

Kushabhau Thakre Patrakarita Avam Jasanchar

Vishwavidyalaya, Raipur

Curriculum & Syllabus

Post Graduate Diploma in Protection of Child Rights (PGDPCR)

Duration: 1 Year | Semesters: 2

Session: 2026-27 & onwards

(Approved by Board of Studies & Academic Council)

Course Structure

Semester	Course Code	Course Title	Type	Units	Marks
Semester I	PGDPCR-101	UNDERSTANDING CHILDHOOD, DEVELOPMENT AND WELL-BEING	T	5	100 (75+25)
	PGDPCR - 102	PREVENTIVE APPROACHES IN CHILD PROTECTION	T	5	100(75+25)
	PGDPCR - 103	FAMILY, SCHOOL AND COMMUNITY ENGAGEMENT	T	5	100(75+25)
	PGDPCR-104	MEDIA, COMMUNICATION AND CHILD RIGHTS	P		100
Semester II	PGDPCR - 105	CHILD PROTECTION IN VULNERABLE SITUATIONS	T	5	100(75+25)
	PGDPCR - 106	CHILD-FRIENDLY SYSTEMS AND SERVICES	T	5	100(75+25)
	PGDPCR - 107	ADVOCACY, POLICY AND SOCIAL CHANGE	T	5	100(75+25)
	PGDPCR - 110	Internship & Viva-voce	P	5	100
Total marks:					800

Evaluation Scheme

- CE & AA (Internal Assessment): 25 Marks
- ESE (End Semester Exam): 75 Marks
- Practical includes fieldwork, Project & Viva, Internship

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Dr. Rajendra Kumar

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Dr. Nandendra Kumar

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Dr. Ashutosh Mishra

SEMESTER I:

Paper 1: UNDERSTANDING CHILDHOOD, DEVELOPMENT AND WELL-BEING

Unit I: Concept of Childhood and Well-being

- Changing understanding of childhood
- Holistic child well-being (physical, emotional, social)
- Cultural and socio-economic influences
- Child vulnerability and resilience

Unit II: Child Development and Early Warning Signs

- Developmental stages and milestones
- Identifying developmental delays
- Early behavioural indicators of distress
- Role of caregivers and teachers in early detection

Unit III: Risk and Protective Factors

- Family, school, and community risk factors
- Poverty, migration, conflict, digital exposure
- Protective environments and resilience-building
- Role of positive parenting

Unit IV: Child Rights as Preventive Framework

- Rights-based approach to prevention
- Best interest of the child
- Participation of children in decision-making
- Preventive role of education and awareness

Unit V: Nutrition, Health and Hygiene

- Child nutrition and growth monitoring
- Preventing malnutrition and disease
- School health programmes
- Mental health and emotional well-being

Reference books:

- Berk, L. E. – *Development Through the Lifespan*
- Hurlock, Elizabeth – *Child Development*
- Santrock, John W. – *Child Development*
- Michael Freeman – *Children's Rights*
- UNICEF – *The State of the World's Children* (latest edition)
- UNICEF – *Child Well-being Reports*



- NCERT – Psychology Textbooks (Class XI & XII)
- Government of India – *National Policy for Children (2013)*

Paper 2: PREVENTIVE APPROACHES IN CHILD PROTECTION

Unit I: Prevention of Child Abuse and Neglect

- Types and causes of abuse
- Early identification of abuse risks
- Family-based prevention strategies
- Safe home environments

Unit II: Safe Schools and Educational Spaces

- School safety policies
- Anti-bullying strategies
- Inclusive education practices
- Role of teachers in prevention

Unit III: Digital Safety and Cyber Protection

- Online risks (cyberbullying, grooming, addiction)
- Safe internet practices
- Digital literacy for children and parents
- Role of schools and communities

Unit IV: Preventing Child Labour and Exploitation

- Root causes (poverty, lack of education)
- Community awareness and livelihood support
- Role of education and skill-building
- Rehabilitation through prevention

Unit V: Community-Based Child Protection

- Role of Panchayats, community groups
- Child protection committees
- Awareness campaigns and social mobilisation
- Community vigilance systems

Reference books:

- WHO – *INSPIRE: Seven Strategies for Ending Violence Against Children*
- World Health Organization – *Child Protection Guidelines*
- Save the Children – *Child Protection Systems in India*
- James Garbarino – *Understanding Abusive Families*
- Jill Duerr Berrick – *The Impossible Imperative: Navigating the Competing Principles of Child Protection*

- Ministry of Women & Child Development (MWCD) – Child Protection Manuals
- Childline India Foundation – Reports and Training Materials

