

MANAGING STRESS AMONG CHILDREN

BY – KANAK CHATURVEDI



Stress

INTRODUCTION

The word 'stress' is defined by the Oxford Dictionary as 'a state of affair involving demand on physical or mental energy'. A condition or circumstance (not always adverse), which can disturb the normal physiological and psychological functioning of an individual. In medical parlance 'stress' is defined as a perturbation of the body's homeostasis..

"Nothing gives one person so much advantage over another as to remain always cool and unruffled under all circumstances."

—Thomas Jefferson

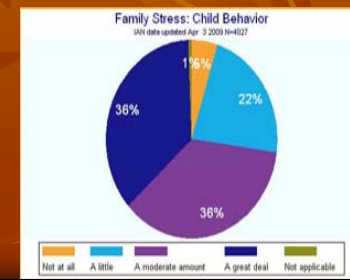
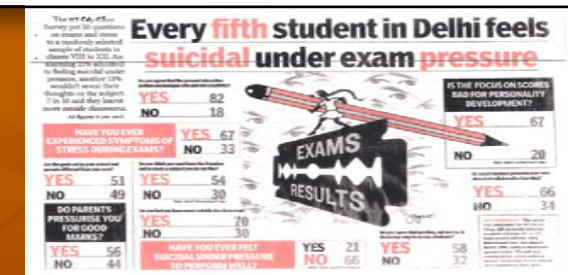
Stress Can Be Positive



• Boost our inner potential and can be creatively helpful.

• Stress responses are one of our body's best defense systems against outer and inner dangers.

• Stress can stimulate one's faculties to delve deep into and discover one's true potential





CHILD Protection & Rights >

Introduction

Who is a Child?

According to International Law, a 'child' means every human being below the age of 18 years. Childhood is characterized as a period of special consideration in human rights terms, as a period of evolving abilities and vulnerabilities relative to those of adults.

What is 'Child' Protection?

Child protection is crucial to ensuring that children under 18 years of age have the rights, confidence and environment in which they can make choices, express their views and communicate effectively with other children and adults.

What are 'Child' Rights?

Child Rights can be defined as the fundamental, vital freedoms and the inherent rights of all human beings below the age of 18. These rights apply to every child, irrespective of the child's, parent's / legal guardian's race, colour, sex, creed or other status



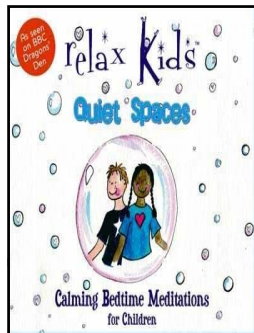
Stress and Children



Like adults, children are also vulnerable to stress. Stressed out and negligent parents, high expectations in academic or other performances, abused or deprived childhood, growing up tensions and demand for familial responsibility put children under immense stress.

TABLE I-Various Types of Stresses in Children with Deliberate Self Poisoning

Stress in the family	No.	%
Conflict with parent	4	33
Death of a parent	3	25
Financial problems	2	17
Parental disharmony	1	8
Mental illness in the father	1	8
Over all stress in the family	6	50
Stress in the school		
Academic problems	6	50
Examination failure	4	33
Conflicts with teachers (punishment, sarcastic comments, ignoring the student)	5	42
Peer stress (bullying by classmates, conflicts with classmates)	2	17
Over all stress in the school	8	67



'Points to Follow' for Both Children and Parents:

- Talk with your child. Find out what's happening in his life. Be honest and open with him. He should talk about his problems or write them down. Teach him to transfer coping strategies to other situations.

- Don't burden them with your problems. But, tell children about the family's goals and discuss difficulties in a friendly manner.

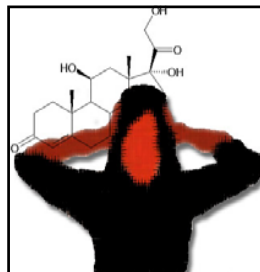
- Compliment children when they do well, and don't forget hugs and kisses.

- Use humor to buffer bad feelings and situations. A child who learns to use humor himself will be better able to keep things in perspective.

