MODERN METHODS OF COMMUNICATION FOR AN EFFECTIVE EDUCATION

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1. Introduction: Three Stories as Take-off Point

The other day when my 5 year old niece spoke in her not-so-perfect English, I tried playing teacher and corrected her. Guess what she did? She looked straight into my eyes and said, "You did understand what I said, didn't you?" This incident made me realise that communication is all about getting the message across. With all due respect to my English teacher, the essence of communication is in the message, not so much the words.

The *Readers Digest* once contained this story about a ninth-grade health class: it was a class in which from the first day onwards the blackboard was covered with the names and locations of the major bones and muscles of the human body. The diagram stayed on the board throughout the term, although the teacher never referred to it. On the day of the final exam, the students came to class to find the board wiped clean. The sole test question was: "Name and locate every major bone and muscle in the human body." The class protested in unison: "We never studied that!" "That's no excuse," said the teacher. "The information was there for months." After the students struggled with the test for a while, he collected the papers and tore them up. "Always remember," he told them, "that education is more than just learning what you are told."[1]

It happened a few years ago at Loyola school in Chennai. The Jesuit principal was taking class for the final year students. One of the students was not that attentive in the class and he was busy doing something else during the class hour. Noticing the mischievous behaviour of the boy,

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[1]Philip Vinod Peacock, "An Education that Transforms," *The New Leader*, November 16-30, 2005, 19.

principal confronted him at the end of the hour, saw his note book what he has done and asked the boy to meet him the following day in his office. Quite sure that he would be asked to leave the school, the boy packed up everything to go home and said good-by to his friends. With the heavy heart and fear he entered the office of the principal. To his surprise and awesome experience, instead of sending the boy home the principal convinced the boy that he is too good in art and aesthetics, and added: "I have decided to send you to London School of Art." He went, secured a bachelor degree, and now he is working for a leading newspaper in India.

The first story tells that the teacher should use communication methods. The second hints that the students must learn from every source and resource. The third story reminds us to use our multiple-intelligence in education.

2. Philosophy of Communication

Communication is an art and science. It can be developed with some effort, some planning, and persuasion. That is why it is generally called a skill. In today's competitive world, good communication has a cutting edge. Though, what you know is important, how you communicate is more important.

> Communication is so basic to being human that some experts say, "One cannot not communicate." Whether we intend it or not, every word, action, gesture, and even silence is an act of communication. It conveys information to those around us. Communication touches upon all that we are and all that we do. Communication constitutes our inter-subjectivity. Through communication one becomes a full human and cultural being. Culture depends on the common sharing and participation by the members of a community. No community can be established or continue to exist without communication.[2]

Improved efficiency in communication enhances the quality of performance. Whether one is a teacher, manager, executive, banker, agriculturalist, social worker, or a politician he/she has got to be better in communication so that the ideas can be effectively passed on to the receiver with an effortless ease.

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[2]Granfield (1994), 2, cited in Wimal Dissanayake, "Communication in the Cultural Tradition of India," *Media Development* 30, 1 (1983), 27-30.

Starting from Ice Age, and passing through Stone Age, Iron Age, Agricultural Age, Feudal Age, Industrial Age, and Media Age, now we have come to Information Age. This age is chiefly characterised by information, communication, biotechnology, and bioinformatics.

2.1. Communication Technology

New technologies advance our standard of living by changing how we work and live. Twenty first century will be the knowledge century. The new economy will be the knowledge economy, as it includes the ability to create and disseminate knowledge and use it for economic growth and improved standard of living. Louise points out: "At the beginning of the 21st century, there are powerful new technologies reshaping our world including computers, electronic communication, jet and space travel, applied biotechnology, and atomic power and natural power. We are about to witness the beginning of the second information revolution: the mass popularity of the Internet which will link literate individuals into a global network of communication, commerce, and learning. This revolution will be far bigger than anyone imagines."[3]

