

Learning Outcome-Based Curriculum

Name of the programme: **PG Diploma in Child Rights & Governance**

Department/Centre : **Centre for Inclusive Development**

Preamble

Post-Graduate Diploma in Child Rights and Governance is a one-year practice-based academic programme to develop skilled professionals to address the challenges encountered by children, particularly, the disadvantaged ones. The programme is intended to inculcate basic human values like human dignity, respect for human life and diversity, and non-discriminatory attitude towards children and other marginalized sections of the society.

Introduction

The United Nations Convention on the Rights of the Child came into existence in 1989, which India ratified in 1992. The convention guarantees some basic rights to children and is legally binding on the member state to abide by the same. These rights may be classified, broadly, as right to life and survival, right to protection, right to development and right to participation. The Convention defines a child as an individual who is below the age of 18 years. India's decision to ratify the Convention is a landmark event and its importance can be understood in the light of census data of 2011. According to the Census 2011, 41% of the country's population account for people less than 18 years of age. Alternatively, it can be said that India is home to the largest young population in the world.

However, certain child-centric maladies such as adverse female sex ratio, malnutrition, infant mortality, child trafficking, child abuse, child labour, etc. are generally encountered by children in India that adversely affect their natural development. In response to such difficult situations, the government of India along with state governments have formulated several policies, laws and schemes that had yielded positive results but at a slow pace. The role of individuals, Civil Society Organizations and NGOs in complementing the government initiatives are also needed to be appreciated. Nevertheless, the efforts are mostly directed towards a particular issue/theme like child marriage or child trafficking and less on the child (as an individual in a difficult situation). In other words, efforts are meant to reduce the evil practices that are affecting the lives of children and less on the child.

Accordingly, the need was felt to start a practice-based academic programme to equip the individuals, who are willing to work in the field of child rights, with the knowledge of child psychology, sociological aspects associated with childhood, international and national, public and private initiatives, laws and research in child rights issues. Practical is an integral part of this academic programme. During the first semester, trainees are placed in different government and non-government organization to carry-out their field activities while in the second semester they (trainees) take up project works/dissertations on child-related issues.

1. Qualification descriptors for the graduates

- Developing an understanding of different stages of life-span development and its effects on individual lives.
- Understanding of different types of child vulnerabilities along with causes and effects.
- Developing a comprehensive understanding of child rights and issues associated with the implementation such rights.
- To be able to identify the gaps in the existing research based literature on child rights and formulate new research problems.

Skills & Techniques

- Acquiring skills in rapport building and practising PRA tools.
- Acquiring skills for interviewing children and stakeholders.
- Formulating/identifying innovative data collection tools for conducting research in child related issues.

Competence

- To develop aptitude for critical and comparative policy analysis.
- Learn to adopt holistic approach in dealing with children in difficult situation.

2. Graduates Attributes

- In-depth knowledge and understanding of the core concepts and ability to apply classroom knowledge in field activities.
- Develop an aptitude to explore newer areas in the relevant field.
- Learn how to forward evidence-based constructive arguments and respect diverse opinions.
- View sustainability as the priority in any field level interventions.
- Strong adherence to the basic human and research values and ethics.

3. Program Outcomes

1. Graduate has attained a theoretical understanding of children, their lives and the vulnerabilities they are exposed to in their diverse contextual realities.
2. Graduate has developed a comprehensive understanding of child rights as differentiated from the state welfare approach.
3. Graduate has understood governance, its strengths and lacunae in promoting and ensuring child rights.
4. Graduate has gained insight into research methodology in child right issues.
5. Graduate has gained skills in communication that enables him/her in disseminating information on related aspects accurately and effectively.