Paper 3: FAMILY, SCHOOL AND COMMUNITY ENGAGEMENT

Unit I: Parenting for Prevention

- Positive parenting techniques
- Non-violent discipline
- Parent-child communication
- Preventing neglect and abuse

Unit II: Role of Schools in Child Protection

- Life skills education
- Child-friendly school environment
- Teacher training for child protection
- School counselling systems

Unit III: Community Participation

- Role of NGOs and civil society
- Community-based interventions
- Peer education programmes
- Child clubs and youth groups

Unit IV: Awareness and Behaviour Change Communication

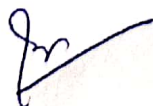
- Designing awareness campaigns
- Media and child rights
- Use of local language and culture
- IEC (Information, Education, Communication) strategies

Unit V: Inclusion and Equity

- Gender sensitivity
- Disability inclusion
- Children from marginalized communities
- Reducing discrimination

Reference books:

- Urie Bronfenbrenner – *The Ecology of Human Development*
- UNESCO – *Education for All Global Monitoring Reports*
- Jane Nelsen – *Positive Discipline*
- UNICEF – *Parenting Education Toolkit*
- NCERT – *Life Skills Education Manuals*





- WHO – *School Health Programme Guidelines*

Paper 4: MEDIA, COMMUNICATION AND CHILD RIGHTS

Unit I: Understanding Media and Its Role in Child Protection

- Meaning, types, and evolution of media (print, electronic, digital, social media)
- Role of media in shaping attitudes towards children
- Media as a tool for prevention and awareness
- Media ethics in reporting child-related issues
- Concept of “child-sensitive journalism”

Unit II: Media Representation of Children

- Portrayal of children in news, films, advertisements
- Stereotypes and biases (gender, class, disability)
- Impact of media representation on child psychology
- Responsible storytelling and dignity of children
- Case studies of media coverage

Unit III: Media for Awareness and Behaviour Change

- Designing awareness campaigns (child abuse, education, health)
- IEC (Information, Education, Communication) strategies
- Social and Behaviour Change Communication (SBCC)
- Role of community radio and local media
- Use of regional languages (Chhattisgarhi)

Unit IV: Digital Media and Child Safety

- Online risks: cyber-bullying, grooming, gaming addiction
- Social media and mental health
- Digital literacy for children and parents
- Safe internet practices and parental controls
- Role of schools and communities in digital safety

Unit V: Media Advocacy and Ethical Practices

- Media advocacy for child rights
- Working with journalists and media houses
- Ethical issues: privacy, consent, identity protection
- Legal basics (minimal): confidentiality under POCSO
- Developing media campaigns and content

Suggested Readings:

- David Buckingham – *Media Education*

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- UNICEF – *Children and Media Guidelines*
- WHO – *Communication for Behavioural Impact (COMBI)*
- UNICEF – *Child Online Protection Guidelines*
- OECD – *Children in the Digital Environment*
- UNESCO – *Media and Information Literacy Curriculum*
- UNICEF – *Principles for Ethical Reporting on Children*
- Keval J. Kumar – *Mass Communication in India*



SEMESTER II:

Paper 5: CHILD PROTECTION IN VULNERABLE SITUATIONS

Unit I: Children in Difficult Circumstances

- Street children, migrant children
- Disaster-affected children
- Children in conflict areas

Unit II: Mental Health and Psychosocial Support

- Stress, trauma, anxiety in children
- School-based mental health programmes
- Preventive counselling

Unit III: Substance Abuse Prevention

- Causes and risk factors
- Awareness and early intervention
- Role of family and schools

Unit IV: Gender-Based Violence Prevention

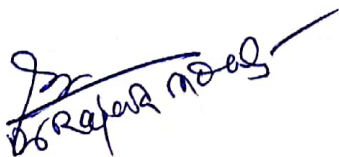
- Gender stereotypes
- Prevention of early marriage
- Empowerment of girls
- Community vigilance
- Awareness programmes
- Safe migration practices

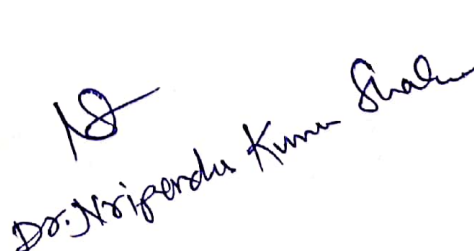
Unit V: Child Right Legislations

- Juvenile Justice Act
- RTE act
- Free Legal aid for Children
- Legal Service Authorities

Reference books:

- World Health Organization – Reports on Child Abuse and Mental Health
- UNICEF – Child Protection Strategy
- Judith Herman – *Trauma and Recovery*
- Save the Children – Emergency and Child Protection Manuals
- NCRB – *Crime in India Reports*


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Dr. Nripendra Kumar Shukla



- MWCD – Child Vulnerability Reports

Paper 6: CHILD-FRIENDLY SYSTEMS AND SERVICES

Unit I: Child Protection Systems (Preventive Perspective)

- Integrated Child Protection Scheme (ICPS)
- Role of Anganwadi, ASHA, schools

Unit II: Early Intervention Services

- Identifying at-risk children
- Referral systems
- Multi-agency coordination

Unit III: Child-Friendly Institutions

- Safe spaces and child-friendly services
- Role of counsellors and social workers

Unit IV: Minimal Legal Awareness (Supportive)

- Basic understanding of other child friendly acts
- Reporting mechanisms (without legal complexity)
- Rights awareness
- Indicators of prevention success
- Community-based monitoring
- Feedback systems

Unit V: Child Adoption

- Meaning, Concept, Procedure of Adoption,
- Hindu Adoption and Maintenance Act 1956
- CARA, SARA
- Role of Child Welfare Committees in adoption

Reference books:

- UNICEF – *Child Protection Systems Strengthening Guide*
- Save the Children – *Alternative Care in South Asia*
- MWCD – *Integrated Child Protection Scheme (ICPS) Manuals*
- NCPCR – Guidelines and Reports
- Bare Acts (JJ Act, POCSO – simplified guides)

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Paper 7: ADVOCACY, POLICY AND SOCIAL CHANGE

Unit I: Advocacy for Child Rights

- Meaning, nature, and scope of advocacy
- Difference between advocacy, activism, lobbying, and awareness
- Rights-based vs welfare-based advocacy approaches
- Levels of advocacy: local, national, global
- Stakeholder analysis (government, NGOs, media, community leaders)
- Tools of advocacy
- Designing advocacy campaigns
- Role of children and youth in advocacy (child participation)

Unit II: Child-Centric Policy and Programme Frameworks

- Meaning and importance of public policy in child protection
- Stages of policy cycle:
 - Agenda setting
 - Policy formulation
 - Implementation
 - Monitoring and evaluation
- Key child-related policies in India (overview):
- Child budgeting
- Preventive role of policies
- Role of evidence and research in policy-making

Unit III: Governance and Institutional Mechanisms

- Concept of governance and good governance
- Decentralized governance:
 - Role of Panchayati Raj Institutions and Urban Local Bodies
- Convergence approach:
- Community-based governance:
 - Village Child Protection Committees (VCPCs)
 - School Management Committees (SMCs)
- Role of institutions:
 - NCPCR, SCPCR, NGOs
- Accountability mechanisms:
 - Social audits
 - Public grievance systems
- Transparency and participation in governance

Unit IV: Social Behaviour Change and Community Mobilisation

- Concept of social and behaviour change (SBC)
- Theories of social change:

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- Diffusion of innovations (Everett Rogers)
- Behaviour change communication models
- Identifying harmful social practices:
 - Child marriage, gender discrimination, child labour
- Strategies for behaviour change:
 - Awareness campaigns
 - Peer education
 - Community dialogue and engagement
- Role of culture, tradition, and belief systems
- Use of media and local communication methods (folk media, community radio)
- Role of schools and youth groups in social change

Unit V: Child Participation, Best Practices and Innovations

- Concept of child participation
- Models of child participation:
 - बाल संसद (Child Parliament)
 - Child clubs and peer groups
- Ethical considerations in child participation
- Best practices in prevention
- Role of technology in child protection:
 - Mobile apps, helplines (1098)
 - Digital awareness tools
- Case studies (India and global):
- Innovation in advocacy and prevention

Suggested books:

Asha Bajpai – *Child Rights in India: Law, Policy and Practice*
 Fiona Donson – *Children's Rights and Social Policy*
 Everett Rogers – *Diffusion of Innovations*
 Amartya Sen – *Development as Freedom*
 NGO Group for CRC – *Advocacy Guide for Child Rights*
 WHO – COMBI (Communication for Behavioural Impact)

Paper 8: Internship and Project

Students shall undergo one month internship to an organization working in the field of child rights and juvenile justice, media organizations, NGOs etc.. Upon completion of the internship, students are required to submit the internship completion report from the organization concerned. They shall also be required to submit a comprehensive report on their work done during the internship.

This shall be evaluated by an external expert to be appointed by the Vice Chancellor along with the internal examiner.

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