3. Philosophy of Education at Crossroads

Wilbur Schramm encodes the philosophy of education from a communication perspective. The first educational pattern we look at is the kind that might have existed around the cave paintings: the family maintaining its ways of life by imparting them to the children. Then the most skilled persons in the community were co-opted to teach their special skills – hunting, sewing, and the like – to the younger people. Then came writing, and a few children were sent to learn to read and write as an aid to those who could not. This school for scribes extended into a school for religious and government service. In China, the preparation for government service turned into one of the most intensive and demanding systems of national examinations ever put into use, and it led to the preparation of many leaders for the government. In the centuries of the great virtuoso teachers, a few specially selected youths were given the opportunity of studying with them. The next step after the development of individually distinguished scientists and philosophers was the gradual

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[3]Victor Louis Anthuvan, "Church's Concern for the Marginalized," A Paper Presented at the CBCI General Body Meeting, February 8-15, 2006, Bangalore.

growth of universities and institutes of research and advanced study, in India and the Muslim states, beginning about 500, then in Western Europe, beginning about the twelfth century.

Two trends stand out from this pattern. Education began with the instruction of children, imparted by the family itself. Afterwards, education became increasingly elitist and selective. Whereas the earliest goal of education had been to maintain the status quo by teaching the children to walk in the steps of their elders, increasingly education came to be used rather to question the status quo, to improve upon it if possible, to add to knowledge rather than merely implanting it, and, especially with the philosopher-teachers, the research institutes, and the universities, to review and challenge the existing practices in the bright light of reason.[4]

3.1. Educational Challenges

Mahatma Gandhi believed that education should lead to the acquisition of a skill that offers employment. He set an example of work with his spinning wheel. As Gandhi said, the future of the Indian villages lies in the education of women and rural Indians.[5] At the same time, according to Ambedkar, education is a means to promote intellectual, moral, and social democracy. It has always been seen as a great mission, a very sublime mission. In the Indian context, imparting education is considered the greatest gift (*Vidyādānam mahādānam*) and the one who imparts education, the Guru, is as respected as God. Perhaps it is right to say that what we lack is not the political will but a persevering will.[6]

Tagore considered the recitation of holy texts part of the non-formal education of the masses. Celebration of feasts, performance of rituals, and the uttered or unuttered words and the symbols that go with them, had power to educate, inform, motivate, urge, heal, and unite individuals and communities. It was a powerful form of education of the masses.

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[4]Wilbur Schramm, *The Story of Human Communication: Cave Painting to Microchip*, New York: Harper Collins Publishers, 1988, 98-99.

[5]Thomas Menamparampil, "Catholic Education and the Church's Concern for the Marginalized," A Paper Presented at the CBCI General Body Meeting, February 8-15, 2006, Bangalore.

[6]Mirabelle A. C., "Catholic Education and the Church's Concern for the Marginalized," A Paper Presented at the CBCI General Body Meeting, February 8-15, 2006, Bangalore.

Educators must reach out to their students with warmth and affection. Emotional intelligence gives them an awareness of their own and others' feeling, and helps them to develop empathy. Spiritual intelligence helps them to break their mental rigidities, confront and tap the resources of suffering that come on their way, notice relationship between different things and happenings, develop a holistic view of reality, work against the inflexibilities of convention, be a leader who serves, have a high degree of self awareness, inspire others not by force or deceit but by vision and values, and be unwilling to cause unnecessary harm to anyone.[7]

3.2. **New Horizons of Education**

Present day education is not concerned with the total life of a person. It focuses mainly on the cultivation of academic knowledge and the skills needed to perform a suitable job in society. It aims mainly at the economic development of the country and the material prosperity of the individual. Success in life is equated with having a good job and earning a high salary and it is believed that these provide a high quality of life.

