

# **Syllabus for Child Development Project Officer (CDPO)** **Examination, 2016 under Social Welfare Department**

## **SUBJECTS**

1. General English Paper- I..... 100 Marks
  2. General English Paper- II (*Objective Type*) ..... 100 Marks
  3. Technical Paper- I (*Objective Type*) ..... 200 Marks
  4. Technical Paper- II (*Objective Type*)..... 200 Marks
  5. Technical Paper - III (*Objective Type*) ..... 200 Marks
- (A) *Technical* ..... 150 Marks  
(B) *Aptitude Test*.. ..... 50 Marks

### ***General English Paper - I (3 hours duration)***

#### ESSAY TYPE

**(Full Marks : 100)**

- (a) Essay Writing ..... 25 Marks
- (b) Précis Writing..... 15 Marks
- (c) Letter Writing ..... 15 Marks
- (d) Idioms & Phrases ..... 14 Marks
- (e) Expansion of passages..... 15 Marks
- (f) Comprehension of given passages ..... 16 Marks

### ***General English Paper - II (2 hours duration)***

#### OBJECTIVE TYPE (MCQ)

**(Full Marks : 100)**

- (a) Grammar : ..... 40 Marks  
*Parts of Speech, Nouns, Adjective, Verb, Adverb, Preposition, etc.*
- (b) Composition .....30 Marks
  - i) *Analysis of complex and compound sentences*
  - ii) *Transformation of sentences*
  - iii) *Synthesis of sentences*
- (c) Correct usage and vocabularies ..... 30 Marks

# **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)

## **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

## **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.

## **Home Science Subject**

### **TECHNICAL PAPER - I (200 MARKS)**

#### **Group 'A' (100 Marks)**

#### **TEXTILE AND CLOTHING**

##### **UNIT I:**

**20 MARKS**

- Fibres: Definition and Classification, Properties of Fibres.
- Yarns: Yarn making – Filament and staple, classification – Simple, Novelty, Fancy, Complex, Textured yarns.
- Fabric Construction: Weaving – Terminology. Different types of weaves – Plain, Twill, Satin, Sateen, Decorative.  
Knitting – Definition, warp and weft knitting. Others –Knitting, Lace making, Braiding, Felting, Bonding.
- Count of Cloth: Its importance in the balance construction of clothes.

**UNIT II:****20 MARKS**

- Textile Finishes: Definition, objectives, classification of finishes – Singeing, Bleaching, Mercerizing, Sanforizing, Calendering, Tentoring, Crabbing, Fulling, Schreinerizing, Moireing, Embossing, Napping, Brushing, Shearing, Weighting, Sizing, Beetling, Glazing, Crease Resistance, Crepe, Water Proofing, Flame Proofing, Moth Proofing, Mildew Proofing.
- Laundry Work – Principles of laundry and Dry Cleaning.
- Laundry Aids – Soap, Detergent, Bleaches, Blueing, Stiffening Agents.

**UNIT III:****20****MARKS**

- Dyeing of Textiles – Classification of dyes; Natural, Synthetic. Methods of dyeing – Stock, Yarn, Piece, Cross, Solution or Dope and Product Dyeing.
- Printing – Hand Printing; Block, Screen, Stencil, Tie and Dye. Machine Printing; Direct, Roller, Discharge, Resist, Pigment, Duplex, Transfer, Photo, Flocking.
- Water – Hard and soft water, Importance of Soft Water, Softening of Hard Water.
- Stain Removal – General rules for Stain Removal, classification of stains – animals, vegetables, grease, minerals.

**UNIT IV:****20****MARKS**

- Pattern – Importance of pattern, Principles and Terminology of Pattern Making.
- Drafting and Draping – Advantages and Disadvantages.
- Methods of taking body measurements, fitting of garments – Factors which would help to judge a good fit.
- Sewing machine – Parts and functions. Care and maintenance.

**UNIT V:****20 MARKS**

- Garment – Importance and Principles of Clothing. Sociological and Psychological aspect of clothing. Factors affecting selection of clothing. Clothing for different age groups – Infant, Creeper, Toddler, Preschool, School-going children, Pre Adolescent, Adolescent, Adults, Elderly.

- Evaluation of Readymade Garments
- Design – Definition, Types – structural and applied design. Elements and principles of design in textiles and clothing.
- Fashion and fashion cycle. Terminology of fashion. Factors affecting fashion. Fashion movement.
- Care and maintenance of textiles and apparel.

**REFERENCE BOOKS:**

1. Frings Stephen Gini, Fashion – From concept to consumer, Delhi, Person Education, 2002.
2. Armstrong Helen Joseph, ‘Pattern Fashion Design’, Delhi, Pearson Education, 2005.
3. GJ Sumathi, ‘Elements of Fashion and Apparel Design’, New Delhi, New Age International (P) Ltd.,2002.
4. D. Souza N. (1998), ‘Fabric Science’, New Age International Pvt Ltd., New Delhi.
5. Corbman P.B (1989), ‘Textiles – Fibre to Fibre’, 6<sup>th</sup> Edition, MC Graw Hills, New York.
6. Ghosh GK & Ghosh Shukla (1995), ‘Indian Textiles’, APH Publishing Co. New Delhi.

