
Review article

IMPACT OF COMMUNICATION ON URBAN WASTE MANAGEMENT TO PROTECT ENVIRONMENT AND HEALTH SECURITY

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Abstract

Urban waste management and keeping surroundings clean, neat and green has become a severe challenge faced by our country. It is a great concern not only to our country but also to other countries to develop awareness about Clean and green India. In the present trend it has become a global problem. It has adversely affected the quality of life and the standard of living. If certain measures are not taken to put an end to this galloping problem human race has to face a tragic, miserable future. Realizing the gravity of the problem attempts must be made from all dimensions to solve the problem educationally, medically, politically and socially. Since other methods are difficult to solve and the teachers who teach communication are not able to do so, an educational programme to make students and parents become aware of the problem has to be thought of. Such an attempt and programme can be called 'Clean and green India awareness programme'. Clean and green India-programme is a recent origin, developing a positive attitude through educational programmes among the students of different levels. Urban waste management to protect environment. educational programme helps one to think in terms of actions to be taken. The objectives of this programme are (1) To enable the students understand that clean and green programme is achievable, (2) To enable them to develop the knowledge about various factors which are being affected, (3) To enable them to know the educational programmes that can be followed to develop an awareness about urban waste management to protect environment. However, knowing these objectives different approaches and methods can be used by the teacher to make the students understand the educational programmes through which the above mentioned objectives can be realized. However attempts made to understand and implement various approaches and methods are not exclusive. Urban waste management to protect environment. Studies conducted in different parts of the world on different modes of communication indicated that (a) **Listening** - 45 per cent (most used but least taught in schools and colleges where students hear but do not listen). (b) **Talking** - 30 per cent (not taught enough in schools and accordingly many speak to say less than what they know). (c) **Writing** - 09 per cent (least used but most taught in schools). (d) **The Rest** - 16 per cent (use of gestures body language, silence, eye contact etc. never taught in schools). Further, urban waste management to protect environment. We get in the habit of responding in a certain way to a certain stimulus. **The**

learning process includes: 1) Presentation of stimulus (2) Perception of the stimulus by the individual, (3) Interpretation of the stimulus (4) Trial response to the stimulus (5) Perception of the consequences of the trial response (6) Re-interpretation of the consequences of the trial response (7) Development of a stable stimulus-response relationship –i.e. Habit. Learning is a process by which a person becomes changed in his behaviour through self activity. The other way learning is a process of progressive behaviour adaptation of urban waste management to protect environment. Learning is something that takes place with the learner when he feels a need strives fulfilling it, and experience satisfaction with the fruits of it. The above mentioned approach seems to be very effective in developing proper awareness among children about urban waste management to protect environment. This approach has many advantages over the other approaches earlier. Hence this approach can be properly used to help students develop the right attitude and awareness of urban waste management to protect environment.

INTRODUCTION

India the third largest economy in the world is flooded with many political, social, environmental problems and challenges. Urban waste management and keeping surroundings clean, safe and healthy has become a severe challenge faced by our country. It is a great concern not only to our country but also to other countries to develop awareness about clean and green India. In the present trend it has become a global problem. It has adversely affected the quality of life and the standard of living. If certain measures are not taken to protect environment for green, clean and healthy India and put an end to this galloping problem human race has to face a tragic, miserable future. The teacher of communication should communicate good thoughts, opinion and views to drive debate and discussion in colleges on the need of urban waste management to protect environment and health security for clean and green India. Any type of development should relate to a balanced development taking into account the well being of all living beings and not only human beings. Environmental degradation associated with economic development is the order of the day. The deterioration in the quality of air, land and water and the loss of precious wildlife and plant species are some of the costs of this development. It is a bounden duty of a teacher of communication to discuss issues which are of major concern these days clearly in many ways and the solutions to tackle these problems should also be observed.

Indians are brainy, Indian natural resources are beautiful and yet India is not beautiful. Even this thought should make us think in our mind day in and day out. Prime Minister Narendra Modi has realized the importance of cleanliness and has put a right step forward with the clean India campaign. It is the collective responsibility of the people and authorities to keep our cities clean. India is beautiful, but no clear vision to see the beauty and enjoy and only then India will see a difference. People are after money. The reason why India is still lacking behind is because we people are not serious about the aspects like clean food; clean water and fresh air. Every Indian should realize that Cleanliness is everyone's business. If one visits some slums such places stink, we feel pity for the people in schools and colleges nearby who have to live with it every day. We always teach our students to be clean and hygienic at all times. We have now reached a stage where cleanliness cannot be a choice, it must become a law. Just a few suggestions that may help. One cannot follow everything but maybe a few which are possible by each individual. There shall be massive efforts of cleanliness drive or campaign in all the villages, schools, colleges named as my waste-My responsibility. The students, children should descend, volunteer and emulate the leaders and their teachers. The students who are trained at this

