



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Gangaiamman Koil Street, Karapakkam, Chennai – 97

Website: www.tnteu.in

No. TNTEU/R/Affln/B.Ed Syllabus /2023/ 02017

Date: 09.10.2023

Dr.P.C.Naga Subramani, Ph.D.

Registrar i/c

To

The Principals of all affiliated Colleges of Education to this University.

Sir/Madam,

Sub: TNTEU – Affiliated Colleges of Education – B.Ed degree programme Semester Pattern Under CBCS – II Semester – Change of Core paper “Understanding Disciplines and subjects” to “**Child Rights and Protection**” from the academic year 2023-2024 –Regulations and Syllabus – Communicated for information - Reg.

Ref: Resolution by the Syndicate dated 14.09.2023.

As per the reference cited above, I am hereby inform you that, the Syndicate at its meeting held on 14.09.2023, has been approved to implementation for Change of Core Paper from “Understanding Disciplines and subjects” Replace to “**Child Rights and Protection**” in Second Semester in the B.Ed degree programme from the academic year 2023-2024 onwards.

In this connection, the copy of the updated Syllabus and Regulations is enclosed for your kind reference.

Hence, the Principal of all the affiliated Colleges of Education are requested to implement the change of core paper for the students admitted from the academic year 2023-2024.

Yours faithfully,


9/10/23
REGISTRAR i/c

CHILD RIGHTS AND PROTECTION

COURSE OBJECTIVES

- CO1:** To understand the theoretical knowledge of child rights with practical applications and examples
- CO2:** To identify all forms of violence against children
- CO3:** To enlighten various Child rights Policies, laws and institutions
- CO4:** To realize the importance of child friendly learning schools and the role of Teachers
- CO5:** To promote skills for ensuring child participation and protection

UNIT 1: CONCEPT OF CHILD RIGHTS

Concept and definition of child and child rights - Definition of a child under various laws in India: History of child rights in Tamil Nadu and India , Non-Governmental Organizations (NGO) working for child rights in Tamil Nadu and India - Historic treatment of children - Understanding child rights from the perspective of affected people - Importance and need to the rights of children - United Nations Convention on the Rights of the Child (UNCRC) - The Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) - Children's rights sustainable development goals.

UNIT 2: VIOLENCE AGAINST CHILDREN

Violence Against Children (VAC): Various forms and trends in Tamil Nadu –Abuse of trust - Discrimination - Drug dependency among children - Online abuse - Suicidal tendency among Children- Intersectionality - Consequences of impact of violence on children - Factors leading to vulnerability of children in Tamil Nadu and root causes.

UNIT – 3: CHILD RIGHTS – LAWS, POLICIES AND INSTITUTIONS

Juvenile delinquency, Juvenile Justice and Protection of Children Act 2015 - Rights to free and Compulsory Education Act 2009 - The Protection of Children from Sexual Offences Act (POCSO) 2012 - The Prohibition of Child Marriage Act 2006 - Child Labour (Prohibition and Regulation) Act,1986 - National and State Policies for Child Protection - Suppression of Immoral Traffic in Women and Girls Act, 1956 (SITA) - Child Protection System in India - The United Nations (UN) Human Rights Council - UN Committee on the Rights of Children and Special Rapporteurs on issues related to children.

UNIT – 4: CHILD FRIENDLY SCHOOLS AND ROLE OF TEACHERS

Child friendly schools – Concept and importance - Role of teachers in safeguarding the rights of children in schools - Importance of child protection policy in schools - Creating space and opportunity for children to participate and express their voices/opinions - Importance of child rights clubs in schools – Role of School Management Committees (SMCs) – Challenges of teachers as child rights practitioners.

UNIT - 5: SKILLS FOR CHILD PROTECTION AND PARTICIPATION

Identification of children in vulnerable situations - Identifying and recognizing the warning signs and factors of varying types of child abuse and neglect - Skills to deal with the children affected by violence – Role of teachers and other professionals in diagnosing and reporting suspected cases of child abuse and neglect - Psycho-social support and referral services for the vulnerable children – Teachers as mentors of children for ensuring their participation and protection – Positive discipline techniques for the teachers - Skills for celebrating child rights.