1. Programme structure

Total Credits:

Structure of the curriculum

Course category	No of courses	Credits per course	Total Credits
I. Core courses	9	4	36
II. Elective courses			
III. Communication skill (English)	1	4	4
Total credits			40

2. SEMESTER-WISE SCHEDULE SEMESTER I

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	CG401: Understanding Childhood	3	1	0	4	4
	CG402: Child Rights as Human Rights-Part I	3	1	0	4	4
	CG403: Vulnerabilities of Children in the North East	3	1	0	4	4
	CG404: Field Work / Observational Field Visit	0	1	2	8	4
	CG406: Social Policies for Children	3	1	0	4	4
	CG407: Child Rights as Human Rights-Part II	3	1	0	4	4
	CG408: Governance and Child Rights	3	1	0	4	4
	CG409: Research in Child Rights	3	1	0	4	4
	CG410: Research Project / Dissertation	0	0	4	8	4
Elective						
Skill Dev.						
	CG405: Communication Skills (English)	2	1	1	4	4

3. Mapping of course with program outcomes (POs)

Course title	PO1	PO2	PO3	PO4	PO5
CG401: Understanding Childhood	X	X	--	--	--
CG402: Child Rights as Human Rights-Part I	X	X	--	--	--
CG403: Vulnerabilities of Children in the North East	X	--	X	--	--
CG404: Field Work / Observational Field Visit	X	--	X	X	--
CG405: Communication Skills (English)	--	--	--	--	X
CG406: Social Policies for Children	X	X	X	--	--
CG407: Child Rights as Human Rights-Part II	X	--	X	--	--
CG408: Governance and Child Rights	--	--	X	--	--
CG409: Research in Child Rights	--	X		X	--
CG410: Research Project / Dissertation	--	X		X	--

4. Evaluation plan:

Evaluation need not be based on the test of knowledge gained in the classroom. We may design a rubrics of 5/7 scale to assess considering the POs.

5. DETAILED SYLLABUS

FIRST SEMESTER CG401: Understanding Childhood

L 3 T1 P0 CR4

Course outcomes: After completion of the course, a student would learn/ develop:

- conceptual clarity about the definition of child and childhood;
- the evolution of childhood as a concept and as a social construct;
- the importance of moving from social construct to legal construct;
- the role of social policy in protection , development and welfare of children, and
- the theoretical base to comprehend the process of child development.

Course content

Unit 1: The social construct of childhood

Understanding the child and childhood; history of childhood; childhood in the socio-cultural context; at-risk children; age-centric neglect, abuse and discrimination.

Unit 2: The legal construct of childhood

Social construct and legal construct of childhood; varying legal definitions of the child in India and legal recognition of children's agency; importance and significance of a uniform age definition, childhood in social policy - uniform age definition vs. age appropriate for interventions.

Unit 3: Psychological perspectives of childhood

Theories of life span development; theories of cognitive development (physical, psychosocial and cognitive development during infancy, early childhood, middle childhood and adolescence), the psychoanalytic approach (structure of mind and developing personality), psychosocial crisis and development, social and emotional development, principles of learning in connection to behaviour modification (classical conditioning, instrumental conditioning).

Unit 4: Sociological perspectives of childhood

Functionalist, interactionalist, ecological and critical perspectives.

Textbook

Aries, P. (2017). *Centuries of Childhood*. London: Macat International Ltd.

Corsaro, W. A. (2005). *The Sociology of Childhood*. New Delhi: Sage Publications, Inc.

Morgan , C., King, R., Weisz, J., & Schopler, J. (2001). *Introduction to Psychology*. New Delhi: McGraw Hill Education.

Hurlock, E. B. (2017). *Developmental Psychology: A: Life - Span Approach*. New Delhi: Tata McGraw Hill Publishing Company Ltd.

NB: Additional Study material would be provided to the students.

Reference books:

Bajpai, A. (2003). *Child Rights in India- Law Policy and Practice*. Delhi: Oxford University Press

David, M. Newman. (2014). *Sociology: Exploring the Architecture of Everyday Life*. Washington: SAGE Publication.

Harris, M. Butterworth, G. (2002). *Developmental Psychology: A student's Handbook*. Sussex: Psychology Press Ltd.

Hurlock, E.A. (1994). *Developmental Psychology, Lifespan Approach*. New Delhi: Tata McGraw Hill.

John, S. Dacey. and John, F. Travers. (2008). *Human Development: Across the Lifespan*. New Delhi: McGraw-Hill.

