5.0 INTRODUCTION

The present study focused on the classroom communication skills for pre-service teachers and to determine the extent to which development had taken place as a result of the implementation programme. The study had a quasi-experimental design, and the programme was carried out for three months for the experimental group. The data was acquired through both quantitative and qualitative methods. Achievements of pre-test and post-test of both the control and the experimental group were compared. Mann-Whitney U test was employed. A reaction scale was used to seek the further evidence regarding the improvement through the programme. Communication skills are qualitative by nature so qualitative techniques were also employed. The investigator carefully took detailed field notes, and since the sample size was small, the individual portfolio was prepared for each participant. Besides this, analysis of results of Practice Teaching Phase I and II was conducted to get external validation for the effectiveness of the programme. A detailed description of the data analysis and interpretation has been presented in this chapter.

5.1 OBJECTIVES OF THE STUDY

The followings were the objectives of the investigation:

1. To develop a programme to enhance classroom communication skills of pre-service teachers
2. To implement the programme to enhance classroom communication skills of pre-service teachers
3. To study the effectiveness of the classroom communication programme for pre-service teachers
5.2 HYPOTHESIS

The following hypothesis was formulated for testing its tenability:

There will be no significant difference in the classroom communication skills of the pre-service teachers between the control group and experimental group before and after the treatment.

In this chapter, firstly quantitate analysis has been explained and then qualitative data have been clarified. Finally, through triangulation, an attempt has been made to find out whether qualitative analysis supports quantitative analysis.

5.3 QUANTITATIVE ANALYSIS AND INTERPRETATIONS OF THE DATA OBTAINED USING RESULTS OF PRE-TESTS AND POST-TESTS

For assessing, whether there was any development in classroom communication among the experimental group, a null hypothesis was formulated. To test this hypothesis, both pre-test and post-test for the control group and the experimental group were administered using tests of 50 marks. As the investigator had employed quasi-experimental design, there was no harm in using the same test as pre-test and post-test. Statistical measures used were Mean, Standard Deviation, Standard Error, and Mann-Whitney U. The statistical analysis was done both manually and on SPSS package on the collected data and the interpretation of the data are presented in the following section.

5.3.1 COMPARISON OF THE EXPERIMENTAL GROUP AND CONTROL GROUP IN THE PRE-TEST AND POST-TEST

Table 10 shows a comparison of the experimental and the control group in the pre-test and post-test performance of the pre-service teachers vis-a-vis communication.
Table 10 Mean, Sum, Standard Deviation and Standard Error of Pre-test and Post-test of Control and Experimental Groups

<table>
<thead>
<tr>
<th>Pre-service Teacher (T)</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>T1</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>T2</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>T3</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>T4</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>T5</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>T6</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>T7</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>T8</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>T9</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>T10</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>T11</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>T12</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>T13</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>T14</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>T15</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>T16</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number (N)</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Sum</td>
<td>143</td>
<td>195</td>
</tr>
<tr>
<td>Mean</td>
<td>9.53</td>
<td>13</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>3.7391</td>
<td>2.6992</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.9654</td>
<td>0.6932</td>
</tr>
</tbody>
</table>

DATA INTERPRETATION BASED ON TABLE 10

Comparison in Table 10 showing significant change between Control and the Experimental Groups is explicit.
Post-test of both the control and the experimental groups indicated significance difference. The post-test Mean of the Control group was 13 whereas the post-test Mean of the Experimental group was 32.93. The difference was more than double thus the difference was noteworthy in nature.

Comparison between pre-test and post-test of the experimental group also shows a significant difference. The Mean of the pre-test of the experimental group is 14.56 whereas the Mean of the post-test of the same group is 32.93. The difference is more than double thus the difference is significant in nature.

Thus, with simple statistical measures, the positive effect of the intervention programme has been established. Thus the null hypothesis- “There will be no significant difference
in the classroom communication skills of the pre-service teachers between the control group and experimental group before and after the treatment.” stands rejected.

5.3.2 MANN-WHITNEY U TEST AND ITS INTERPRETATION

Since the investigator had employed purposive sampling, Mann-Whitney U test was administered. The results and interpretation of both the control and experimental group are as under:

<table>
<thead>
<tr>
<th>Test</th>
<th>N</th>
<th>Sum of Ranks</th>
<th>U-value</th>
<th>Z-score</th>
<th>Probability (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test Control Group</td>
<td>15</td>
<td>147.5</td>
<td>27.5</td>
<td>3.6366</td>
<td>0.00028</td>
</tr>
<tr>
<td>Pre-test Experimental Group</td>
<td>16</td>
<td>348.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test Control Group</td>
<td>15</td>
<td>120</td>
<td>0</td>
<td>4.7237</td>
<td>0</td>
</tr>
<tr>
<td>Post-test Experimental Group</td>
<td>16</td>
<td>376</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the purpose of Mann-Whitney U test calculation, the following hypothesis was formulated:

\( \text{Ho: There is no significant difference in Pre-test of Control Group and Pre-test of Experimental Group} \)

The calculated value of \( Z \) test is 3.6366, and its associated significance level is 0.00028 which is less compared to 0.01. Hence at 99% confidence level null hypothesis is rejected. This indicates there is a significant difference of 3.47 (13-9.53) in Pre-test of Control Group and Pre-test of Experimental Group.

\( \text{Ho: There is no significant difference in Post-test of Control Group and Post-test of Experimental Group} \)

To test the above-mentioned hypothesis, Mann-Whitney U Test was used. The calculated value of \( Z \) test is 4.7237, and its associated significance level is 0.000 which
is less compared to 0.01. Hence at 99% confidence level null hypothesis is rejected. This indicates there is a significant difference of 19.93 (32.9-13) in Post-test of Control Group and Post-test of Experimental Group.

The difference between the Post-test of Control Group and Post-test of Experimental Group was higher compared to Pre-test of Control Group and Pre-test of Experimental Group.

Thus, the central null hypothesis- “There will be no significant difference in the classroom communication skills of the pre-service teachers between the control group and experimental group before and after the treatment” is rejected.

It was observed that there was a significant improvement after the intervention. Based on the rejection, it could be asserted that the programme for classroom communication development for pre-service teachers was effective.

5.3.3 ANALYSIS OF PRACTICE TEACHING PHASE I AND II

<table>
<thead>
<tr>
<th>Name</th>
<th>Phase I</th>
<th>Phase II</th>
<th>Annual Test Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>67</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>T2</td>
<td>70</td>
<td>72</td>
<td>80</td>
</tr>
<tr>
<td>T3</td>
<td>79</td>
<td>74</td>
<td>78</td>
</tr>
<tr>
<td>T4</td>
<td>65</td>
<td>89</td>
<td>69.5</td>
</tr>
<tr>
<td>T5</td>
<td>73</td>
<td>91</td>
<td>78.25</td>
</tr>
<tr>
<td>T6</td>
<td>70</td>
<td>80</td>
<td>77.5</td>
</tr>
<tr>
<td>T7</td>
<td>58</td>
<td>67</td>
<td>64.25</td>
</tr>
<tr>
<td>T8</td>
<td>75</td>
<td>90</td>
<td>80</td>
</tr>
<tr>
<td>T9</td>
<td>60</td>
<td>57</td>
<td>61.25</td>
</tr>
<tr>
<td>T10</td>
<td>62</td>
<td>75</td>
<td>81.75</td>
</tr>
<tr>
<td>T11</td>
<td>79</td>
<td>75</td>
<td>81.5</td>
</tr>
<tr>
<td>T12</td>
<td>67</td>
<td>87</td>
<td>73.5</td>
</tr>
<tr>
<td>T13</td>
<td>68</td>
<td>82</td>
<td>76.25</td>
</tr>
<tr>
<td>T14</td>
<td>78</td>
<td>93</td>
<td>78</td>
</tr>
<tr>
<td>T15</td>
<td>60</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>T16</td>
<td>62</td>
<td>75</td>
<td>81.75</td>
</tr>
</tbody>
</table>
Those above-mentioned graphics an indicator of the results of practice teaching Phase I and Practice Teaching Phase II of the pre-service teachers of the Experimental group. The bar graph gives clear indications there is a significant improvement in the score of Practice Teaching Phase 2 with a few exceptions. The comparison shows that the pre-service teachers got better than Practice Teaching Phase 1. This chart provides external validity to the conclusion along with pre-test and post-test analysis and qualitative analysis of each pre-service teacher. Thus, it can be concluded that the programme had a positive effect on classroom communication of their service teachers.

