COMMUNICATION PROCESS AND EDUCATION FOR PEACE IN GLOBAL PERSPECTIVE

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ABSTRACT

The present paper highlights the communication process and education for peace in global perspective. Education has traditionally engaged itself in promoting harmony in the classroom in the form of offerings under such headings character Education, Moral Education, Values Education or Education for Social Responsibility. Designed within the framework of each nations respective ideology and culture, such offerings have peaceful/harmonious relations as their ultimate objectives. The World Council for Curriculum and Instruction (WCCI) is one of the few world organizations in education that has taken a clear position, and direct responsibility in educating for peace. The constitution of WCCI, August 1971 states "As members of the World Community, education have a responsibility to ensure that education contributes to the promotion of equity peace, and the Universal Declaration of human rights" the first SCCI world conference in Education held at the University of Keele in England in 1974 the theme of the conference was PEACE EUDCATION : REFLECTION AND ACTION.this paper also highlights the various means of communication process to provide and enhance peace education in global perspective.

Key words : Communication, Peace, Education, Global

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507

"It is in each of us that the Peace of the World is cast… in the frontiers of our hearts… from there it must spread to the limiting of the universe".

Education has traditionally engaged itself in promoting harmony in the classroom in the form of offerings under such headings character Education, Moral Education, Values Education or Education for Social Responsibility. Designed within the framework of each nations respective ideology and culture, such offerings have peaceful/harmonious relations as their ultimate objectives.

In the midst of the challenges of a fast changing highly technological world and warfare of all forms, it may be timely to remind us of what Maria Montessori has to say in this regards: "Establishing in lasting peace is the work of education; all politics can do is keep us but of war". This places a tremendous responsibility of peace making and peacebuilding on world educators. The World Council for Curriculum and Instruction (WCCI) is one of the few world organizations in education that has taken a clear position, and direct responsibility in educating for peace. The constitution of WCCI, August 1971 states "As members of the World Community, education have a responsibility to ensure that education contributes to the promotion of equity peace, and the Universal Declaration of human rights" the first SCCI world conference in Education held at the University of Keele in England in 1974 the theme of the conference was PEACE EUDCATION : REFLECTION AND ACTION.

Peace education is in essence good education. It is based on positive and rewarding human relationship, the foundation for these is not only laid in early childhood but also during early and later adulthood. The goal of peace studies (Peace education) in the development of active citizens dedicated to democratic values and public good. The end of education is not more acquisition of knowledge. Rather, the end musts be critically informed judgement and wise action.

To achieve educational objectives for peace in terms of cognitive, affective and psychomotor aspects of personality of learners not only at the primary, secondary level of schooling but also at the higher level of schooling, the effective and dynamic communication process is required which is an urgent need of today.

Communication is stated in different ways some explain it is an art, something creative, while others say it is a science a learned behavior/skill. In a broader sense, communication is much more than an art, it is partly a skill and partly science as it involves certain learnable

techniques and psychomotor skill. At best we can define communication according to its components. There are three main components of communication :

(i)   The Sources

(ii)   The Channel

(iii)   The Receivers

From the source's point of view, communication is essentially persuation, i.e. to assure us as a communicator that our communication has taken place or that the desired outcomes are achieved.

From the receiver's point of view, communication is in process to elicit the desired responses. As a source we would be happy if the receiver could behave in the way we intended others to behave.

From the channel point of view, communication is a medium, a carrier of information from source to the receiver and/or vice-versa.

According to Shannon and Weaver (1949) that primary concern of communication as the functions of persuading, informing, teaching and entertaining people. Therefore communication is a process by which we create and share information with one another in order to reach a common understanding (Roger's, 1986).

Functions of Communication :

Communication involves individual as well as collective activities of sharing ideas, facts and information communication has various socio-psychological functions. The main functions of communication according to MacBride (1980) in a social system are as follows :-

(i) Information :

Communication is a collective storage and dissemination of information for wider utilization by people. Information has been taken as a resource for socio-cultural and economic development.

(ii) Socialization

Socialization helps individuals become active members of the society to which they belong. People learn social norms in order to live properly in society. Having access to a variety of information, individuals get opportunities to understand each other and appreciate other people's feelings, emotions, ideas and expectations in a social system.

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509

(iii) Motivation :

Motivation of the individual members of a society plays an important role for its development. Well informed individuals take the initiative in activities of social welfare.