- Don't overload your child with too many after-school activities and responsibilities. Let children learn to pace themselves. Don't enroll them in every class that comes along, and don't expect them to be first in everything.

- Set a good example. Demonstrate self-control and coping skills. He can benefit by seeing how you cope successfully with stress.

- Get friends' or professional help when problems seem beyond your skills.



ADOLESCENCE STRESS

Children are often ill equipped to cope with stress during these transitions from a child to pre-adolescence, and from pre-adolescence to adolescence phases.

1. For pre-adolescents and teens, an identity crisis, the perils of peer interaction, acceptance and rejection of—situations, persons and ideas—are a constant source of anxiety. "Where do I stand?" and "How do I compare to others?" are key concerns for this age group. Choices about drinking, smoking, drugs and sex, along with fears about violence, are common stressors



How It Can Be Helped

- The first step for parents is to be aware of possible stressors and to recognize signs of stress.

- Be sensitive to changes in your children's behavior and respond to them.

- Provide opportunities for them to learn stress management techniques.

- Have reasonable expectations and set manageable goals in academic and extra curricular fields.

- Be sure that you are not passing stress to your child.

- Physical exercise and sports are good stress reducers,

- Encourage relationships with extended family members, friends and helpful neighbors.



• Spending time together or having a few good laughs together goes a long way in reducing stress and in building solid family relationships

ADHD Results (after 3 months of practice of the TM program) Student Report

Anxious/Depressed	↓	53%
Anxiety	↓	50%
Internalize Problems	↓	36%
Somatic Complaints	↓	34%
Affective Problems	↓	29%
Attention Problems	↓	26%
ADHD Problems	↓	20%
Total Problems	↓	24%

Teacher Report about Students:

Anxious/Depressed	↓	45%
Internalizing	↓	43%

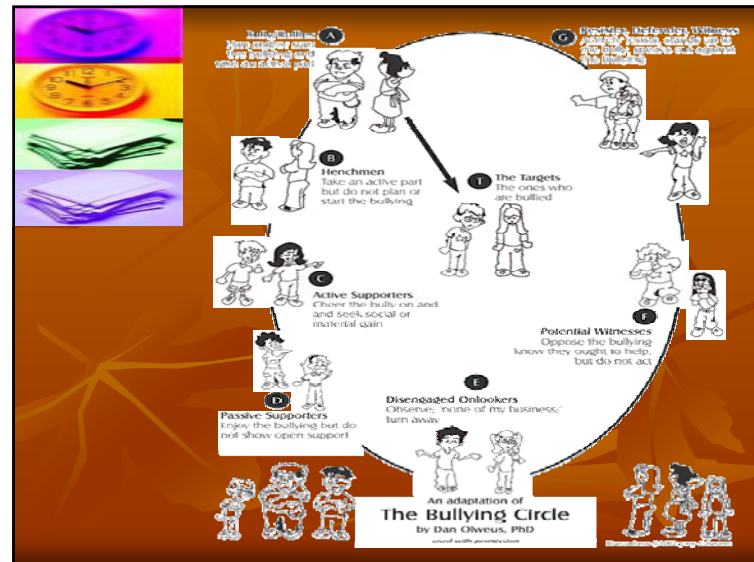
It takes a Community to Protect a Child



STRESS IN STUDENT LIFE

Points That Cause Stress in Students:

- Stress is created by parental pressure to perform and to stand out among other children.
- Students who are under-performers, develop negative traits
- Over scheduling a student's life can put them under stress.
- School systems cram students with a tremendous amount of homework, which they usually have to complete spending their evenings, weekends and most of the vacations



• Teenage or growing up tensions add to the academic pressures.

• When 'effortless' learning does not take place, these students lose confidence, motivation and interest, and this creates more stress.

• Another major student stressor is perhaps the middle school malaise.

• On average, children's grades drop dramatically during the first year of middle school compared to their grades in elementary school.

• After moving to junior high school, children become less interested in school and less self-assured about their abilities.

• Compared to elementary schools, middle schools are more controlling, less cognitively challenging and focus more on competition and comparing students' abilities.