5.4 QUALITATIVE ANALYSIS AND INTERPRETATION OF THE DATA OBTAINED

For qualitative analysis, detailed field notes and portfolio for each participant in the experimental group were recorded. In this session, first, there was a presentation of each participant’s portfolio and the content analysis of the detailed field notes taken by the investigator.
5.4.1 INDIVIDUAL PORTFOLIO OF EACH PARTICIPANT OF THE EXPERIMENTAL GROUP

As the sample size was small (16), it was relatively smooth to manage the portfolio for each participant. The criteria under which the participants were observed as under:

1. Analysis of Pre-test and Post-test Results
2. Participants’ motivation and expectations vis-a-vis the programme
3. Behaviour of the Participants throughout the programme
4. Attitude of the Participants throughout Programme
5. Classroom Interaction of the Participants
6. Particular Incidents with the Participants
7. Difficulties faced by the Participants
8. Activities the Participants Enjoyed the Most
9. Investigator’s Observations

The following is the portfolio of each participant with the criteria mentioned above.

PARTICIPANT 1

Table 13 Participant 1: Pre-test and Post-test Score

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Communication Specific</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

Analysis of Pre-test and Post-test Results

It can be observed that the participant showed improvement on dimensions of communication fundamentals and specific classroom communication. Though the improvement is not drastic but significant. The participant has answered the questions based on basic communication skills properly. This showed that there was a significant change in the understanding. Questions regarding the understanding of communication process and its elements, clarification of misconceptions regarding communication, barriers of communications and principles of communication were attempted aptly by the participant. In specific classroom communication skills, the participant has
answered the questions on communication roadblocks, clarification devices, questioning and Behaviour Alteration Techniques (BATs) correctly.

Results of pre-test and post-test showed that there was a drastic change in the comparative performance of the participant. In Fundamental communication section, the participant got five marks in the pre-test and 12 marks in post-test. Thus, there was a significant improvement of 7 marks in this section. In Classroom Communication specific, the participant got 12 marks in the pre-test and 16 marks in post-test. There was an improvement of 4 marks in this session. In overall observation, in the pre-test, the participant scored 12 whereas, in post-test, the score was 28 which was more than double. The participant was 16 marks ahead of the earlier score. It showed her interest and understanding had improved considerably.

**The Participant’s Motivation and Expectations about the Programme**

This participant was motivated to be part of this programme for professional reasons. She wanted to develop her classroom communication and communication in general that she could get the desired job with decent salary. She confessed her middle-class economic status and desired to have benefited from the programme to get the job in any good school.

**Behaviour of the Participant throughout the Programme**

This participant was initially reluctant to engage herself in the activities. The main reason was the fear of English as a medium of communication. Gradually the fear disappeared, and confidence developed. The participants shy in asking questions and clarifying her doubts. She never asked any questions until the task demanded. Though she seemed to be a prominent learner gradually, she found the course a bit hard for her. Still, she persisted and performed each activity with moderate enthusiasm. At the end of the programme, she was found to have improved to some extent regarding her communication skills, her confidence in questioning and her overall personality.

**Attitude of the Participant throughout the Programme**

The participant was found to be moderately enthusiastic and positive in her attitude towards the programme. The investigator observed from her talk that the focus of the
participant was more on the benefits of these activities in her career rather than the activities. Because of this, the participant was always in a hurry to complete the activities and wanted to relieve herself from the task. However, gradually she developed interest. Her overall attitude towards the programme was moderately positive.

Classroom Interaction of the Participant

The participant was found chatty and mischievous initially, but as sessions moved on, sincerity was reflected in her interactions. The participant actively engaged herself in the tasks allotted and discussions. At some point, she debated furiously to prove her points. The arguments were found reasonable and rational. Many times, the participant asked questions to the investigator, but if she was not satisfied by the answer, she did not ask for clarification. This might occur due to communication apprehension or fear of what her other classmates would think of her.

Particular Incident with the Participant

On one occasion when the investigator was explaining principles of nonverbal communication, she had doubt on multi-channelled nature of nonverbal communication. She was baffled and asked a question on it. The investigator could make out that she did not understand the explanation but still she did not probe further. This showed a lack of intense curiosity on the part of the participant.

Difficulties faced by the Participant

The major difficulty of the participant was English as the medium of instruction. Though she had the Bachelor’s degree in English, she was found to be poor in understanding basic instructions and reading. Tasks of Behaviour Alteration Techniques, Communication Roadblock and Questions at Various Cognitive Level were found to be too difficult for her. She was given additional help and feedback to complete these tasks.

Activities the Participant Enjoyed the Most

The participant enjoyed the following activities:
• Communication Style Awareness
• Misconceptions regarding communication
• Teacher Image Making
• Personal Transformation Process

Investigator’s Observations

This participant was moderately enthusiastic and energetic. She was mostly passively and sometimes actively engaged throughout the programme. She was interested in improving her communication – her focus was more on verbal communication – especially speaking English. The investigator observed that the participant wanted to grow professionally and to desire a good job with a decent salary. She had joined this course to develop herself as a good communicator in the classroom. She asked to provide extra support material on English speaking and writing skills. This showed her focus and will to improve her language for a professional edge.

PARTICIPANT 2

Table 14 Participant 2: Pre-test and Post-test Score

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Communication Specific</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

Analysis of Pre-test and Post-test Results

It can be observed that the participant showed improvement on the dimensions of communication fundamentals and specific classroom communication. Though the improvement is not drastic, it is certainly significant. The participant has answered the questions based on basic communication skills properly. This showed that there was a significant change in the understanding. The questions regarding the understanding of communication process and its elements, communication styles, barriers to communication and principles of communication were attempted aptly by the participant. In specific classroom communication skills, the participant has answered the questions on teacher’s misbehaviours, clarification devices, questioning and Behaviour Alteration Techniques (BATs) correctly.
The results of pre-test and post-test showed that there was a moderate change in the comparative performance of the participant. In Fundamental communication section, the participant got 5 marks in the pre-test and 11 marks in post-test. Thus, there was a significant improvement of 6 marks in this section. In Classroom Communication specific, the participant got 8 marks in the pre-test and 12 marks in post-test. There was an improvement of 4 marks in this session. In overall observation, in the pre-test, the participant had scored 13 whereas, in post-test, the score was 23 which was drastic. The participant was 10 marks ahead of the earlier score. It showed that her interest and understanding had improved considerably.

**Participant’s Motivation and expectations about the programme**

The participant was motivated to improve her communication skills. Though she had cleared graduation with English, she lacked in fluency and correct articulation. She wanted to overcome fear in the due classroom to lack of fluency. She expected to remove hesitation in the classroom due to lack of classroom communication intelligence.

**Behaviour of the Participant throughout the Programme**

The participant was hesitant in joining the group activities due to lack of fluency and less command over English. She used to understand everything but was reluctant to respond due to peer pressure that seemed more advantageous for those who could communicate in English. She was quiet throughout the programme and passively engaged in the activities. She never declined any activity, but the enthusiasm was questionable. Her passive behaviour was found to have changed a bit, and a little flair in communication was noticed at the end of the programme.

**Classroom Participation and Interaction of the Participant**

Being hesitant due to lack of fluency in English, the participant was very nervous in the beginning. She was a passive participant. She responded only when asked. She was found lacking in argumentative power. She preferred to be silent, but when prodded, she responded moderately well.
Particular Incidents with the Participant

While explaining the Behaviour Alteration Techniques (BATs), the participant was found a bit confused. She asked the investigator to repeat the instructions in simpler language. The investigator personally helped the participant in understanding Behaviour Alteration Techniques (BATs). The real reason for the confusion was her lack of applying BATs due to lack of fluency and less confidence. However, her asking to repeat the activity showed that she was interested in learning and bridging the gaps in her competence.

Difficulties faced by the Participant

The basic issue with the participant was a lack of fluency and her nature to compare herself with others. She was found a bit hesitant in articulation. Due to this, she used to struggle in group activities and presentations. The investigator had marked that though she perceived her communication as inferior however she was not inferior. Moderate fluency in expression was found. Behaviours Alteration Techniques, Communication Roadblocks and Nonverbal Communication Activities were found challenging for her.

Activities the Participant Enjoyed the Most

The participant enjoyed the following activities the most:

- Teacher Image
- Misconceptions regarding communication
- Grooming for teachers

The reasons for this was less interactive nature of these activities.

Investigator’s Overall Observations

The participant was moderate in her interest and enthusiasm. She was passively active most of the time. She was found to be a blend of reluctance and obedience. More than communication process, she was very much focused on her English as a medium of speaking. She was a little ambitious about her skills and took the things as they came.
PARTICIPANT 3

Table 15 Participant 3: Pre-test and Post-test Score

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Classroom Communication Specific</td>
<td>9</td>
<td>23</td>
</tr>
</tbody>
</table>

Analysis of Pre-test and Post-test Results

The results of pre-test and post-test showed a drastic change in the comparative performance of the participant. In the communication Fundamentals section, the participant got 8 marks in the pre-test and 16 marks in post-test. Thus, there was a significant improvement of 8 marks in this section. In Classroom Communication specific, the participant got 9 marks in the pre-test and 23 marks in post-test. There was an improvement of 14 marks in this session. In overall observation, in the pre-test, the participant scored 17 whereas, in post-test, the score was 39. The participant was 22 marks ahead of the earlier score. It showed that her interest and understanding had improved significantly.

