

Anganwadi

The word Anganwadi means "courtyard shelter" in Indian languages. They were started by the Indian government in 1975 as part of the Integrated Child Development Services program to combat child hunger and malnutrition. A typical *Anganwadi centre* also provides basic health care in Indian villages. It is a part of the Indian public health-care system. Basic health-care activities include contraceptive counseling and supply, nutrition education and supplementation, as well as pre-school activities.^[1] The centres may also be used as depots for oral rehydration salts, basic medicines and contraceptives. As many as 13.3 lakh Anganwadi and mini-Anganwadi Centres (AWCs/ mini-AWCs) are operational out of 13.7 lakh sanctioned AWCs/ mini-AWCs, as on 31.01.2013. These centres provide supplementary nutrition, non-formal pre-school education, nutrition and health education, immunization, health check-up and referral services of which later three services are provided in convergence with public health systems.^[2]

Women & Child Welfare

With the formation of Andhra Pradesh State in 1953 a separate department of Women's Welfare was constituted consequent on the formation of AP State in the year 1956, the programs of the department were extended to the entire state for the upliftment and advancement of Women and Children in all aspects. Over the year the Welfare measures for women and children extended their range and currently encompass improvement of health status, academic status and economic status of the beneficiaries.

The multifarious activities of the department can be broadly classified into two categories Management of Departmental Institution for the welfare of destitute women and children and the implementation of ICDS program including those aided by the World Bank.

There are 4 state homes, 5 service homes, 2 home for the aged, 20 working women's hostels, 18 women welfare branches, 1 women technical training institute, 1 rescue home 81 Children homes 2 Sishuvihars are functioning in the state to take care of destitute and abandoned women and children (a detailed note and us of application forms already sent).

ICDS Schemes

Integrated Child Development Services Scheme was launched during 1975 in Andhra Pradesh with two ICDS projects at Utnoor and Kambadur on an experimental basis. At present there are 251 ICDS projects that are functioning in A.P. State. There are 201 ICDS projects in rural, 29 in Tribal and 21 in Urban areas, one Urban ICDS project under RASS, Tirupathi (Voluntary Organization). The scheme is implemented under 100% assistance of Government of India i.e., Centrally Sponsored scheme. There are 346877 Anganwadi Centers functioning in the 251 ICDS Projects.

Total Anganwadi Centers In The State

| ICDS PROJECTS | No. of anganwadi centers |
|-----------------------------------|--------------------------|
| 179 ICDS Projects (rural & urban) | 25572 |
| 29 Tribal ICDS Projects | 3933 |
| 42 WB ICDS Projects | 7262 |
| RASS Tirupati | 110 |
| Total 251 Projects | 36877 |

Beneficiaries:

Women 5,90,032

Children (0-6 years) 25,67,636

The following basic services are being rendered for the children:

- Supplementary Nutrition
- Health Check-up
- Referral Services
- Pre-school
- Education
- Health and Nutrition Education of Mothers
- Immunization

Among the 251 ICDS projects, 150 projects are functioning with World Bank Assistance besides the services mentioned above.

In addition to children below six years of age, ICDS also takes care of the essential needs of pregnant women and nursing mothers residing in socially and economically backward villages and urban slums.

Adolescent Girls Scheme

Adolescence (the period between 11-17 years) represents a period of active growth and development.

A life cycle approach, to develop Adolescent girls into self-assured, healthy individuals by strengthening the skills of women and improving the health and literacy status to enable them to shoulder their future responsibilities as women and mothers. Secondly in order to break the vicious circle of nutritional anemia and its effects on the health and well-being of the women in future.

6,93,900 girls were provided with IFA supplementation in 150 World Bank ICDS projects.

