

**APPROVED SYLLABUS FOR RECRUITMENT TO CHILD
DEVELOPMENT PROJECT OFFICER (CDPO) EXAMINATION
UNDER SOCIAL WELFARE, WOMEN AND CHILD DEVELOPMENT
DEPARTMENT**

SUBJECTS

1. General English..... 100 Marks
2. General Studies 100 Marks
3. Technical Paper- I
(50% Conventional essay type & 50% Objective type)..... 200 Marks
4. Technical Paper- II (Objective Type)
(50% Conventional essay type & 50% Objective type)..... 200 Marks
5. Technical Paper - III (Objective Type)
(50% Conventional essay type & 50% Objective type)..... 200 Marks
- (A) Technical 150 Marks
(100 marks conventional essay type & 50 marks Objective type)
- (B) Aptitude Test.....50 Marks
(50 marks Objective type)



General English Paper
(Full Marks : 100)

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|-------------------------------------|-----------|
| (a) Précis Writing | -14 Marks |
| (b) Letter Writing | -10 Marks |
| (c) Comprehension of given passages | -10 Marks |
| (d) Grammar : Parts of Speech | -30 Marks |
| (e) Correct usage and Vocabularies | -16 Marks |
| (f) Formation of Sentence | -20 Marks |
- (i) Verbs:
- Tenses : Present/past forms, Simple/continuous forms, Perfect forms, Future time reference
- (ii) Sentence Structure:
- Connectors,
 - Types of sentences: Affirmative/interrogative sentences, Negation, Exclamations
 - Types of Phrases and Clauses: finite and non-finite subordinate clauses, noun clauses and phrases, adjective clauses and phrases, adverb clauses and phrases
 - Narration (Direct and Indirect speech)

General Studies (MCQ)
(Full Marks : 100)

- | | |
|---|-----------|
| a) Current events of state, national and international importance | -12 marks |
| b) History of India and Indian National Movement | -12 marks |
| c) Indian and World Geography - Physical, Social, Economic Geography of India and the World | -12 marks |
| d) Indian Polity and Governance - Constitution, Political System, Public Policy, Duties & Rights Issues | -12 marks |
| e) Economic and Social Development Sustainable Development, Poverty, Inclusion, Demographics, Social Sector initiatives, and other related issues | -12 marks |
| f) General issues on Environmental Ecology, Bio-diversity and Climate | -12 marks |
| g) General Science | -12 marks |
| <i>The topics listed above shall cover the State of Mizoram wherever applicable.</i> | |
| h) General awareness on Mizo culture, its heritage and society | -16 marks |



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Social Work Subject
TECHNICAL PAPER-I (200 Marks)
Introduction to Social Work

Unit I : Basic Concepts (50 Marks)

Charity, Social Reform and Social Service: Definitions and Concept Welfare and Social Welfare: Definitions and Concept Social Justice and Human Rights: Development, Definition and Concept Social Work: Definition and Concept Social Problems: Poverty, Unemployment, Substance Abuse, HIV/AIDS and Insurgency

Unit II : Social Work Profession (50 Marks)

Historical Development of Social Work: International and National Perspective Profession: Definition and Concept Ethics of Social Work Profession Assumptions and Principles of Social Work Challenges of Social Work Profession: International, National and Regional Perspective

Unit III : Theories, Methods and Models (50 Marks)

Theories related to Social Work Practice Primary Methods: Case Work, Group Work and Community Work Secondary Methods: Social Welfare Administration, Social Action and Social Work Research Principles, Techniques and Process of Social Work Methods Models and Approaches of Social Work Intervention

Unit IV : Fields and Practice (50 Marks)

Social Work with Family, Children and Women Social Work and Youth Social Work and Health Social Work and Schools Role of Social Workers in different levels of settings and practice (Micro, Mezzo and Macro)



Social Work Subject
TECHNICAL PAPER –II (200 Marks)
Child Welfare and Policy in India

Unit I : Basic Concepts (50 Marks)

