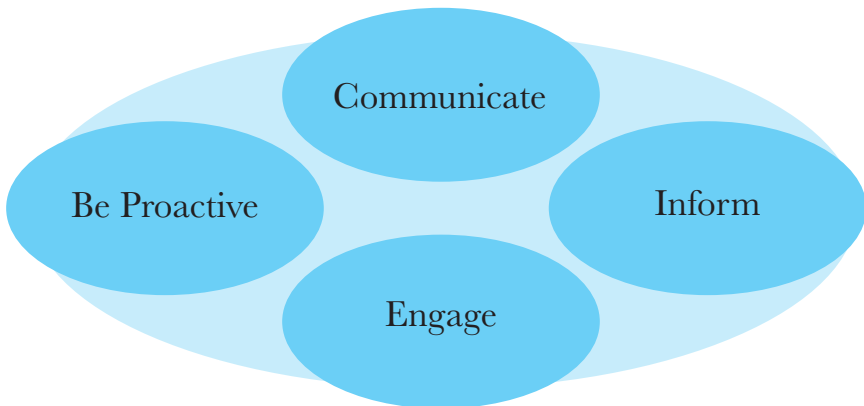
The school cannot be a substitute for a parent. Nevertheless, parent school partnership is an important sequence in a child's physical, social, psychological and academic growth process.

Communicating with the school and the child is often very useful. Besides, academic and co-curricular activities, this may help the parent to find out if there are any adjustment issues, bullying of any manner, whether physical, verbal, social, cyber or sexual which can have detrimental impact on a child's wellbeing.



Peer influence is inevitable in a child's life whether at home or school. Peer relationships start at an early age and it is worthwhile for a parent to encourage the child in building positive peer relationships for responsible behavior and assertiveness in the face of peer pressure.

## What Can You Do?



## Communicate

- Set a positive tone by talking with teachers right at the beginning of the school year
- Be open to understanding what your child does in school
- Talk to teachers even when things are going well with your child. Should any problem come up, it'll be easier for you to solve it if you already enjoy a healthy relationship with the teachers
- Ask for help if you see your child struggling or unable to keep up in class

## Engage

- Participate in activities suggested by the school

## Be Proactive

- Take the initiative to get to know your child's teachers
- Work with teachers to set goals for your child's education

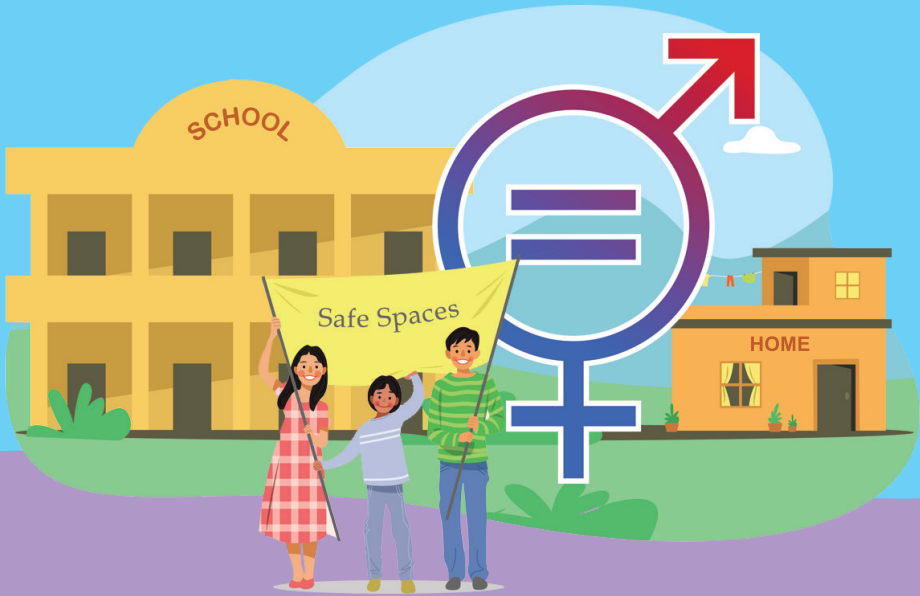
## Inform

- Tell teachers about important events or conditions that may impact learning, such as a death or serious illness in the family, divorce, job loss, or reduced income.
- Such events can affect your child's behaviour in school and her/his ability to learn. Knowing about them can help teachers understand your child's behaviour changes and provide support