Participant’s Motivation and Expectations about the Programme

The participant was a highly motivated pre-service teacher. She wanted to improve her classroom effectiveness through effective communication. From the programme, she expected to learn different types of techniques to control the classroom and tackle different types of students in the classroom.

Behaviour of the Participant throughout the Programme

The participant was a highly motivated learner and enthusiastic throughout the programme. She was one of the few participants who always looked cheerful during any assigned task. She always took the lead and finished the task quickly and properly. She was also at ease in working with group assignments. She was a good communicator and many times initiated discussions. Her zest for learning was reflected throughout the programme. She persisted and excelled in each task.
Classroom Participation and Interaction of the Participant

One of the most cheerful and enthusiastic participants was this participant. She was responded to each task well and completed with enthusiasm. She was not much interested in one/two activities but otherwise she was very active throughout the programme. She asked questions and defended her points of view. She was found comfortable at both group and individual level. She was fond of making comments on her as well as others’ opinions.

Particular Incidents with the Participant

The participant was very curious about the nonverbal communication skills. She was highly engrossed in those sessions on nonverbal communication. Even she told her classmates to shoot her with a mobile camera to observe her facial expressions and body behaviours during the activities. This shows her intense desire to improve upon.

Difficulty faced by the Participant

The major difficulties faced by the participant was in understanding personal transformation process and Behaviour Alteration Techniques. She fumbled a lot in finding examples of BATs in day-to-day life classroom interactions.

The activities the Participant Enjoyed the Most

Though the participant enjoyed almost all the activities, her personal favourite were:

- Nonverbal communication
- Communication style awareness
- Selectivity Battle in the Classroom
- Teacher Image

The reasons for the choice was her inquisitive nature and challenge-accepting attitude.

The Investigator’s Overall Observations

The participant was very motivated and talented. She liked to face challenges. The higher the level of activities, the higher the level of her enthusiasm. She was eager to
improve upon herself regarding nonverbal communication and personal image. She was found hardworking and discipline participant with least arrogance and high obedience.

PARTICIPANT 4

Table 16 Participant 4: Pre-test and Post-test Score

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Classroom Communication Specific</td>
<td>7</td>
<td>20</td>
</tr>
</tbody>
</table>

Analysis of Pre-test and Post-test Results

Results of pre-test and post-test showed that there was a drastic change in the comparative performance of the participant. In Fundamental communication section, the participant got 8 marks in the pre-test and 15 marks in post-test. Here, there was an increase of 7 marks in this section. In Classroom Communication specific, the participant got 7 marks in the pre-test and 20 marks in post-test. There was an improvement of 13 marks in this session. In overall observation, in the pre-test, the participant scored 15 whereas, in post-test, the score was 35. The participant was 20 marks ahead of the earlier score. It showed her interest and understanding had improved noticeably.

Participant’s Motivation and Expectation about the Programme

The participant’s motive was to equip herself with new tools of communication apart from regular B.Ed. Training in communication. She expected to improve her knowledge and understanding on classroom behaviour, especially nonverbal communication.

Behaviour of the Participant throughout the Programme

The participant was very active in doing all the assigned activities. She was never found to be reluctant in doing the tasks. She also helped actively in the group tasks. She asked questions and clarified her doubts instantly. She persisted the discussions until she got satisfactory answers. She had a natural flair in communication and so seemed to enjoy chatting in groups. She was found to be cheerful and a little talkative throughout the programme.
Classroom Participation and Interaction of the Participant

The participant was very interactive in nature due to her natural flair in communication. She was found engaged in activities. She was inquisitive by nature and clarified her doubts as soon as they arose. She participated aptly in all the activities and helpful to others to arrive at common points. She was at ease in the group as well as individual levels. She responded the questions well and defended her points respectfully but sometimes she was found a bit inattentive.

Particular Incidents with Participant

During the Activity1, she was very upset as she thought this programme as an extra burden apart from her regular studies. She openly confessed this to the investigator. It took a great deal of persistence to convince her that these activities were made to enhance their skills further, and they could excel in the classroom due to these activities. She further argued about the nature of participations but after that, she was very promising participant throughout the programme.

Difficulties faced by Participant

She was very comfortable in all the activities except Activity -1. She was quite convinced that she did not need to learn this activity as it was very common and much of theory. She argued that she had learnt that earlier. However, when she was taken into confidence about the setup of the activity and nature of participation, she readily took part and excel in the activity.

Activity the Participant Enjoyed the Most

This was a very prominent participant. Though she enjoyed almost all the activities, her personal favourite were the ones given below:

- Personal Transformation Process
- Selectivity Battle
- Communication Style Awareness
- Communication Barriers
- Behaviour Alteration Techniques
• Classroom Confrontation
• Teacher Competence

**Investigator’s Overall Observation**

The participant was a bit indifferent at the beginning regarding the programme but gradually got convinced by the varieties of activities. She was a very promising candidate and found to be genuinely interested in her improvement. She was pro-active during the latter stage of the programme. The attitude of the participant had changed towards the end of the programme. From indifference, it had turned into a positive one.

**PARTICIPANT 5**

*Table 17 Participant 5: Pre-test and Post-test Score*

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Classroom Communication Specific</td>
<td>9</td>
<td>22</td>
</tr>
</tbody>
</table>

**Analysis of Pre-test and Post-test Results**

Results of pre-test and post-test showed that there was a drastic change in the comparative performance of the participant. In the Communication Fundamental section, the participant got 7 marks in the pre-test and 14 marks in post-test. Thus, there was a significant improvement of 7 marks in this section. In Classroom Communication specific, the participant got 9 marks in the pre-test and 22 marks in post-test. There was an improvement of 13 marks in this session. In overall observation, in the pre-test, the participant scored 17 whereas, in post-test, the score was 36. The participant was 19 marks ahead of the earlier score. It showed her interest and understanding had improved substantially.

**Participant’s Motivation and Expectations about the Programme**

Participant was a highly motivated and hard-working pre-service teacher. She was motivated due to her inquisitiveness to know more and improve upon the classroom management skills. She expected to achieve as much as possible from the sessions on classroom communication.
Behaviour of Participant throughout the Programme

The participant was highly calculative and conscious in her behaviour. She was found the most mature among the group regarding the sincerity of behaviour and task completion. She was zealous and creative in her expressions. She was found naturally gifted at communication. She behaved with others with respect and took the lead in almost every group assignment. Her confidence was contagious, and other participants preferred to be with her group. She helped the hesitant and reluctant participant to open up with apt answers.

Classroom Participation and Interaction of Participant

Being of the sincerest in behaviour, the participant was very precise in interaction. She was quite disciplined in articulating her opinions and asking questions. She was flexible enough to work in any group and ready to participate in any given tasks. Her interaction throughout the programme was courteous and helpful in resolving conflict points. In some of the activities, she was moody and preferred to less to respond.

Particular Incidents with the Participant

There were many incidents with the participant. She was very attentive in all the activities. In the activity, Inventory of Questions, she was not satisfied with the questions, she had designed. Though the investigator found that her questions were far better than those of many of the participants, she was arguing to provide more time to her so that she could reframe some of the questions. This showed her zeal and commitment towards improvement.

Difficulties Faced by the Participant

She was a quite prominent learner and seemed to have no difficulty in any activity. She was self-judging all the time. So whenever she found her loopholes, she tried to correct herself instantly. The only difficulty throughout the programme, she was facing, was to devote extra-time after regular B.Ed. classes. As she was married and having family responsibilities, she had a constantly hectic schedule but she never complained about this.
Activities the Participant Enjoyed the Most

The participant enjoyed the following activities:

- Inventory of Questions
- Personal Transformational Process
- Power of Nonverbal Communication
- Power in the Classroom
- Teacher’s Misbehaviour

The choices were based on her temperament and interest.

Investigator’s Observations

This participant was found to be one of the sincerest and disciplined ones. She was quite zealous and caring in nature. She had a natural flair for communication. She was time-bound and completed most of the tasks in time. She was curious by nature, and her questions were also intelligible. Though she was struggling to balance both social and professional responsibilities, she never complained anything regarding these issues.

