	INDEX Particulars Certificate Acknowledgement Index List of Tables	Page No. 3113 I ii iv viii			
	List of Figures	x xii			
	List of Appendices	хн			
Chap	oter I Conceptual Framework				
1.0	Introduction	1			
1.1	Basic Communication in Teaching	2			
1.2	Fundamentals of Communication	4			
1.3	Non-Verbal Communication	6			
	 Components of Non-Verbal Communication 	7			
	 Importance of Non-Verbal Communication 	9			
	 Non-Verbal Communication in Teaching Learning Process 	10			
	 Role of Different Components of Non-Verbal Communication Classroom Transaction 	in 12			
1.4	Rationale of the Study	30			
1.5	Research Questions	34			
1.6	Statement of the Problem	35			
1.7	Objectives of the Study	35			
1.8	Definition of the Terms Used	35			
1.9	Operational Definition	36			
1.10	Delimitations of the Study	36			
1.11	Scheme of Chapters	36			
Chaj	Chapter II Review of Related Literature				
2.0	Introduction	38			
2.1	Overview of Non-Verbal Communication	38			
2.2	Components of Non-Verbal Communication	43			
2.3	Non-Verbal Communication and Classroom Instruction	46			
2.4	Overview	58			
2.5	Implications for the Present Study	60			

Chap	ter III Procedure of the Study	
3.0	Introduction	61
3.1	Type of the Study	61
3.2	Design of the Study	
3.3	Population and Sample	64
3.4	Construction of Tools	65
	 Construction of Observation Schedule to Observe Non-Verbal Communication Behaviour of Secondary School Teachers 	67
	 Construction of Scale to Observe Non-Verbal Communication Behaviour of B.Ed. Student-Teachers 	67
	 Construction of Scale to Observe Classroom Transaction of B.Ed. Student-Teachers 	71
	Construction of Reaction Scale	71
3.5	Validity and Reliability of Tools	72
	 Validity of Tools 	72
	 Reliability of Tool 	72
3.6	Administration of Tools	74
3.7	Procedure of Scoring	75
3.8	Training Programme on Non-Verbal Communication	76
3.9	Implementation of the Developed Training Programme	77
3.10	Data Collection	78
3.11	Procedure of Data Analysis	79
Chap	ter IV Data Analysis and Interpretation	
4.0	Introduction	80
4.1	Use of Non-Verbal Communication by Experimental Group and Control Group	81

•

- Component-Wise Use of Non-Verbal Communication By Experimental Group and Control Group 82 82 > Use of Oculesics 86 > Use of Paralinguistics 89 > Use of Proxemics > Use of Facial Expressions 92 96
 - > Use of Kinesics

	> Use of Chronemics	99
	> Use of Artifacts	103
	> Use of Posture	106
	 Average Intensity Index of Use of Non-Verbal Components 	110
	 Stage-Wise Use of Non-Verbal Communication of Experimental Group and Control Group 	112
	 Use of Non-Verbal Communication in Introduction Stage of Teaching 	112
	 Use of Non-Verbal Communication in Presentation Stage of Teaching 	116
	 Use of Non-Verbal Communication in Revision Stage of Teaching 	119
	 Overall Use of Non-Verbal Communication 	123
4.2	Classroom Transaction of Experimental Group and Control Group	126
	 Factor-wise Classroom Transaction of Experimental Group and Control Group Maintainer of Dissipling During Classroom Transaction 	126
	Maintenance of Discipline During Classroom Transaction	127
	Attention of Students During Classroom Transaction	129
	Classroom Interaction During Classroom Transaction	132
	Interest of Students During Classroom Transaction	135
	Classroom Environment During Classroom Transaction	138
	 Comparative Change in Classroom Transaction of Experimental Group and Control Group 	142
	 Significance of Difference in Classroom Transaction by Experimental Group and Control Group 	144
4.3	Reaction of B.Ed. Student-Teachers of Experimental Group Towards Training Programme on Non-Verbal Communication	145
4.4	Major Findings of the Study	152
Chap	oter V Discussions and Conclusions	
5.0	Introduction	155
5.1	Discussion	155
	 Components of Non-Verbal Communication 	155
	 Use of Components of Non-Verbal Communication 	157
	 Use of Non-Verbal Communication in Different Stages of Teaching 	159
The second se		
	vi	
	VI.	

·			
		 Classroom Transaction of Experimental Group and Control Group 	160
		 Maintenance of Discipline 	160
		> Attention of Students	161
		 Classroom Interaction 	162
		> Interest of Students	163
		 Classroom Environment 	164
		 Impact of Non-Verbal Communication on Classroom Transaction 	165
		 Reaction of B.Ed. Student-Teachers of Experimental Group Towards Training 	166
	5.2	Implications of the Present Study	167
		 Implications for Pre-Service Teacher Education Programme (B.Ed.) 	168
		 Implications for In-service Teacher Education Programme 	169
		 Implications for Other Teacher Training Programme (Pre-Primary Teacher Education and Primary Teacher Education) 	170
		 Implications for Academic Staff Colleges 	170
	5.3	Suggestions for Further Research	171
	5.4	Conclusion	172
	Chap	pter VI Summary	
	6.0	Introduction •	174
	6.1	Rationale of the Study	176
	6.2	Research Questions	178
	6.3	Statement of the Problem	178
	6.4	Objectives of the Study	179
	6.5	Delimitation of the Study	179
	6.6	Methodology	179
		 Populaiton 	179
		 Sample 	179
		 Tools for Data Collection 	180
	6.7	Major Findings	181
	6.8	Implications of the Study	182
	6.9	Conclusion	184
	Bibl	iography	185 - 189
e e	Арр	endices	190 - 216
	I.		

-