## Keep in mind

- Be Present: Attend all parent-teacher meetings regularly
- Be a Supportive Partner:
  - Trust the school to want the best for your child
  - Praise and thank teachers and school staff for their work when appropriate

*All children have the right to education  
in a safe, protective and conducive  
environment for their overall development*



## Chapter 7

# Gender Equality and Child Abuse Protection

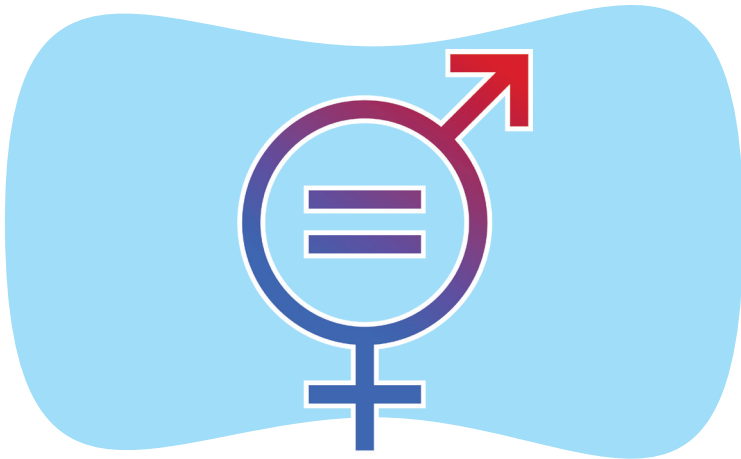
Synergy among parents, teachers and schools is most effective for working towards gender equality and safety against abuse within the school environment.

## Parents Must Know the Role of Schools in Providing Safe Environments

Schools must ensure and promote an inclusive and harmonious classroom and school environment.

### Creating Awareness among Staff

- Teachers, management and all employees of educational institutions should know about the provisions of the POCSO Act, some of which give them a duty to report instances of child abuse, as mentioned in Sections 19(l) and 21.
- Sexual offences committed by the persons involved in the ownership and management of staff in educational institutions, as well as persons in positions of trust and authority over children are liable for higher punishment under the provisions of the Act.
- Induction sessions should be held for all teachers to include a specific module on gender sensitisation.



### Fostering Gender Equality among Students

- Organise camps and workshops to sensitise children about health and sanitation.
- Self-defence training for girls (like karate sessions) to be conducted regularly.
- Engaging mediums such as folk dance, *nukkad natak*, poster competitions, quizzes, debates and exhibitions should be used to promote gender equality.
- Informal conversations with students by way of discussions with peers, and planned observations in hostels, classrooms and playgrounds are helpful.

- Academic performance, aloofness and depression should be closely monitored. Children displaying such behaviour should be properly counselled.
- There must be guidance and counselling facilities in schools. Additionally, adolescent education programmes and special activities that promote gender sensitisation and equality should be conducted. Teachers must be trained to attend to the gender-related issues of adolescents.



## Residential Schools

- Training programmes should be held for Housemasters and Housemistresses so they can help emotionally disturbed students, counsel and prepare them for meeting the challenges of adolescence.
- Personal care and guidance must be given to girls and a female matron be provided for girls' dormitories.





## Prevention and Redressal Mechanisms

- School management and staff are expected to create awareness and participate in averting any offences as part of their foremost duty.
- CCTV cameras should be installed within school premises at all strategic places, accompanied by a warning.
- A Complaint/ Suggestion box should be provided in schools, so that students can make written complaints. Any complaint of sexual abuse, whether received through the drop box or otherwise, must be acted upon immediately.
- A School Complaints Committee consisting of Principal/ Vice-Principal, one male teacher, one female teacher, one female student, one male student and one non-teaching staff member must be set up to serve as a Complaints and Redressal body.
- An improved response system and alert administrative machinery is required to take immediate action upon reported cases of misbehaviour.
- A Toll Free number and child helpline 1098 must be made known and displayed on notice boards, along with names of teachers designated to handle such cases.
- Students should be made aware of POCSO Act.
- E-Box developed by NCPCR should be installed and made available for students to directly report any sexual abuse offence and to book offenders under POCSO ACT, 2012.



*Helping children identify the strengths and aptitude while selecting academic stream in high school can be of great significance*



Chapter 8

# Making the Right Academic Choices

**When should children start planning their career?**

The process of career planning stretches through the secondary and senior secondary years at school. The academic choices after class ten invariably design a blueprint of the professional journey of children.