PARTICIPANT 6

Table 18 Participant 6: Pre-test and Post-test Score

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
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<tr>
<td>Classroom Communication Specific</td>
<td>10</td>
<td>18</td>
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</tbody>
</table>

Analysis of Pre-test and Post-test Results

Results of pre-test and post-test showed that there was a drastic change in the comparative performance of the participant. In the Communication Fundamental section, the participant got 10 marks in the pre-test and 14 marks in post-test. Thus, there was an improvement of 4 marks in this section. In Classroom Communication specific, the participant got 10 marks in the pre-test and 18 marks in post-test. There was an improvement of 8 marks in this session. In overall observation, in the pre-test, the participant scored 20 whereas, in post-test, the score was 32. The participant was 12
marks ahead of the earlier score. It showed her interest and understanding had improved significantly.

**The Participant’s Motivation and Expectations about the Programme**

The participant was motivated and argumentative. She was motivated to learn more about communication skills to develop her personal effectiveness - not only in the classroom but in general as well. She expected to develop herself as a pleasant personality in the classroom with the tools of good communication.

**Behaviour of the Participant throughout the Programme**

The participant was very argumentative and interested in a debate on almost every point of discussion. She was impulsive but interested in exploring the themes on her terms. Many a time, she got too agitated until the satisfactory response was given. She was a good communicator with a natural flair to debate and discuss. She organised the points aptly in assigned presentations. She was a zealous but reluctant to work in a group. At individual tasks, she excelled quickly, but in group tasks, she preferred to be motivated engaged.

**Classroom Participation and Interactions of Participant**

The participant took an interest in all the activities at the individual level. She was very enthusiastic in responding to conflicts and questions. She was not much comfortable in the group but very active individually. Her interaction throughout the programme was argumentative and passionate. Her questions were direct and statements were elaborative. She was habituated to make comments on other’s opinions.

**Particular Incidents with Participant**

Being very impulsive by nature, the participant was very volatile in many of the activities. In activities of Selectivity Battle and Teacher Image, she literary started quarrelling with one the participants. She was told to keep her views to herself and try to understand others’ viewpoints as well. On this point, she started arguing with the investigator regarding the confusing nature of the activities. It took a great deal of patience and persistence to convince her about the others’ viewpoints.
Activities the Participant Enjoyed the Most

Participant appreciated the following activities a lot:

- Communication Style Awareness
- Misconceptions regarding Communication
- Teachers’ Misbehaviours
- Power in the Classroom
- Readymade Statements for Classroom Situations

The participant enjoyed those activities where she could prove herself right.

Investigator’s Overall Observations

This participant was volatile by nature. In many of the activities, she tried to prove herself right. The investigator and others have to spend much energy to convince her. She was adamant at certain points. She was not quarrelsome, but she was a bit hot-tempered. She had the natural flair of communication. She was an enthusiastic and eager learner.

PARTICIPANT 7

Table 19 Participant 7: Pre-test and Post-test Score

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
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<td>8</td>
<td>22</td>
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</tbody>
</table>

Analysis of Pre-test and Post-test Results

Results of pre-test and post-test showed that there was a drastic change in the comparative performance of the participant. In Communication Fundamental section, the participant got 5 marks in the pre-test and 16 marks in post-test. Thus, there was a significant improvement of 11 marks in this section. In Classroom Communication specific, the participant got 8 marks in the pre-test and 22 marks in post-test. There was
an improvement of 14 marks in this session. In overall observation, in the pre-test, the participant scored 13 whereas, in post-test, the score was 38. The participant was 25 marks ahead of the earlier score. It showed her interest and understanding had improved greatly.

**Participant’s Motivation and Expectations about the Programme**

The participant was a bit shy in the beginning but gradually opened up and whole-hearted did each activity. She was motivated to overcome her barriers in communication. She expected to improve her effectiveness on clarity and teacher personality in the classroom.

**Behaviour of the Participant throughout the Programme**

The participant was too conscious about her personality as a teacher in the classroom. Her questions almost revolved around the teacher’s image and personal behaviour of the teacher in the classroom. She was enthusiastic and very talkative. She preferred to work in a group rather than individually. She was hesitant in asking questioning so she nudged others to ask on her behalf.

Gradually her hesitation phased out, and she was found to be active and creative in her expression. She took half of the group activities as competition rather than communication development tasks. She was found a bit volatile and harsh in group activities but pleasant at the individual task.

**Classroom Participation and Interaction of the Participant**

The participant was good at participation. She was enthusiastic and talkative. She had a natural flair for interaction and defended her views properly. She timely cleared her doubts and helped other participants in the group. Her group participation was good and her interaction among the group and the investigator suggested that she was naturally interested in improving herself through the programme.
Particular Incidents with Participant

During the activity- Positive vs. Negative Language, the participants were given statements to alter. She was quite quick at completing the task. When the alterations in the statements were publically read aloud, her group’s statements were found a bit inappropriate compared to the other groups. On this, she was found upset, and slight tears were started rolling out. She took considerable time to understand that it was just an activity – not the heavy competition. It showed her sensitivity towards mistakes and perfection.

Difficulties Faced by Participant

The major difficulty with the participant was her hesitation to ask questions. She seemed to think that asking questions was the sign of foolishness. She mostly instigated others to ask questions. She was very particular regarding her performance. Whenever some issues in the performance of her/her group arose, she instantly agitated.

Activities the Participant Enjoyed the Most

The participant seemed to cherish the following activities a lot:

- Teacher Image
- Personal Transformation
- Power of Nonverbal Communication
- Effective Feedback Mechanism
- Communication Competence for the Teachers

Investigator’s Overall Observations

The Participant was found to be too much self-conscious about herself. Talks and attitude revolved around her. She was good at communication. She was very enthusiastic in expressing her views. She was very clever at avoiding questions. However, she was a prominent participant who took a genuine interest in improving her classroom communication skills.
PARTICIPANT 8

Table 20 Participant 8: Pre-test and Post-test Score

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
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<tbody>
<tr>
<td>Communication Fundamentals</td>
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<td>17</td>
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<tr>
<td>Classroom Communication Specific</td>
<td>9</td>
<td>17</td>
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</tbody>
</table>

Analysis of Pre-test and Post-test Results

Results of pre-test and post-test showed that there was a significant change in the comparative performance of the participant. In the Communication Fundamental section, the participant got 8 marks in the pre-test and 17 marks in post-test. Thus, there was a significant improvement of 9 marks in this section. In Classroom Communication specific, the participant got 9 marks in the pre-test and 17 marks in post-test. There was an improvement of 8 marks in this session. In overall observation, in the pre-test, the participant scored 17 whereas, in post-test, the score was 34. The participant was 17 marks ahead of the earlier score. It showed his interest and understanding had improved substantially.

Participant’s Motivation and Expectations about the Programme

The participant was motivated to try anything new for the positive change in him. He was, particularly, interested in learning nonverbal communication skills. He was conscious about his body behaviours and expected to improve his nonverbal cues in the classroom.

Behaviour of the Participant throughout the Programme

The participant was shy during the sessions. He confessed the reason of this behaviour was the majority of females as there were only two male participants in the group. However, it was only teething problem. Gradually he found adjusted with the group and no gender crisis found later. He was enthusiastic and conscious about his body language and articulations. He always seemed lost in thoughts but quite active while working in a group. He was found quite precise in proving his points in the discussion. Throughout the programme, he seemed moderately engaged and too much conscious about his behaviour and the reflection of others on him.
Classroom Participation and Interaction of the Participant

Though the participant was found to be shy initially, he built up his confidence during the programme. He was intimidated by the majority of the girls in the group but gradually he overcame and participated well in most of the activities. He was very interactive after activity 6. He asked questions, challenged others’ notions and defended his views apply. In a group also, he participated well and completed the assigned tasks in time.

Particular Incidents with the Participant

While explaining the activity, Communication Competence for Teachers, he was instructed to prepare a persuasive speech. He prepared a speech but due to the majority of the female crowd; he hesitated to articulate when the time came. He was encouraged by all the female participants and the investigator. Then he was convinced, and he gave a good speech. This showed his uneasiness with female participants. However, gradually, it decreased.

Difficulty faced Participant

The participant was a bit shy by nature and not comfortable with female crowd. But gradually, he covered up. He was found many times inattentive but when he was told about that he accepted and did the tasks with full engagement. He could not argue even if he was right. In many discussions, he tried to defend a bit, but when the heat got intense, he let go the topics.

The major difficulties he faced were in the areas of Communication Roadblocks, Communication Barriers, Power in Classroom and Inventory of Questions.

Activities the Participant Enjoyed the Most

The participant enjoyed the following activities:

- Communication Style Awareness
- Communication Competence for Teachers
- Power of Nonverbal Communication
Investigator’s Overall Observations

The participant was found to be a bit apprehensive about the females. However, gradually he was found at ease with them. He was a good communicator and precise in his answers. Throughout the programme was moderately engaged in many of the activities. However, when given the tasks, he tried his level best to complete it to the maximum level.