What Can Help

- Encourage students to try and learn new things. Tell them that it is OK to fail
- Teach them that learning takes effort, time and practice

Protection of Children against Corporal Punishment in Schools and Institutions

there are instances where the children have been traumatised and beaten in schools causing grave injuries to them on account of their innocent prank, mistakes and mischief. Child being a precious national resource is to be cared and attended with tenderness and care and not with cruelty. Subjecting the child to corporal punishment for reforming him cannot be part of education.



WHAT CAN WE DO?

- TEACHERS and USE OF POSITIVE DISCIPLINE
The idea of 'positive discipline' techniques concentrate on reinforcing positive behavior of children.
- Role of parents:
Parents are in most cases the first adults to whom a child takes his/her problems.



Protection Issues

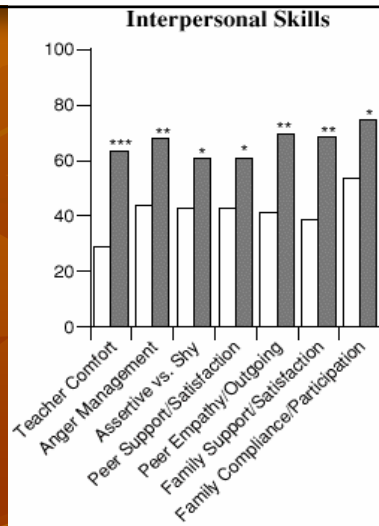
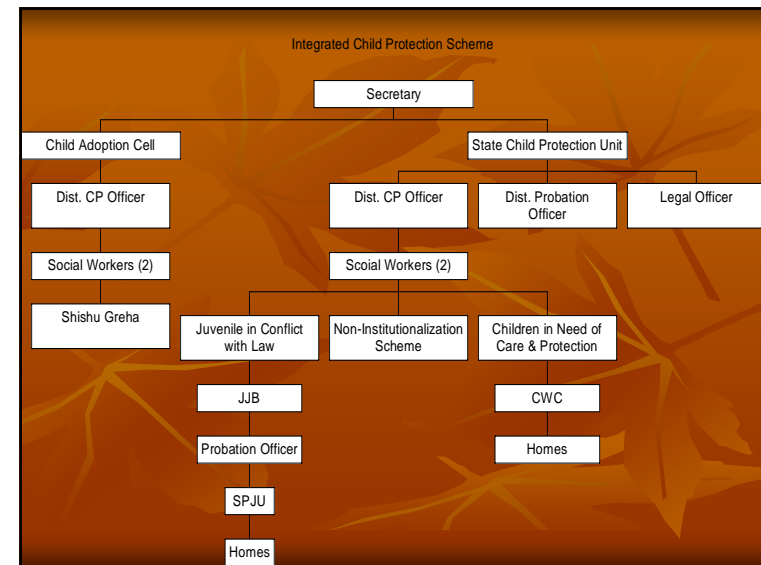
- Protecting children in difficult circumstances including natural disasters:
 - Children in Need of Care and Protection
 - Child in Conflict with Law
- Elimination of child labour
- Protecting children from being trafficked for commercial and sexual exploitation
- Protecting children affected by HIV/AIDS

Current Initiatives

- Amendment of Juvenile Justice (Care and Protection of Children) Act, 2000
- Comprehensive Scheme "Integrated Child Protection Programme"
- Adoption Scheme

Proposed Integrated Child Protection Scheme (ICPS)

- *GPI has proposed to combine its existing different child protection schemes under one integrated scheme*
- *It aims to provide for care and protection of all the children in conflict with law and children in need of care and protection.*
- *It proposes to involve steps to:*
 - *Strengthen families and prevent them from breakup and children becoming homeless and without care and protection.*
 - *Provide support to children already outside the mainstream, beginning from emergency outreach services to final rehabilitation with their families/society.*



Components of the Scheme

The components of the scheme would be broadly divided in two categories:

- *Juvenile in conflict with law, and*
- *Children in need of care and protection*

Indian Govt Has Taken Steps to Reduce Exam Related Stress

Union Human Resource Development (HRD) minister Kapil Sibal in a written reply in the Lok Sabha today said the Centre has taken the issue of students' suicide seriously and a number of steps have been taken to reduce examination related stress.