## How Important Is Planning before Making Academic Choices?



We make plans to accomplish various tasks successfully. Planning ahead gives us adequate time to review the situation, gather the necessary resources and work to achieve our targets. Thus, it is only natural that parents and children should have an effective plan for making the right academic choices in high school. This will ensure that children get to study the subjects with interest and perform better.

Parents can help their children make good plans. You can encourage your children to introspect about their strengths and weaknesses, while guiding them in this crucial phase of decision-making.

## Factors Influencing Academic Choices

Remember, peer pressure, parental pressure, societal or cultural pressures should not determine academic choices.

Key factors to consider while choosing the most suitable academic stream for students:

1. Aptitude, interest and dedication towards the subjects
2. Values, personality and attributes
3. Available resources to facilitate the academic choice

Aptitude Interest  
Dedication towards the subjects  
Values Personality  
Attributes  
Available resources

## Help Children Make the Right Decision

Expose them to various career options based on aptitude and interest. The information is easily available online now, so help them discover the various options available, explore, consult and then arrive at a final decision. The compendium of courses after +2 brought out by the CBSE can also be of immense help.

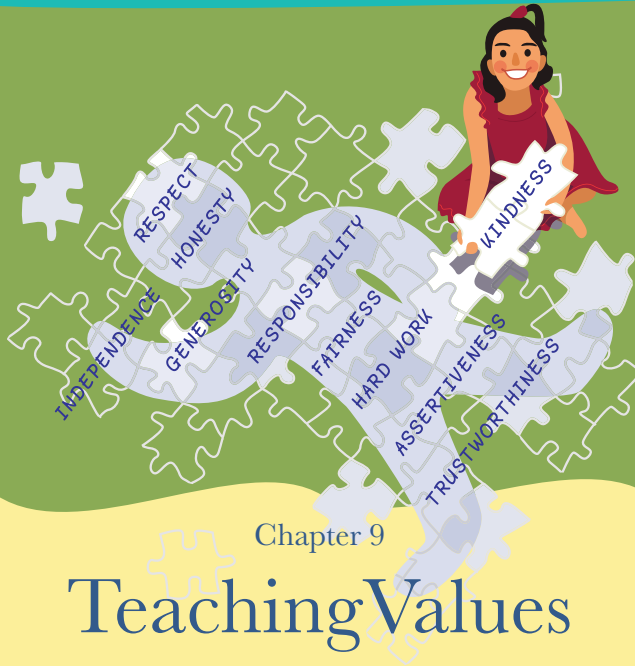




## Keep in mind

- Accept them as individuals and accept their right to make a choice.
- Accept that their choice can be different from yours.
- Appreciate their strengths.
- Genuinely help them to explore diverse career options.
- Be an empathetic and patient listener to their views and thoughts.
- Look for more information on their chosen career option to make yourself more comfortable with the choice.

*Values are the principles that help you to decide what is right and wrong, and how to act in various situations.*



Chapter 9

# Teaching Values

## Are values important?

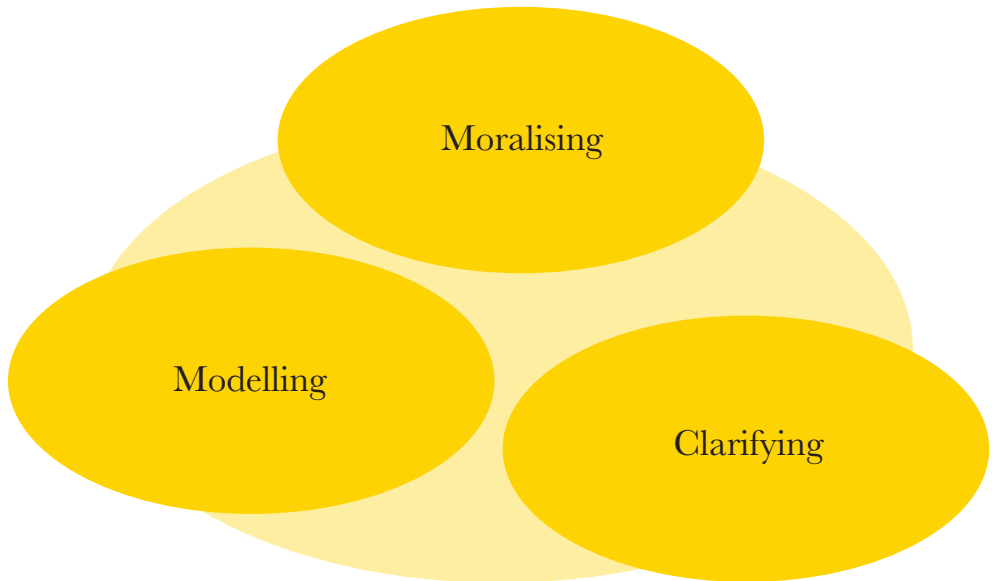
Yes, as they determine the standards of behavior, teaching children good values would enable them to differentiate right from wrong and what 'ought' to be. Values are important in parenting as they ensure that children become responsible and good human beings.