PARTICIPANT 9

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
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</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
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<td>15</td>
</tr>
<tr>
<td>Classroom Communication Specific</td>
<td>9</td>
<td>15</td>
</tr>
</tbody>
</table>

Analysis of Pre-test and Post-test Results

Results of pre-test and post-test showed that there was a drastic change in the comparative performance of the participant. In the Communication Fundamental section, the participant got 8 marks in the pre-test and 15 marks in post-test. Thus, there was an improvement of 7 marks in this section. In Classroom Communication specific, the participant got 9 marks in the pre-test and 15 marks in post-test. There was an improvement of 6 marks in this session. In overall observation, in the pre-test, the participant scored 17 whereas, in post-test, the score was 30. The participant was 13 marks ahead of the earlier score. It showed her interest and understanding have improved considerably.

The Participant’s Motivation and Expectations about the Programme

The participant was motivated to add up some skills to get a better job. Her main motive was to secure a better job through better skills. She expected to improve her verbal communication in the classroom.
Behaviour of the Participant throughout the Programme

The participant was found to be moderately motivated and less enthusiastic in responding. She preferred to be silent most of the time. However, when she was asked, she precisely answered the questions. She seemed to have an inferiority complex. When asked personally, she confessed her moderate economic conditions and needed for the job. She was hesitant in giving answers due to lack of fluency and proper knowledge of English but she understood English and responded to paper well.

Classroom Participation and Interaction of Participant

The participant was passive in interaction and responded only when asked. Her responses were precise and not elaborative. She preferred to be silent in most of the activities. She was a bit uncomfortable in group participation. She preferred to work in isolation rather in the group. Though she was less interactive, she never missed the chance to clear her doubts regarding the assigned tasks which represent some enthusiasm of the participant.

Particular Incidents with Participant

On the occasion of explaining the activity of Effective Feedback Mechanism, he was very much nervous. The investigator found that she had bitter experience of negative feedback in her test lessons. She got emotional while narrating the incidents. She was consoled by other participants and the investigator. She took utmost care in learning how to give feedback.

Difficulties Faced by Participant

Being moderately motivated and having less fluency in English, the participant was a bit nervous throughout the programme. She was not able to express properly in activities like Behaviour Alteration Techniques (BATs), Rapport Building, Power of Nonverbal Communication and Clarification Devices. The basic reason for difficulties in the above-mentioned activities was her comparative nature. She used to compare her English with that of other participants.
Activities Participant Enjoyed the Most

The participant enjoyed the following activities the most:

- Understanding Elements of Communication Process
- Understanding the Principles of Communication
- Effective Feedback Mechanism
- Communication Style Awareness
- Grooming Factors for Teachers

Investigator’s Overall Observations

The participant was found to be modest in her behaviour. She came from socio-economically deprived section of the society. Throughout the programme, her concern about getting a job, was explicit. She procrastinated in many of the activities but she never argued when the task was given to her. It showed that her motivation level was low in doing something than required.

PARTICIPANT 10

Table 22 Participant 10: Pre-test and Post-test Score

<table>
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<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
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<td>Communication Fundamentals</td>
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<tr>
<td>Classroom Communication Specific</td>
<td>6</td>
<td>20</td>
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</table>

Analysis of Pre-test and Post-test Results

Results of pre-test and post-test showed that there was a drastic change in the comparative performance of the participant. In the Communication Fundamental section, the participant got 6 marks in the pre-test and 12 marks in post-test. Thus, there was an improvement of 6 marks in this section. In Classroom Communication specific, the participant got 6 marks in the pre-test and 20 marks in post-test. There was an improvement of 14 marks in this session. In overall observation, in the pre-test, the participant scored 12 whereas, in post-test, the score was 32. The participant was 20 marks ahead of the earlier score. It showed his interest and understanding have improved noticeably.
Participant’s Motivation and Expectations about the Programme

Participant was a highly motivated learner. He was motivated to learn about teacher’s image among students and how to improve it. He expected to improve his image and body language through this programme.

Behaviour of Participant throughout the Programme

The participant was one of the most creative and mischievous candidate in the group. He always wanted to prove his worth in front of others. Though a bit lacking in fluency, he always tried to manage to answer the questions and to discuss. He was naturally gifted to add fun in any tasks. He was found popular in the group. The participant confessed that he keenly interested in stage-drama. The active articulations and funny body language were always with his presentation. He was enthusiastic and naturally curious about improving upon himself.

Classroom Participation and Interaction of the Participant

Being naturally talented at communication, he was quite comfortable with any group. He was very popular among the participants due to his puny and funny comments. He was very enthusiastic about expressing his views on communication processes. He asked fewer questions, but he was found quite clear at the majority of topics when asked questions. His mode of the participant was pro-active.

Particular Incidents with the Participant

During the sessions on nonverbal communication, the participant engrossed in learning and expression his expressions according to various situations. He was so funny that all the participants requested investigator to repeat this activity. Due to his dramatic talent and background, he was very much effective in expressing the various expressions on the face.

Difficulties faced by the Participant

Having theatre background and being dramatic by nature, the participant was a bit reluctant in sincere discussions and thought-provoking activities like Power in
Classroom, Inventory of Questions, When Confrontation Happens and Selectivity Battle. Due to his playful nature, he was a bit adamant being engaging serious discussions.

**Activities the Participant Enjoyed the Most**

The participant appreciated the following activities a lot:

- Communication Style Awareness
- Power of Nonverbal Communication
- Readymade Solutions for the Classroom
- Positive vs. Negative Language
- Rapport Building for Teachers

**Investigator’s Overall Observations**

The participant was found to be playful and pompous by nature. He liked to show off a lot. He articulated almost all the expressions as if he was acting. He was witty in his expressions. Though he never procrastinated any task, the investigator found that he avoided seriousness in most of the activities. He was a naturally gifted communicator.

**PARTICIPANT 11**

*Table 23 Participant 11: Pre-test and Post-test Score*

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>Classroom Communication Specific</td>
<td>6</td>
<td>25</td>
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</table>

**Analysis of Pre-test and Post-test Results**

Results of pre-test and post-test showed that there was a drastic change in the comparative performance of the participant. In the Communication Fundamental section, the participant got 6 marks in the pre-test and 14 marks in post-test. Thus, there was an improvement of 8 marks in this section. In Classroom Communication specific, the participant got 6 marks in the pre-test and 25 marks in post-test. There was an improvement of 19 marks in this session. In overall observation, in the pre-test, the
participant scored 12 whereas, in post-test, the score was 39. The participant was 27 marks ahead of the earlier score. It showed her interest and understanding had improved considerably.

**Participant’s Motivation and Expectations about the Programme**

The participant was highly motivated to transform her personality, especially communication aspect. She expected to have total personal transformation and confidence addition to face the classroom apply through the programme.

**Behaviour of the Participant throughout the Programme**

The participant was found to be enthusiastic and naturally gifted at communication. She had natural fluency and witty expressions. Due to her command over the language and interest in developing herself, she was found totally engrossed the activities assigned to her. She came with good feedback which found very useful to the investigator. She was quite comfortable both at the individual and group levels. She was a much sought-after participant when conflict arose in any activity. She was modest and decent in her communicative behaviour.

**Classroom Participation and Interaction of Participant**

The participant was very interactive and participated in all the activities enthusiastically. She was very polite and careful in responding to questions. She was very popular among the groups due to her natural flair in helping the participants in the group. She firmly stated her opinion and asked fearlessly whenever she found the discrepancy.

**Particular Incidents with Participant**

While the discussion was going on about the Rapport Building, she interrupted to ask the investigator about the importance of this activity, though the importance was explained early. She was of the opinion that teaching excellence means subject mastery and good delivery of the subject. It was explained to her by the investigator, “No matter how efficient the teacher is, no one is ready to learn from her until she connects herself with learners.” Therefore, rapport building exercise was not only essential but also unavoidable.
Difficulties Faced by the Participant

The participant seemed to face no genuine difficulty in any of activities. In fact, she was one who helped other participants to solve their difficulties.

Activities the Participant Enjoyed the Most

The participant enjoyed all the activities. Her personal favourites were:

- Communication Style Awareness
- Power of Nonverbal Communication
- Principles of Communication
- Power in the Classroom
- Effective Feedback Mechanism

Investigator’s Overall Observations

The participant was very diligent among the group of participants. She had a natural talent in communication. She was co-operative and whole-hearted in group activities. Many times she came out with creative expressions in many brain-storming sessions. She was witty and precise and remained dynamic throughout the programme. Overall she was one of the most prominent learners in the target group.

PARTICIPANT 12

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
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<tr>
<td>Classroom Communication Specific</td>
<td>6</td>
<td>25</td>
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</table>

Analysis of Pre-test and Post-test Results

Results of pre-test and post-test showed that there was a drastic change in the comparative performance of the participant. In the communicationFundamental section, the participant got 7 marks in the pre-test and 13 marks in post-test. Thus, there was an increment of 6 marks in this section. In Classroom Communication specific, the participant got 6 marks in the pre-test and 25 marks in post-test. There was an
improvement of 19 marks in this session. In overall observation, in the pre-test, the participant scored 13 whereas, in post-test, the score was 38. The participant was 25 marks ahead of the earlier score. It showed her interest and understanding have improved drastically.