Admitting that the suicides committed by students are a matter of great concern, Sibal said that various socio-economic factors contribute to the stress and anxiety among students, specially the school children.

• (IIT) has taken several measures to reduce the academic strain on weak students through special slow pace programme, mentoring programmes and providing facilities for psychiatric interventions.

• The Central Government has also taken specific measures to check anti-ragging including sensitizing the various stakeholders with the help of the media.

• Anti-ragging help line has also been made with call facilities in english, hindi and other regional languages

BOOKS PUBLISHED

- These books are kept in the Libraries of different schools and colleges for awareness of students as well as the teaching and ministerial staff. Some books are even kept in the UN-Congress Library at New Delhi.
- Teachers of various school are interacting with the students on these issues in zero hours.
- About legal aid committees, NGO's / Educational Institutions above 55, and some Newspapers have re-printed/Published these booklets as intimated and about 80,000 booklets titled on women, child rights, dalits, arrest, human rights and HIV have been published and distributed free of cost among the general public to create awareness.

Legal Awareness Programmes

- For the awareness of the human rights in public at large, Justice Jain has wrote about 31 booklets of various legal issues. Out of these booklets 18 booklets have been published by the R.S.H.R.C. Many other organizations, District Legal Aid Authorities, Departments, Schools, Colleges etc. has also published some booklets like Women, Children, Dalits, Arrest, HIV/AIDS, Human Rights etc. by the permission of the Commission. They have distributed these booklets in 80000 in numbers.
- Some of these booklets are available on Commission's website www.rshrc.nic.in and justicenagendrakjain.com. English translation of Some booklets are also available on a German website herenow4u.de.
- These books are:

1. मानवीय न्यायमूर्ती ही एक क. जैन, अष्टक, राजस्थान राज्य मानव अधिकार आयोग, (पूर्व न्यायाधिपति मश एवम् कर्नाटक उच्च न्यायालय)चे निविधन विषयी पर लेख/सुपुर्काओं आदि विषयी है। जिसका प्रकाशन भी किया गया है। इन लेखों/सुपुर्काओं में से कुछ निम्न है:-
2. 1. मध्याह्न/रात को अदालत में अदालत में www.haromw4u.de (Eng.)
3. 2. भारतीय संस्कृति में अदालत में मानव अधिकार (हिन्दी व अंग्रेजी में)
4. 3. अनुष्ठान व मानवाधिकार
5. 4. खेल, खिलाड़ी व खेल भावना
6. 5. बालकों के अधिकार। (युन. प्रकाशित)
7. 6. अन्तर्राष्ट्रीय मानवाधिकार विचार 10 विचारम्। (युन. प्रकाशित)
8. 7. एन.आई.टी. एड्स एवं मानवाधिकार। (युन. प्रकाशित)
9. 8. मानवाधिकार और जैन धर्म। (हिन्दी व अंग्रेजी में)
10. 9. आयोग की कार्यविधि, शक्तियाँ एवं परिवर्तनों की निरूपण प्रक्रिया।
11. 10. आयोग द्वारा जारी दिशा-निर्देश एवं अन्य गतिविधियाँ।
12. 11. भारतीय संविधान की अनुच्छेद-21 "प्रान एवं वैदिक स्वतंत्रता का संरक्षण"।
13. 12. महिलाओं के अधिकार- संविधान अधिनियमों की संश्लि जनकारी। (युन. प्रकाशित, युन. प्रकाशित 2008)
14. 13. शक्तियों के अधिकार। (युन. प्रकाशित)
15. 14. मानव अधिकार और राज्य की जर्नीयांगी योजनाएं।
16. 15. गिरफ्तारी (ARREST) (युन. प्रकाशित)
17. 16. विधायक स्थानीय क्षेत्र विकास योजना।
18. 17. जेल, कारावास से संबंधित प्राधान्य व गतिविधियाँ।
19. 18. आयोग के महत्वपूर्ण कार्यकालपर दिशा-निर्देश एवं अन्य गतिविधियाँ 2007
20. 19. आयोग के महत्वपूर्ण कार्यकालपर दिशा-निर्देश एवं अन्य गतिविधियाँ (युन. प्रकाशित-2008)
21. 20. Justice Vaidya's Guide for Judicial Officers. www.rshrnc.nic.in
22. 21. Advantage to Litigant Public by Brihat Lok Adalat.
23. 22. Alternative Dispute Resolution, Conciliation & Mediation (ADR).
24. 23. Institutional Arbitration Intellectual & Information Technology (IPR & IT).
25. 24. Cyber Law.
26. 25. Copyright Law.
27. 26. e-governance and Court Automation.
28. 27. Article-14 Right to Equality.
29. 28. Gender Justice in Employment & in Profession, Empowerment of Women.
30. 29. Law of Precedent, Reference to Art. 141.
31. 30. Directive Principal of State Policies.
32. 31. Public Interest Litigations & others.