## Where Can Children Learn Good Values?

Family is the first source for children. Home environment and non-formal learning hours help in building the value edifice. Children adapt and adopt behavior pattern of their parents, peer group and people around them. Seemingly simple things like sharing their playthings with siblings, showing respect to elders, following traffic signal rules on the road all go on to become their early learnings. Hence, family and parents take up the most important role in instilling good values some of which may include hard work, kindness, generosity, responsible, trustworthy, honesty and much more.

## How Do I Teach Good Values?

Although there are several approaches to inculcate values, the three approaches described here can also be followed by the parents. These may differ in relation to the degree of parental involvement required in each process.



## Moralising

This approach may be used when children are young, and you are directly teaching them how to behave. Children are shown what is expected of them and they may be rewarded for successfully demonstrating the expected behaviour – you may tell them – “I expect you to clean your room”, or “I expect you to be polite to our neighbours.”

### Remember

Moralising doesn't help in developing a child's self-driven internal value system. Also, if it is done in excess, it may sound like preaching and the child may rebel.

## Modelling

Children are more influenced by what they see their parents doing than by what parents tell them to do. Therefore, this approach requires parents to demonstrate the desired values by acting appropriately. If you want to teach them to be well-organised, then start being meticulous about your own things.

### Remember

Discuss the values that underlie your behaviour, so the child understands the purpose of your behaviour. Also, whom the child chooses as a model is key.

## Clarifying Values

This approach encourages children to consciously identify, question, understand and create their own value systems. You may discuss, debate and reflect with them on situations like – why do you think it is important to help people in need, what would happen if no one helped those in need, or what can you do to help these people?

### Remember

This needs constant guidance and monitoring.

## A Combined Approach

You can also use all three approaches in combination:

1. Tell them the importance of helping others – Moralising
2. Model charitable behaviour. Help your neighbours or anyone you see in need  
– Modelling
3. Ask questions to help them think about the meaning of helping others  
– Clarifying Values
4. Share your personal stories and situations where you have helped others  
– Modelling, Clarifying Values

### Keep in mind

- Think about what behaviour and traits you would like to see in your children. Have a discussion with your family about the important values and take their opinion while laying down your family values.
- Think about how this list will change in 10 years. For instance, you may need to emphasise upon the values of assertiveness and independence instead of complete obedience as they grow up.
- It is best to use a combination of all three approaches to develop a strong ethical value system in your children.
- The examples shared here usually take time and practice for children to internalise the values taught to them. Please have patience, hope and an indomitable spirit while teaching them good values.



*Some issues faced by differently-abled children and some suggestive solutions*



## Chapter 10

# Caring for Children with Special Needs

### **Moving forward, together, step by step**

During pandemic, people felt anxious, worried, and helpless. Parents of special, differently-abled children were having to deal with disruption of their normal routine, restricted mobility, lack of assistance in caregiving and escalation in pre-existing issues.

## What were the Challenges?

**Shock, Fear and Anxiety:** During COVID, there was a constant feeling of fear and anxiety around the possibility of contracting COVID-19. The 'what if' syndrome had affected children also in their daily lives. Some other emotions reported by differently-abled children were: isolation, loneliness, helplessness, hopelessness and depression.