Early Childhood Education

The main objective of this program is to provide opportunities to explore, investigate and acquire the ability of expression through verbalization as per the needs of the growing child. The activity aims to provide learning environment to every child. 6,441 Anganwadi Centres were upgraded as ECE centres. 23,929 ECE kits consisting of activity cards manual and calendar were supplied to the Anganwadi centres. 3000 outdoor play material kits were supplied to the Anganwadi centres and 23,130 Pre-school kits i.e. indoor play materials were procured.

Information, Education And Communication (IEC)

IEC aims at bringing about positive behavioral changes in attitudes and practices to realise the project goals and objectives of improving the child nutrition and reducing childhood mortality and effective community participation programme.

Model Anganwadi center: The main concept of Model Anganwadi centre is, it is a centre for information to all the women in the village and it is a centre of attraction of all the activities of the women and children to know all-round development of women and children at a glance. 5000 existing Anganwadi centres developed as Model Anganwadi centres.

In monitoring and information system established computer lab, Local Area Networking, Wide Area Networking, Geographical information system and Web development are under progress. Review meetings Video conferences were arranged to watch the progress. Action plans, Project Implementation were prepared for effective implementation of activities. Nutrition surveillance system is to know the Nutritional status of women and children.

Midline Survey, Social assessment, Operational Research will be conducted from this month to highlight the developments and to improve the backlogs of activities.

Innovative Schemes

Nutrition Rehabilitation centre
Establishment of Day care centres

15% of the General funds have been earmarked to attend the welfare needs of children and women.

Under this scheme, the following programmes have been implemented through Zilla Parishad.

- Construction of Mahila Mandali Buildings
- Sewing machines supplied on 50% subsidy to eligible women
- Maintenance of 1 CDs building
- Maintenance of 1 Children's Home
- Financial assistance extended to the women below poverty line income group for economic support schemes to raise their income levels
- Women awareness camps

Kishora Balika Pathakam

The scheme "Kishora Balika Pathakam" is to engineer the change in social attitudes, self-esteem and ensure capabilities and 100% enrollment in elementary education especially for girls and to discourage early marriage. Under the scheme it is proposed to train the adolescent girls in bridge course, skill training programs, exposure visit and workshops.

The scheme is implemented in 13 districts, 80 blocks with a budget of Rs.129.75 lakhs. Under this scheme 0.64 lakh Adolescent girls will be empowered every year.

Balika Samriddhi Yojana

Balika Samriddhi Yojana is introduced in 1997. It is a part of the long-term strategy to change social attitudes and behavioral practices towards the girl child. Financial assistance is extended to the families living below the poverty line as a post delivery grant to the mother with the objective towards the mother to provide additional nutrition.

So far Rs.277.36 lakhs were released to 23 districts for the benefit of 55,473 mothers.

Girl Child Protection Scheme

Girl child protection scheme introduced in the year 1996-97 to promote adoption of the small family norms and also to benefit the girl children in poor families by promoting family planning, discouraging the tendency to prefer male children and promoting welfare of girl children through meaningful program called GCPS. And also to encourage enrollment of girls in schools, to reduce school dropouts, to motivate girls to get married

only after 18 years of the age and to encourage the parents.

A sum of Rs.6000/- on average for each girl child will be deposited in a public A/C by the government with an interest of 12% p.a. to be maintained in the name of the beneficiary girl child. The amount will be given to the family at periodical intervals for the girl child to complete primary/high school/intermediate education. When the girl completes the age of 20 years, a lump sum amount of Rs.20,000/- will be provided to enable her to establish her family or to her higher studies.

Till date an amount of Rs.83.78 crores deposited for benefiting 1635680 girl children in the state from 1996-2001.

Course - II

Perspectives in Child Development

Activity - 2

1) Name: P. Aravind Babu

Father Name: P. Subbar Rao.

Disability :- Visually Handicapped.

A child with special needs is one who requires some form of special care due to physical, mental, emotional or health reasons. Children with special needs are also commonly referred to as children with disabilities.