P. Krishna distinguishes four aspects of human life that education has to address: the physical, the intellectual, the emotional, and the spiritual. Unless education aims at achieving excellence in all the four aspects, it cannot be called holistic education. The emphasis in education, therefore, must shift from economic development to the larger concern of human development. Education must help a student achieve excellence in all four aspects of life. "Right physical development requires care of the body, cleanliness, exercise, right diet, adequate sleep, and medication as and when required. The spiritual aspect demands that we live in our body like a guest, carefully looking after it, not ignoring or ill-treating it, but at the same time not being too attached to it. Intellectual excellence requires cultivating academic interests, a high proficiency in languages, good expression, knowledge of current affairs, and a love of science, mathematics, art, and literature. Doing well at examinations should be a by-product of the intellectual development and not an aim in itself. The

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[7]Menamparampil, "Catholic Education and the Church's Concern for the Marginalized."

emotional development of the child requires the greatest attention from both parents and teachers."[8]

3.3. Communication and Education

Again Wilbur Schramm describes the centrality of communication and education in human communication. It is an interface between cave painting to microchip. The story of human communication relates a history that began about 25,000 years ago when people of the earth emerged from prehistory and left us the oldest surviving records of their communication – the cave paintings and figurines. The story continues through the development of language, writing, printing, the mass media, and the ways of exchanging and using information that have made the recent centuries of human communication so distinctive – political communication and public opinion, scientific communication, mass entertainment, advertising and public relations, development communication, and new patterns in news coverage. It concludes with some thoughts on the importance of microelectronics, including the computer and space communication, and what an Age of Communication might be like if we indeed enter upon one. Approximately, half of all the professional communicators in the world are connected in some way with schools.[9]

4. Communication Methods

Communication methods are oral, visual, written, and electronic. These methods are subsumed into two, namely, oral communication and digital communication. Further, this can be explained in terms of communication revolutions in the following sequence.

i. The first revolution is writing. The combining of the phonetic alphabet for the production of communication with papyrus for its delivery led to a sharing of knowledge around the Mediterranean and to the beginnings of recorded history, plus tremendous advances in the arts and sciences.

ii. The second revolution is printing by Gutenberg. This paved the way for the renaissance, humanism, reformation, and mercantilism.

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[8]P. Krishna, "What is Holistic Education," *Wake Up India*, October-December 2005, 2-3.

[9]Schramm, *The Story of Human Communication*, xv.

iii. The third revolution in mass media combined a soaring production of paper and of printing for newspapers and magazines, with photography, telegraphy, and electronics joined to boost it to the global level.

iv. The fourth information revolution is entertainment, which brought escape in a package. People no longer had to create their own daydreams. They came readymade.

v. The fifth one is the transformation of the home into a communication tool shed. Television, video tapes, telephone, cinema, cable, fax, and satellite dish are stored, and communication beyond home is received and sent.

vi. The sixth revolution is the Information Highway marked by computer, internet, wireless, laser, robotics, and bioinformatics.[10]

Harvard's Howard Gardner, in his book *Frames of Mind*: *The Theory of Multiple Intelligences* (1983),[11] suggests that there are at least seven human intelligences, two of which – verbal/linguistic and logical, mathematical – have dominated the traditional pedagogy of Western societies. The five non-traditional intelligences – spatial, musical, *kinaesthetic*, interpersonal, and intrapersonal – have generally been overlooked in education. We can develop ways to teach and learn by engaging all seven intelligences through the new communication revolution.[12]

The basic and the most important theory of communication is SMCRE, meaning, Source or Sender, Message, Channel, Receiver or Audience and Effect. The following table tries to breakdown this communication theory for the sake new methods to be adopted:

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[10]Irving Fang, *A History of Mass Communications: Six Information Revolutions*, Butterworth-Heinemann, MA: Focal Press, 1997, 240; see also Sebastian Periannan, "'"Communication Formation of Church Personnel for Serving in the Information Age," *Third Millennium* 4 (October-December 2003), 52.

[11]Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligence*, New York: Basic Books, 1983.

[12]Angela Zukowski, "Formation of Church Leaders for Ministering in the Technological Age," in Paul A. Soukup, ed., *Media, Culture and Catholicism*, Kansas City, MO: Sheed & Ward, 1996. 171-190.