**Participant’s Motivation and Expectations about the Programme**

The participant was motivated to learn effective classroom behaviour for teachers. She was concerned about the consequences of teachers’ behaviour on the students. She expected to improve her behaviours at optimum level through this programme.

**Behaviour of the Participant throughout the Programme**

The participant was too much conscious about herself and others’ reflections on her behaviour. She was much occupied by others’ opinions than articulate her opinions. She was artistic in expressions and quite conscious in her style of articulation. She was mainly engaged in discussion for proving her points- not ready to listen from the other sides. She had the advantage of good fluency and command over English. She did all the tasks with sheer enthusiasm and precision. She was naturally interested in improving her personal effectiveness through communication- mainly her personality.

**Classroom Participation and Interactions of Participant**

The Participant was very tactful and impressive in her interaction. With her natural flair for communication, she was able to prove her stand effectively. She was good in group activities but she was not comfortable when her points of view were confronted. She was asked fewer questions as she was too much conscious about her image among the other participants.

**Particular Incident with the Participant**

In the last activity of Personal Transformation Process, the investigator was explaining different stages during the process. During this activity, she interrupted the investigator in each stage and asked for an elaborate explanation. When asked, she retorted that she had a right to ask for an explanation. Later on, she confessed that she wanted to learn deeply and was not able to comprehend the explanation so she had asked. Though she
had behaved rudely, she apologised later. This showed her courteous behaviour and inquisitiveness for personal effectiveness.

**Difficulties Faced by the Participant**

The main difficult with participant was that she was obsessed about her views even while listening to other participants’ viewpoints. She was not ready to change her views and accept others. This made others a bit hostile towards her. Many activities like Power in Classroom, Effective Feedback Mechanism and Communication Competence for Teachers, were found challenging for her. Not because of the tenacity of the activities, but because of her obstinate nature.

**Activities the Participant Enjoyed the Most**

The participant enjoyed the following activities the most:

- Personal Transformation Process
- Communication Style Awareness
- Power of Nonverbal Communication
- Principles of Communication
- Process of Communication

**Investigator’s Overall Observations**

The participation was self-conscious and self-curious. Whenever there was talk about herself, she felt better. The participant was keenly interested in improving her personality and her rapport among the participants. She was very enthusiastic in group activities but unbending towards others. Overall she was a prominent learner.

**PARTICIPANT 13**

*Table 25 Participant 13: Pre-test and Post-test Score*

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
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<tbody>
<tr>
<td>Communication Fundamentals</td>
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</tr>
<tr>
<td>Classroom Communication Specific</td>
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<td>18</td>
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</table>
Analysis of Pre-test and Post-test Results

Results of pre-test and post-test showed that there was a radical change in the comparative performance of the participant. In the Communication Fundamental section, the participant got 8 marks in the pre-test and 15 marks in post-test. Thus, there was an increment of 8 marks in this section. In Classroom Communication specific, the participant got 8 marks in the pre-test and 18 marks in post-test. There was an improvement of 10 marks in this session. In overall observation, in the pre-test, the participant scored 16 whereas, in post-test, the score was 33. The participant was 17 marks ahead of the earlier score. It showed her interest and understanding have improved considerably.

Participant’s Motivation and Expectations about the Programme

The participant was motivated to learn about classroom discipline and management improvement- like the participant 5. She expected to improve her classroom management through effective communication from the programme along with her image in the classroom.

Behaviour of the Participant throughout the Programme

The participant was very talkative by nature. She was eager to articulate her stand on any topic whether it made sense or not. She was enthusiastic about the tasks and took the lead and did everything obediently that was instructed to her. Though she was talkative by nature, she was found disciplined in many ways. She was cheerful and fearless in public speaking. She wanted to improve her communication and classroom management, so whenever these topics started, she gave her utmost attention to the topics and tasks.

Classroom Participation and Interaction of Participant

Due to her talkative nature, she was active in participation and interaction in the group. She was very curious and asked sometimes sincere questions, sometimes just to test the investigator’s patience. She was quite comfortable in group processing. She was the eager participant who would like to put her views on every point.
Particular Incidents with Participant

While explaining the myths regarding communication, the investigator was saying, “Telling is not communicating.” At that time, she interrupted the investigator and asked for an explanation. Even after the explanation, she was resolute that telling meant communication. It took several examples and deeper explanation to convince her that it was a myth.

Difficulties Faced by Participant

The participant found Effective Feedback Mechanism, Communication Roadblocks When Confrontation Happens and Power in Classroom Activities quite challenging for her. She was a persistent learner. Though she faced difficulties with the help of the group as well as the investigator, she had enhanced her proficiency reasonably well.

Activities the Participant Enjoyed the Most

The participant enjoyed the following activities the most:

- Inventory of Questions
- Communication Barriers
- Behaviour Alteration Techniques
- Communication Style Awareness
- Rapport Building Exercise

Investigator’s Overall Observations

The participant was found to be chatty and animated by nature. She liked to give comments a lot. She was fond of excitements and loved challenges. If the excitement was not found, her motivation used to start withering. She needed to be boosted up quite often. When to arouse, she was one of the most diligent participants in the target group.
PARTICIPANT 14

Table 26 Participant 14: Pre-test and Post-test Score

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Classroom Communication Specific</td>
<td>8</td>
<td>25</td>
</tr>
</tbody>
</table>

Analysis of Pre-test and Post-test Results

Results of pre-test and post-test showed that there was a drastic change in the comparative performance of the participant. In the Communication Fundamental section, the participant got 7 marks in the pre-test and 14 marks in post-test. Thus, there was a significant improvement of 7 marks in this section. In Classroom Communication specific, the participant got 8 marks in the pre-test and 25 marks in post-test. There was an improvement of 17 marks in this session. In overall observation, in the pre-test, the participant scored 15 whereas, in post-test, the score was 39. The participant was 24 marks ahead of the earlier score. It showed her interest and understanding had improved considerably.

Participant’s Motivation and Expectations about the Programme

The participant was highly motivated to improve her communication style and verbal communication. She expected to improve her effectiveness in the classroom through better communication style and image management.

Behaviour of Participant throughout the Programme

The participant was found to be very enthusiastic and motivated to improve her effectiveness in the classroom. She was one of the sincerest and disciplined participants who did every task with precision and zeal. She was naturally talented at communication and articulated her expressions precisely. She was well versed in English and excellent in pronunciation. She was found quite comfortable at both individual and group levels in completing the tasks. Her behaviour was respectful and caring with other group members.
Classroom Participation and Interaction of Participant

As she was one of the most disciplined participants, she was very obedient and actively and enthusiastically participated in all the activities. She was excellent at interaction. She was very comfortable expressing herself. Being a natural leader, she also was able to take initiative and guide others in the group. She was keenly interested in solving her queries and asked questions frequently.

Particular Incidents with Participant

While the investigator was conducting a task on Communication Competence for Teachers, one of the participants was a bit nervous as she was not able to comprehend the ideas and to make a presentation in a logical order. At that time, participant 14 helped her to complete her task. She not only helped in finding effective points but also helped the candidate in preparing a good presentation. This showed her compassionate nature as well as an edge in communication.

Difficulties Faced by Participant

The participant seemed to face no obvious challenge in accomplishing any task. In fact, she was one who assisted other participants in solving their difficulties. Thus, she was a naturally proficient communicator.

Activities Participant Enjoyed the Most

The participant seemed to enjoy the following activities the most:

- Power in the Classroom
- Communication Barriers
- Rapport Building Exercise
- Personal Transformation Process
- Communication Process with its Elements

Investigator’s Overall Observations

Participant was a self-motivated and inquisitive learner. She was found engrossed in almost all the tasks and eager to solve her doubts and queries. She was helpful,
compassionate and creative. She was confident enough to lead any activity. She encouraged other participants in the class irrespective of the group she belonged to for a specific task. Overall she was an ideal learner.

**PARTICIPANT 15**

*Table 27 Participant 15: Pre-test and Post-test Score*

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Classroom Communication Specific</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

**Analysis of Pre-test and Post-test Results**

Results of pre-test and post-test showed that there was indeed an observable change in the comparative performance of the participant. In Fundamental communication section, the participant got 5 marks in the pre-test and 15 marks in post-test. Thus, there was a significant improvement of 10 marks in this section. In Classroom Communication specific, the participant got 7 marks in the pre-test and 16 marks in post-test. There was an improvement of 9 marks in this session. In overall observation, in the pre-test, the participant scored 12 whereas, in post-test, the score was 31. The participant was 19 marks ahead of the earlier score. It showed her interest and understanding had improved considerably.