The Americans with Disabilities Act (ADA) defines a child with a disability more specifically as one who has a physical or mental impairment that substantially limits the child's ability to care for herself or himself, perform manual tasks, or engage in any other "major life activity," such as walking, seeing, hearing, speaking, breathing, or learning, in an age-appropriate manner. The kind of disability a child might have can vary greatly — allergies, moderate retardation, diabetes, cerebral palsy, or even a terminal illness may each be considered a disability under the ADA.

Minuses and Pluses: "Special needs" are commonly defined by what a child can't do -by milestones unmet, foods banned, activities avoided, experiences denied.

These minuses hit families hard, and may make "special needs" seem like a tragic designation. Some parents will always mourn their child's lost potential, and many conditions become more troubling with time. Other families may find that their child's challenges make triumphs sweeter, and that weaknesses are often accompanied by amazing strengths.

B. VISUAL IMPAIRED:

Mental and social influences of blindness are of two kinds: objective effects and subjective effects. Father Thomas Carol identified 20 kinds of loss due to blindness.

Visually impaired are of three categories.

- a) Those whose visual defects can be corrected through medical treatment or optical aids.
- b) Those who have defective vision even after correction. They need instructional compensations as they use their eyes to a lesser degree than the average child.
- c) They require instruction through other senses.

They are:

- ◆ Loss of physical integrity,
- ◆ Lack of confidence in the remaining sense organs,
- ◆ Natural relationship with the surroundings,
- ◆ Visual background
- ◆ Safety of light.
- ◆ Loss of primary locomotors skills and skills relating today-to- day life.
- ◆ Loss of communication with ease in writing, and speaking.
- ◆ Loss of appreciation of the visually beautiful and pleasant things.
- ◆ Loss of professional and occupational recreation, economic security, and occupational goals and opportunities.
- ◆ Loss of well-rounded personality - independence, social adequacy, self-esteem and complete organization of personality The blind envelop obscurity.
- ◆ They show less vocal variety, tend to talk louder than the sighted; speak at a slower rate; use gesture less effectively and lack modulation of speech with less use of lip movement in articulation of sounds.
- ◆ Due to parental tendency to overprotect the blind they mostly lack social maturity.
- ◆ If they are provided with the opportunities, they can develop motor coordination, within the limits of the defect.
- ◆ The height, weight especially intelligence compared to sighted children is low due to developmental difficulties or lack of varied experiences and due to lack of control of the environment.

Causes of Visual Impairment :

- ◆ Developmental anomalies in structure of the eye.
- ◆ Defects of muscle function that controls the movements of the eyes.
- ◆ Diseases and defects of the eyes - due to infection of one or more of its parts.
- ◆ Injuries to the eyes in play or accidents, explosions or cutting instruments.
- ◆ Congenital defects of structure in any of the eight areas - eyeball in general; cornea; crystalline lens; uveal tract; retina; optic nerve, nerve pathway, and cortical visual centers.

- ◆ As a result of poisoning or trauma.
- ◆ Blindness may result from measles, smallpox, diphtheria, and meningitis.
- ◆ The use of various coloured glasses.
- ◆ Overexposure to the glittering lights.
- ◆ Premature babies due to lack of oxygen supply.
- ◆ Malignant growths.

EDUCATION FOR VISUALLY IMPAIRED CHILDREN:

- Braille is the special equipment for teaching and learning for the blind. Equipments such as talking books, record players, wooden relief maps, arithmetic boards and cubes are used for teaching the blind children.
- The teachers of the blind have extensive specialized training in anatomy and physiology of the eyes, remedial and preventive measures, to correct use of typewriters, operation of talking books, thorough knowledge of how to read, write and teach Braille.
- Programming of simulating experience is provided to the children from the time they begin to walk. Mental orientation to their environment can begin by mapping the classroom and having them find their way around it. Later, the orientation is extended to the larger school, and still later to the community through travel instruction.
- By initiating self activity, the blind children can learn about his environment. A blind infant does not reach out for an object, because it does not attract her. She must know of its existence by touch, smell or hearing. Walking, talking, feeding and socialization will be retarded unless training and guidance encourage the development of these behaviours.
- Knowledge is gained through touching concrete objects, which can be touched and manipulated through tactual observation. The child can learn about their shape, size, proportion, hardness etc.