SUGGESTED ACTIVITIES

1. Conduct awareness programmes / debates and discussions on child rights and child protection in school.
2. Visit to Child Helpline / District Child Protection Unit / Child Welfare Committee /Juvenile Justice Board, etc.
3. Producing audio-visual materials / documentary videos / short videos / YouTube videos / songs / cartoon / comic books / performing arts on child rights
4. Screening and discussion on educational feature films, documentary and short films:
 - a. Iranian films like "Birds of Paradise," "Where is my friend's Home?" for students to view collectively. (or)
 - b. Not One Less is a 1999 drama film by Chinese director Zhang Yimou, adapted from Shi Xiangsheng's 1997 story A Sun in the Sky (or)
 - c. Red leaves Falling – A story of sex Trafficking and child pornography, Stairway Foundation (or)

- d. A Good Boy – Story of Pideophilia produced by Stairway Foundation &
- e. Short Film

- i. Online Predators in Tamil (<https://youtu.be/xzYmoe5NDNQ>) (or)
- ii. Cyber Safety <https://youtu.be/IF7ignIGkNw> (or)
- iii. Child Sexual Abuse <https://youtu.be/hCehDOJ1vWI> (or)
- iv. Freedom from Fear <https://youtu.be/Ntz0 hQ7tw> (or)

5. Suggested any two activities to enhance the learning outcomes

Case studies on Violence Against Children 1. Child Marriage 2. Physical Violence
3. Child Sexual Abuse 4. Child in Conflict with Law 5. School Drop Outs

REFERENCES

1. Asha Bajpai. (2017). Child Rights in India. New Delhi: Oxford University Press.
2. Chinnappan. (2013). Teaching of the Child Rights. Thanjavur: Akaram.
3. Nuzhat Parveen Khan. (2016). Child Rights and the Law. New Delhi: Universal Law Publishing.
4. Professional Book Publishers. (2020). Child Laws containing acts, rules, regulations for children including Juvenile Justice along with charters, policies, conventions – Manual with short comments. Delhi: Professional Book Publishers.
5. Surendra Kumar. (2019). Role of Duty Bearers in Child Protection. Faircrow Art House: Guwahati.
6. Cyril Kanmony. (2012). Child Labour Rights and Violations. New Delhi: Mittal Publications.
7. Ganguly. (2019). The Protection of Children from Sexual Offences Act, 2012. Allahabad: Sweet & Soft.
8. Jesu Pudumai Doss. (2015). Child Protection Laws in India. New Delhi: Don Bosco Youth Animation – South Asia.
9. Kulandai Paathugaappu Oru Arimugam (Foe;ij ghJfhg;G Xh; mwpKfk;) – Indian Council for Child Welfare – Tamil Nadu, Dec 2019 (http://iccwn.org/uploads/publication_gallery/ChildProtection.pdf)

10. National Commission for the Protection of Child Rights (NCPCR). 2016. Resource Book for Commissions for Protection of Child Rights. New Delhi: NCPCR.
11. Palli Koodathil Paagupaadu (பள்ளி கூடத்தில் பாடுபாடு)- Manatkeni Publishers
12. UNICEF. (2014). Child-friendly Schools and Systems. New Delhi: UNICEF.

RESOURCES:

1. <https://www.haqcrc.org/child-rights/>
2. <https://home.crin.org/resources>
3. <https://hrea.org/resources/>
4. <https://ncpcr.gov.in/bare-acts-related-children>
5. <https://ccl.nls.ac.in/publications/>
6. <https://dsdcpimms.tn.gov.in/landing/index.html>
7. <https://www.arpan.org.in/children-and-adolescents/>
8. <https://www.arpanelearn.com/coursedetails.php?id=10>
9. <https://resourcecentre.savethechildren.net/>
10. [https://www.unicef.org/northmacedonia/play-based-learning-activities- children-aged-3-10](https://www.unicef.org/northmacedonia/play-based-learning-activities-children-aged-3-10)
11. <https://www.unicef-irc.org/playing-the-game>

COURSE OUTCOMES:

After completion of the course, the student-teachers will be able to:

CO1: Construct their own conception and meaning on child rights, interpret history of child rights

CO2: Distinguish various forms of violence against children, relate the factors of vulnerability

CO3: Defend child rights, elaborate policies for children and utilize the services of child protection institutions.

CO4: Build the child friendly environment in schools and realise their roles.

CO5: Execute the skills of child Protection and Participation

OUTCOME MAPPING

Course Outcomes (COs)	Programme Specific Outcomes (PSOs)																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1	*							*											*					
CO2											*										*			
CO3			*									*		*										
CO4		*	*		*	*	*				*	*		*		*				*	*			
CO5	*		*									*		*			*	*			*			*