Child: Definition and Concept Child Welfare and Policy: Definition and Concept Early Childhood Care and Education (ECCE): Historical Development and Importance Historical Development of Child Welfare: International and National Perspective Institutional and Non-Institutional Services: Concepts, Types and Functions

Unit II : Child Development (50 Marks)

Concept of Child Development: Growth, Development and Socialization Theories of Child Development: Freud, Pavlov, Piaget, Mead, Erickson, Hurlock Types of Growth and Development Stages of Growth and Development Factors affecting Growth and Development: Nature-Nurture Debate

Unit III : Health, Nutrition and Children (50 Marks)

Health: Maternal, Child and Adolescence Health Care Mental Health of Children: Meaning and Importance; Pre-Natal and Post Natal Care Child Nutrition and Malnutrition: Meaning and Importance Nutrients: Types and Importance Legislations and Programmes pertaining to Child Health and Nutrition in India

Unit IV : Policies and Programmes of Children (50 Marks)

Constitutional Provisions for Children in India Children in Five Year Plans National Policy for Children (1974 and 2013): Development and Features Legislations pertaining to Child Care and Protection in India Centrally Sponsored Schemes: ICDS, SSA, NRHM and ICPS – Development, Objectives and Features



Social Work Subject
TECHNICAL PAPER –III (200 Marks)
Child Rights and Protection

Unit I : Basic Concepts (50 Marks)

Needs and Vulnerability: Concept, Theories, Types and Factors Child Abuse and Neglect: Definition, Concept, Types and Factors Child Rights: Definition, Concepts and Historical Development Child Protection: Definition and Concept Child Resilience and Coping Strategies: Concepts and Types

Unit II : Issues and Challenges (50 Marks)

Children in Need of Care and Protection: Meaning, Categories, Causes and Prevention Children in Conflict and in Contact with Law: Meaning, Causes, Consequences and Prevention Behavioural Problems of Children: Types, Causes, Symptoms, Consequences and Prevention Nutritional Deficiencies and Diseases: Types, Causes, Symptoms, Consequences and Prevention Child-Centric Approach: Institutional Versus Non-Institutional Service

Unit III : Child Protection and Development Mechanisms (50 Marks)

Convention on the Rights of the Child (CRC): Features, Development in India and Consequences Ministry of Women and Child Development: Roles and Functions at the Central and State Level National Commission for Protection of Child Rights in India: Roles and Functions National Institute of Public Cooperation and Child Development: Roles and Functions Role of Civil Societies: Rights Holders and State and Non –State Duty Bearers

Unit IV : APTITUDE TEST (50 Marks)

(a) Numerical And Figurework Tests: (15 Marks)

These tests are reflections of fluency with numbers and calculations. It shows how easily a person can think with numbers. The subject will be given a series of numbers. His/Her task is to see how the numbers go together to form a relationship with each other. He/She has to choose a number which would go next in the series.

(b) Verbal Analysis And Vocabulary Tests: (15 Marks)

These tests measure the degree of comfort and fluency with the English language. These tests will measure how a person will reason with words. The subject will be given questions with alternative answers that will reflect his /her command of the rule and use of English language.

(c) Visual And Spatial/3-D Ability Tests: (10 Marks)

These tests are used to measure perceptual speed and acuity. The subject will be shown pictures where he/she is asked to identify the odd one out; or which comes next in the sequence or explores how easily he/she can see and turn around objects in space.



(d) **Abstract Reasoning Tests: (10 Marks)**

This test measures the ability to analyse information and solve problems on a complex, thought based level. It measures a person's ability to quickly identify patterns, logical rules and trends in new data, integrate this information, and apply it to solve problems.

A handwritten signature in black ink, appearing to be 'J. P. Smith' or similar, written in a cursive style.