(iv) Education :

Dissemination of information enhances the individual's intellectual development and helps one acquire the skills and aptitude required to become a productive member of society. In this way, communication and education are two sides of the same point. The quality of education depends on the quality of communication between society and its members.

(v) Entertainment :

Entertainment and recreation are important means of making individuals and society healthy. People find enjoyment and entertainment through various communication activities. For example dance, drama, sports, music etc. lead to personal and collective enjoyment.

Means of Communication :

There are various tools and media which serve as means of communication among human beings. Starting from the signs, the primitive means to super computer-based communication. There are various techniques, technologies and materials generally used to collect, produce, carry, receive, store, retrieved, and disseminate information. All human beings make use of one or the other means of communication depending upon their successibility and affectiveness. These are : Signs and Sounds, Language, Postal System, Telephone, Mass media Printing Press and Radio waves, Textbooks, newspapers etc., Satellites, computers etc.

Process of Communication :

According to Shannon and Weaver (1940), there are five identified elements in the process.

(i) Source and Receiver :

No communication takes place without the source (i.e. the sender of information) and receiver (i.e. the consumer of information). The source and receiver could be human beings, animal, or even non-living objects. For example, computer can be a source of information.

(ii) Channels :

The means through which receiver takes place are known as the medium or channel of communication, for instance, by touching, beating drums, spoken words, printed words,

electronic gudgets, facial expressions etc.

Source		Receiver

Channel of Communication
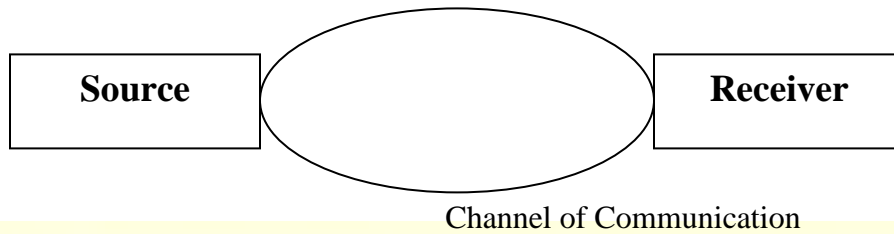
(iii) Code :

A communication code is a set of signals, or symbols that creates meaning for both the sources and the receivers. Word of mouth, written material, visuals, etc. are codes that communicate ideas views, and feelings. There are several verbal and non-verbal codes that we use for our social communication.

(iv) Noise :

There are some factors that affect the smooth flow of communication. These factors which disturb or interfere with the passage of information between the source and the receiver are termed as 'noises' or barriers. Noise may be anything, such as technical problems in reception, overloaded information.

Noises to Communication

Source ◄———————————— Receiver
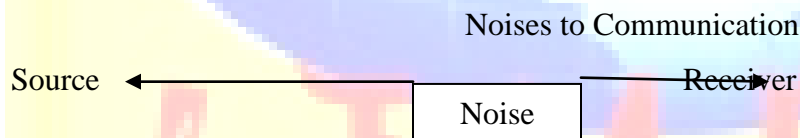
Noise

There are various types of noise causing barriers in the flow of information such poor reception, overloaded/ambiguous information, and environmental distracters.

(v) Feedback :

The Radio and Television broadcasts are good examples of one-way communication. But in day-to-day life we have seen that most communication in two-way. The source and receiver of information get feedback from one another and this process continuous to affect the behavior of both of them. The other aspect of feedback of is that the response Messages are acted upon to make adjustments or improvements in the content, methodology or style of communication. In this way feedback is a communication in response to the previous message received from the source. It refers to any process by which the sender obtains, information as to whether and how his/her intended receiver received the information. Feedback enables both the source and the

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511

receiver to correct Omissions and errors. Feedback influences one's on going or future communication behavior. In face to face situation feedback can be verbal as well as non-verbal.

(vi) Context :

The context in which communication occurs also plays an important role in sharing information. The meaning of communication is affected by the social, physical or cultural context.

In total, the communication process includes a sender of channel, a receiver, a relationship between the sender and source, a context, range and purpose or an objective to be aimed at and achieved. All these component are used to collect, pool and disseminate information.