C HEARING IMPAIRED:

The sense of hearing plays a crucial role in the understanding of speech and in providing the cues needed for the acquisition of speech and language in the normally developing child. The hearing impaired children lack them.

Child Rights Act-2005 Activity-3

Child Rights In India

The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commission for Protection of Child Rights Act, 2005, an Act of Parliament (December 2005). The Commission's Mandate is to ensure that all Laws, Policies, Programmes, and Administrative Mechanisms are in consonance with the Child Rights perspective as enshrined in the Constitution of India and also the UN Convention on the Rights of the Child.

WHO IS A 'CHILD'

According to international law, a child means every human being below the age of 18 years. This is a universally accepted definition of a child and comes from the United Nations Convention on the Rights of the Child (UNCRC), an international legal instrument accepted and ratified by most countries. India has always recognised the category of persons below the age of 18 years as distinct legal entity. That is precisely why people can vote or get a driving license or enter into legal contracts only when they attain the age of 18 years. Marriage of a girl below the age of 18 years and a boy below 21 years is restrained under the Child Marriage Restraint Act 1929. Moreover, after ratifying the UNCRC in 1992, India changed its law on juvenile justice to ensure that every person below the age of 18 years, who is in need of care and protection, is entitled to receive it from the State.

What makes a person a 'child' is the person's 'age.' Even if a person under the age of 18 years is married and has children of her/his own, she/he is recognised as a child according to international standards.

While all children need protection, because of their social, economic, or even geographical location, some children are more vulnerable than others and need special attention. These children are:

- # Homeless children (pavement dwellers, displaced/evicted, refugees etc.)
- # Migrant children.
- # Street and runaway children.
- # Orphaned or abandoned children.
- # Working children.
- # Child beggars.
- # Children of prostitutes.
- # Trafficked children.
- # Children in jails/prisons.
- # Children affected by conflict.

Child Rights Activity-3
Act-2005

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- # Children affected by conflict.

Children affected by natural disasters.

Children affected by HIV/AIDS.

Children suffering from terminal diseases.

Disabled children.

Children belonging to the Scheduled Castes & Scheduled Tribes.

WHAT ARE CHILD RIGHTS?

All people under the age of 18 are entitled to the standards and rights guaranteed by the laws that govern our country and the international legal instruments we have accepted by ratifying them.

THE CONSTITUTION OF INDIA:

The Constitution of India guarantees all children certain rights, which have been specially included for them. These include:

Right to free and compulsory elementary education for all children in the 6-14 year age group (Article 21 A).

Right to be protected from any hazardous employment till the age of 14 years (Article 24).

Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (Article 39(e)).

Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (Article 39 (f)).

Besides these they also have rights as equal citizens of India, just as any other adult male or female:

Right to equality (Article 14).

Right against discrimination (Article 15).

Right to personal liberty and due process of law (Article 21).

Right to being protected from being trafficked and forced into bonded labour (Article 23).

Right of weaker sections of the people to be protected from social injustice and all forms of exploitation (Article 46).

Research, documentation and interventions by government and the civil society groups in the past have clearly brought forth some of the following child protection issues and categories of children that deserve special protection:

- # Gender Discrimination.
- # Caste discrimination.
- # Disability.
- # Female foeticide.
- # Infanticide.
- # Domestic violence.
- # Child sexual abuse.
- # Child marriage.
- # Child labour.
- # Child prostitution.
- # Child trafficking.
- # Child sacrifice.
- # Corporal Punishment in schools.
- # Examination Pressure and Student Suicides.
- # Natural disasters.
- # War and conflict.
- # HIV/AIDS.