Home Science Subject
TECHNICAL PAPER-I (200 Marks)
Human Development

Unit I (40 Marks)

- Introduction to Human Development. Human Development - Meaning, Principles, Factors affecting Growth and Development, Influences of Heredity and Environment.
- Prenatal Period: Courses of Prenatal Development, Overview of Birth Processes and Complications, Conditions affecting Pre-natal Development.
- Infancy – Physical growth and development, Emotional, Social and Personal Development.

Unit II (40 Marks)

- Early Childhood Care Education and Development and the following areas of a Child's development may be included as under:
 1. Sensory and Perceptual Development
 2. Physical & Motor Development
 3. Language Development
 4. Cognitive Development
 5. Development of creative & Aesthetic appreciation
- Personal Social & Emotional Development Late Childhood – Physical, Social, Emotional and Personality Development.
- Psychology and care of special children – Mentally retarded, educationally backward and Physically Handicapped (OH, VH, HH).

Unit III (40 Marks)

- Adolescence – Physical, Social, Emotional and Cognitive Development Problems – Drug abuse and alcohol, school drop-out.
- Young Adulthood – Transition from Adolescence to Adulthood; Marital Adjustment, Parenthood.
- Middle Adulthood – Physical changes, Social adjustments, relationship with maturing children, relationship with aging parents.
Late Adulthood – Physical changes and Health, Memory changes, Retirement.
- Government schemes relating to welfare of Adolescent Girls viz: "Scheme for Adolescent girls" and "Beti Bachao Beti Padhao".

Unit IV (40 Marks)

- Family and Child Welfare – Meaning and Importance.
- Family Child Welfare Programmes – Rural Health Services, Nature and Functions.
- Women's Welfare Programmes – Maternal & Child Health Programmes, Nature and Functions.
- Children Welfare Schemes and Agencies – Child Line Services, The Juvenile Justice Act 2000, NIPCCD, UNICEF with special reference to children and women.



Unit V (40 Marks)

- Central Social Welfare Board – Meaning and Importance; Demographic, Profile of women and children in India with focus on Education, Health and Nutrition.
- Laws relating to protection of women and children regarding – Child abuse, Domestic Violence, Child Labour.
- Child Welfare Schemes – ICDS, National Creche Scheme, Orphanage Home, Observation Home, Services for Physically and Orthopedically Handicapped – the blind, deaf and dumb

REFERENCE BOOKS:

- 1) Crain. G (1999), Human Development, NJ: Prentice Hall.
- 2) Coleman J. C, (1987), Abnormal Psychology and Modern Life, DB.Taraporevala Sons & Co. Pvt. Ltd.
- 3) Kaul. V (1991), Early Childhood Education Programme, New Delhi.
- 4) Rajammal. P. Devadas and N. Jaya (1994), 'A textbook on Child Development', Mac Millan India Ltd, Delhi.
- 5) Verma US and Singh. M (1998), Legal Right for Women & Families, New Delhi.
- 6) Govt. of India, Ministry of Welfare Draft Policy on the Aging, Unit IX(1992).



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Home Science Subject
TECHNICAL PAPER-II (200 Marks)
Food and Nutrition

Unit I (40 Marks)

- Understanding relationship between Food, Nutrition and Health. Functions of Food – Physiological, Psychological, Social. Basic food groups.
- Principles of Meal Planning, Factors affecting meal planning.
- Methods of Cooking – Dry, Moist, Frying, Microwave Cooking. Advantages and Disadvantages of the effect of various methods of cooking.
- Food Preservation, Food Additives – Principles and methods.

Unit II (40 Marks)

- Classification, Dietary Sources, RDA, Deficiency and excess of the following in brief:-
 1. Carbohydrates
 2. Proteins
 3. Lipids
 4. Fat Soluble Vitamins – A, D, E and K
 5. Water Soluble Vitamins – Riboflavin, Niacin, Thiamine, Folic Acid, Pyridoxine, Vitamin C
 6. Minerals – Calcium, Zinc, Iron, Fluorine, Iodine

Unit III (40 Marks)

- Energy – Body Mass Index (BMI) and Basal Metabolism, Basal Metabolic Rate (BMR) – Determination and factors affecting BMR.
- Water and Electrolytes – Requirements and Metabolism of water. Types and sources of electrolytes. Maintenance of fluid and electrolyte balance.
- Food Adulteration – Definition, types and adulterants. Food laws. Food standards.
- Diet Therapy – Factors to be considered in planning therapeutic diets, Different ways of diet modification.
- Nutrition for special conditions – Nutrition for physical fitness. Feeding problems in children with special needs.

