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Impact of Communication in Promoting Nationalism through Clean and Green India

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Abstract - Keeping surroundings clean, neat and green has become a severe challenge faced by our country. The neglect of the masses, increase in population and urbanization has resulted in environmental degradation. There is a need to communicate about the importance of clean and green India awareness programme in our class rooms. Education we give should be in a position to help the individuals to communicate well and maintain good health throughout life. A classroom teaching need not always be subject oriented. It should be natural and a good teacher should not restrict oneself. The Knowledge, understanding, attitude, interest, habits and skills required for good health should be developed in individuals through proper communication. School system provides the largest organized base for clean and green awareness. It is an important source of acquiring environmental information, especially for students who are young and easy to teach, and hence can be easily taught to accept environmental knowledge and establish good environmental awareness. Generally people having high level of education have more environmental knowledge and a greater understanding of the importance and urgency of environmental protection. They are aware of negative impacts on environmental pollution on people's health, and more willing to give priorities to environmental protection. Today a large number of schools and colleges in India include clean and green related courses in their curriculum. This has proved to be an effective way to enhance awareness of clean and green India. Clean and green awareness programme among students is to develop a world population that is to have awareness of and concern about the environment and its associated problems and the knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards the solution of current environmental problems and prevention of new ones. The teacher of communication should entirely be devoted to his/her pupils. Apart from teaching students in three R's, he/she should dedicate his/her life to their welfare and development. Language teacher is one of the important factors, who is bound to affect this programme. He/she should win the love and respect of their students through sincere and hard work, taking part in all the school activities wholeheartedly. He/she should demonstrate the social conduct only those traits they desire to develop in his/her wards. He/she can play a vital role in imparting environmental awareness, its associated problems and their solutions. It is necessary for the students to be the best of the best in order to make their place in the globe of ours.

I. Introduction

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. Though it is difficult to define the term 'Clean and green India' some attempts however can be made to define it. The term 'Clean and green India programme' is to develop an awareness and belief that one can control and determine the course of action of one Clean and green India concept as an educational programme which provide for a study of clean India and green 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 green 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 clean life so that he/can enjoy his/her life. 'Clean and green India' awareness education programme is essentially an educational programme to solve the environmental problems. It enables the learners to acquire knowledge, skill, attitude and values necessary to make decisions about clean and green India which affect the quality of life of their family and the society at large. Clean and green 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 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. 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.

II. 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 tests 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. The followings require use of only one or two hands and/or fingers – Indian and Islamic greetings, a range of leftist, rightist, and fascist salutes, gestures of invitations, dismissal, love, hate and humiliation, various symbols of violence, thumbs up and thumbs down, crossed and cooked fingers to indicate easily understood messages and numerous mudras in Dance. Combination of eyes can heighten the message. Many similar gestures can be effectively used in oral communication in science also. 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. The source 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 behavior could be explained with simple S-R communication model. Learning does not occur until the response becomes habitual. Learning usually is not a onetime process. Many of us continuously receive stimuli, interprets them, 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 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.

III. Learning to Formulate Habit for Clean and Green India.

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 behavior through self activity. The other way learning is a process of progressive behavior 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 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.

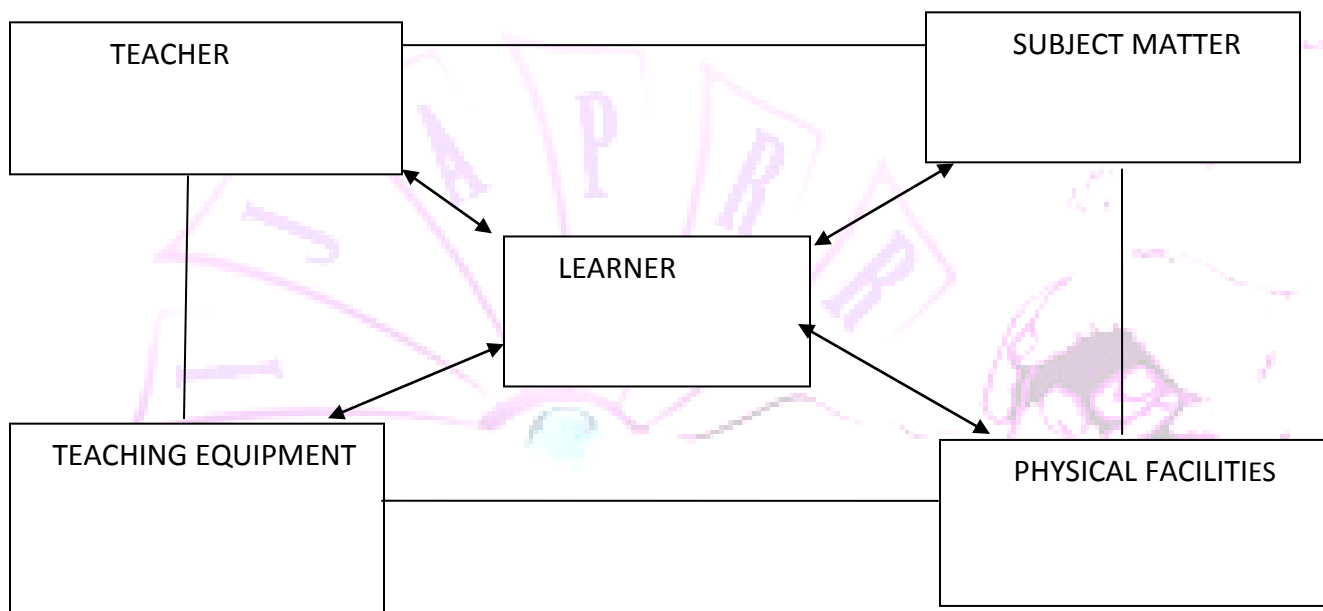


Figure: The Elements of a Learning Situation.

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 organized, 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 organized, 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.

IV. Approaches for Clean and Green India.

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 of communication.

(a) Separate study approach: This approach is an attempt to treat Clean and green India 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) Clean and green India awareness 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 clean and green India awareness programme has to be treated in this way a few disadvantages are faced. Clean and green India awareness education programme will be an extra burden for the students. Since the attempts have to be made to prepare rain teachers to teach it the specificity with which teachers teach becomes a debatable question.

(b) Extension lecture approach: In this approach the content of clean and green India awareness 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 clean and green India awareness education 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 of Clean and green India awareness 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 Clean and green India awareness education programme with the existing subjects that are being taught in schools. Integrated approach has many advantages over other approaches mentioned earlier. The advantages are content of Clean and green India 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 Clean and green India awareness 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 Clean and green India 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.

V. Conclusion

In order to identify the content item of Clean and green India awareness education programme irrespective of the subject the teacher should acquaint himself thoroughly with the content of it. The content analysis of Clean and green India awareness education programme enables the teacher to identify several content items such as small good health, pure water, food, ecological balance, 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 approaches seem to be very effective in developing proper awareness among children about clean and green 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 and green India awareness education programme growth and its implementation whenever it is necessary.

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