In the efforts to improve the implementation of the Juvenile Justice System in the country UNICEF is also supporting the government with the development of training materials for the Judiciary and various other functionaries of the system like the child welfare committee members, police and care-takers in the various institutions under the Act.

Author : **Pratiksha Sharma** source : <http://www.manupatrafast.com>

Activity - 4

ATTITUDE:

Introduction :

Attitude has always been a subject of interest to many researchers as well as psychologist. It is considered as exciting and mysterious to some researcher. It can function as a shield to someone or it can even function as a weapon to someone. Having a certain attitude in life is crucial to people so as to help them live in harmony and towards better understanding of things around them. Attitudes play a major part in determining a person's personality. This is because attitude affect they way people perceive and act towards people, objects or events that they encounter. Besides that, attitudes can also have an effect on one's social interactions. That is why it is important to know what attitude is, how it is developed and its impact on people. Therefore, this paper will discuss about attitude and it will be divided into six sections which are Definition of Attitude, Components of Attitude, Attitude Formation, Attitude Functions, Attitude Change, and Persuasion. It is hoped that through this paper, readers would develop a better understanding about attitude.

Definition of Attitude

Many psychologists have given different definitions for attitudes. According to Schneider (1988), 'Attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object.' (179). He also added that attitude can guide our experiences and decide the effects of experience on our behaviours.

Besides that, Baron and Byrne also gave a similar definition of attitude which is, 'Attitudes can be defined as lasting, general evaluations of people (including oneself), objects, or issues. Attitude is lasting because it persists across time. A momentary feeling does not count as an attitude.' (1987). According to him attitudes are lasting since it remains across time. This is similar to a statement made by Vaughan & Hogg (1995), 'Attitudes are relatively permanent- persist across times and situations. A momentary feeling in one place is not an attitude.' Therefore, if you encountered a brief feeling about something, it does not count as an attitude.

INTEREST:

This term describes the attitude characterised by a need to give selective attention to something that is significant to a person such as an activity, goal or research area.

INTEREST: "Interest was shown by Joe in all things about cars and engines."

Interests refer to individual difference characteristics of people that influence the types of occupations and leisure activities that they will find attractive, fulfilling, and enjoyable. Interests motivate people to pursue certain activities and not to pursue or persist with others (e.g., Crites, 1999). Lowman (2003) defined interests as follows: "Interests are relatively stable psychological characteristics of people which identify the personal evaluation (subjective attributions of 'goodness' or 'badness,' judged degree of personal fit or misfit) attached to particular groups of occupational or leisure activity clusters"

ASPIRATION:

1. a will to succeed
2. a cherished desire
3. a manner of articulation involving an audible release of breath
4. the act of inhaling; the drawing in of air (or other gases) as in breathing

- 1) NAME: V.RAVI
S/O V.VENKATESWARLU
QUALIFICATION: 10 th CLASS
OCCUPATION: FARMER

HE was not satisfied with his education. But he came from poor family. So he was settled as a farmer now.

- 2) Name : R. Nagamani
D/O R. Jayamma
Qualification: 7 th class
Occupation : daily labour

She was uninterested to go to school at her child hood. Because she suffered from ill health at childhood. She came from poor family. Now she is married. She has two children both are going to school. She faces some economical problems now. But she satisfies with her occupation.

- 3) Name: k. srinu
s/o Ramanaiah
qualification: B.Sc , B.Ed
occupation: private teacher

He satisfies with his education. But he is not satisfying with his occupation. His goal is to become a Government teacher.

- 4) Name : T. Rani
D/O T. Rajeswara Rao
Qualification: degree
Occupation: Beauty parlour

She satisfies with her occupation. She works as a beautician at her own beauty parlour. She satisfies with her occupation.

5) Name: J.Raju

S/O J.Raghu

Qualification: degree

Occupation: sales boy in a cloth shop.

He satisfy with his Educational qualification. But he is not satisfy with his occupation. His goal is to become a Ticket Collector in Railway department. He is preparing competitive exams at leasure time.