Morgan, C.T., King, R.A., Welsz, J.R. & Schopler, J. (2003). *Introduction to Psychology (7th Edition)*. New Delhi: Tata McGraw Hill Publication Company Limited

CG402: Child Rights as Human Rights-Part I

L 3 T1 P0 CR4

Course outcomes: After completion of the course, a student would learn/ develop knowledge about:

- conceptual clarity of human rights and evolution of human rights;
- about the implementation of human rights treaties;
- the historical events that contributed towards the evolution of child rights framework;
- the foundation principles child rights;
- the charter based and treaty based mechanisms for implementing international human rights law;

Unit 1: Conceptual and theoretical foundations of human rights

Evolution of human rights; generation of rights; principles of human rights; universalism vs. cultural relativism.

Unit 2: International human rights law and child rights

Evolution of international human rights law; charity to right-based approach; principal human rights instruments; child rights framework: history and evolution.

Unit 3: Specialized instruments on the rights of the child & foundational principles Minimum age convention, 1973; United Nations standard minimum rules for the administration juvenile justice (Beijing Rules); conventions on the rights of the child; optional protocols to the convention to the rights of the child; International Labour Organization (ILO) conventions; foundational principles of child rights.

Unit 4: Implementation mechanisms under international law

Charter-based system; treaty-based system; international criminal court.

Textbook

Burke, R. (2010). *Decolonization and the Evolution of International Human Rights*. Philadelphia: University of Pennsylvania Press.

Lauren, P. G. (2011). *The Evolution of International Human Rights: Visions Seen*. Philadelphia: University of Pennsylvania Press.

Weissbrodt, D., Aolain, F. D., & Rumsey, M. (2014). *The Development of International Human Rights Law*. New York: Routledge.

NB: Additional Study material would be provided to the students.

Reference books:

Amnesty International. (1993). *Human Rights in India*. New Delhi: Vistaar Publications.

Bajpai, A. (2003). *Child Rights in India- Law Policy and Practice*. New Delhi: Oxford University Press.

Baxi, U. (2002). *The Future of Human Rights*. New Delhi: Oxford University press.

Borgohain, B. (1999). *Human Rights – Social Justice and Political Challenges*. New Delhi: Kanishka Publishers.

Centre for Development of Human Rights. (2004). *The Right to Development: A primer*, Centre for Development of Human Rights. New Delhi: Sage Publications.

Donnelly, J. (2003). *Human Rights in Theory and Practice*. Ithaca: Cornell University Press. Iyer,

V.R.(1995). *Human Rights – A Judge's Miscellany*. New Delhi: D.K. Publishers.

Janusz, S. & Volodin, V. (Eds.). (2001). *A Guide to Human Rights: Institutions, Standards, and Procedures*. Paris: UNESCO Publishing.

Kothari, S. & Sethi, H. (Eds.). (1991). *Rethinking Human Rights – Challenges for Theory and Action*. New Delhi: Lokayan Publications.

Lansdown, G. & Lancaster, Y.P. (2001). “*Promoting Children's Welfare by Respecting their Rights*”. In Gillian Pugh (ed.). *Contemporary Issues in the Early Years: Working Collaboratively for Children*. London: Sage Publication.

Mathew, P.D. (1996). *Fundamental Rights in Action*. New Delhi: Indian Social Institute.

Mohapatra, A.R. (2001). *Public Interest Litigation and Human Rights in India*. New Delhi: Radha publications.

Nirmal, C.J. (1999). *Human Rights in India – Historical, Social and Political Perspectives*, Delhi: Oxford University Press.

Pachauri, S.K. (1999). *Children and Human Rights*. New Delhi: A.B.H. Publishing Corporation.

Pereira, W. (1997). *Inhuman Rights: The Western System and Global Human Rights Abuse*. Goa: The Other India Press.

Rehman, K. (2002). *Human Rights and the Deprived*. New Delhi: Commonwealth publishers.

Subramanian, S. (1997). *Human Rights: International Challenges*. New Delhi: Manas Publications.

United Nations. (1992). *Human Rights: Teaching and Learning about Human Rights*. New York: United Nations,

Waghmare, B.S. (2001). *Human Rights – Problems and Prospects*. Delhi: Kalinga Publications.