direction should go their wards and distribute cleanliness pledge sheets to the participants which will be circulated among their friends. It should be seen that our temples should work on this theme vigorously because in almost all temple premises lot of wastes are accumulated everywhere mainly used tender coconut wastes. We should imagine the plastic or water bottles in the sea bed like we humans are indirectly advertising to the birds, reptiles etc. When foreigners visit our country, they describe our country in their own way. Our country, lush keeping our surroundings clean should be taught in school, especially in the lower classes, then it would register in the minds of that individual that he/she should keep the surroundings clean. We should set a good example to the children, students and youngsters by giving topmost priority to cleanliness. At least more and more people are being aware that it is not enough to just keep our house clean but also our neighborhood and surroundings clean. Awareness is indeed the first effective step. What the country now needs is concrete action. Realizing the gravity of the problem attempts must be made from all dimensions to solve the problem educationally, medically, politically and socially. Since other methods are difficult to solve and the teachers who teach communicative English or communication to students in schools and colleges are not able to do so, an educational programme to make students and parents become aware of the problem has to be thought of. Such an attempt and programme can be called "Clean, green and healthy India". Urban waste management programme to protect environment and health security is a recent origin, developing a positive attitude through educational programmes among the students of different levels. Though it is difficult to define the term 'Urban waste management for clean, safe and healthy India' some attempts however can be made to define it. The term 'Urban waste management to protect environment and health security is to develop an awareness and belief that one can control and determine the course of action of one Clean and healthy India concept as an educational programme which provide for a study of clean and healthy India situation in family, schools, colleges, etc., with the purpose of developing in the students rationale, responsible attitude and positive behavior towards that situation. Clean and healthy India awareness education programme aims at inculcating right attitude among students who can slowly enter the age so that they may develop an inner urge and necessity for a happy and healthy life so that he/can enjoy his/her life. 'Urban waste management to protect environment and health security awareness education programme is essentially an educational programme to solve the environmental and health security problems. It enables the learners to acquire knowledge, skill, attitude and values necessary to make decisions about clean, green and healthy India which affect the quality of life of their family and the society at large. 'Clean and healthy India' educational programme helps one to think in terms of actions to be taken. The objectives of this programmes are (1) To enable the students understand that clean, green and healthy India programme is achievable, (2) To enable them to develop the knowledge about various factors which are being affected, (3) To enable them to know the educational programmes that can be followed to develop an awareness about urban waste management to protect environment and health security. However, knowing these objectives different approaches and methods can be used by the teacher to make the students understand the educational programmes through which the above mentioned objectives can be realized. However attempts made to understand and implement various approaches and methods are not exclusive. Many thinkers, policy makers may suggest plans, programmes to be conducted to arrive at the most effective methods which can be implemented in the field of education to develop right attitude among students. In the absence of that, the following methods may be utilized to develop the awareness. They are (a) Separate

study approach, (b) Extension lecture method,(c) Co-curricular approach or method, (d)Integrated approach.

Communication in Personal Context for Clean and Green India.

The studies conducted in different parts of the world on different modes of communication indicated that **(a) Listening** - 45 per cent (most used but least taught in schools and colleges where students hear but do not listen). **(b)Talking**-30 per cent (not taught enough in schools and accordingly many speak to say less than what they know). **(c)Writing** - 09 per cent (least used but most taught in schools). **(d)The Rest**-16 per cent (use of gestures body language,silence,eye contact etc. never taught in schools). Hence, the written examination thus test only 9 percent of the communication ability of a student. In those cases where interviews are held ,they test a little more provided the interviews are conducted properly.Furthr,consider the importance of body language and gestures that are seldom taught anywhere although they are not only important in communication but also in defining the personality. The deaf and dumb communicate so effectively using only the palms and eyes. Even a normal person uses his hands in sending countless messages. However, communication in a personal context (Learning):The Source, Message, Channel, Receiver model of the communication process emphasizes the importance of a thorough understanding of human behavior as a pre requisite to communication analysis. If communication is intended to affect behaviour,we need to understand the variables and process underlying behavior change. Although we separate the source from the receiver in our communication models, anything we learn about one applies to the other. Thesource and receiver are corresponding systems. Both are human individuals who exist similar states. To talk about communication in a personal context it is better to talk about how people learn.However,our discussion of learning will use the terms stimulus and response.**(a)Stimulus** as any event which an individual is capable of sensing or anything a person can receive through one of his senses.**(b)response**- anything that the individual does as a result of perceiving the stimulus. The person can produce variety of responses **(c)Learning**-As a change in the stable relationship between a stimulus that the individual perceived and a response that the individual makes either covertly or overtly. Human behaviour could be explained with simple S-R communication model. Learning does not occur until the response becomes habitual. Learning usually is not a onetimeprocess. Many of us continuously receive stimuli, interpretsthem, responds to them, observes the consequences of response, interprets, makes new responses and so on, Gradually as we receive the same stimulus over and over again ,as we make the response to the stimulus and observe the same rewarding consequences and an S-R relationship develops. We get in the habit of responding in a certain way to a certain stimulus. **The learning processincludes:**((1)Presentation of stimulus (2) Perception of the stimulus by the individual, (3) Interpretation of the stimulus(4) Trial response to the stimulus (5) Perception of the consequences of the trial response (6) Re-interpretation of the consequences of the trial response (7) Development of a stable stimulus –response relationship –i.e. Habit.