Focus	Be aware of the given situation, problems, and prospects. On the long and short term objectives in education
Content	Intra-personal and Interpersonal skills. Methods of communication Communication, knowledge, attitude and participation
Target	All those in education All those involved in teaching
Style	Individual interest, group dynamics, Educational/communication technology to be used more exercise based
Methods	Informal and flexible program Communication methods Rigorous training and self-diagnostic
Results Sought, Effects	Effective communication of love, solidarity, efficiency, better results, and truth.
View of Organization or Institution	Personal interest in education Inter-active and integral responsibility through communication[13]

6. Different Models or Roles for Teaching

Teachers have to assume new roles in the arena of teaching. "Teachers can help young people access what they need from the vast array of information, and help them achieve better academic standards," says McNamara.[14] Adds Blow: "India is a country where use of information technology has become part of its culture. Youngsters automatically turn to technology as a cultural norm, which is why it's such an exciting place

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[13]Adapted from John Adair, *Effective Communication*, Calcutta: Rupa & Co., 1997.

[14]Ruma Singh interacted with International Education Trainers, Sylvia McNamara, Andrew Blow, and Christine Olley when they visited India to discuss learning practices. Ruma Singh, "School for Thought," *Times of India* (Education Times), August 14, 2006, 4.

to be in today."[15] In the following paragraphs, I sketch a few different models to highlight what is meant by effective teaching. A description of four teacher roles has been presented by the Norwegian psychologist Ivar Bjørgen.[16] They are based on four different conceptions of what it means to be a teacher.

6.1. The Sculptor Model
The sculptor takes full responsibility for the presentation of all relevant material. He controls the schedule and the curriculum and controls the work of the students. He doesn't bother much about motivation, and considers it to be the students' responsibility to learn what he tells them. He devotes some time to help the weakest of the students, because this is part of his task. The dialogue in the classroom aims mainly at clarifying the presentation of the textbook and correcting students' work. The key words that involve in this model are presentation, structure, authority, teacher-centred, control, etc.

6.2. The Entertainer Model
The entertainer model considers that a teacher is much like an actor. She feels that it is her responsibility to arouse the interest and make it easy to grasp the central issues of her subject. She works with background and perspectives. She tries to establish an active dialogue with at least some of the students, in which she will be able to present and accentuate her view. She is genuinely interested in the subject and in doing a good job, mainly during the classroom performance. Some of the key concepts of this model are engagement, perspective, dramatisation, clarification, and entertainment.

6.3. The Coach Model
The coach believes that results depend on the work done by each of his students, and sees him as a catalyst for this work. He wants to know the background, conditions and capacities of each student, and to create an environment where they can achieve as much as possible. He informs them about the goals and the best methods, and discusses the programme

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[15]Singh, "School for Thought," 4.

[16]Ivar Bjørgen as quoted by Erling Ljosa, "The Role of University Teachers in a Digital Era," A Paper Presented in EDEN Conference, Bologna, 26 June 1998.

with them. He is clear about evaluation criteria, gives feedback and helps them in tackling all kinds of problems. What counts for him are the results of the students in relation to their individual capacities. The key words are companionship, planning, individual activities, support, and feedback.

6.4. The Manager Model

The manager looks at the classroom as a working place, and her task is to manage the joint efforts effectively towards the best possible result. Everybody should know how to learn, and she delegates tasks and responsibilities. She also employs various working methods. She is aware of individual differences, and uses much time in explaining what to do and why. She is a democratic leader and discusses strategies with her students, but she also knows that structure and management are necessary. This model concentrates more on the following key words: communication, information, co-operation, goal orientation, and efficiency.

Bjørgen's typology is based mainly on research from upper secondary schools, but is in my view relevant also for university and higher learning institutes.[17] Research has proven that person-oriented communication is more effective than any other means.

7. Concrete Communication Methods for Education

Amartya Sen envisions a reform in education in these words:

> There is much scope for reform in the existing public education system in India. Diversification in methods of teaching is imperative for the right kind of education being imparted to students. It is important to adopt a liberal education that does not undermine traditional methods of education, but works to improve upon it by omitting obsolete practices of pedagogy, in addition to introducing novel and empirical methods of teaching that cater to the emerging requirements of a modern democracy.[18]

Emerging types of Information Communication Technology (ICT) based learning and their influence on Education has a profound impact on the lives of students, teachers, parents, policy makers, politicians, and

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[17]Ivar Bjørgen, I A (1991): *Ansvar for egen læring.* Trondheim: Tapir, taken from http/www.teachingmethodology.com [22.08.2004].