CG403: Vulnerabilities of Children in the North East

L 3 T1 P0 CR4

Course outcomes: After completion of the course, a student would learn/ develop knowledge about:

- the concepts and characteristics of the term ‘vulnerability’ and ‘social exclusion’;
- the various causes and factors those are associated with child vulnerability;
- the concept and issue of Victim Blaming;
- different micro issues like drug abuse, child marriage, child sexual abuse, children with disability, child labour and their causes, and

- the socio-political and cultural context of child vulnerabilities in the Northeast.

Unit 1: Introduction to child vulnerability and related concepts

Vulnerability: Concepts and characteristics; types of vulnerability; measuring vulnerability; children and vulnerability; social exclusion: concepts and characteristics; structural determinants of disparity/discrimination/access; drivers of social exclusion and marginalization.

Unit 2: Theories of vulnerability

Fineman's theory of vulnerability; social risk management approach; gender perspective; victim blaming; sub-culture theory; and Subaltern theory.

Unit 3: Child vulnerabilities in the North-East: Micro issues

Drug abuse, child labour, HIV/AIDS infected/affected children, children with disability, child marriage, child sexual abuse, poor and malnourished children; resilience in the context of micro issues.

Unit 4: Child vulnerabilities in the North-East: Macro issues

Natural disasters, displacement, child trafficking, armed conflicts, ethnic conflicts and insurgency, children in international borders, children in rehabilitation camps; resilience in the context of macro issues.

Textbook

Deb, S. (2016). *Child Safety, Welfare and Well-being: Issues and Challenges*. New Delhi: Springer.
Mishra, V. (2013). *Human Trafficking: The Stakeholders' Perspective*. New Delhi: Sage Publications India Pvt. Ltd.

Zakou, M. J., & Gillespie, D. F. (2013). *Community Disaster Vulnerability: Theory, Research, and Practice*. New York: Springer.

NB: Additional Study material would be provided to the students.

Reference books:

Appasamy, P. Guhan, S. Hema, R. Majumdar, M. & Vaidyanathan, A. (1996). *Social exclusion from a welfare rights perspective in India (Research Series 106)*. Geneva: ILO Publications.

Boushel, M. (1994). The Protective Environment of Children: Towards a framework for anti-oppressive, cross-cultural and cross-national understanding. *The British Journal of Social Work*, 24 (2) 173-190.

Das, S. K. (Ed.). (2008). *Blisters on their Feet: Tales of Internally Displaced Person's in the North East*, (New Delhi : Sage publications).

Dikshit, K. R. & Dikshit, J. K. (2014). *North –East India: Land, People and Economy*. London: Springer.

Gilbert, N. Parton, N. and Skivenes, M. (2011). *Child Protection Systems: International Trends and Orientations*. New York, Oxford University Press.

Jack, Gordon. (1997). Discourses of Child Protection and Child Welfare. *British Journal of Social Work*, 27(5), 659–78.

More, C. Choden, N. Rooij, L. Chandakkar, G. (2006). *Micro-level Initiatives By NGO's Working For Marginalised Groups In Pune City*. Pune : Karve Institute of Social Sciences.

Ranjan, D. Namita, Chaturvedi. R. M. (2010). A Study of Prevalence of Drug Abuse in Aged 15 Years and Above in Urban Slum Community of Mumbai. *Indian Journal of Preventive and Social Medicine*, 41(.1 & 2), 117-126.

Saith, R. (2001). Social exclusion; the concept and application to developing countries (Working paper number 72). Queen Elizabeth House: University of Oxford.

Save the Children. (2010). An assessment of Child Protection Systems from all countries in South Asia, including reflections from Central Asia, Kathmandu. Nepal: Save the Children.

Sen, A. (2000). Social Exclusion: concept, application and scrutiny (Social Development paper No. 1). Manila: Asian Development Bank.

Spratt, T. (2001). The Influence of Child Protection Orientation on Child Welfare Practice. *British Journal of Social Work*, 31(6), 933–5.

Swift, Karen J. (1997). Trends and Issues in Child Welfare. In Neil Gilbert (Ed.). *Combating Child Abuse: International Perspectives and Trends*. London: Oxford University Press.

United Nations Children's Fund. (2013). *Preventive Strategies for Child Protection: Practical Guidance to Form and Strengthen Child Protection Committees*. New Delhi : UNICEF.