Unit IV (40 Marks)

- Infants – Effects of under nutrition in foetal growth process, nutritional requirements.
- Pre-school Children – Nutritional requirements, under nutrition – stunting, wasting, obesity.
- School Children – Nutritional requirements, under and over nutrition.
- Adolescents – Nutritional requirements, nutritional concerns of teenagers.
- Pregnancy – Nutritional needs, nutrition related problems in pregnancy outcomes.
- Lactation – Nutritional needs of a nursing mother.
- Elderly – Nutritional health concern in old age and their management.



Unit V (40 Marks)

- Objectives, Principles and Scope of Nutrition and Health Education.
- Indicators of mother and child health care – maternal mortality rate, infant mortality rate, neonatal mortality rate, perinatal mortality rate, child survival index; Common nutritional problems in public health – Low Birth Weight, PEM, Xerophthalmia, iodine deficiency disorder, Nutritional anaemia.
- Objectives and Strategies of
 - ICDS
 - Mid day Meal Programme
 - Special Nutrition Programme
- National and International Agencies working towards food and nutrition; NIPCCD, CARE, FAO, NIN, CFTRI (Central Food Technology and Research Institute).
- Schemes relating to Maternal Nutrition and Health viz:
 - National Nutrition Mission (Poshan Abhiyaan)
 - Goals and objectives of Poshan Abhiyaan
 - Pradhan Mantri Matru Vandana Yojana” (PMMVY) – Goals and objectives of PMMVY.

REFERENCE BOOKS –

1. M. Swaminathan – Hand Book of Food & Nutrition.
2. Shubangini.A.Joshi – Nutrition and Dietetics.
3. Corinne.H.Robinson – Normal and Therapeutic Nutrition.
4. Educational Planning Group, Food and Nutrition.
5. Wadhwa. A and Sharma. S (2003) – Nutrition in the community



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Home Science Subject
TECHNICAL PAPER-III (200 Marks)
Extension Education and Communication (150 Marks)

Unit – I (30 Marks)

- Extension Education; Definition, Meaning, Importance, Scope and Principles of extension education.
- Role of Home Science in extension education. Home Science extension and its scope.
- Role of extension education in community development. Functions of extension education for rural people.

Unit – II (30 Marks)

- Concept & Meaning of Communication; Channels of communication, Essentials of communication, Types of communication, Importance of communication in extension work.
- Techniques of Extension Education. Methods of extension education; Selection and uses individual approach, group approach, mass approach.

Unit – III (30 Marks)

- Indigenous Communication Channels. Types: Folk media, Puppets, drama.
- Kinds of new communication technologies; Micro-computers, Video text, Electronic e-mail, Interactive video, Tele conferencing, Multi – media strategies; Computer in education.

Unit – IV (30 Marks)

- Different kinds of visual aids; Non projected and projected. Planning for use of audio visual aids.
- Communication as a social science; The right to communicate; Mass communication and culture; The phenomenon of mass culture.

Unit – V (30 Marks)

- Leadership in Extension Education: Meaning, types of leadership; Characteristics of a good leadership.
- Role and function of local leaders in Extension work.

REFERENCE BOOKS:

1. Dubey VK & Indira Bishnoi, Extension Education and Communication, Delhi.
2. Damaha, O.P Extension and Rural Welfare. Agra 282003: Ram Prasad and Sons, 1989.
3. Supe, S.V. an introduction to Extension Education. New Delhi: Oxford & IBH Publishing C. Pvt. Ltd, 1983.



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