



DEVELOPMENT OF ‘EFFECTIVE COMMUNICATION SKILLS EDUCATION PROGRAMME THROUGH GAME AND SIMULATION FOR WOULD BE TEACHERS’

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Introduction:

Change is basic nature of human life. According to the changes styles. Hence there are considerable change required in aims, curriculum, evaluation system, teaching learning methods and role of teacher which enables a person to live complete and perfect life also needs to be education changed. In order to adjust to the changes positively National Curriculum frame work 2005, National knowledge commission recommended need of Effective communication skills education. Effective communication skills are helpful to live a positive life and achieve individual development. Effective communication skills is one of the life skills . present study researcher prepared a training programme for would be teachers based on Effective communication skills Education’ suggested by WHO and studied the effectiveness it.

Key words : Would be teacher, Effective Communication ,Effectiveness :-

2 Title of Research

“Development of ‘Effective communication skills Education’ program for would be teachers.”

3 Objectives of the study

1. To develop a Effective communication skills Education’ Program for would be teachers.

2. To study the effectiveness of the 'Effective communication skills Education' Program

4 Operational definitions of the terms

1. Would be teacher :-

All the students enrolled for B. Ed. course. Present study will involve students enrolled to B. Ed. course of S.N.D.T. college of Education for women Pune..

- **Effective Communication:-**Effective Communication means to express effectively information or thought using written verbal or visual medium. It is also capacity of understanding other person's information and thought effectively. Effective Communication will be measured in terms of score obtained on test of Effective Communication developed by the researcher.

3. "Effective Communication Skills Education" Program :

A Special programme developed by the researcher to impart **Effective Communication** skills amongst the would be teachers. Total duration of the programme will be of 10 clock hours in which 3 hours will be Theoretical orientation of Effective communication skills given through worksheets and printed self learning material. 7 hours will be assigned to practical work.

4. Effectiveness:-

The positive difference in the mean scores of would be teachers on pretest and post test about **Effective Communication skills** developed by the researcher.

5 Research Hypotheses:

There will be positive and significant difference in pre-test and post-test mean scores of would be teachers after implementation of '**Effective Communication skills** Education Program'

2.0 Scope and limitations of the study

- 1) Present study included training program including Skills defined by WHO for would be teachers.
- 2) Duration of the 'program was 10 clock hours in which 7 hours were assigned to practical work. Theoretical orientation of skill was given through worksheets and printed self learning material.
- 3) The Sample was included sample including only female students.
- 4) Data collection tools were not standardized but were prepared by researcher.
There will be limitations to broader generalizations of the conclusions due to incidental sample including only female students and non-standardized tools prepared by researcher.

3.0 Method of Research:- The experimental method was used suitable to objectives of the study.

3.1 Experimental Design: - Single group pretest post design was used.

3.2 Variables in the research:

Independent Variable:-

A Effective communication skills Education' education program for the would be teachers of secondary level developed by the researcher.

Dependent Variable:-

An aggregate score of would be teachers on the tests of

Controlled Variable:-

The pretest and post tests on Effective communication skills developed by the researcher were parallel, and were administered with uniform procedure by the researcher.

3.3 Sample:-

Incidental sampling was used. All the 80 students enrolled for B. Ed. course in S.N.D.T. College of Education for Women Pune, were included.

3.4 Tools used for data collection:

- Effective communication skills measurement tool was developed by the researcher based on 10 Effective communication skills given by WHO
- A feedback questioner

3.5 Tools used data for analyses :

1. **'t' Test** : Significance of the difference between mean scores of Effective communication skills measurement in pre test and post test was tested by using 't' test.
2. **Qualitative analysis** : open responses on training program test and feedback questioner were analyzed qualitatively.

4.0 Development and implementation of the Effective communication skills education program:

Effective communication skills education program was prepared by the researcher based on 10 Effective communication skills given by WHO. Effective communication skills Education program was of 70 hours, which included various activities related to the role of teacher in educational transaction. Along with this some conceptual and applicational activities and learning experiences were also organized

4.1 Experiment and Implementation :

The study was conducted on the student teachers from S. N. D.T. College of Education, Pune.

5 Analysis and Interpretation of data Presentation of data :

Interpretation of Data :

mean scores on Effective communication skills Measurement in Post test are higher than that of pre-test mean scores. Score is increased by 78.46.

All students scores on Effective communication skills measurement tests were increasing of the Effective communication skills education program developed by the researcher.

5.1 Testing of Hypothesis:

Research hypotheses:

There will be positive and significant difference in Effective communication skills Measurement pre-test and post-test mean scores of would be teachers after implementation of 'Effective communication skills Education' program. This positive research hypothesis was converted into Null hypotheses for statistical testing.

Null Hypotheses :

There would be no positive and significant difference in Effective communication skills Measurement pre-test and post-test mean scores of would be teachers after implementation of Effective communication skills Education program.

Hence Null hypothesis is rejected and research hypothesis is accepted. The score on Effective communication skills Measurement post-test is higher than pre-test of the would be teachers.

Hence, the programme was developed by researcher was significantly increased of Effective communication skills of would be teachers.

5.3 Qualitative analysis:

Qualitative analysis on the basis of open responses of the question in Effective communication skills test, selected activities of self learning material in teaching programme and open responses of feedback questionnaire.

In of Effective communication skills pre-test and post-test included five open ended questions. Responses of the would be teachers to these questions were analyzed on the basis of frequently

Responses of the training programme feedback questionnaire of the would be teachers on the various activities included in the training programme were analyzed qualitatively.

6.0 Conclusion of the Research (Limited to the sample in experiment)

1. The post-test means score of Effective communication skills Measurement of student teachers is found significantly higher than that of pre test mean score. That means Effective communication skills education program prepared by the researcher based on Effective communication skills given by WHO was effective in developing Effective communication skills of would be teachers.
2. Open responses of post test are qualitatively better as compared to responses on pre test regarding fluency, flexibility and originality. Hence the Effective communication skills Education Program implemented by the researcher has prove to be effective for developing creative thinking.

Hence Effective communication skills Education Program developed by the researcher proved to be effective be for developing, Empathy, Interpersonal relation and self awareness skill.

6 Suggested topics for future research :

1. Development of Effective communication skills Education Program for primary, secondary, higher secondary, college level and professional teachers and study of effectiveness.
2. Development of Effective communication skills Education Program for other medium student teacher at the level of Diploma, Degree and post-graduation and study of effectiveness.
3. Training of Effective communication skills to the teachers through Programme in-service training, orientations, refresher course and study of effectiveness

7.0 Recommendation to Educational Institute and teacher :

- **Teaching related** : While teaching various subject in education experience coordinations of Effective communication skills and teaching skills should be given. Effective communication skills should be made a part of Curriculum. This training given during the micro-teaching programme, and also during the internship program.
- **Learning related:** Self Learning, Constructivism, co-operative learning, Group discussion, presentation, pair and share etc. should be emphasized while teaching content with Effective communication skills . Opportunity should be provided to interact with each other, expression of thoughts ideas and opinions.
- Co-curricular and extra curricular programme should be organized. Various activities, educational experiences opportunities should be provide to creative and critical thinking, Problem solving, Decision making, Empathy, Interpersonal relation Skills emphasized while teaching.