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1. गान्धेय आन्दोलन के अग्रणी नेताओं की जीवनी का अध्ययन करना। प्रमुख ग्रन्थें :
 1. अशोक मेहता : अशोक मेहता की जीवनी का अध्ययन करना। प्रमुख ग्रन्थें :
 1. अशोक मेहता : अशोक मेहता की जीवनी का अध्ययन करना। प्रमुख ग्रन्थें :

- [illegible]

63. जयपुर डिप्लोमा इंस्टीट्यूट ऑफ लीज, जयपुर
64. महेश्वरी सीनियर सैकेंडरी स्कूल, जयपुर
65. कन्जुमार सुनिटी एचड ट्रस्ट सोसाइटी, जयपुर
66. Zunitech Consulting Pvt. Ltd. Bangalore/ Delhi
67. राजगानी हाथीपट्टर, जयपुर
68. श्रीमती रसिता देवी रामचंद्र कासलीयाल बेरिटेडबल ट्रस्ट, जयपुर
69. धाम एचड कम्पनी, जयपुर
70. विमुक्ति संस्थान, जयपुर
71. भारतीय दिगम्बर लीज क्षेत्र कमेटी, मुम्बई
72. श्री देसा दीपक, संचयि लोकायुक्त संचिकालय, हिमाचल प्रदेश
73. जयपुर नगर निगम
74. अखिल भारतीय पब्लिकाल जैन महासभा पब्लिक, म्हरा
75. भारतापवीय दिगम्बर जैन लीज क्षेत्र कमेटी, सी.टी. टैंक, मुम्बई ।
76. राजस्थान जैन समा, जीहरी बाजार, जयपुर।
77. हिंय एज [ह्रिय्या] जयपुर नगर, जयपुर [हिन्दी/ अंग्रेजी]
78. राजस्थान सेवा संस्थान, राजगढ़ एडु ।
79. एम.डी. गणेशलाल डैय राजगढ़ी, गणेशलाल उष्य प्रामाणिक विद्यालय, रतनगढ़।
80. भारतापवीय दिगम्बर जैन [ह्रम] संरक्षिणी महासभा, नई दिल्ली ।
81. कमिन्सर मुख्यालय, नगर निगम, जयपुर ।
82. यालाया पुलिस, जयपुर
83. विंग ऑफ रिर्सर्च इन लोकल डेवलपमेन्ट WORLD जयपुर
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85. M.D. Group of Education, Sikandara, Agra (English/Hindi)
86. नीता बज्जल महाविद्यालय, जयपुर
87. भारतापवीय दिगम्बर जैन लीज क्षेत्र कमेटी, राजस्थान अखिल, जयपुर
88. निदेशक, प्राथमिक शिक्षा राजस्थान, बीकानेर
89. The Little Pixies School, Vidyt Nagar, Jaipur
90. अखिल अखिलज क्षेत्र, राजस्थान, जयपुर
91. ली लोलेख, युनिवर्सिटी ऑफ राजस्थान
92. देश और ध्यायर बीकानेर से प्रकाशित मासिक पत्रिका
93. निदेशक, राजस्थान पुलिस एकेडमी, नेहक नगर, जयपुर
94. दिगम्बर जैन अखिल क्षेत्र श्रीमहापवी जी, वारीडी
95. Children's Educational Society, Bhiwara
96. श्री गम्भीर ब्रज वारिस् क्षेत्र लोशन, बडोत (बल्लार)
97. विद्या ट्रस्ट, 10, कतिनी नगर, रमाय नगर, जयपुर (पुनःप्रकाशित)
98. राजस्थान राज्य सहकारी मुद्रणालय, जयपुर (पुनःप्रकाशित)