Types of Communication :

Communication could be classified at four level which are as follows:

1) Interpersonal communication
2) Group communication
3) Organisational communication
4) Mass communication

Interpersonal communication includes conversation between two persons who share their feelings, emotions, thoughts, ideas, etc. Interaction between two friends, between teacher and student between mother and child etc. talking on telephone to someone are examples of interpersonal communication.

In Group communication the members of group interact with such other. A group is a collecting of people who have common interests, for example, discussion in a workshop a seminar or a family etc. Group communication is need to take a collective decision on a problem, an issue or a matter of common concern.
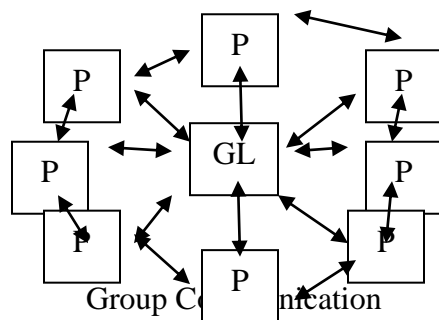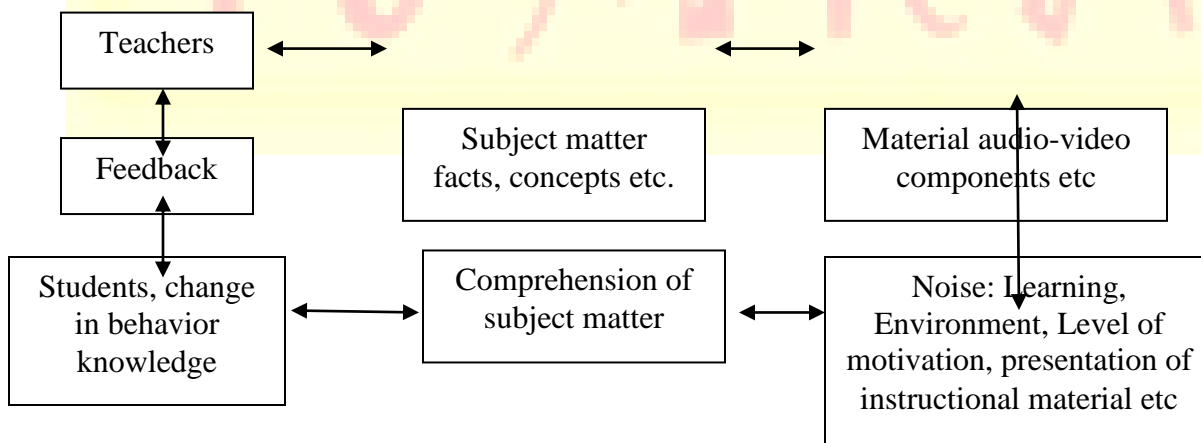

GL = Group Leader

P = Participants

Group Communication

Organisational communication revolves around one organization. Communication may start from any point in the organization but the immediate ways of the information is only within the organization. Examples of this type of communication are schools industries, offices etc. Notifications are normally used as means of communication in such organizational communication system.

Mass communication always concerns a large number of people sharing information ideas, thoughts, etc. In this case we use the mass media to communicate with a large number of people. In mass communication, we include face to face, as well as, print and non-print communication. For example, the radio and television programmes are broadcasts to educate, inform or entertain a large number of people.

Educational Communication : The word communication came from the Latin word 'Communicate' meaning 'to share'. The act of teaching and learning is also an act of sharing the content, the skills and the attitudes. Education can be seen as a communication process between society and individuals. Education should be looked at constantly in order to determine how well it is communicating the norms of society. It concerns itself with the process of how the teachers and students act and interact to enhance the knowledge of the latter. In educational communication, the sources are teachers/ institutions, and the messages related to the curriculum (the context the skills and the attitudes and related, activities which educate, inform, train enlighten, inspire and entertain the students). The receivers are the students and various teaching strategies such as demonstrations, tutorials, textbooks, assignments, audio-visual components, libraries, etc. are used as media to transfer the contents.

The process of educational communication can be represented as follows:

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513

Educational communication process

Without affective educational process, we can not develop the dynamic personality of the learners in terms of the cognitive, affective and psychomotor behaviours in right and constructive direction not only in Indian context but also in global context, without affective process of educational communication, the reality of global interdependence could not be understood and in totality, education for peace could not be realized which constitutes the universality of human goals and aspirations for goodness in all areas.

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