**Participant’s Motivation and Expectations about the Programme**

The participant was motivated to improve her career skills. She considered communication skills as one of the most important elements of success in the teaching field. She expected to polish her existing skills and improve her image through better articulations in the classroom.

**Behaviour of Participant throughout the Programme**

The participant was very much worried about her career. She was found frequently speaking negatively regarding the pay scale of teachers. She wanted to excel in her career by improving her communication and ICT skills. She was found very consciously about improving her image. She was very much precise in her talk, and her pronunciations were found decent. She was very much while articulating her thoughts.
Classroom Participation and Interaction of Participant

The participant was found interactive and animated during the implementation phase. She had good fluency and good at collaboration and explaining her points of view. She was sociable and contributed well in group activities. She was quite enthusiastic in group leadership and presented the assigned tasks well. She found very supportive in nature and helped the group to complete tasks in time.

Particular Incidents with Participant

While the explanation regarding Teacher’s Misbehaviour, the participant became quite emotional and stressed that in her college time, she was treated very rudely by one of her professors. Even she asserted that she would never misbehave with her students—especially in the ways described in the activity of misbehaviours. This showed her sensitivity towards self-esteem and self-respect.

Difficulties Faced by Participant

During the activity of Selectivity battle, she was found very confused because she had mixed up all the points. For example, she was confused between factors of selective recall and selective retention. She had a notion that both recall and retention were the same. After many examples and elaborate explanation, she understood the theory and did the activity well.

Activities the Participant Enjoyed the Most

The participant enjoyed the following activities a great deal

- Misconception regarding Communication
- Rapport Building Exercise
- Power of Nonverbal Communication
- Grooming Factors for Teachers

Investigator’s Overall Observations

The participant was found to be over-anxious regarding her career. Her focus was more on getting a job rather than improving the skills to increase the chances to get a job as
a teacher. The peculiar thing about the participant was that though she had chosen the teaching profession, she complained a lot regarding pay scale of teachers and compared it with the salary packages of other professions. Though she was good at communication, her attitude towards teaching and dissatisfaction towards pay scale might be a hurdle in her growth as a teacher.

PARTICIPANT 16

<table>
<thead>
<tr>
<th>Test Elements</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Fundamentals</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Communication Specific</td>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>

**Analysis of Pre-test and Post-test Results**

Results of pre-test and post-test showed that there was a moderate change in the comparative performance of the participant. In the Communication Fundamental section, the participant got 5 marks in the pre-test and 9 marks in post-test. Thus, there was a significant improvement of 4 marks in this section. In Classroom Communication specific, the participant got 9 marks in the pre-test and 11 marks in post-test. There was an improvement of 2 marks in this session. In overall observation, in the pre-test, the participant scored 13 whereas, in post-test, the score was 20. The participant was 7 marks ahead from the earlier score. It showed her interest and understanding had improved considerably.

**Participant’s Motivation and Expectations about the Programme**

The participant was interested in improving her basic communication skills to improve her confidence to face the classroom situations. She expected to improve upon her verbal communication and hesitation issues.

**Behaviour of Participant throughout the Programme**

The participant was found to be moderately enthusiastic but obedient throughout the programme. She was facing a lack of fluency in English and her consciousness about wrong English made her hesitate even more. She was very enthusiastic in some activities while she was found to be passive in most of the activities. She was a bit
reticent in speaking in public and many times cleverly avoided group participations. In the end, there was a moderate change in her behaviour, communication style and hesitation was reduced a bit.

**Classroom Participation and Interaction of the Participant**

Due to her lack of confidence in speaking English, the participant was found very shy in nature. She was very reserved and responded to those questions only which were asked to her. She was a reluctant participant in group activities and presentations. She was found comfortable with her favourite peers, but if the group was changed, she found a bit disturbed, not able to adjust to the group. She never asked any questions to the investigator regarding any doubt.

**Particular Incidents with the Participant**

While the investigator was are explaining the activity on Rapport Building, the participant argued that how could she had good rapport without good English? She also demanded additional support for learning English. Though her point was valid, it showed too much of fear about English as a medium of instruction. She was provided extra material and also told her to practice a lot among her friends and family.

**Difficulties Faced by the Participant**

The major issue was language proficiency. She was aware of it and also asked for help to improve her proficiency. Activities like Power in the Classroom, Communication Barriers, Communication Competences for Teachers, Inventory of Questions, Clarification Devices, were found to be very challenging by the participant. She demanded help of the group members or the investigator. These activities demanded higher proficiency in the language and creative ability to formulate ideas.

**Activities the Participant Enjoyed a Lot**

The participant enjoyed the following activities the most:

- Rapport Building Exercise
- Principles of Communication
Investigator’s Overall Observations

The participant was a bit reluctant and hesitant by nature. She often left her doubts unclear. She was one of the participants who needed more push to grow. She was not assertive and found diffident. The good element about participant was that she was aware of her lacunae and ready to accept it publically and tried to improve upon it.

5.4.2 ANALYSIS AND INTERPRETATION OF THE CASUAL OBSERVATION AND ANECDOTAL RECORDS

Casual Observation and Anecdotal Records were maintained throughout the programme. Analysis of these revealed the following.

Though pre-service teachers have learnt a bit about communication skills as a topic in the B.Ed.Curriculum, they found it to be a relatively new topic. They were curious to learn and solve technical issues related to classroom communication. Before starting and during the programme, the rapport was built with the pre-service teachers. Initially, it took a great deal of persistence on the part of the investigator to make them understand the value of the classroom communication skills and the difference between classroom communication and general communication as earlier they misconceived both as the same. Once a rapport was built and importance realised, the participants co-operated well and actively engaged in the programme. They were found to be mostly happy and excited. Due to a heavy schedule of B.Ed.some of them were reluctant sometimes regarding timings. So the flexibility of timings was employed as when needed. By and large, the participants enjoyed the following activities the most:

- The Power of Nonverbal Communication
- The Rapport Building Exercise
- Teacher Image Improvement
- Grooming Factors for Teachers
The participants found the following activities were rather technical in nature:

- Power in the Classroom
- Clarification Devices
- When Confrontation Happens
- Selectivity Battle
- Communication Roadblocks

Most of the Participants were found to be motivated and ready to learn to get an edge in the classrooms. They were obedient and sincere. They tried their best to absorb, accept and practise what was suggested by the investigator.

5.5 ANALYSIS AND INTERPRETATION OF THE FEEDBACK OBTAINED THROUGH REACTION SCALE

The following table shows analysis of the data obtained from the participants of the experimental group regarding classroom communication development programme.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Intensity Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have an understanding of the basic concepts of communication skills and its process.</td>
<td>11 (68.75%)</td>
<td>5 (31.25%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.68</td>
</tr>
<tr>
<td>2</td>
<td>I am unclear about the misconception regarding communication.</td>
<td>-</td>
<td>-</td>
<td>1 (6.25%)</td>
<td>6 (37.5%)</td>
<td>9 (56.25%)</td>
<td>1.5</td>
</tr>
<tr>
<td>3</td>
<td>I can understand the principles of verbal communication principles and see how they interact practically in the classroom.</td>
<td>8 (50%)</td>
<td>8 (50%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.5</td>
</tr>
<tr>
<td>4</td>
<td>I have understanding of communication roadblocks and how they interfere in learning process.</td>
<td>6 (37.5%)</td>
<td>8 (50%)</td>
<td>1 (6.25%)</td>
<td>1 (6.25%)</td>
<td>-</td>
<td>4.18</td>
</tr>
<tr>
<td>5</td>
<td>I feel confident about communication competence.</td>
<td>8 (50%)</td>
<td>8 (50%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>I don’t understand classroom environment and how to affect it.</td>
<td>-</td>
<td>-</td>
<td>2 (12.5%)</td>
<td>5 (31.25%)</td>
<td>9 (56.25%)</td>
<td>1.56</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>------</td>
</tr>
<tr>
<td>7</td>
<td>I have considerable mastery over barriers of communication in the classroom.</td>
<td>9 (56.25%)</td>
<td>7 (43.75%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.56</td>
</tr>
<tr>
<td>8</td>
<td>I am unable to provide effective feedback according to situations.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7 (43.75%)</td>
<td>9 (56.25%)</td>
<td>1.43</td>
</tr>
<tr>
<td>9</td>
<td>I have good rapport building strategies for students.</td>
<td>11 (68.75%)</td>
<td>5 (31.25%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.68</td>
</tr>
<tr>
<td>10</td>
<td>I understand importance of nonverbal communication and its channels.</td>
<td>8 (50%)</td>
<td>8 (50%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.5</td>
</tr>
<tr>
<td>11</td>
<td>I am competent in using clarification devices.</td>
<td>7 (43.75%)</td>
<td>8 (50%)</td>
<td>1 (6.25%)</td>
<td>-</td>
<td>-</td>
<td>4.37</td>
</tr>
<tr>
<td>12</td>
<td>I am unaware about the communication styles.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3 (18.75%)</td>
<td>13 (81.25%)</td>
<td>1.18</td>
</tr>
<tr>
<td>13</td>
<td>I am sensitive about the effect of positive and negative language use.</td>
<td>10 (62.5%)</td>
<td>6 (37.5%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.62</td>
</tr>
<tr>
<td>14</td>
<td>I am competent to express myself nonverbally.</td>
<td>6 (37.5%)</td>
<td>10 (62.5%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.37</td>
</tr>
<tr>
<td>15</td>
<td>I am unable to question students at different cognitive levels.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6 (37.5%)</td>
<td>10 (62.5%)</td>
<td>1.37</td>
</tr>
<tr>
<td>16</td>
<td>I understand the types of questions with their functions.</td>
<td>8 (50%)</td>
<td>6 (37.5%)</td>
<td>2 (12.5%)</td>
<td>-</td>
<td>-</td>
<td>4.37</td>
</tr>
<tr>
<td>17</td>
<td>I am competent at using Behaviour Alteration Techniques (BATs).</td>
<td>5 (31.25%)</td>
<td>6 (37.5%)</td>
<td>5 (31.25%)</td>
<td>-</td>
<td>-</td>
<td>4.0</td>
</tr>
<tr>
<td>18</td>
<td>I am sensitive about the misbehaviours of teacher.</td>
<td>7 (43.75%)</td>
<td>9 (56.25%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.43</td>
</tr>
<tr>
<td>19</td>
<td>I am competent to win the selectivity battle in the classroom.</td>
<td>6 (37.5%)</td>
<td>10 (62.5%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.37</td>
</tr>
<tr>
<td>20</td>
<td>I am equipped with strategies for improving teacher image.</td>
<td>9 (56.25%)</td>
<td>7 (43.75%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.56</td>
</tr>
</tbody>
</table>