Learning to Formulate Habit forurban waste management to protect environment and health security.

Once a habit has been developed we cease to interpret the stimulus any more. We begin to respond to it automatically without thought ,without analysis. We do not think about how to wash face, tie our shoes, put on our clothes, walk, eat, drink water etc. We have learned to

respond automatically to some stimuli-our responses have become habitual. Similarly students should be trained using recommended technologies in a habitual way. However, students also need this habitual learning through use of S-R learning theory. **(1) What is learning:** learning is a process by which a person becomes changed in his behaviour through self activity. The other way learning is a process of progressive behaviour adaptation. Learning is something that takes place with the learner when he feels a need strives fulfilling it, and experience satisfaction with the fruits of it. **(2) What is learning experience:** learning experience is the mental or physical reaction one makes through seeing, hearing, doing the things to be learned through which one gains meaning and understanding of the material to be learned. Learning is also an active process on the part of the learner. Hence, a learning experience is not attained by mere physical presence in a learning situation. It is what the participant does (i.e., his reaction) while in the learning situation. It is all important in learning. The student must give undivided attention to the teacher and deep thought to getting the facts, understanding their meaning, and to seeing their application to his/her needs and problems. Effective learning experiences, therefore, can best be had in effective learning situations provided by a skillful teacher who knows what he wants, who has the material to accomplish his goals and the skills to use them effectively. **(3) What is learning situation: Definition:** A learning situation is a condition or environment in which all the elements necessary for promoting learning are present; namely (1) Instructor (2) Learner (3) Subject Matter (4) Teaching Materials and equipments, and (5) physical Facilities.

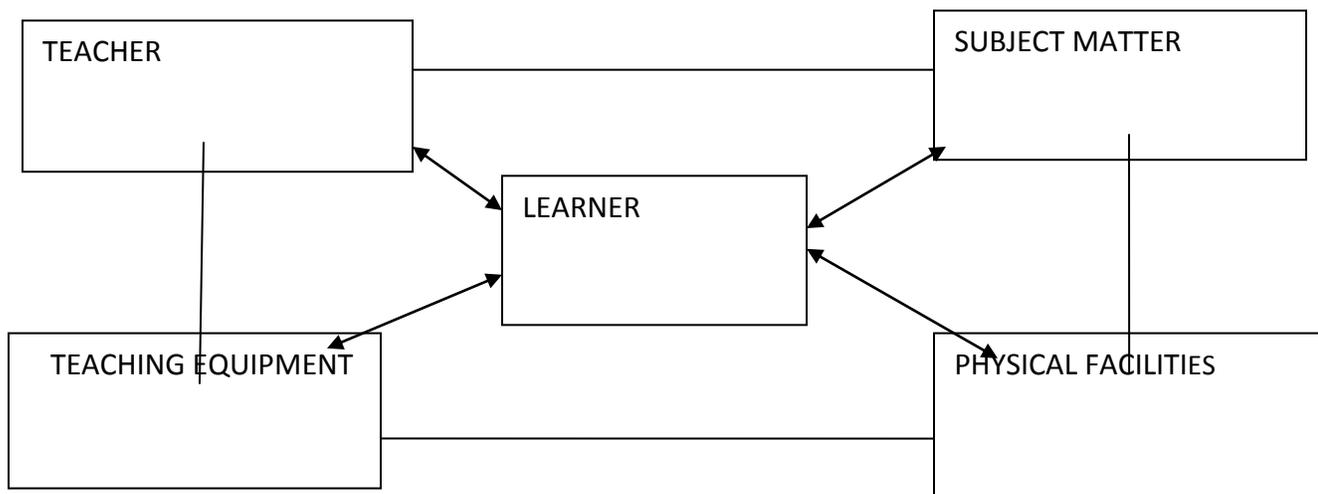


Figure: The Elements of a Learning Situation.