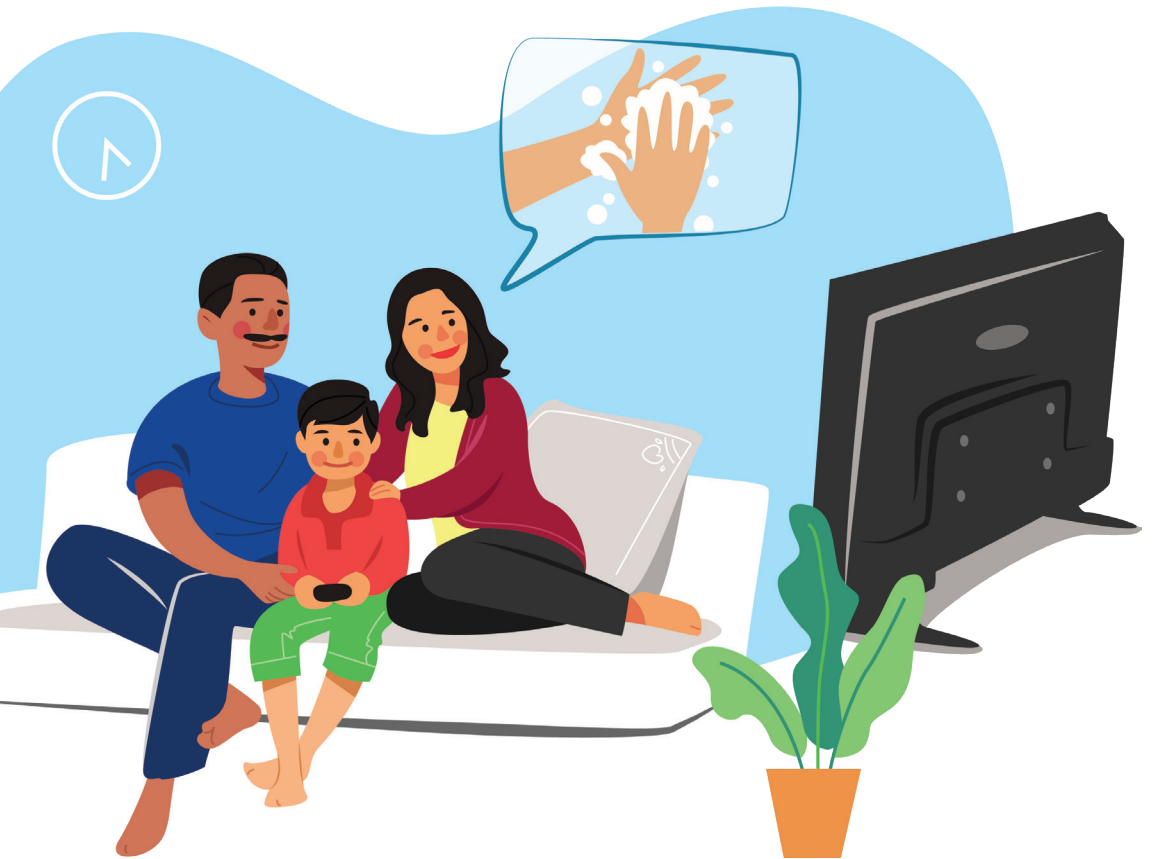
**Disruption of Normal Life, Routine and Therapy Sessions:** Most children were feeling uncomfortable due to the disruption and discontinuation in special education, occupational therapy, speech therapy, school or vocational courses.

**Restricted Mobility:** Confinement due to COVID-19 restrictions led to a disconnect from regular social interactions, which was a major source of strength.

**Escalation in Pre-existing Issues:** Individuals with pre-existing issues were experiencing an escalation in their symptoms. For instance, children and youth with special needs (Attention Deficit Hyperactivity Disorder, Autism, Conduct Disorder, Learning Disability, etc.) were exhibiting irritability, sleeplessness, restlessness and aggression more frequently.



**Concern over Continuity of Special Aids, Medicines and Medical Assistance:** Several children who utilise the services of medical attendants found it very challenging, as access to such assistance had been disrupted.



**Concern over Equality in Getting Medical Assistance and Treatment during a health or natural calamity in future:** Globally, there were concerns raised by individuals with special needs, regarding the possibility of receiving medical assistance at par with the others.

**Functional Dependency and Issue with Maintaining Hygiene while Ensuring Social Distancing:** As differently-abled children by virtue of being functionally dependent on others, may face difficulties in ensuring higher levels of hygiene and following such stringent health guidelines.