[18]Amartya Sen, "A Liberal 'Edge'ucation," *Times of India* (Education Times), August 14, 2006, 1.

entrepreneurs. Looking at the field of open and distance learning we observe that quite different types of learning and teaching models are emerging. I use a fairly common classification of Information Communication Technology based learning models. Soggard reflects Edward R. Dayton and David A. Fraser who have suggested a simple model of "THINK-PLAN-ACT-EVALUATE," which is an excellent summary of strategic planning.[19] As teachers if we can go through this cycle again and again, reflecting and planning, it will lead to a systematic organization of the various parts and sections of our education and use of communication methods. In this whole process, if we can carefully evaluate whether we have done the right thing, then we have learnt the lessons.[20]

7.1. Virtual Classroom

Through audio and/or video conferencing, with connection in real time to one or more sites, it is possible to reproduce the classroom or lecture model, with the teachers and the learners in different places. The virtual classroom is usually teacher-centred, with the teacher/expert as the main actor. As in any ordinary classroom, the teaching strategies depend on the teaching model and the objectives of the teacher. The learners may use additional learning material, such as complementary information, practice, group sessions without the teacher, and self-assessment tasks. They can usually ask questions or intervene in other ways during the sessions

In my view, the success of the virtual classroom model depend on a shift of balance towards a more active use of the communication aspect of the technologies, and the incorporation of real time communication into a strategy with a wider range of learning activities.

7.2. Supported Self-learning

In the second type, supported self-learning, the strategies used are learner-centred. The learner explores them individually. The model is based more or less on the same tradition as in distance learning. Contrary to the previous type, the learner has access to core content of the course, at the convenient time and for as long as he/she can, using online or offline

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[19]Viggo Sogaard, *Media in Church and Mission: Communicating the Gospel*, Bangalore: Theological Book Trust, 1998, 226.

[20]Sogaard, *Media in Church and Mission*, 226.

technologies. This model is very flexible as far as the place of learning is concerned. It is possible in this tradition to develop highly structured, pre-defined programmes of study. The success of the model will depend on its ability to incorporate and develop new options and strategies based on new generations of ICT.

One of the main roles will be to plan and prepare self-learning material. Another will be to provide supportive evaluation and communication, both related to pre-structured material and as guidance to students who are exploring new fields, structuring their own learning materials and project tasks. In the latter respect this model comes closer to the next one.

7.3. Collaborative Learning

Nowadays, the new technologies have made possible a rich horizontal communication flow. The learners are able to exchange information and experiences in real or not real time, as well as carry out common project work for both learning and operational purposes. The activities in a collaborative learning model arise when a group of people share the same goals, interest, needs, etc., and decide to work on these together. From there on all participants will contribute to the final product, which can be, for instance, a project report or a multimedia presentation.[21]

7.4. Participatory Method

Communication by definition is participatory. It is a two way process. Participatory communication transforms and empowers. "During World War II, Japan was virtually destroyed. Forty four cities were reduced to rubbles. Three million people were killed, later thousands died of malnutrition. Until 1949, the economy was in deep trouble. Yet, today Japan is one of the richest countries in the world."[22] This was achieved among other things by the participation of the Japanese government and people. Similar is the story with South Korea, whose industries are dominating many world markets. The teacher, students, parents, authorities, and stakeholders all must take an active part in the planning, decision making, and implementation of educational policies.

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[21]Bjørgen, *Ansvar for egen læring* (1991).
[22]A. P. J. Abdul Kalam, *Mission India: A Vision for Indian Youth*, New Delhi: Puffin Books, 2005, 3.

7.5. Interactive Method

Today we live in a world of easy answers. We do want to think and are ready to accept the conclusions that are given to us by mass media (especially print media and electronic media) and people around us. It is no wonder that we are so ready to accept that global capitalism is a good idea although we have experienced terrible poverty, unemployment, and the frustrations it brings to us. An education that transforms is not an education of easy answers but an education of questions that make us think.

