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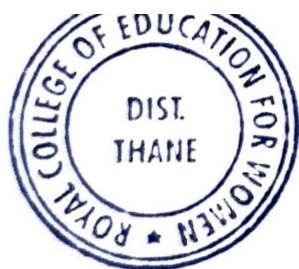
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TEACHER EDUCATION FOR PEACE - A CASE STUDY

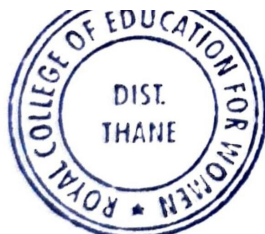
Dr. Judy Grace Andrews, Associate professor, Gandhi Shikshan Bhavan's Smt. Surajba College of Education, Juhu, Mumbai 400049, judygrace.gsb@gmail.com

Abstract

Peace is a way of living. Peace as a value cannot be taught but caught. So at Gandhi Shikshan Bhavan a series of activities are done every year in order to promote a culture of peace. Teachers are the agents of social change. Hence the institution takes many fold efforts to imbibe in each of the student -teachers values related to peace. Sarvadharm pratna, paper readings on peace, peace songs, slogan writings on peace, and visits are some of the regular happenings, to promote values related to peace. This paper showcases some of the activities carried out regularly at Gandhi Shikshan Bhavan and the impact it had on its student teachers "Blessed are the peace makers for they shall be called the children of God". These are the words of Jesus Christ who was and is known as the Prince of Peace.

Introduction Concept of Peace: In the dynamic contemporary society the word peace seem to be only a substitute of war i.e. direct violence, terrorism and assault . On the contrary peace is not just the absent of war but it is the absence of structural violence which is poverty, hunger , discrimination , injustice , environmental damage and so on. Thus to obtain peace is not just to have silence at the end but to have economic welfare, social justice , ecological balance , tolerance , democracy and non-violence. Today the society around us is absent of all kinds of values underlying peace. It is only prevalent with violence in all form. The mass media proudly project it as a major part of news and entertainment. Right from the cartoon series name it Tom and Jerry for the toddlers or any serials for the adults the problem of peace is the only thing highlighted. If we allow such dominance in our environment our destiny is only doom. So it is a pertinent problem to envisage and since the destiny of the nation is shaped in the classroom, let us, as teachers and teachers educators determined to take positive measures to bring about the desired change in the society and thereby act as a powerful agent of social change.

Peace education is a right of all children, programmes irrespective of being victims of conflict or not. Education for peace is a hypothetical skeleton from which schools may generate programmes encompassing the spread of universal values and continuing attitudes and the development of skills which allow students of become global citizens. Education for global peace thus becomes paramount. The paper centres on the varied programmes for peace education organised in secondary schools for dissemination of peace through the numerous activities conducted for the students both in and off the campus. The differences in the peace education programmes organised in secondary schools on the basis of age, gender is examined. Such programmes are crucial for the existence and sustainable development of the children and for the achievement of Global Peace. It also aids in the fortification of children and their **Peace as a culture:** The UN has declared the



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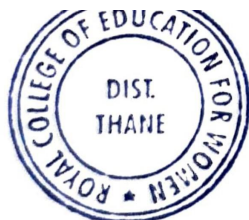
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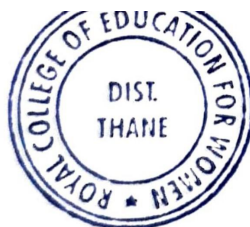



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13. NGOs in Girls' Education: Best Practices and PPP Model Based on Multiple Case Study of Four NGOs in Mumbai

Recma Mani
PhD Scholar

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Abstract

Non-governmental organisation (NGO) participation has been an acknowledged form of civil sector participation in the public-sector service of education. They may work in isolation or with governments, taking initiative for expansion of access and improving the quality of education. When they form partnerships with the governments for education, the association is called Public-Private Partnership or PPP. This paper looks at four such NGOs working in Municipal schools in Mumbai and gleans the practices that inform improvement of education and tries to study the PPP model that they have followed.

Keywords: NGOs, PPP, girls' education, Mumbai, improving access, quality education.

Introduction

One of the more important factors, almost inarguably, in enabling women's empowerment is education. Education can contribute to removing gender disparity (PPPIRC Gender & Education Projects, 2017). Education facilitates women's participation in economic progress and empowers them to participate in social and political discourse (Sen, 2000) (Nussbaum, 2000) (Robeyns, 2005). Further, in response to the fourth of the 17 Sustainable Development Goals (SDGs), governments have increased their partnerships with the private sector for expanding access and improving the quality of education (PPPIRC Gender & Education Projects, 2017) and recommendations have been similar in India (Chaudhry & Uboweja, 2014).