## Suggestive Solutions

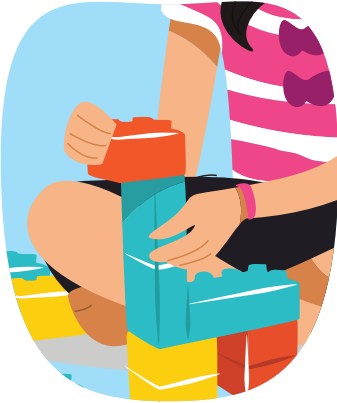


### Communicate and Explain the problem in Easy Words



- If children have concerns, addressing them together may ease their anxiety.
- Children learn by observing the behaviour and emotions of adults. Thus, model healthy forms of behaviour for mature emotional regulation and management, especially during stressful times.

## Create a New Routine while Following Familiar Ones



- Familiar daily routines and activities must be followed as far as possible. This gives a feeling of comfort and brings order.
- New routines must be created.
- Engaging age-appropriate activities for children, including learning is helpful.

## Address Attachment Issues

- During times of stress and crisis, it is common for children to seek more attachment and demand more attention.
- Be gentle, patient and empathetic.
- Talk to them, address their concerns and guide them to utilise their time.
- Display more affection, if required, to soothe younger children.



## Practice Therapy and Special Education at Home



- Caregivers must ensure, as far as possible, to carry on therapy at home for children and young adults.
- In case the caregiver is not equipped, webinars and telephones may be used to maintain continuity as far as possible.

## Parents should:

- Discuss and seek help from school on Individual Education Plan (IEP)
- Work out the possibility of peer-educator and peer-buddy ideas, which may provide a good academic, emotional and social support
- Always encourage the child
- Identify and ease out the problem faced by the child with the help of teachers
- Areas of strength also need to be recognised
- A customised approach, different from that for other children, should be adopted to help children with special needs
- Exemptions/ concessions to be extended to Persons with Benchmark Disabilities are available on the CBSE website [cbse.nic.in](http://cbse.nic.in) under the caption Framework and Significant Guidelines in the Context of Secondary and Senior Secondary classes 2020/ 21 (section XII page 66)
- Parents can go through this circular in detail to take benefit of the facilitations for your child, during board exams, if required.

## Keep in mind

### **Parents should take care of themselves too!**

As the primary caregiver, parents experience turmoil and changes in life, lack of help and many other issues. Therefore, remember to:

- Find moments of relaxation, whenever time permits.
- Seek help from family, school and other caregivers.

*Online education experience for children  
is timely and enriching*



## Chapter 11

# Parents Need to Adapt

### Online learning for tomorrow's 'SMART' citizens

Little did anyone know that we were inching towards  
an unprecedented global COVID-19 crisis.

With schools shut overnight, the only viable solution  
to continue learning was going online.

Amidst the rising expectations from the students  
and teachers, parents too had to adapt.

## Challenges for Parents

- **Novelty of platforms:** Being new to digital platforms moreover, schools are using a variety of learning applications.
- **Fear of seeming ignorant:** Feeling hesitant in asking for help from your children's teachers for using these digital platforms.
- **Frustration:** Because it was easier when they were going to school as there was a fixed time and routine.
- **Children lack concentration and motivation:** Finding it difficult to make them sit at one place and study in the new 'home-school arrangement'.
- **Absence of a clear schedule:** Time management may prove challenging. Children may have become cranky and are neither able to study well nor relax.

## What Can You Do?

- **Acquaint yourself with the learning platform:** Practice using the learning platform with your children by enacting a demo class.
- **Communicate with the teacher:** Being in regular touch with their teacher will help you track their progress.
- **Create a study space at home:** Keep a comfortable chair and table with an electricity point in a well-ventilated corner of your home, away from external disturbances. Keep requisite stationery on the table.
- **Create a timetable for studying and playing:** Encourage them to make a colourful timetable for studies and recreational activities and stick it in a corner of the room as an effective reminder.
- **Encourage them to learn online:** Motivate your children to attend all classes and be diligent in their studies.
- **Relax and recharge:** Keep aside designated relaxation hours for your children and family.

### Keep in mind

It is equally important for the parents to adapt to online learning for a healthy learning environment at home.



*As the pandemic runs its course, here are some suggestive measures for coping with the ongoing uncertainties*



## Chapter 12

# Dealing with Challenges Learning from COVID-19

### Refresh, Invigorate & Regain

COVID-19 was a novel, unprecedented situation, which has given rise to stress, anxiety and fresh approaches to old ways and routines. Uncertainties have led all to profound distress. While the worst seems to be over, it is better to be future ready. Some measures, could help attain better psychological, emotional, physical and functional capabilities to overcome similar situations.

