



Syllabus for Diploma in Child Rights, Department of Social Work, Jamia Millia Islamia, New Delhi

Paper: I **Children and Society**

This paper will forward core concepts of child rights that stem from understating the diversity of childhoods, child development and life stages of girls and boys from an 'evolving capacity' approach. In addition, it will establish the need to understand the impact of socialisation though social institutions on lives of girls and boys including society per se.

Unit I:

- a. Child and childhood: concept and definition
- b. Stages of Child Development: infancy, childhood, preadolescence, adolescence, young adulthood
- c. Developmental Needs of Children: the Life Cycle Approach: -physical, social, emotional and cognitive
- d. Socialisation: concept, development of self, internalisation of social norms

Unit II:

- a. Adolescence and Young Adulthood: early and late adolescence
- b. Needs of Adolescents: physical, emotional, cognitive and social
- c. Problems in growing up: tension between self and society, developing a mature value system, making career and life style choices, developing mature gender roles
- d. Life Skills, Adjustment and Maladjustment

Unit III:

- a. Role of family, school, peer group, mass media in socialisation
- b. Social Stratification and differentiation (religion, caste, gender etc)
- c. Power and Society: meaning of power, power and prestige, authority, power as balancing factor, patriarchy and hegemonic forms of masculinities
- d. Key ethical issues concerning children

Paper: II

Situational analysis of children in South Asia

This paper will bring forth the realities of girls and boys living in India in particular and South Asia in general. The need for improved and diversity friendly data and analysis will be emphasised in this paper. Key principles of child rights such as accountability, non-discrimination and participation will be introduced. Important policies, laws and acts related to children will be introduced as well.

Unit I:

- a. Demographic Profile: rural, urban, gender and age disaggregated
- b. Profile of children in difficult circumstances, vulnerable children, children requiring care and protection: child labour, street children, disability, juvenile justice, substance abuse, child abuse, HIV / AIDS
- c. Communal conflicts, natural disasters, internal and external displacement, indigenous groups
- d. Children- physical environment, education, health etc.

Unit II:

- a. Constitutional provisions and major national policies in India: child welfare policy, health, education, labour policies etc
- b. Devadasi Act, Indecent Representation of Women Act, Indian Penal Code (IPC), Immoral Trafficking Prevention Act (ITPA), Juvenile Justice Act (JJA), Young Persons Harmful Publications Act,
- c. Child Labour Act, Factories Act, Mines Act, Shops and Establishment Act, Apprentices Act, Plantation Labour Act, Children's Act 1974,
- d. Governance issues, accountability, transparency

Unit III:

- a. Issues of vulnerability, protection, survival and development
- b. Core principles regarding children: accountability, child participation, equality and Inclusion
- c. Process of policy formulation: steps and stages
- d. Influencing policy and reform-role of civil society

Paper: III

Rights based approach and human rights instruments in South Asia

This paper will introduce students to the core concepts of a human rights based approach to development with special focus on child rights. The most crucial element of the application of child rights from a child rights based approach will be elaborated. The students will learn about key human rights instruments that affect lives of girls and boys.

Unit I:

- a. Historical evolution of the concept of rights, from welfare to entitlement
- b. Freedom struggles and national movements-India, South Asia

- c. Development of the Rights Based Approach
- d. Principles of Human Rights: universality and inalienability, indivisibility, interdependence and inter-relatedness. Equality and non-discrimination, participation and inclusion, accountability and rule of law.

Unit II:

- a. International Declarations and Conventions:
 - International Convention on the Elimination of All Forms of Racial Discrimination (CERD)
 - International Covenant on Economic, Social and Cultural Rights (CESCR)
 - International Covenant on Civil and Political Rights (CCPR)
 - Convention on the Elimination of all forms of Discrimination against Women (CEDAW)
 - Convention Against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
 - UN Convention on Disabilities (under discussion)
- b. United Nation Convention on the Rights of the Child (UNCRC)
- c. The Millennium Development Goals
- d. Role of international and non state duty bearers

Unit III:

- a. The Rights Based Approach (RBA): civil and political rights and economic, social and cultural rights
- b. Components of the Rights Based Approach: linkage to rights, accountability, empowerment, participation, non-discrimination and attention to vulnerable groups
- c. Legislative basis of the RBA
- d. Apparatus for rights

Paper: IV
Methods of working with children and participatory working skills

This paper will provide an in-Department understanding of skills, tools, techniques and methods for working with girls and boys in various settings. The paper will discuss the concepts of case management, group formation and community organisation. The working methods for both adults and children will be compared.