United Nations Children's Fund. (2014). *Why Children's protection from violence must be at the Heart of the Post 2015 development agenda: A review of Consultations with Children on the Post-2015 Development Agenda*. New York: UNICEF.

CG404: Field Work / Observational Field Visit

L 0 T1 P2 CR4

Course outcomes: After completion of the course, a student would learn/develop knowledge about:

- the government and non-government organizations working on child rights;
- the implementation mechanism of child related schemes;
- the skills that are required for implementing child related schemes and would acquire the same; and
- the value guided practice and implement the classroom teaching into real life situation.

CG405: Communication Skills (English)

L 2 T1 P1 CR4

Course outcomes: After completion of the course, a student would be equipped with the skills and develop knowledge on:

- the importance of communication while interacting with children or disadvantaged population;
- listening abilities of the students;
- the scientific writing and reporting skills, and
- the basics of presentation skills.

<i>Component</i>	<i>Broad Contents</i>	<i>Credit</i>
UNIT 1 : Listening	Radio, television, talks/teaching clips, face-to-face talks/lectures.	4
UNIT 2 : Speaking	Pronunciation, fluency/brevity, introductions, topic-based talks, public speaking, reporting (verbal).	
UNIT 3 : Reading	Phonemic awareness, letter knowledge, skimming, scanning.	
UNIT 4 : Writing	Reporting (written), creative & critical writing, messaging & e-mailing (electronic media).	

UNIT 5 : Essentials of Grammar	Parts of speech, usage, composition.
UNIT 6 : Powerpoint Presentation*	Concept, set up, layout, slide designing & preparation, text on slides, graphics, pictures, art, tables, animations.

*Study/practice materials will be provided in the class.

** Exam. on Units 1, 2 and 6 will be practice-based.

Textbook

Wren & Martin (2016) *High School English Grammar and Composition* (Revised by NDV Prasada Rao), New Delhi : Blakie ELT Books - S. Chand & Co. Pvt. Ltd.

Kumar, Sanjay & Pushp Lata (2015) *Communication Skills* (2nd Edn.), Oxford University Press, New Delhi.

Moore, Ninja-Jo, et al. (2010) *Nonverbal Communication: Studies and Applications*, New York: Oxford University Press.

NB: Additional Study material would be provided to the students.

Reference Books Recommended

Ajmani, J. C. (2012) *Good English: Getting it Right*, New Delhi : Rupa Publications.

Adair, John (2003) *Effective Communication*, London: Pan Macmillan Ltd.

Seely, John (2002) *Writing Reports*. New York: Oxford University Press.

Thorpe, Edgar & Showick Thorpe (2006) *Winning at Interviews* (2nd Edition). Delhi: Dorling Kindersley.

SECOND SEMESTER

CG406: Social Policies for Children

L 3 T1 P0 CR4

Course outcomes: After completion of the course, a student would learn/develop knowledge on:

- social policy, social protection and child protection;
- the child protection system in India with focus on services extended for children during emergencies;
- the importance of child participation in governance; and
- Sustainable Development Goals and wellbeing of children.

Unit 1: Introduction to social policy, social protection and child protection

Social policy: concepts, characteristics and objectives; social protection: concepts, needs, strategies and challenges; child protection: concepts; child protection system in India; child protection in emergencies.

Unit 2: Social policies and programmes for children: survival and development

National policy for children 2013; education policies for children; nutrition policies for children; health policies for children.

Unit 3: Social policies and programmes for children: participation and protection Integrated Child Protection Schemes (ICPS): major provisions; child participation in governance.

Unit 4: Sustainable development goals and children; awareness and capacity building; advocacy

Sustainable development goals, children and SDG, need for awareness, capacity building, advocacy planning.

Textbook

Beland, D. (2010). *What is Social Policy*. Cambridge: Polity Press.

Walsh, M., Stephens, P., & Moore, S. (2000). *Social Policy and Welfare*. United Kingdom: Stanley Thrones(Publishers) Ltd.

Chopra, G. (2015). *CHild Rights in India: Challenges and Social Action*. New York: Springer.

NB: Additional Study material would be provided to the students.

Reference books:

Deacon, Bob. (2007). *Global Social Policy and Governance*. New Delhi: Sage Publications.

