

**LIFE SKILLS**

**&**

**VALUE**

**EDUCATION**

**CLASS-X**

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## Introduction

- Why need of value education
- Children- future of nation
- Their all round development – duty of parents, teachers & society
- Generation gap-big problem
- Misconceptions/apprehensions/doubts in the mind of children
- Result – frequent victim of child abuse
- To avoid child abuse, self-awareness required



## UNIT –1

### Who is a Child?

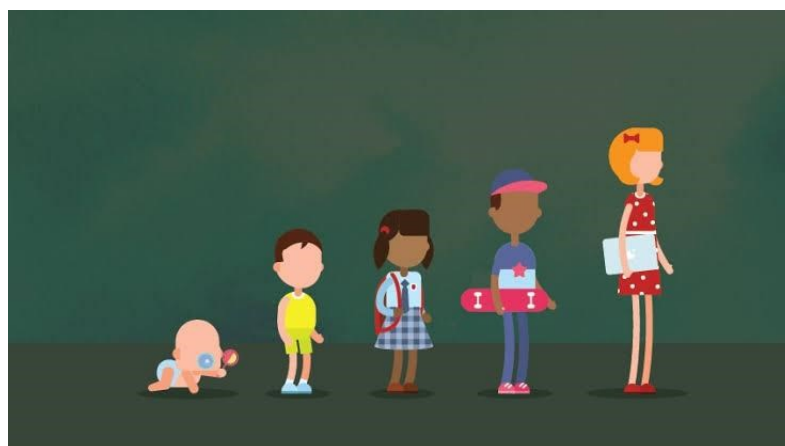


Biologically, a child is a human being between the stages of birth and puberty or between the developmental period of infancy and puberty. The legal definition of child generally refers to a minor, otherwise known as a person younger than the age of majority. Children generally have fewer rights and responsibilities than adults. They are classed as unable to make serious decisions.

### The Definition Of A Child in India

The primary concern related to a child in India is related to the definition of child itself. The term has been defined differently in different acts.

- Article 1 of the United Nations Convention on the Rights of the Child (UNCRC); Juvenile Justice Act 2000; Hindu Minority and Guardianship Act (HMGA) 1956; Protection of Women from Domestic Violence Act 2005 and so on define 'child' as a person who is under 18 years of age.
- The Immoral Traffic (Prevention) Act 1986 defines a 'child' as someone who is under the age of 16 years and a minor who is between age group of 16-18 years.
- In the Constitution of India and Child Labour (Prohibition and Regulation) Act 1986, a 'child' is defined as a person below 14 years of age.
- The recently amended Juvenile Justice Act 2015 states that children (16-18 years) may be treated as adults if they commit heinous crimes such as rape, acid attack, murder, etc.



## UNIT –2

### Child Abuse



- **What Is Abuse?**

- Abuse is when someone hurts or causes emotional stress to someone else. Abuse can affect anyone. It can happen in any kind of relationship, like a friendship, romantic relationship, or among family members. Abuse can happen in many ways. Hate crimes directed at people because of their race, religion, abilities, gender, or sexual orientation are also abuse.

### **What Are the Types of Abuse?**

- Physical, sexual, and emotional abuse are some of the most known types of abuse.
- Physical abuse is when someone hurts another person's body. It includes hitting, shaking, burning, pinching, biting, choking, throwing, beating, and other actions that cause physical injury, leave marks, or cause pain.
- Sexual abuse includes any type of unwanted contact between an adult and anyone younger, or between a significantly older child and a younger child. It's also sexual abuse at any age if one person overpowers another.
- Emotional abuse happens when yelling and anger go too far or when important adults constantly criticize, threaten, or talk down to kids or teens until their self-esteem is damaged and they feel really bad about themselves.



## UNIT –3

### Online Abuse



- Online child abuse is a unique form of child abuse also known as “Cyber Molestation” due to its virtual, distanced, and anonymous nature. Such abuse may not happen face-to-face, nor does it necessarily require physical contact.
- Online abuse happens on the internet, whether it's over chat, posting on message boards and forums, through social networks, playing online games or using mobile phones.