Unit I: Working with children (one to one)

- a. Case work, counselling and psychotherapy
- b. Working with children in need of care and protection-victims of abuse, trafficking, disasters
- c. Rational Emotive Therapy, Family Therapy
- d. Behaviour modification, crisis intervention

Unit II: Working with Groups

- a. Stages of group development
- b. Group dynamics, types of groups (concepts of children's organisations and child led initiatives)
- c. Techniques: group discussion, group therapy
- d. Gestalt Therapy, Transactional Analysis

Unit III: Participatory Community Work

- a. Community work, concept and principles
- b. Strategies of community work, neighbourhood development, systems
- c. Concept of participation, the RRA-PRA-PLA continuum
- d. Tools of working with children: child to child, consulting with children, children and creative media,

Paper: V ***Research Methods, Monitoring and Evaluation***

This paper will teach the students core concepts of research methodology. It will acquaint students on ethical guidelines and practices for working with children on research. Some creative examples on participatory research will be covered as well.

Unit I:

- a. Research: process and types: exploratory and experimental
- b. Research with children, ethical issues, gaps, priorities
- c. Child participation in research, issues and areas of involvement
- d. Conventional and participatory research
- e. Analysing children's voices and action

Unit II:

- a. Hypothesis: importance and types and types of research design
- b. Determining objectives and sampling, types
- c. Tools of data collection: observation, interview schedule, Focus Group Discussion (FGD), peer research
- d. Data processing, analysis and report writing

Unit III:

- a. Monitoring and Evaluation (M&E): concept
- b. Process and impact monitoring, outcome mapping, global impact monitoring
- c. Process and summative evaluation
- d. Designing a participatory M&E framework with tools of self monitoring, participatory impact monitoring

Paper: VI **Programme Management**

This paper will pull the learning from other papers into practical ways of working in programmes and projects for furthering child rights. The students will be introduced to the very practical tools such as checklists, guidelines, tools kits in Child Rights Programming.

Unit I:

- a. Child Rights Programming: concept and definition
- b. Principles of Child Rights Programming
- c. Child Rights Programming Tools and their application
- d. Rights Based organisational development, organisational management and institutional development
- e. Programme model approach: goal, purpose, input and output.

Unit II:

- a. Rights Based Project Cycle, steps
- b. Situational Analysis: steps, sources of information, problems and objective tree
- c. Causality Analysis: Immediate and root causes; gender and power analysis
- d. Duty bearers Analysis: need and process.

Unit III:

- a. Child rights based project proposal (checklist on writing, reviewing, etc.)
- b. Project appraisal: social, technical and financial
- c. Means and costs
- d. Time Line and Gantt Chart
- e. Role of project manager in project management.

Paper: VII **Networking and Advocacy**

This paper will emphasise the need of networking and use of advocacy for realising child rights. Children's involvement and participation in these advocacy processes is essential to ensure that they are recognised, empowered and strengthened as rights holders and appropriate child-friendly measures are taken. Children need to be recognised as partners in the decision-making and follow-up process.

Unit I:

- a. Networks and networking; purpose of networking
- b. Power of networks for realising child rights
- c. Models of networks: Fishing Net, Spiders Web, Pyramid, and Cluster, Web-based networking
- d. Challenges and sustainability of networks and networking.

Unit II:

- a. Advocacy: strategic planning for advocacy and community centred advocacy
- b. Issue Life Cycle characteristics and advocacy actions

- c. Designing outreach strategies and advocacy coalitions, partnerships and networking
- d. Media advocacy and lobbying.

Unit III:

- a. Promoting children's participation and organisations-guiding principles (child-led advocacy)
- b. Key movements for Child Rights: Bandhua Mukti Morcha, Bal Panchayats, Bal Brigades
- c. Other innovations and experiments-Child Line,
- d. Knowledge management: relevance of networking and advocacy.

Paper: VIII
Analytical Field Study

The analytical field study shall be conducted during Semester II. Students shall select one of the Field Projects in Advocacy and Rights Based Movements with children as active partners to conduct the in-depth analytical study. The key focus of this study would be to:

- Conduct a situational analysis of the issue,
- Examine critically the existing interventions of the movement,
- Identify rights based intervention in the area and delineate suggestions for project and policy interventions.