In education, NGOs are growing from merely 'gap-filling' activities and gearing towards capacity building (Ulleberg, 2009). While many NGOs are moving towards capacity building, there are others that are still committed to providing education on the ground. NGOs must





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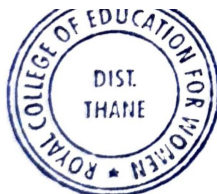


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17. Innovative Practices for Teaching English Communication Skills to Professional Students

Dr. Judy Grace Andrews

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Juhu North, Mumbai.

Abstract:

Language proficiency is an essential quality of a teacher. In the global scenario knowledge of English language and fluency and command over the language is a mandatory for every teaching faculty. Acquiring this skill some times become difficult for Indians as English is not our native language. An innovative Language learning program was administered to the pre-service students. The experimental study proves that the innovative program was very effective in terms of developing confidence, fluency, personality and in communication. The mean score of post test is much higher than the pre test

Key words: Communication Skill, Communication programme, Professional students

Introduction:

"Take every opportunity to practice your communication skill so that when important occasions arise you will have the gift the style the sharpness the clarity and the emotions to affect other people" Jim Rohan

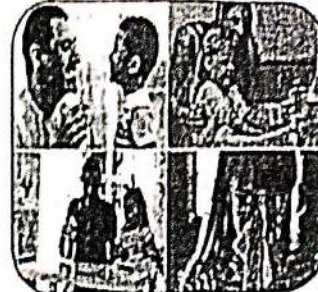
Language proficiency is an important skill demanded by Teaching Profession. As blood, life and death is part of medical profession, as technology and spatial skill are part of engineering profession so is communication skill, an integral part of teaching profession. According to (Yüksel, 1997 & (Balci, 1996) every profession needs communication skills. Effective communication plays a vital role in all profession, most importantly in teaching profession. Direct contact through proper communication is an essential fact and is of great importance. Meaningful communication is of paramount importance in any communication. (Durukan&Maden, 2010). Communication is an art and a skill that needs to be learnt and used in a proper manner. Effective communication skills play a facilitating role in the human relations. While having a healthy communication ensures it to be meaningful and satisfying and coping with the issues met during the life, and any situation where there is not a healthy communication, brings the feeling of not being able to meet our own needs and along with it, the feeling of loneliness (Korkut, 1996). This situation reveals the status of being successful /unsuccessful in the relations that the





A GUIDE TO BASIC AND POSTURAL HYGIENE FOR KIDS.

Prof. Ms. Shumalla Salf Siddiqui
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INTRODUCTION

Posture implies the relative position of the body at a given time.

Classification of Postures

- (a) Standing postures.
- (b) Sitting Postures.
- (c) Writing postures.
- (d) Reading postures.
- (e) Walking postures.

IMPORTANCE OF POSTURES

We can hardly ignore the seriousness of poor postures. It affects health, physical efficiency, mental attitude and appearance of an individual. Most of our diseases are the outcome of poor postures. A teacher can do much in the classroom work and physical instruction period to prevent bad postural habits in the students. As a result of poor postures, says Dr. Mosher, "Constipation, diarrhea, flatulence, disturbance of the circulation, nervous irritability and, most marked of all fatigue out of proportion to the effort expended, lessen the efficiency of the individual."

ADVERSE EFFECTS OF POOR POSTURES

Some of the main adverse effects of poor postures are given below:

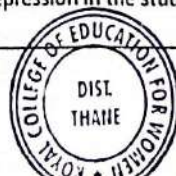
- a) They interfere in the normal working of respiration, circulation, and digestion.
- b) They badly affect the eye-sight.
- c) They spoil handwriting because the students will not be able to hold the pen properly.
- d) They lead to round shoulders and drooping Body.
- e) They decrease physical efficiency and develop laziness.
- f) They develop crooked bodies which are not normal in shape and look very unpleasant.
- g) They result in undesirable traits, e.g. timidity, lack of courage, etc.

CAUSE OF POOR POSTURES

- a) Weakness of the muscles which may be due to lack of exercise.
- b) Wrong postural habits due to lack information regarding correct positions.
- c) Defective desks and seats compelling the students to stretch or cramp their bodies.
- d) Wrong writing positions.
- e) Wrong reading positions.
- f) Defective eye-sight.
- g) Defective hearing.
- h) Illegible writing of the teacher on the blackboard.
- i) Wrong postures of the teachers leading to depression in the students.