### Types of Online Abuse



It is emotional or sexual abuse that happens in the virtual world:

- Online emotional abuse is any type of online message sent to bully or hurt another person (like an intimidating or threatening message).
- Online sexual abuse is when someone is asked to share inappropriate pictures of themselves or have conversations by text or online chat. Sometimes, the people who do this give or promise to give things to get someone to go along with these activities. The lasting effects of this abuse include images and videos that can be shared long after the abuse stops.



## UNIT –4

### Effective Relationships: Adding Joy to Our Life.



#### Building Understanding

The first relationships we have in our lives are with our immediate family, including our parents, siblings, and our grandparents. Next come aunts, uncles, and cousins, which can be counted as extended family. The earliest and closest bonds that we have go on to form the basis for all relationships we have as adults. If we have a secure, happy relationship with parents, there are higher chances of us having secure, healthy relationships with our spouse and friends, too. On the other hand, if the bonding with parents is not secure and caused anxiety in us as kids, we will carry forward that anxiety and insecurity into other relationships as well.

An average adult forms a number of relationships in his/her life-with friends, partner, partner's family, colleagues, neighbours, their own children, and so on. All of these relationships serve a purpose. For instance, the relationship with one's partner provides emotional and financial support, social security, a family structure etc. A relationship with friends is meant to be a place where one can express oneself and have fun, as well as do things related to shared interests. However, these examples are those of the ideal nature. In

reality, not all relationships with friends or partner are fulfilling or supportive. Relationships that add anxiety and stress to your life are unhealthy relationships.

Relationships are an important aspect in determining a person's mental health. Healthy, effective, or valuing relationships are supposed to give an individual a sense of comfort and joy instead of being a stressor. Healthy relationships can even act as a healing space for other issues in one's life providing a sense of support. Strained or ineffective relationships, on the other hand, can drain the sense of joy out of a person and turn into an immense burden.

So how does one distinguish an effective, healthy relationship from an ineffective, unhealthy one?

The main characteristics of an effective relationship are given below:

- **Mutual respect:** Both individuals should have respect for each other. This doesn't only mean talking politely; it includes respect for each other's ideas, values, and beliefs, even if they are different from your own.
- **Trust:** While it is not wise to trust someone blindly, there should be a basic level of trust between two people. If you doubt every reaction and action of a person, you cannot have a peaceful relationship with them. Similarly, if you feel that the other person doubts you, you will be on guard all the time around them.
- **Good communication:** This involves being able to exchange ideas and opinions clearly and calmly. If most conversations turn into arguments or clashes then the relationship is not healthy.

- **Authenticity/individuality:** You should be able to feel comfortable enough around a person to speak and act in a way that comes naturally to you. If you constantly find yourself having to pretend for the sake of the other person, the relationship cannot be healthy or long-lasting.

- **Fighting fair:** It is normal to have differences of opinion. However, in an effective relationship, conflicts are solved calmly and not allowed to be dragged too much. Abusing, yelling, silent treatment, etc all mean that the relationship is unhealthy.

### **Benefits of Effective Relationships**

- **Better mental and physical health:** Happy relationships with people ensure that our stress levels stay low, and this leads to better heart health and a stronger immune system. High stress caused by being in unhealthy relationships is harmful and can lead to anxiety, insomnia, and depression.
- **Better mood overall:** A person who is getting the required support and affection from their close relationships is more likely to be cheerful, optimistic, and more productive. A happier person is also less likely to fall ill and has higher levels of self-confidence.
- **Quicker recovery in tough times:** None of us have a challenge-free life. Having valuable and healthy relationships helps us face challenges in a stronger and more confident manner and also recover more quickly from setbacks. For example, if you happen to score poorly in your exams, and your parents, instead of yelling at you, support you through it, you will be more upbeat about your next exam.

## UNIT –5

### Career Counselling

#### The Art of Making the Right Choice

To understand what career counselling is and why it is necessary, we need to first understand what a career is. The word career is used many times to mean job, work, occupation, and so on. However, it means much more than that. Mostly, career is referred to as the sequence of jobs held by a person throughout their professional life. In fact, a career includes everything related to your professional growth, including your choice of profession, advancement, and the various avenues you explore of that particular industry.