Reciting the Pledge — fundamental duties mentioned in Article 51-A, Constitution of India

"We are proud to be Indian"

It shall be the duty of every citizen of India:

- to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- to cherish and follow the noble ideals, which inspired our national struggle for freedom;
- to uphold and protect the sovereignty, unity and integrity of India;
- to defend the country and render national service when called upon to do so;
- to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic, and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- to value and preserve the rich heritage of our composite culture;
- to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- to develop the scientific temper, humanism and the spirit of inquiry and reform;
- to safeguard public property and to abjure violence;
- to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.

"BE AWARE OF YOUR RIGHTS AND DISCHARGE DUTY WITH DEVOTION."
Chairperson : Justice N.K. Jain (Former Chief Justice - Madras and Karnataka High Court)

For legal awareness and in public interest published by :
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website : rshrc.nic.in, herenow4u.de <http://justicenagendrakjain.com>

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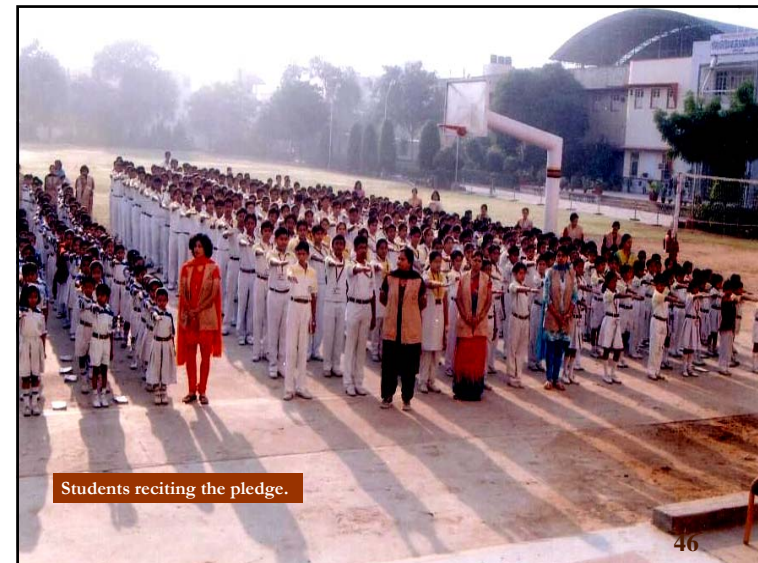
Students reciting the oath of section 51(A) of Constitution of India under the guidelines of RSHRC.

■ In addition to that in legal literacy and awareness program, chairman motivated students and even general public to recite the pledge as mentioned in article 51(A) of Constitution of India. It is good sign that so many schools have started taking prayer as per instructions of different concerned authorities as per the request of the commission. Some of them are as follows:-

बियानी गर्ल्स कॉलेज विद्याधर नगर, जयपुर में राजस्थान राज्य मानवाधिकार आयोग के निर्देश पर छात्राओं को भारत के संविधान के अनुच्छेद 51ए का संकल्प दिलाते कॉलेज के वाइज प्रिंसीपल पी.सी. जांगिड़।



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All Projects
BIBLIOGRAPHY








<http://justicenagendrakjain.com>
www.autherstream.com

www.nhrc.nic.in
www.rshrc.nic.in

- I have prepared the respective project during my internship under Rajasthan State Human Rights commission, Jaipur.
- Project has been prepared as per the the material from different booklet of the commission and the martial obtain from different other sources.
- The same can be exhibited in School/Colleges/University and other places under legal literacy and awareness programme to the general public to know about human rights, as per direction of the chairperson of the commission.

KANAK CHATURVEDI

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