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- i. The mouth should be covered while coughing.
- i. One should not spit everywhere.
- v. One should not pick-up anything from the ground and eat it.
- v. Stale food should not be eaten.

Methods of Organising these Activities.

1. The pre-school teacher should tell the children of the presence of numerous forms of germs.
2. The pre-school should inform the children that these germs cannot be seen through the naked eyes.
3. The pre-school teacher should tell children that these germs multiply very fast.
4. Activities can be organized through puppetry demonstration.

III. Activities for the Development of Good Food Habits

- i. Creating an awareness in the child about good food especially about vegetables, fruits and milk products like curds, cheese, etc.
- ii. Creating such attitudes in the child that he may like this food willingly and cheerfully at regular timings.

Methods of Organising and Teaching Good Food Habits

1. Mid-day meal programme should be organized.
2. Nutritious food should be served.
3. Sufficient quantities of seasonal fruits, green leafy vegetables, etc should be taken.
4. Children should be made to participate in activities such as preparing the place where food is taken, arranging the mats, helping fellow children in washing hands, serving the food etc.
5. Children should be told to sit in proper posture.
6. Children should be told to chew food well, to eat slowly, etc
7. They should be told to remove their utensils themselves.
8. Separate tumblers should be provided.
9. Fresh water should be made available to children.
10. Demonstration regarding good postures and the way of eating should be given.
11. Undue pressure on children regarding eating a particular item of food should not be exercised.
12. The teacher should adopt encouraging attitude when children are quite choosy.
13. Children may be encouraged to taste at least certain healthy food items.

HEALTH AND CLEANLINESS OF THE ENVIRONMENT

Environmental Cleanliness and Preventing Illness

'Prevention is better than cure' is a true saying. There are a large number of environmental factors which influence our health.

However, it costs nothing to take care of the cleanliness of our environment. A few important suggestions are given below to prevent illness by attending to cleanliness.

1. Illness can be prevented by washing hands with soap and water after contact with feces (solid waste matter passed out of the body) and before handling food.

Washing hands with soap and water remove germs from the hands. This helps to stop germs from getting into food or into the mouth. Soap and water should be easily available for all members of the family to wash their hands.

It is particularly imperative to wash hands subsequent to crapping, before dealing with nourishment, and in the wake of cleaning the base of an infant or youngster who has quite recently pooped.

Children often put their hands into their mouths. So It is important to wash child's hand often, especially before giving food.



- j) Illness of the students.
- k) Wrong type of dress of the students.

REMEDIAL MEASURES

- 1) Good postural habits should be developed. The students should be told that the head, neck, trunk, thigh and legs are in a straight line in a good standing posture. While writing, the students should be asked to keep their notebooks at a distance of one foot. While reading, the book is at an equal distance from eyes. The distance of 12 inches is an ideal one.
- 2) Stools should be provided for smaller children suiting their size so that they may learn to sit without reclining against the chair.
- 3) Suitable corrective postural exercises should be recommended to the students.
- 4) Students having defective eye-sight and hearing should be seated on the front benches.
- 5) Rooms should be suitably ventilated and sufficient accommodation should be provided.
- 6) Bold type books should be selected.
- 7) The assistance of school medical officer should be sought.
- 8) Suitable furniture should be provided.
- 9) The students should be asked to take regular exercise to strengthen muscles.

REGULAR HEALTHY HABITS

Regular healthy habits are essential for the promotion of health and keeping us free from illness. Regular healthy habits may be categorized under the following heads:

- 1. Habits relating to personal cleanliness (Already discussed)
- 2. Habits relating to the cleanliness of the classroom and school premises.
- 3. Habits relating to avoiding common ailments.
- 4. Habits relating to taking food.

I. Practical Activities for the Development of Habits of Keeping Classroom and School Premises Clean.

- i. Picking-up litters from the floor.
- ii. Dusting the furniture.
- iii. Sweeping floor, playfield.
- iv. Pouring water after using the toilets.
- v. Putting things, including play equipment, in the proper place.
- vi. Keeping the floor neat and clean by using indigenous materials like cow-dung, clay, etc.

The organization of Activities for the Development of Habits for Keeping Classroom and School Premises Clean.

- 1. These activities should be organized daily.
- 2. The pre-school teacher should herself participate in these activities.
- 3. These activities should not be introduced in a mechanical way.
- 4. The pre-school teacher should impress upon the children to practice cleanliness at their homes too.
- 5. The pre-school teacher should give a demonstration of the activities in a group situation.