Your single career could include a variety of different paths. Some common careers that you would be familiar with are doctor, lawyer, policeman, teacher, hairstylist, etc. Within this same career, a person may choose to specialise in a particular area. For example, in your career as a doctor, you may choose to specialise in paediatrics or cardiology, or you may remain a general physician all your life. Besides this, you may remain a lawyer by qualification, but instead of fighting cases in court you may choose to write books about law or become a law professor. Some important terms related to career are:

**Career education:** It refers to the information that is needed to plan one's career development and facilitate one's preparation for the work life.

**Career development:** It refers to improving your skills which helps in preparation for, entry into, and progression in one's area of work.

Career counselling includes activities which are carried out by career counsellors in a variety of settings (school, college, independently)

for the purpose of stimulating and facilitating career development for an individual. These activities include assistance in career planning, decision-making, and adjustment.

To understand the best way to help you, the counsellor talks to you in detail about your interests and hobbies and tries to assess your potential, personality, mindset, and overall understanding of what you want your future to be like. The key objective of career counselling is to realise your true potential so that you can live a productive, gratifying life ahead.

### **The main goals of career counselling are:**

1. To enable you to have a good understanding of self-your key strengths, weaknesses, motivations, expectations, etc.
2. To get a thorough understanding of what you want, why you want it, and how you can go about it.
3. To facilitate the process of arriving at the right career decision.
4. To help you execute your career decision into achievable, positive goal-directed actions.
5. To enhance your overall happiness, success, and life-job satisfaction level.

### **WAYS TO IMPLEMENT**

It is very important to go to the right career counsellor. You can do so by:

**Doing your research:** Before you finalise a career counsellor to go to, do your research using the Internet, to check their experience and

reviews given by other clients. You can also take recommendations from other friends who have gone for career counselling.

**Requesting your parents and teachers for help:** Do not try to do everything alone. Take suggestions from your parents and teachers on how you should proceed.

**Always doing the assignments given by the counsellor diligently:** Once you have started the 4. Giving honest answers on the test assessments given by the career counsellor: If you give the career counselling process, be diligent about it and never take any aspect of it lightly. Your future depends on it.

**Giving honest answers on the test assignments given by the career counsellor:** if you give the answers which you think sound correct your results won't reflect the real you. Be very honest about your aspirations, intentions and interests with the counsellor.

**Always keeping your parents in your confidence:** If at any time during the counselling process about your aspirations, intentions, interests with the counsellor. you feel uncomfortable or unhappy with any aspect, speak up about it with your parents and Counsellor if required. This process is useless if not done with 100% sincerity.





## UNIT –6

### How Can Someone Who Is Being Abused Get Help?



#### Someone Who Is Being Abused Can Get Help:

People who are being abused need to get help. Keeping the abuse a secret doesn't protect anyone from being abused — it only makes it more likely that the abuse will continue and possibly affect more people.

- If you need help right away and are in danger, call 1098. Tell them your name and where you are so they can get you help.



- If you or someone you know is being abused, talk to an adult you or your friend can trust — a family member, a trusted teacher, a doctor, or a school or religious youth counselor. If the first adult you tell does not seem to listen, keep telling adults until someone responds.
- Getting help and support is an important first step. Working with a therapist can help people sort through the complicated feelings and reactions that being abused creates.
- In the end, telling a safe person is the bravest thing you can do. It can feel really good to take steps to stay safe and stop abuse from happening.
- If you can't tell a trusted adult, contact a crisis support group. Sometimes people who are being abused by someone at home need to find a safe place to stay, if needed.



## UNIT – 7

### Child Rights in India



### Child Rights in India

Children’s rights are human rights that are accustomed explicitly to the children needs, wants and overall well-being. They take into account their fragility, specificities and age-appropriate requirements. Children’s rights aim to take into account the necessity of the development of a child.

Child rights go beyond just human rights, which exist to ensure fair and proper treatment of children across the world, and promote their well-being.

Further, the rights as described in the Convention have been summarised into the following fundamentals with references to various articles.

## **1. The Right to Identity (Article 7 AND 8)**

- Children are entitled to a name, legally registered with the government, and a nationality (to belong to a country). Further, they must have the right to an identity, in the form of a public record. This ensures national support, as well as access to social services.