## How to Be a Responsible Parent

### It is still a good idea to :

1. Wash your hands frequently and thoroughly with soap and water
2. Use alcohol-based sanitisers
3. Cover your face at all times in public places by wearing masks
4. Maintain six feet distance from others

## Dealing with Fear, Anxiety and Uncertainty

Remember, it is normal to experience these emotions in a crisis situation. What is important is how you cope with it.

**Calm yourself:** You are not alone, millions around the planet are facing the same situation as you, and many are handling it well by following COVID-19 protocols and getting the right medical attention and care.

**Have faith:** There are agencies at different levels in the country, which are tirelessly and selflessly working for our safety and health. Have faith in them.

**Inform the authorities:** If you feel you or someone in your family is at risk of contracting the virus, it is crucial to inform the authorities dealing with the pandemic. This would check the spread of the virus and ensure that you get timely medical assistance.

**Follow guidelines with utmost sincerity:** You must strictly adhere to the guidelines promulgated by healthcare professionals and other agencies. Negligence in following the doctor's advice could prove detrimental not only for your health, but also for your loved ones and those around you.

**Rely on authentic sources for information:** When you get your information from credible sources like government websites, portals and press releases, it can significantly help you reduce the fear of the unknown.

**Safeguard yourself:** Don't believe in rumours or rely entirely on social media for information. Always ensure the authenticity of the source of your information



## Eating Healthy and Boosting Immunity

Practice these simple steps at home with your children.

**Have natural food:** Simple methods of enhancing immunity by natural means include the intake of ginger, cloves, garlic, turmeric, cumin and coriander. All these ingredients are commonly found in Indian households and are easily available.

**Drink warm water:** This is a good practice to soothe the throat and wash off the virus, as suggested by several naturopathy doctors from across the world.

**Exercise regularly along with your children:** Yoga *asan-*as, breathing exercises and meditation are advised as they improve the functioning of the lungs and enhance immunity.

**Ensure adequate sleep:** Enjoy a good night's rest.

**Avoid toxic substances:** Avoid alcohol, tobacco and the like. Research suggests that these substances lead to unhealthy ways of coping with the crisis. They negatively impact the physical and mental health of a person in the long run. Remember you are a parent.



## Cultivating Hope, Positivity and Optimism

Research findings indicate that individuals who experience positive emotions like happiness, optimism, hope, gratitude, etc., have a better immune system. Hence, despite the stress, you must endeavour to cultivate these emotions in yourself and your loved ones.



Here are some tips to enhance your psychological and emotional well-being:

1. **Listen to soothing music.**
2. **Indulge in a hobby or activity that you enjoy.**
3. **Encourage children to learn something new. Take an online course. Read and learn a new skill.**
4. **Teach children to practice mindfulness, relaxation and meditation.**

## Eating Healthy and Boosting Immunity

Practice these simple steps at home with your children.



## Make the ‘New Normal’ Manageable for Children

### **Make a new routine:**

- Make a designated study area for your children.
- Create a school timetable.
- Motivate them to attend all classes and be diligent in studies.
- Create a routine with study time and play time.
- Create a routine for some physical activity and exercise.
- Keep Sunday evenings exclusively for family time.

### **Practice gratitude:**

- Every night, take a minute to think and reflect about one thing that you are grateful for in your life.
- Discuss with your children and take their responses.

### **Encourage self-expression:**

- Encourage self-expression through creative mediums such as art, poetry, story writing.
- Encourage children to share their feelings with you.

## Some Activities to Enhance Mental and Emotional Well-being

Scientifically, these activities are proven to enhance positive mood, well-being, self-esteem, creativity, problem-solving skills and emotional regulation. The research findings have been reported across different cultures and diverse age-groups. Hence these are applicable for all.



### Activity 1: Count your blessings

Blessings in life enhance happiness and gratitude in individuals, which are linked to better emotional well-being and resilience.

- Write about your blessings in life and things you are grateful for, like good health, caring grandparents or fun siblings.
- This activity can be converted into a game as well, where the family sits together and discusses each member's list.

## Activity 2: Express gratitude

Research findings consistently state that cultivating the emotion of gratitude fosters happiness and positivity. Acknowledgement and appreciation play an important role in strengthening social relations.

- Think about all the important people in your life to whom you are grateful, such as family, friends or teachers.
- Reflect on these experiences. Call them up, write or tell them about your feelings, appreciation and gratitude for them. You could sit with your family and share such experiences.