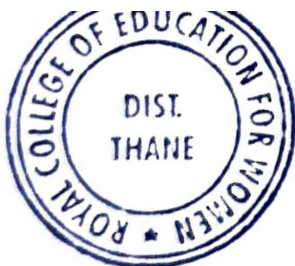
Equipment Needed

- 1. Dustbins 2. Food bins 3. Waste paper baskets 4. Dusters 5. Small brooms (soft and hard) 6. Dustpan 7. Mug 8. Bucket 9. Disinfectant like lime, etc.

II. Practical Activities for Enabling the Child to learn about conditions which Avoid Common Ailments

- i. Handkerchief should be used when the nose is running.

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2. Illness can be prevented by using latrines

The single most important action which families and schools can take to prevent the spread of germs is to dispose of feces safely. Many illnesses especially diarrhea, come from the germs found in human feces. Pupils can swallow these germs if the germs get into the water, into food, into the hands, or onto utensils and surfaces used for preparing food.

To prevent this from happening:

- i. Use latrines.
- ii. In the event that it isn't conceivable to utilize a lavatory, grown-ups and youngsters ought to poo well far from houses, ways, water supplies, and anyplace that kids play. In the wake of crapping, their appearances ought to be covered. Opposite more conviction, the characteristics of infants and youthfulness kids are significantly more risky than those of grown-ups. So even little kids ought to be requested to utilize the restroom. On the off chance that kids poo without utilizing a toilet, at that point their appearances ought to be cleared up quickly and either up instantly and either put down the restroom or covered.
- iii. Latrines should be cleaned regularly and kept covered.
- iv. Keep the faces of animals away from homes and water sources.

3. Illness can be forestalled by utilizing clean water

Families and schools who have a plentiful supply of safe piped water and know how to use it have fewer fever illnesses.

Families and schools without a safe piped water supply can reduce illness if they protect their water supply from germs by:

- a) Keeping wells covered. Keeping feces and wastewater (especially from latrines) well away from any water used for cooking, drinking, bathing or washing.
- b) Keeping buckets, ropes and jars used to collect and store water as clean as possible (for example, by hanging up buckets rather than putting them on the ground).
- c) Keeping animals away from drinking water.
- d) Families can keep water clean in the home by:
 - i. Storing drinking water in a clean, covered container.
 - ii. Taking water out of the container with a clean cup.
 - iii. Not allowing anyone to put hands into the container or to drink directly from it.
 - iv. Keeping animals out of the house.

4. Illness can be forestalled by bubbling drinking water in the event that it isn't from a safe funneled supply

Even if water is clear, it may not be free from germs. The safest drinking water is from a piped supply. Water from other sources is more likely to contain germs.

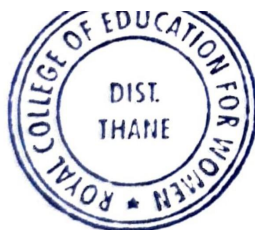
Boiled water kills germs. So, if possible, water drawn from sources such as ponds, streams, springs, wells, tanks or public standpipes should be boiled and cooled before drinking. It is especially important to boil and cool the water which is given to babies and young children because they have less resistance to germs than adults.

If boiling is not possible, store drinking water in a closed or covered container of clean plastic or glass, and leave it standing in sunlight for two days before using it.

5. Illness can be prevented by keeping food clean

Germs on food can enter the body and cause illness. But food can be kept safe by:

- i. Making sure that food is thoroughly cooked, especially meat and poultry.



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- ii. Eating food soon after it has been cooked, so that it does not have time to go bad.
- iii. If food has to be kept for more than five hours, it should either be kept heated or kept cool.
- iv. If already-cooked food is saved, it should be thoroughly reheated before being used again.
- v. Raw meat, especially poultry, usually contains germs. So it should not be allowed to come into contact with cooked meat. Utensils and food preparation surfaces should be cleaned after preparing raw meat.
- vi. Keeping food-preparing surfaces clean.
- vii. Keeping food clean and covered and away from flies, rats, mice and other animals.

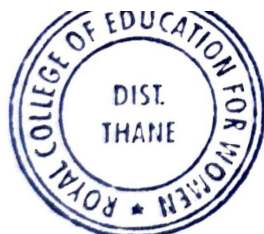
6. Illness can be forestalled by consuming family unit reject


Germs can be spread by flies, which breed in refuse such as food scraps and peelings from fruits and vegetables. Every family and school should have a special pit or pits where household refuses in buried or burned every day.

CONCLUSION:

It is never too late to bring about changes in our existing habits. A combination of healthy habits, good posture, and basic hygiene will always keep the immunity stronger and will contribute to the overall personality development of the individual. It will also lead to the betterment of the society.

As for children, it is easier to train them and inculcate new habits in them.




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