## **2. The Right to Health (Article 23 AND 24)**

- Medical care, nutrition, protection from harmful habits (including drugs) and safe working environments are covered under the right to health, and articles 23 and 24 enumerate access to special care and support for children with special needs, as well as quality health care (including drinking water, nutrition, and a safe environment) respectively.

## **3. The Right to Education (Article 28)**

- Right to free primary education is critical for helping children develop discipline, life skills while finding a safe and healthy environment to nurture a child's physiological development. This includes freedom from violence, abuse or neglect.

## **4. The Right to a Family Life (Articles 8, 9, 10, 16, 20, 22 and 40)**

- If not family members, then children have the right to be looked after by caretakers. Children must live with their parents until it is harmful to them.
- Children who do not have access to a family life, have a right to special care and must be looked after properly, by people who

respect their ethnic group, religion, culture and language.  
Refugee children have a right to special protection and help.

#### **5. The Right to be Protected from Violence (Article 19 and 34)**

- Protection from violence extends even to family members, and children must not suffer ill-treatment or sexual or physical violence. This includes use of violence as a means of discipline. This Article takes into view the sale of children, child prostitution and child pornography.

#### **6. The Right to an Opinion (Article 12 and 13)**

- All children deserve the right to voice their opinions, free of criticism or contempt. Children have the freedom of expression, as long as they are not harming others with their opinions and knowledge.

#### **7. The Right to be Protected from Armed Conflict (Articles 38 and 39)**

- Armed conflict converts innocent children into refugees, prisoner, or participants in armed conflicts. While seeking to rehabilitate children affected by war, the government must also ensure that children are not forced to participate in any armed struggle.

#### **8. The Right to be Protected from Exploitation (Articles 19, 32, 34, 36 and 39)**

- This extends to abuse, negligence and violence by parents, even if it is justified as an instrument of achieving discipline at home. Further, children cannot be made to work in difficult or dangerous conditions. Children can only volunteer to work doing safe chores that do not compromise their health, or access to education or play.
- Children also cannot be punished cruelly, even if it is under the ambit of the justice system. Death or life sentences, as well as sentences with adult prisoners, are not permitted.
- All children deserve equality, despite their difference. They are entitled to all of these rights, no matter what race, colour, religion, language, ethnicity, gender or abilities define them.



## UNIT – 8

### Child Protection laws in India



### Child Protection laws in India

Children have equal rights as all other adult citizens of India. Few among them are right to equality (Article 14), right to personal liberty and the process of law (Article 21), right to being protected from being trafficked and forced into bonded labour (Article 23) etc. Child protection laws in India are framed in line with constitutional provisions for safeguarding child rights.

## **List of Child Protection laws**

Some of the laws passed by the Union Government include the following:

### **1. Children Pledging of Labour Act, 1933**

- This Act prohibits the pledging of the labour of children.

### **2. The Immoral Traffic (Prevention) Act, 1987**

- This Act seeks to stop trafficking in young persons, both boys and Girls.

### **3. Child Labour (Prohibition and Regulation) Act 1986**

- This Act prohibits children's engagement in certain kinds of employment and regulates the conditions of work of children in certain other employments.

### **4. Prohibition of Child Marriage Act, 2006**

- This Act follows the basic premise (a) to make a child go through marriage is an offence, and (b) child or minor is a person up to 18 years of age in the case of girls and 21 years in the case of boys.

## **5. Right of Children to Free and Compulsory Education Act, 2009**

- The Right to Education Act, 2009, also known as RTE Act describes modalities of the importance of free and compulsory education for children aged between 6-14 years in India.

## **6. Protection of Children from Sexual Offences Act, 2012**

- The Protection of Children from Sexual Offences (POCSO) Act was enacted to address sexual exploitation and sexual abuse of minors. It incorporates child-friendly mechanisms for reporting, recording of evidence, investigations speedy trials of offences and in-camera trial without revealing the child's identity through designated special courts.

## **7. Juvenile Justice (Care and Protection of Children) Act, 2015**

- Juvenile Justice (Care and Protection of Children) Act aims at ensuring proper care, development, and social reintegration of children in difficult circumstances by adopting a child-friendly approach.

## **8. The Motor Vehicles (Amendments) Act, 2019**

- It provides the protection of children and vulnerable road users like pedestrians and others.



**Childline India Foundation (CIF)**

**Helpline No. 1098**