According to a study of graduates at the Massachusetts Institute of Technology, effective communication is one of the most important skills in achieving success in life. Nearly all successful people have the ability to "get along" with others. In other words, they have good interpersonal communication skills. Recently, six Fortune 500 companies conducted a study of 191 top executives to find out why managers fail. They conclude that the biggest reason for failure is poor interpersonal skills. The Center for Creative Leadership in Greensboro, North Carolina, USA, estimates that 50 percent of all managers, and 30 percent of all senior managers, have some kind of difficulty in dealing with people. The same is noticeable in the educational field too.

We need to be willing to study the discipline seriously and apply its principles to the way we communicate. The following are some aspects of communication that are to be kept in mind for effective interactive mode of education:

1. Communicate with an open mind; never be prejudiced while communicating.
2. Keep the dialogue open; encourage interaction.
3. Do not over react. Do not get unnecessarily awed by the personality of the receiver/s.
4. Communicate in a pleasant way; even an unpleasant truth should be communicated in an acceptable way.
5. Believe in what you say, own up your statements and stand by them.[23]

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[23]E. C. Eyre, *Effective Communication Made Simple*, Calcutta: Rupa & Co., 1985, 142-214.

7.6. Method of Networking and Team Work

Today we find that education offers promotion towards conflict and competition rather than cooperation and team building. The milk man of India, Varghese Kurien says: "It was by chance I became a dairy man." He heard, it is said, British experts say that the sewer water of London is superior to the milk of Bombay. This served as a challenge to young Kurien, who started the Anand cooperative dairy project in Gujarat in the 1950s. He has taken "dairying from strength to strength over the decades so that India is the world's second largest milk producer."[24] Networking and team spirit is one of the weak areas in India. Many Indians are very good as individuals but when it comes to collective effort situations become chaotic. Infosys Chairman Narayanamurthy, however, is an exception and he insists on networking and team spirit.

7.7. Advocacy and Value-based Method

Advocacy communication offers an exchange of good will, sharing of views, fostering commitment, and promoting common good of all citizens. Abdul Kalam, the President of India, asserts: "The best part of a person's life is the learning years in school. Children need value based education and mission oriented learning with value system. If the child misses the value based education of the school campus, no government can establish a society with integrity."[25] The values that we impart in the educational system, I mean values of hard work, honesty, cleanliness, sharing, solidarity, law abiding, and God loving alone can save a nation.

7.8. Presentation as Method

Research on how technology affects young children in learning situations seems to be positively in favour of using computer technology.[26] Presentations are addresses to an audience using audio-visual aids and usually involving more than one person working together as a team. You need to be able to take an effective part in a presentation and know how to lead such a team. There are six pillars of success advocated by the International Academy for creative teaching.[27]

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[24]Kalam, *Mission India*, 21.

[25]Kalam, *Mission India*, 66-67.

[26]Sogaard, *Media in Church and Mission*, 217

[27]International Academy for Creative Teaching (IACT), "Bulletin" 52 (2004), IACT Towers, Bellary Road, Hebbal, Bangalore 560 024.

1. PROFILING the occasion, the students/audience, and the location allows you the strength of fore knowledge. To be forewarned is to be forearmed. In this context it is the way to apply the principle of 'Be Prepared'.
2. PLANNING your presentation, with a structure of general points supported by detail, will give you the framework for success.
3. SELECTING the right visual aids is a major step towards ensuring that your presentation is going to be effective. Make certain that any visual aids you use are clear, simple, and vivid.
4. PREPARING your talk embraces both committing what you are going to say to your short-term memory and preparing any prompt notes. You should aim to talk without notes. Seldom if ever should you read from a script.
5. REHEARSING or practice is a recipe for sources. It builds confidence before the actual performance. Included under this heading is checking out that the 'stage management' aspects of the presentation are all in place.
6. DELIVERING the presentation calls upon your effective speaking skills of being clear, simple, vivid, and natural. Look after the main ideas and the words will look after themselves. Imagine yourself as leading your audience on an interesting, exciting, and potentially fruitful journey. "Fail to prepare; prepare to fail." The best way to beat nerves is to build your confidence. The foundations for confidence are laid before your presentation begins but you may still have to act confidently on the day. For an effective delivery, the following visual aids are being used by taking into account the personal skills, available resources, the nature of the audience, and the speech setting: Slides, Object, Handouts, Chalk Boards, Overhead Transparencies, Posters, Models, Flip Charts, Marker Boards, Projected Computer Graphics, Computer and LCD projectors.