## Activity 3: Share and learn

This activity provides hope and positivity by cultivating an optimistic outlook.

- Listen/ read and share the stories or accounts of individuals who have faced challenges and successfully recovered and resumed their normal lives.
- Success stories foster hope, which is required to face any challenge in life, big or small.
- Additionally, it broadens thinking and shows different ways of solving a problem and fosters hope that every problem has a solution.

## Activity 4: Look for the silver lining

This activity focuses on shaping a positive and constructive perspective, which is more beneficial than negative feelings.

- All should reflect, write down and share the good things that have happened to them even in these times of a global crisis.
- For instance, many individuals have said that they are actually happy spending time with family, finally doing things they had postponed for years.



## Activity 5: Practicing mindfulness

The 5-step mindfulness exercise is a calming technique that can be used to reduce anxiety, anger, hyperactivity and stress. It focuses on using the five senses to centre the mind. To begin, practice deep breathing for a few moments. Then focus on the senses.

- 5 Sight:** Look around and list aloud 5 things that you can see.  
Example: "I can see my feet" or "I can see a teacup".
- 4 Sound:** Listen carefully to the sounds around you and list aloud 4 things that you can hear. Example: "I can hear the chopping of vegetables in the kitchen."
- 3 Touch:** Pay close attention and list aloud 3 things that you can touch or feel.  
Example: "I can feel the softness of my shirt" or "I can feel the cool air of the ceiling fan."
- 2 Smell:** Name aloud 2 things that you can smell.  
Example: "I can smell the coffee."
- 1 Taste:** List what you can taste in your mouth.  
Example: "I can taste the fruit I had for breakfast."

### Keep in mind

- Follow health appropriate behaviour and guidelines with utmost sincerity.
- Remember: You are NOT alone in this. Families world over are dealing with the same situation.
- Build stamina: Exercise, eat healthy, take care of your and your family's emotional and physical health.

# Know Who You are as a Parent

## Parenting Styles\*

### Type 1: Authoritarian

#### Features

- Raises child with strict rules and no questioning
- Low level of warmth
- High expectations
- Frequent use of punishment
- One-sided communication

#### Tone of voice

- “I said so!” or “You will do just as I say!”

#### Impact on child

- Hostility
- Delinquency
- Rebellious attitude
- Anti-social
- Aggression

### Type 2: Permissive

#### Features

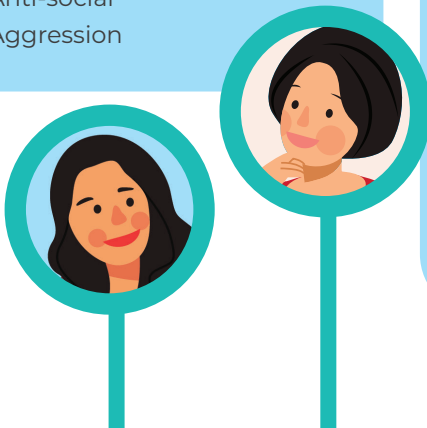
- Minimal disciplining
- High level of warmth
- Low level of control
- More of a friend than parent
- Minimal guidance

#### Tone of voice

- “You’re the boss!” and “I’m sure you know best” or “I trust you will do the right thing!”

#### Impact on child

- Decreased social competence
- Low academic achievement
- Bossy
- Dependent
- Impulsive behaviour
- Low level of self-control
- Failure to learn from mistakes
- Lack of persistence and self-drive







### Type 3: Authoritative

#### Features

- Establish strict rules but encourage questioning on rules
- High level of warmth and high level of controls
- Reasonable and nurturing
- Set high expectations
- Explain rules
- Encourage frequent discussion

#### Tone of voice

- “Let’s talk about it” and “Can you see how?” or “Would you rather...” and “I care for you. I will give you the freedom you earn. But for safety issues, you will do as I say!”

#### Impact on child

- High child competence
- Exceptional maturity
- Assertiveness
- Self-control
- High moral and pro-social behaviour



### Type 4: Uninvolved\*\*

#### Features

- No involvement
- Low level of warmth
- Low level of controls
- Limited communication

#### Tone of voice

- “You are on your own” and “You decide” or “Kids will be kids—you will learn from your mistakes!”

#### Impact on child

- Behavioural problems and depression as there is no one to guide
- Unable to cope with stress and problems of adolescence
- Low decision-making skills

\* Adapted from Baumrind's Parenting Typology

\*\* Maccoby and Martin

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