Figure is a symbolic representation of the reaction the learner makes to the other four elements and the way these five elements react to each other. **(A) Teacher:** Should have clear objectives, know the subject matter, well organised, enthusiastic, interested in the subject, able to communicate, be friendly, be courteous, be courteous, skillful etc. **(B) Subject matter:** Pertinent to learners needs, applicable to real life situations, logically well organised, presented clearly, fit into overall objective etc. **(C) Learners:** Should have need for information, be interested, capable of learning, able to use information gained etc. **(D) Physical facilities:** Free from outside distraction, comfortable temperature, and furniture well lighted, adequate space, well arranged facilities

etc.(E)**Teaching equipment:** Should meet the needs of subject to be taught,readily available for use. Each item should be handled skillfully, effective equipments for teaching etc.

Approaches for urban waste management to protect environment and health security:

An attempt should be made to put these methods into practice. For this the essence of the method, how it can be implemented, what are its advantages must be clearly understood by the teacher who teaches communication to students and bring awareness about this burning problem.

(a)Separate study approach: This approach is an attempt to treaturban waste management to protect environment and health security education programme as a separate course. It can also be attempted as an examination course or a non examination course.If it is to be considered as an examination course the following criteria must be strictly borne in mind. They are (a) urban waste management to protect environment and health security education programme must find a place and timings in the time table. (b)A separate teacher has to take the responsibility. (c)A syllabus has to be framed. (d)A separate prescribed text book has to be prepared. And used. (e) Assessment procedures are to be planned.When urban waste management to protect environment and health security education programme has to be treated in this way a few disadvantages are faced.This educational programme will be an extra burden for the studentsSince the attempts have to be made to prepare trained teachers to teach it the specificity with which teachers teach becomes a debatable question.

(b)Extension lecture approach: In this approach the content of urban waste management to protect environment and health security education programme should be taught or given lectures or panel discussion to students by the experts depending upon the convenience of the school and the pupils, In this approach the content of this awareness programme can be taught in a space throughout the year. Or in an unplaced manner through organizing week, a fortnight lectures by experts. Organization of extension lectures is a difficult job, giving the content in a special way may sometimes lead to inconvenience besides since there is no continuity students can also forget what they have to learn in a particular hour finding experts to speak on the issue may also be a difficult activity. Viewing all these things teaching through extension may not be very effectively done.

(c) Co-curricular approach: The word co-curricular means providing inside the class and outside the class related activities to strengthen the concept urban waste management to protect environment and health security education programme to students. This implies organization of various activities like dramas, debates, quiz, exhibition, story writing, riddles, puzzles, games, poetry writing, creative activities etc. through which the concept can be given to pupils.Even this approach is not without disadvantages. No doubt co-curricular activities have immense potentialities to provide the content in much easier interesting and effective way but students may not consider the importance to be taken through these activities to learn something and implement in their life. Hence even this approach is not a profitable and effective one.

d) Integrated approach: Integrated approach is an attempt used to integrate content of urban waste management to protect environment and health security education programme with theexisting subjects that are being taught in schools. Integrated approach has many advantages over other approaches mentioned earlier. The advantages are content of this awareness education

programme should be identified and that has to be fused with the existing subject in the exact place so that it is naturally done and understood for this no separate time table is needed, no separate evaluation procedure must be followed but care must be taken to find out the content of urban waste management to protect environment and health security education programme and the fusion point must be very carefully identified and properly integrated. For this certain procedures must be followed they are; (a)Identification of the content of urban waste management to protect environment and health security awareness education programme;(b)Identification of the plug point in the existing subject; (c)Methods and techniques used to integrate or fused these points;(d)Evaluation procedures.

CONCLUSION

In order to identify the content item of urban waste management to protect environment and health security education programme irrespective of the subject the teacher should acquaint himself/herself thoroughly with the content of it. The content analysis of urban waste management to protect environment and health security awareness education programme enables the teacher to identify several content items such as good health, pure water, vitamin food, ecological balance, our surroundings, sanitation, environmental condition, environment damage, type of distribution and other aspects. Identification of plug points is another important process in integration method. Plug points are points at which the relevant content item of Clean and green India awareness could be integrated. Integration has to be done naturally and spontaneously. This can be done only when plug point is properly identified and the content of both is fused. After this process of fusing the content with plug point teacher can think of appropriate technique and method to analyze or teach the content. The above mentioned approach seems to be very effective in developing proper awareness among students about urban waste management to protect environment and health security or urban waste management for clean, green and healthy India. This approach has many advantages over the other approaches earlier. Hence this approach can be properly used to help students develop the right attitude about Clean, safe and healthy India awareness education programme growth and its implementation whenever it is necessary. Let us wish deep from our heart our India where people live free of environmental disasters and a clean environment. Our present work should show that future problems India faces can be solved. I wish deep from my heart an India where people live free of environmental disasters and a clean environment. Let us all support cleanliness drive. No divisive politics to this cleanliness mission. Cleanliness is everybody's requirement and responsibility. Let cleanliness drive be the point of perfect unity and harmony. The teacher who teaches communicative English should put a lot of efforts to educate the students, If everybody slowly start step-by-step it is sure our earth will be a better place to live.