7.9. Non-verbal Communication as a Method
Communication consists of (i) the presentational language of our bodies and (ii) the representational language of things, visuals, icons, and what we call symbols. Here are a few examples for non-verbal communication method which occupies 65% of our human communication.

Method	Examples
Facial expression	a smile, a frown
Gestures	Movement of hands and body to help to explain or emphasise our verbal message
Body posture	how we stand or sit
Orientation	whether we face the other person or turn away
Eye contact	whether we look at the other person or not, and the length of time that we look at the other person
Body contact	a pat on the back, an arm around the shoulder
Proximity	the distance we stand or sit from the person
Head-nods	to indicate agreement or disagreement or to encourage the other to go on speaking
Appearance	physical grooming and choice of clothes
Non-verbal aspects of speech	variations of pitch, stress and timing, voice quality, and tone of voice (these are sometimes called 'para-language')
Non-verbal aspects of writing	handwriting, lay-out, organisation, neatness, and visual appearance generally

All these non-verbal elements of communication are sometimes called 'meta-communication'. The Greek word 'meta' means 'beyond' or 'in addition to'; 'Meta-communication' is, therefore, something 'in addition to the communication' and we must always be aware of its existence.

It is essential to remember that the meta-communication, which accompanies any message, is very powerful. The receivers will use these clues to help them to interpret what you mean, but more importantly they often take the meaning from the meta-communication rather than from the words themselves, particularly when, what you are saying conflicts with what you are doing. If, for example, you are angry but trying to hide your anger you must be aware of your body posture, the way you use your eyes, gestures and facial expressions, and the tone of your voice, which may well give you away. Similarly, in writing, the 'tone of your voice' may show.[28]

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[28]Eyre, *Effective Communication Made Simple*, 142-214.

7.10. Narrative Style

Why do teenagers go to the cinema? Above all, because they are "looking for themselves," according to educational theorist and psychologist Bruno Bettelheim. No one has pointed out more clearly than the great value of stories: "fairy stories to make the consequences of our actions visible," and the cinema, "which can have the function of the great art of every period – the moral function."[29]

Traditionally, stories were used to store, organize, and communicate much of what is known to the collective memory. Stories were passed on from generation to generation, providing a continuity of knowledge, social identity, and shared experience. Special techniques including games and songs were used for children's stories, which have had a strong impact on their mental and emotional development.

7.11. Use of Alternative Media and Group Media

We need to use alternative media or group media or low cost media such as drama and puppetry in education. Alternative media have people as their focus and, hence, they are people's media. This will be communication for change. They are rooted in the social processes for change. It is marked by content for change, a participatory, democraticised, and communitarian form, a two way, top-down flow, and audience/students who are potential agents of change.[30] Alternative media is very useful for non-formal education.

8. Conclusion

The best teacher is the one who inspires his students with his knowledge, wisdom, and understanding. The best student is the one who perspires through hard work, sincerity, and determination. The best parents are those who aspire for a better world for their children through their cooperation, sharing, and guidance. As a whole, governments or NGOs must promote scholarship, excellence, and stewardship through their, planning, good will, and resources.

There is no one perfect model or method offered for an effective education. We may follow one or more, or a combination of all of the

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[29]Schramm, *The Story of Human Communication*, 35.

[30]Pooranam Demel M. X., "People's Media: An Alternative in Information Bulletin" (3/1993), Catholic Media Council, Aachen, 2.

above discussed methods. The crux of the matter here is one has to be "interested" in the subject matter. Personal and collective interest, awareness of resources, analysis of the situation, and participation are the surest and simplest methods for effective education. If the interest to teach is there for the teacher, and the interest is there for the student to study there comes the method. Communication method is all about our interest, enthusiasm, awareness, analysis of our own skills, techniques, resources in imparting knowledge, character, exchange of news, views, opinions, and wisdom in a better and effective way. Thus, education becomes a pleasure-based joyful venture for the humanity at large.