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(केन्द्रीय विश्वविद्यालय)

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HEALTH EDUCATION PROGRAMME IN SCHOOLS

—*Dr. Manoj Kumar Meena*
Assistant Professor, Dept. of Education

Healthy growth of children in schools, forms a part of the school health programme. Because health is the foundation over which depends the development of other faculties of a child, it is important to care for the factors that influence a child's health in schools. Concentration on the mental development of a child for vocational preparation should not be the only concern of a school.

In a school, a child is exposed to his friends, teachers, school environment and administration. All these contacts have a far reaching effect on physical, mental, emotional and social health of a child. A healthy school environment has a lot to contribute towards the adoption of healthy habits and attitudes at this tender age. Some relief work like first aid or medical assistance is needed, at times, in schools, but the real worth of a school lies in its efforts to provide healthy environment and proper health education to children. Therefore, a meaningful school health programme should include the following :

- (i) Wholesome environment.
- (ii) Health services

HEALTH EDUCATION PROGRAMME IN SCHOOL

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(iii) Health instruction.

Keeping in view the modern concept of health, the aim of school health programme should be the development of physical, mental, emotional and social health of school children. In order to achieve this aim, the following objectives of a school health programme should be outlined

- (i) Determine the health status of children through health examination.
- (ii) Understand their needs.
- (iii) Take steps to prevent defects or disorders.
- (iv) Take steps to prevent the occurrence and spread of contagious communicable diseases.
- (v) Take assistance of parents and public agencies in solving health problems of children.
- (vi) Provide wholesome school environment.
- (vii) Spreading knowledge of personal and community health.
- (viii) Arouse health awareness among children.
- (ix) Develop proper health habits and attitudes
- (x) Provide first aid etc.

In the past, like physical education, health education programmes had hardly any place in the overall school programmes. Scientific advances of the nineteenth century, that provided us with the knowledge of cause, spread and methods of prevention of many diseases, have prompted introduction of health related programmes in schools because, school children could be exposed to some diseases under unhygienic environments. It also began to be realized that child health had an important bearing on social/mental and emotional development of children. Therefore, due consideration to proper health care of children to be given in

a school programme.

Germany provide a well planned programme of school health supervision in 1896 at Wiesbaden (Germany). In this programme the school provided for :

- (i) Medical examination of children before entering a school.
- (ii) Medical examination of school atleast three times during their stay in school.
- (iii) Follow-up of the examination by informing parents and referring children to physician.

Thus the foundation of a planned school health programme had been laid. The important of such a programme was felt because there was a need to stop the spread contagious and infectious diseases among students in schools. This limited thinking led to a well planned programme of school health education in schools.

Schools in India, do not have a proper programme of health supervision and instructions in schools. Most of the schools provide for some relief or held in the form of first aid' to the students, in case of injury etc. In some developed countries also, proper time allotment for health instructions is not given in schools. The effort, therefore, falls far short of a well planned programme, to take care of health requirements of children. School authorities therefore should develop a sound programme of school health that can take care of all health related problems of children and try to develop in them proper habits, attitudes and knowledge of spread and prevention of diseases.

Modern philosophy of thinking takes a broad view of health and considers health as a state of physical, mental and social development of an individual and not merely freedom from disease.; Because school health programmes are planned to take care of health of school children, these programmes must provide proper

guidance, practices and environment for the development of physical, mental . motional and social health of children.

School health programme intended to provide simple instructions to children, regarding health matters, is not sufficient enough to give desired results. The students should be exposed to practical application of the knowledge gained, by organizing health projects such as cleanliness drives, community service and exhibitions etc.

Physical and health education are related to each other, because of their common aim. In fact they are the two sides of one coin and therefore, should work in close cooperation with each other. In order to achieve success, the apttvides of these two separate but rejated fields, shoura be organized jointly and be' placed under the one administratiotr It is highly desirable that the entire staff-of a school should play an important role in contributing and trying to protect and promote the health of children.

Health is the most important factor of a child's physical fitness and forms a base for effective learning, happiness and success in life. It is one of the most important objectives of education. Therefore, a programme of education without proper school health programme cannot help in achieving the objectives of education.

According to modern philosophy of education, schools should not merely be concerned with intellectual development and vocational preparation of children, but should also be concerned about safe-guarding and developing health of children. It is therefore important to plan and execute proper school health programme.

It is an established fact that environment has a direct impact on physical, mental and social well being of those living in it. Next to home, children spend most of their time in schools and therefore the school environment and programmes have great impact on children. Proper environment in school, that takes care of proper

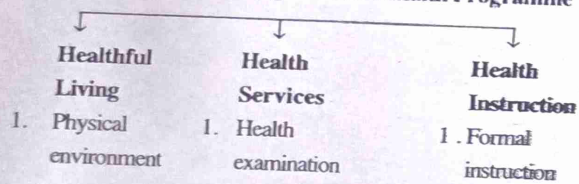
building facilities, water supply, social stresses and organization of proper health services is therefore very important.