J. Baldock, N Manning & S Vickerstaff (Eds.). (2011). *Social Policy*, 4th edn. London: Oxford University Press.

P. Alcock, M May & Rowlingson, K (Eds.). (2012). *The Student's Companion to Social Policy*, 4th edn. New Jersey: Wiley-Blackwell.

CG407: Social Policies for Children

L 3 T1 P0 CR4

Course outcomes: After completion of the course, a student would learn/develop knowledge on:

- the concept of “State” as laid down by our constitution and its relevance in protecting the rights of children;
- the Fundamental Rights and Directive Principles of State Policy in the context of child rights;
- the role played by the constitutional courts in protecting the fundamental rights of the child;
- the adoption procedures under various laws in force in India;
- the various mechanisms for implementation of the law concerning children in India, especially the mechanisms set up by the JJ Act.

Unit 1: Constitution of India and Rights of the Child

Concept of “State”, Fundamental Rights, Directive principles of state policy.

Unit 2: Civil Laws

Adoption procedures and the child

1. Under the Hindu Maintenance & Adoption Act, guardians & wards Act
2. CARA guidelines

JJ Act provisions for the CNCP, Right to Education Act, Custody of Children.

Unit 3: Criminal Process and the Child

Provisions of the Cr.P.C relating to police processes; specific legislations that protect the child; criminal trial and rights of the child: victims and offenders, witness protection, and legal aid.

Unit 4: Mechanisms for Implementation and Contemporary Questions

National and State Commissions for the Protection of Rights of the Child; children's courts; a critical approach to the mechanisms for implementation; contemporary Issues in child rights (age of consent, violence by children, appropriate responses to juvenile crimes, rights of participation, corporal punishments and cultural perceptions)

Textbook

Laxmikanth, M. (2017). *Indian Polity*. Chennai: McGraw Hill Education (India) Pvt Ltd.
Bajpai, A. (2017). *Child Rights in India: Law, Policy, and Practice*. New Delhi: Oxford University Press.
Bhargava, V. (2005). *Adoption in India: Policies and Experiences*. New Delhi: Sage Publications India Pvt Ltd.

NB: Additional Study material would be provided to the students.

Reference books/materials:

- Amnesty International. (1993). *Human Rights in India*. New Delhi: Vistaar Publications.
- Bajpai, A. (2003). *Child Rights in India- Law Policy and Practice*. Delhi: Oxford University Press.
- Baxi, U. (2002). *The Future of Human Rights*. New Delhi: Oxford University press.
- Borgohain, B. (1999). *Human Rights – Social Justice and Political Challenges*. New Delhi: Kanishka Publishers.
- Centre for Development of Human Rights. (2004). *The Right to Development: A primer*, Centre for Development of Human Rights. New Delhi: Sage Publications.
- Donnelly, J. (2013). *Human Rights in Theory and Practice*. Ithaca: Cornell University Press.
- Iyer, V.R. (1995). *Human Rights – A Judge's Miscellany*. New Delhi: D.K. Publishers.
- Janusz, S. & Volodin, V. (Eds.). (2001). *A Guide to Human Rights: Institutions, Standards, and Procedures*. Paris: UNESCO Publishing.
- Kothari, S. & Sethi, H. (Eds.). (1991). *Rethinking Human Rights – Challenges for Theory and Action*. New Delhi: Lokayan Publications.
- Mathew, P.D. (1996). *Fundamental Rights in Action*. New Delhi: Indian Social Institute.
- Mohapatra, A.R. (2001). *Public Interest Litigation and Human Rights in India*. New Delhi: Radha publications.
- Nirmal, C.J. (1999). *Human Rights in India – Historical, Social and Political Perspectives*. Delhi: Oxford University Press.
- Subramanian, S. (1997). *Human Rights: International Challenges*. New Delhi: Manas Publications.
- United Nations. (1992). *Human Rights: Teaching and Learning about Human Rights*. New York: United Nations.
- Waghmare, B.S. (2001). *Human Rights – Problems and Prospects*. Delhi: Kalinga Publications

Course outcomes: After completion of the course, a student would learn/ develop knowledge on:

- the concept of governance and the characteristics of it;
- the importance of governance in child rights;
- the role of different actors in child rights governance;
- the infrastructural facilities available for the implementation of child rights laws;
- the key governance areas in child rights;

Unit 1: Understanding governance

Concept of governance, characteristics of governance, actors in governance and their role, governance and sustainable development, issues and challenges of good governance.

