

DIPLOMA IN CHILD RIGHTS AND GOVERNANCE

Objectives

This programme is designed to produce a pool of practice-oriented trained manpower with a comprehensive knowledge, exposure and understanding in childhood, child rights, child vulnerability and child protection.

Programme structure

Course Code	Course Name	Credit	Contact Hours	Study input
SEMESTER I				
DIPCRGD101	Understanding Childhood	4	12	120
DIPCRGD102	Child Rights as Human Rights-Part I	4	12	120
DIPCRGD103	Vulnerabilities of Children in the North East	4	12	120
DIPCRGD104	Social Policies for Children	4	12	120
SEMESTER II				
DIPCRGD201	Child Rights as Human Rights-Part II	4	12	120
DIPCRGD202	Governance and Child Rights	4	12	120
DIPCRGD203	Research in Child Rights	4	12	120
Total Credit		28	84	840

Student intake: 30

Selection Procedure: Based on academic credentials and prior work experience

Detailed Syllabus

DIPCRGD101 Understanding Childhood

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.

Textbooks

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 materials will be provided to the students.

Reference books/materials

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

DIPCRGD102 Child Rights as Human Rights-Part I

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.

Textbooks

- 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 materials will 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*. 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.

DIPCRGD103 Vulnerabilities of Children in the North East

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.

Textbooks

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 materials will be provided to the students.

Reference books/materials

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.

DIPCRGD104 Social Policies for 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.

Textbooks

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 materials will 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.

DIPCRGD201 Child Rights as Human Rights-Part II

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)

Textbooks

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 materials will 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.

DIPCRGD202 Governance and 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).

Textbooks

- 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 materials will be provided to the students.

Reference books/materials

- 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.

DCG 203 Research in Child Rights

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.

Textbooks

- 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 materials will be provided to the students.

Reference books/materials

- 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.

Programme Coordinator

Ms. P. Akumsenla Kichu

Guest Faculty

Centre for Distance and Online Education

Tezpur University

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Important Notes for Learners

- i. Self Learning Materials are usually provided in PDF format. The printed materials are provided on payment of Rs. 1000/- per semester.
- ii. Examination form has to be filled up separately towards the end of the semester. An examination fee of Rs. 500/- has to be paid per course.

Centre offering the programme

As enshrined in the Tezpur University Act 1993, one of the prime objectives of the University is “to pay special attention to the improvement of the social and economic conditions and welfare of the people”. Further, the Eleventh Plan Document of the Planning Commission emphasizes how institutes of higher education ought to extend its resources and services towards community development. Towards achieving this, Tezpur University has established The Centre for Inclusive Development (CID) as an umbrella organization comprising the Equal Opportunity Cell, ST/SC Cell, and the Training and Placement Cell which have a good deal of functional commonality. It is envisioned that an invigorated approach to this purpose would be achieved by consolidating the activities and collating the humane and intellectual resources of these three cells. Headed by its Director, the Centre is intended to act as a catalyst to holistic development of students and an interface between Higher Education and Community Development.

Faculty and administrative staff

Director

Rajeev K. Doley (Ph. D, IIT-Guwahati)