5.5.1 STATEMENT-WISE INTERPRETATION OF ANALYSIS

![Graph 4 Statement-wise Intensity Index](image)
**Statement 1:** I have an understanding of the basic concepts of communication skills and its process.

From the total 16 (100%) the 68.75% students strongly agreed and 31.25% agreed with this statement. The intensity index for this statement is 4.68. It means the pre-service teachers agreed that they had an understanding of the basic concepts of communication skills and its process.

**Statement 2:** I am unclear about the misconceptions regarding communication.

From the total 16 (100%) the 6.25% students were undecided, 37.5% disagree and 56.25% strongly disagreed with this statement. The intensity index for this statement is 1.5. It means the pre-services teachers disagreed that they were unclear about the misconceptions regarding communication.

**Statement 3:** I can understand the principles of verbal communication principles and see how they interact practically in the classroom.

From the total 16 (100%) the 50% students strongly agreed and 50% agreed with this statement. The intensity index for this statement is 4.5. It means the pre-service teachers agreed that they could understand the principles of verbal communication and see how they interacted practically in the classroom.

**Statement 4:** I have an understanding of communication roadblocks and how they interfere in learning the process.

From the total 16 (100%) the 37.5% students strongly agreed, 50% agree, 6.25% undecided and 6.25% disagreed with this statement. The intensity index for this statement is 4.18. It means the pre-service teachers agreed that they had an understanding of communication roadblocks and how they interfered with the learning process.
**Statement 5:** *I feel confident about communication competence.*

From the total 16(100%) the 50% students strongly agreed and 50% agreed with this statement. The intensity index for this statement is 4.5. It means the pre-service teachers agreed that they felt confident about communication competence.

**Statement 6:** *I do not understand classroom environment and how to affect it.*

From the total 16 (100%) the 12.5% students were undecided, 31.25% disagree and 56.25% strongly disagreed with this statement. The intensity index for this statement is 1.56. It means the pre-service teachers disagreed that they did not understand classroom environment and how to affect it.

**Statement 7:** *I have considerable mastery over barriers of communication in the classroom.*

From the total 16 (100%) the 56.25% students strongly agreed and 43.75% agreed with this statement. The intensity index for this statement is 4.56. It means the pre-service teachers agreed that they had considerable mastery over barriers of communication in the classroom.

**Statement 8:** *I am unable to provide effective feedback according to situations.*

From the total 16 (100%) the 43.75% students disagreed, and 56.25% strongly disagreed with this statement. The intensity index for this statement is 1.43. It means the pre-services teachers disagreed that they were unable to provide effective feedback according to situations.

**Statement 9:** *I have good rapport building strategies for students.*

From the total 16 (100%) the 68.75% students strongly agreed and 31.25% agreed with this statement. The intensity index for this statement is 4.68. It means the pre-service teachers agreed that they had good rapport building strategies for students.
**Statement 10:** *I understand the importance of nonverbal communication and its channels.*

From the total 16 (100%) the 50% students strongly agreed and 50% agreed with this statement. The intensity index for this statement is 4.5. It means the pre-service teachers agreed that they understood the importance of nonverbal communication and its channels.

**Statement 11:** *I am competent in using clarification devices.*

From the total 16 (100%) the 43.75% students strongly agreed, 50% agreed and 6.25% were undecided with this statement. The intensity index for this statement is 4.37. It means the pre-service teachers agreed that they were competent in using clarification devices.

**Statement 12:** *I am unaware about the communication styles.*

From the total 16 (100%) the 18.75% students disagreed and 81.25% strongly disagreed with this statement. The intensity index for this statement is 1.18. It means the pre-service teachers disagreed that they were unaware about the communication styles.

**Statement 13:** *I am sensitive to the effect of positive and negative language use.*

From the total 16 (100%) the 62.5% students strongly agreed and 37.5% agreed with this statement. The intensity index for this statement is 4.62. It means the pre-service teachers agreed that they were sensitive to the effect of positive and negative language use.

**Statement 14:** *I am competent to express myself nonverbally.* From the total 16 (100%) the 37.5% students strongly agreed and 62.5% agreed with this statement. The intensity index for this statement is 4.37. It means the pre-service teachers agreed that they were competent to express themselves nonverbally.

**Statement 15:** *I am unable to question students at different cognitive levels.*

From the total 16 (100%) the 37.5% students disagreed, and 62.5% strongly disagreed with this statement. The intensity index for this statement is 1.37. It means the pre-
services teachers disagreed that they were unable to question students at different
cognitive levels.

**Statement 16: I understand the types of questions with their functions.**

From the total 16 (100%) the 50 % students strongly agreed, 37.5% agreed and 12.5%
were undecided with this statement. The intensity index for this statement is 4.37. It
means the pre-service teachers agreed that they understood the types of questions with
their functions.

**Statement 17: I am competent at using Behaviour Alteration Techniques (BATs).**

From the total 16 (100%) the 31.25 % students strongly agreed, 37.5% agreed and 31.25%
were undecided with this statement. The intensity index for this statement is 4. It
means the pre-service teachers agreed that they were competent at using Behaviour
Alteration Techniques (BATs).

**Statement 18: I am sensitive about the misbehaviours of the teacher.**

From the total 16 (100%) the 43.75% students strongly agreed and 56.25% agreed with
this statement. The intensity index for this statement is 4.43. It means the pre-service
teachers agreed that they were sensitive about the misbehaviours of the teacher.

**Statement 19: I am competent to win the selectivity battle in the classroom.**

From the total 16 (100%) the 37.5% students strongly agreed and 62.5% agreed with
this statement. The intensity index for this statement is 4.37. It means the pre-service
teachers agreed that they were competent to win the selectivity battle in the classroom.

**Statement 20: I am equipped with strategies for improving teacher image.**

From the total 16 (100%) the 56.25% students strongly agreed and 43.75% agreed with
this statement. The intensity index for this statement is 4.56. It means the pre-service
teachers agreed that they were equipped with strategies for improving teacher image.

Thus, each statement provides positive feedback about the intervention programme on
classroom communication development for the pre-service teachers. Thus, it is obvious
the programme had a positive impact on classroom communication skills of the pre-service teachers.

5.5.2 OVERALL INTERPRETATION OF ANALYSIS OF REACTION SCALE

The average score of the reaction scale intensity index was 3.68. Thus, it is evident that there was a significant development in the target group due to the programme on classroom communication development.

5.6 CONCLUSION

The analyses and interpretations of the data obtained in the present study using different tools and techniques point out that classroom communication skills of the group experimental have enhanced through the intervention programme offered to them. Communicatively intelligent teachers are assets to the institutions in specific and society, in general. The sheer skill of classroom communication is not only anticipated but also inevitable for the creation of a climate that is learning-rich.