Unit 2: Governance in child rights

Relevance of governance in child rights, child friendly governance, tools for implementation, actors of child rights governance, assessment and evaluation of governance, issues and challenges.

Unit 3: Dimensions in child rights governance

National child rights infrastructure; key governance areas; strengthening key child rights actors

Unit 4: Child rights governance in Indian and North Eastern region

National and Panchayat level perspective (Governmental policy on child rights, understanding child participation in governance, Synergetic cooperation between civil society organization, elected bodies and government organizations).Governance in North East (6th Schedule, Autonomous councils, Village development board, Indigenous institutions, Customary laws).

Textbook

Bevir, M. (2012). *Governance: A Very Short Introduction*. UK: Oxford University Press.

Apodaca, C. (2010). *Child Hunger and Human Rights: International Governance*. New York: Routledge.

NB: Additional Study material would be provided to the students.

Reference books:

Ganguly Thukral, Enakshi. (2011). *Every Right for Every Child: Governance and Accountability*. New Delhi: Routledge.

Marasinghe , Charika. (2012). *A Study on Child Rights Governance Situation in Bangladesh*. Dhaka: Save the Child.

Nakata, Sana. (2015). *Childhood Citizenship, Governance and Policy: The Politics of Becoming Adult*. New York: Routledge.

CG409: Research in Child Rights

Course outcomes: After completion of the course, a student would learn/develop knowledge on:

- the process of research with regard to child related issues;
- the different approaches to social science research relevant to child rights;
- the various methods, techniques and tools appropriate for research in child related issues;
- creating appropriate tools for data collection on child related issues; and
- the writing of research proposal and report.

Unit 1: Introducing research on child rights

Foundations of scientific inquiry, Assessing children, Children as researcher, Ethical and cultural issues in child rights research.

Unit 2: The research process and practices:

The research process and design issues: Quantitative, Qualitative, and Mixed methods, Research practices: participatory action research (PAR), Ethnography.

Unit 3: Research methods, techniques and tools

Research techniques: Sampling, Measurement: Developing indicators and scales, Methods of data collection: Interviewing children, Observation: Structured and unstructured observation, Social mapping, Creative methods: Collecting visual and Art forms of data, Tools of data collection: Construction of questionnaire, Interview schedule and interview guide, development indicators for children.

Unit 4: Data analysis and report writing

Analysis of qualitative and quantitative data, Use of computers in data analysis, Writing research report and research proposal.

Textbook

Babbie, E.R. (2010). *The Practice of Social Research* (12th edition). USA: Wadsworth: Cengage Learning.

Clark, C.D. (2011). *In a Younger Voice: Doing Child-Centered Qualitative Research*. New York: Oxford University Press.

Freeman, M and Mathison, S. (2009). *Researching Children's Experiences*. New York: The Guilford press.

NB: Additional Study material would be provided to the students.

Reference books:

Bryman, A. (2011). *Social Research Methods*. London: Oxford University. Cozby, P. C. (2004). *Methods in Behavioral Research, Eighth Edition*. New York, NY: McGraw-Hill.

Creasey, G. L. (2006). *Research Methods in Lifespan Development*. Boston, MA: Pearson Education.

Greene, S. and Hogan, D. (2005). *Researching Children's Experience: Methods and Approaches*. London: Sage.

Herr, K. and Anderson, G.L. (2005). *The Action Research Dissertation: A Guide for Students and Faculty*, Thousand Oakes: Sage.

Mukherjee, P.N. (Ed.). (2000). *Methodology in Social Research: Dilemmas and Perspectives*. New Delhi: Sage.

CG410: Project/Internship

L 0 T0 P4 CR4

Course outcomes: After completion of the course, a student would be equipped with the hands-on experience on:

- the child rights related issues in the real world;
- taking up research work relating to any child related issues;
- formulating research problems and various approaches to solving them; and
- the scientific process of research.