**Group – ‘B’(100 Marks)**

**HUMAN DEVELOPMENT**

**UNIT I:**

**20 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:**

**20 MARKS**

- Early Years – Significance of the early years in individual development. Early Childhood – Physical, Social, Emotional and Personality 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:**

**20**

**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.

**UNIT IV:**

**20**

**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:**

**20 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, Anganwadi, 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. Taroporevalo 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).

## **TECHNICAL PAPER - II (200 MARKS)**

### **Group 'A' (100 Marks)**

#### **EXTENSION EDUCATION AND COMMUNICATION**

#### **UNIT I: 20 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: 20 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: 20 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:**

**20**

**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:**

**20 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.

**Group ‘B’ (100 Marks)**

**RESOURCE MANAGEMENT**

**UNIT I:**

**20 MARKS**

- Concept of Management. Resources – Definition, Importance, Characteristics, Classification, Factors affecting resources, Maximizing the use of resources.
- Decision Making – Importance, Types, Steps in decision making.
- Process of management – Planning, Organizing, Controlling, Evaluating.
- Motivating Factors – Values, Goals, Standards – Their concepts and types.
- Work Simplification; Definition, Objective, Techniques, Mundle’s classes of change.

**UNIT II:****20 MARKS**

- Time Management; Time as a resource, Time demands during different stages of family life cycle. Time plans and its advantages, Steps in making time plans.
- Income management; Types, Sources of family income, Methods of handling family income. Budgeting; Definition, Types, Importance, Steps in making a budget. Account keeping; Importance, Systems. Savings and Investment; Meaning, Objective, Types, Criteria for judging sound investment.
- Energy Management; Energy as a resource. Energy demands during different stages of family life cycle. Efforts required in home making activities.
- Fatigue; Definition, Types, Causes of fatigue, Avoidance of fatigue.

**UNIT III:****20 MARKS**

- Household Equipment; Definition, Classification of equipment. Care and maintenance of equipment. Precautions while using electrical equipments.
- Base materials used for household equipment; Aluminium, Steel, Stainless Steel, Copper, Brass, Glass, Plastics.
- Role of consumer in the economy. Consumer education; Definition. Consumer problems; Types, Causes, and Solutions of consumer problems. Consumer Protection; Rights and Responsibilities of Consumer, Guidelines for wise buying practices. Consumer Protection Act of 1986 COPRA, Redressal Mechanism, Standardization and Quality control measures; ISI, FPO, ECO MARK, AGMARK, ISO. Buying Aids; Labels, Packaging, Advertising.

**UNIT IV:****20 MARKS**

- Importance of housing. Need of Housing. Merits and Demerits of owning and renting the house. Factors influencing selection of a house. Principles of planning a house; Aspect, Prospect, Privacy, Grouping, Roominess, Flexibility, Circulation, Furniture requirements, Practical consideration, Sanitation.
- Selection of furniture. Arrangement of furniture in different rooms. Care of furniture materials.

**UNIT V:****20 MARKS**

- Arts; Meaning, Objectives. Design; Decorative and structural. Principles of design; Proportion, Balance, Emphasis, Rhythm, Harmony. Elements of arts; Line, Form, Shape, Texture. Colour; Qualities of colour, Prang colour system, Colour schemes.
- Furnishings; Selection and care of fabrics used for soft furnishings; Curtain, Draperies, Upholstered furnitures, Cushion, Pillows, Floor coverings.
- Accessories; Selection and placement. Lighting; Types of lighting for various rooms.
- Flower Arrangement; Different styles, care and selection of flowers, equipment.

**REFERENCE BOOKS:**

1. Nickell P and Dorsey JM, 'Management in family living', New York, Wiley eastern Pvt Ltd.
2. Rao VS and Narayana PS, 'Principles and practices of management', Konark Publishers Pvt Ltd.
3. Educational Planning Group, 'Home management', Arya Publishing House, New Delhi.
4. Varghese MA, 'Home Management', Wiley Eastern Ltd.
5. Premlatta Mullick, 'Textbook of Home Science', Kalyani Publishers.

**TECHNICAL PAPER - III (200 MARKS)****Group 'A' (150 Marks)****FOOD AND NUTRITION****UNIT I:****30 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:****30 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, Pyrodoxine, Vitamin C
  6. Minerals – Calcium, Zinc, Iron, Fluorine, Iodine

**UNIT III:****30****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:****30****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:****30 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.
- National Nutrition Policy; Objectives and Strategies of
  - ICDS
  - Midday 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).

**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.

**Group ‘B’ (50 Marks)****APTITUDE TEST****(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.

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