As has been stated above, health is an important subject of our concern. In fact it is too important to be left to the interests and initiatives of the family of a children. Very often the parents do not have enough time to properly educate children in this direction. Sometimes the children do not pay attention to health related matters at home. They learn better and develop good habits and attitudes in a friendly atmosphere in a school. Therefore, organization of a well planned school health programme assumes important.

In schools, there is a great need of proper school health programmes, because of increased possibilities of the spread of contagious and communicable disease among children, on account of their tender age. Very often accidents also take place in schools, With growing population, resulting in congested classrooms, proper preventive measures through a planned school health services and supervision programme are essential.

Some of the health promoting programmes cannot be carried out without cooperative effort. School authorities by taking help of public and voluntary agencies can succeed in solving some of the problems of children. Therefore, schools should exert their maximum to implement programmes for the benefit of the health of school children through all such efforts.

Components of a meaningful School Health Programme



- | | | |
|-----------------------------|--|-------------------------------|
| 2. Social
environment | 2. Follow-up
programme | 2. Incidental
instructions |
| 3. Emotional
environment | 3. Protective
measures | 3. Correlated
instructions |
| | 4. First aid and
emergency care | |
| | 5. Health examination
of school staff | |
| | 6. Psychological services | |
| | 7. Nutritional services | |

A school health programme can be divided into healthy school living, proper health services and health education or instruction programme. Any or all of these factors can affect the health of children in schools. In fact all these factors are inter-related. A good or bad effect of one of these factors can have an effect on the remaining two. If we intend to have a meaningful school health programme, it is not advisable to ignore any of them.

संस्कृत विश्वविद्यालय ग्रन्थमाला का 114 पुष्प

अध्यापक शिक्षा के संवर्धन में कौशल विकास : प्रासंगिकता एवं चुनौतियाँ

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Promoting Health and Hygiene as a Crucial Life Skill in Teacher Education

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Introduction

We find that behaviour does not always follow the mind. This is when incidents of "I know but i can't help it" occur. What we need is the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities. The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social of high risk behaviours.

Health Education

Health education plays an important role in the community hygiene. To prevent illness and have positive health attitude, correct

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Promoting Health and Hygiene as a crucial Life

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and complete knowledge of health is necessary. Health is cleanliness and cleanliness is one of the main defenses against diseases, whether contagious or self-generated. In this paper we will discuss the actual meaning of health and hygiene, so that the aim of good health can be achieved through sanitary habits and healthy way of living.

Health is a positive state of well being, where every part of the body and mind is in harmony and in proper functioning balance with every other part. In other words, when every organ of the body is functioning normally, the state of physical well being is known as health. It has been well said that only that person can be called really healthy who has a sound mind in a sound body. Health is the characteristic of life that enables a person to live longer. According to World Health Organisation (WHO): "Health is the state of complete physical, mental, spiritual and social well-being and not merely absence of disease". If a person is disease free or in a good physical state, but under stress, tension, anger, greed etc. than that person is not considered as a healthy person. Hence, in addition to physical health, we must consider the mental and emotional health also, only than spiritual and social health can be achieved and man can progress forward for the well being of the society. Let us understand the various aspects of health.

- Physical health- When the body is free from any physical ailment or abnormal condition, it is physical health.
- Mental health- The state of absence of stress, tension, worry, negative thoughts etc. is mental health.
- Emotional health- A balanced state of absence of anger, greed, proud, hatred etc. is emotional health.
- Spiritual health- To live in yourself with uniformity and harmony is spiritual health. Also, to have faith in your religion and respect & view other's religion with equal harmony is known as spiritual health.

will equally influence the way we are perceived by others. It contributes to perception of self confidence and self influence the way we are perceived by others. It contributes to perception of self confidence and self esteem.

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21st Century Competencies and Skills for Prospective Teachers

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*'If our teacher is not a few steps ahead
of time, the society will not be ahead.'*

Shri Narendra Modi, Hon. Prime Minister of India

Introduction

Since the emergence of a global movement that calls for a new model of learning for the twenty first century, it has been argued that formal education must be transformed to enable new forms of learning that are needed to tackle complex global challenges. To develop the higher-order skills they now need, individuals must engage in meaningful enquiry-based learning that has genuine value and relevance for them personally and their communities. Real-world experiences merged with sustained engagement and collaboration offer opportunities for learners to construct and organize knowledge; engage in detailed research, enquiry, writing and analysis; and communicate effectively to audiences (Barron and Darling-Hammond, 2008)

Prospective teachers learn in a variety of ways, so the challenge for teacher's educator is to discover which approaches help them learn *most effectively*. Until a teacher's educator becomes familiar with a learner's individual strengths and needs, it is difficult to know which learning methods and pedagogy will

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