1.1 Preface

Any system of education does not rise higher than the level of its teachers. The quality of education is also largely determined by the effectiveness of the practicing teachers, the teachers decide the fate of the pupils and progress of the nations. They can also make the education enjoyable, fun and success or a matter of frustration and failure. Now-a-days the teacher’s role is changing as he has an important role to play in the society. He has to serve the community besides helping his students learn the prescribed subjects and handling the sophisticated educational technologies. Hence, selection and training of teachers are the important aspects of teacher education.

The National Curriculum Framework (NCF2005) places different demands and expectations on the teacher, which need to be, addressed both by initial and continuing teacher education. The importance of competent teachers in the nation’s school system can in no way be over emphasized. It is well known that the quality and extent of learners’ achievement is determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning condition for achieving the educational goals. The length of academic preparation, the level and the quality of the subject matter knowledge, the repertoire of pedagogical skills, the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to the contemporary issues and problems as also to learners and the level of motivation. Critically influence the quality of curriculum transaction in the classrooms and thereby pupil learning and the larger process of social transformation. Teacher quality is a function of several factors: teachers’ status, remuneration, condition of work and their academic and professional education.

The National Knowledge Commission has observed that teachers are the single most important part of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. The NPE (1986) recommended the overhaul of teacher education to impart it a professional orientation and
referred to the same concerns voiced by the earlier committees. Thus, it is mentioned in the National Policy of Education (1986 & 1992) that teachers should be sensitive towards the teaching profession. He should follow the professional ethics and should have good moral conduct.

The concept of "Sensitivity" is *indispensable* when working with children. An infant / toddler recognizes that Sensitivity is a vital ingredient that must be thoroughly interwoven into every interaction with learners. Doing so does not always come easily, but when this concept is felt deeply within one's being, the task becomes easier. To make better tomorrow in education it is an urgent need to make student-teachers practice values and professional ethics. Here, Kulandaivel, K. & Rao T.R.S. (1968) studied on qualities of a good teacher and a good student. He found that in a class a good teacher as viewed by the students, teaches well, inspires good qualities in students and re-teaches the lesson when not understood. In dealing with the students he treats them equally without any caste prejudice. A good student, as visualized by the group, reads well, secures good marks, behaves properly, acts according to the wishes of the teachers, respects the teachers, tries to keep up the prestige of the school, chooses other good students as friends, acts in a way that other benefit by his education.

Though we organize and celebrate certain activities to inculcate values but it is very shameful when we hear antisocial activities take in the field of Education and Society. Here, we observe the need of change in planning, organizing and practicing the academic and co-curricular activities. Teacher has many duties to perform and face challenges. The teachers and students would be sensitive only when they repent. Let students feel what they are, their duties and responsibilities. Therefore, it is said that the people of the society would be sensitive only when the teachers are sensitive.

### 1.2 Rationale of the Study

Teaching profession is a noble profession and requires a certain degree of selflessness- the desire to spend time and energy to mould someone’s life. The best teachers are sensitive to the needs of a child, as they know that one cruel remark can have a profound effect on a child. A positive remark, a callous one, a vindictive one - all have an impact on a child.
We see the present scenario of the society; everyday media comes out with news of some anti-social and violent activities which present challenge before our education system and underline the importance of value education. The issues like relationship between teacher and students, attitude and commitment of teachers-students, methods and approaches of teaching, co curricular activities, evaluation-feedback and teachers-students behavior are the major issues which need to be reviewed and investigated for the value education. The only field of society which can be considered answerable for the same is Education. There are many aspects in the field of education wherein we find the need of modifications.

The review of the past studies and present scenario of education and society motivated the researcher to carry out a research on developing values among teachers. As teachers are considered role models and pillars of the society there should not have any dark patch in his personality. We observe the problems about teacher’s behavior like getting angry, anxious, and frustrated and sometimes they punish and scold learners and behave insensitively with learners which create a big gap between teacher-students’ relationship and affects teaching-learning process too. Therefore the researcher decided to work on developing sensitivity among pre service teachers by keeping in mind the five fields. They are-

1. Sensitivity towards Students
2. Sensitivity towards Teachers
3. Sensitivity towards Profession
4. Sensitivity towards Society
5. Sensitivity towards School Environment

It would be shameful if a teacher does not possess professional ethics. Some national and international studies explain the need of professional practices among teachers. Ramakrishna (2009) found that a person’s working pattern as well as his living style i.e. appearance, writing, acting and working determines whether s/he is a professional or an amateur. The only successful people in any field, including living itself, are those who have a professional viewpoint and are professionals. One such challenge for the teachers is the relationship with learners. How should teacher behave with the students?
There have been many research studies carried out by researchers on teachers-students’ relationship, role of teachers and learners, yet the bond of relationship has not yet established. A teacher has to perform many duties and face challenges in teaching profession. The relationship with the students plays a vital role in making learners sensitive at the profession. The problems like dishonesty, selfishness, cruelty, immorality, biasness, prejudice, are frequently observed among teachers and students’ behavior which suggest the need of practicing social moral and cultural values. John Dewey has rightly said,” you cannot learn from the person whom you don’t love”. It explains that the affective domain plays a vital role in teaching-learning process. The teacher’s duty does not end with classroom teaching. He is a shadow of the society. He has to serve the society. Maciver has rightly said, ”Education and society are the two sides of a single coin”. There is a reflection of education in individual’s personality. There are many teachers who work for salary and materialistic pleasures. They should inculcate and should make students to inculcate social values. Agarwal, M.A. (1980) found that the Education played a very important role in changing the attitude of students to various social practices and traditions. Kumar, K. (1972) found the different social climates have different effects in certain aspects of student behavior. Personality characteristics such as emotional instability, depressive tendency, moral values, activity, paranoid tendency, and introversion differentiate between climate groups.

All these above points inspired the researcher to prepare a Sensitivity Development Programme to sensitize student- teachers for a better tomorrow.

1.3 Statement of the Problem
DEVELOPMENT AND TRY-OUT OF SENSITIVITY DEVELOPMENT PROGRAMME FOR B. ED. STUDENTS

1.4 Operationalizaion of Important Terms
1.4.1 Development
According to Cambridge Advanced Dictionary (2003), development means a process of developing something new.

In present study development means to develop a Sensitivity Development Programme vis-a-vis. sensitivity.

1.4.2 Sensitivity

According to Cambridge Advanced Dictionary (2003), Sensitivity is a way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with other and our understanding of our selves.

According to Robert Cooper and Sawaf, “Sensitivity is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence”.

In present study sensitivity refers to understanding and effective application of emotions towards teachers, students, society, teaching profession and school environment.

1.4.3 Sensitivity Development Programme

Sensitivity Development Programme means to construct a programme which carries activities of all the five fields of sensitivity. The fields of sensitivity taken for the study are sensitivity towards their teachers, students, teaching profession, society, and school environment.

1.4.4 B. Ed. Students

In the research B. Ed. Students mean the students who have registered as trainees at Waymade College of Education, Vallabh Vidyanagar as part of a one year Pre-service Training Programme.

1.5 Objectives of the Study

A Research without objective is like a school without teachers. Researcher frames objectives before conducting any research. The entire design of the research becomes ready after framing its objectives. If the objectives are framed in advance than the sample, data collection and data analysis everything can be decided.
The objectives of the present study are divided into two major sections. They are Task objectives and Research objectives.

A. Task Objectives

1. To construct Sensitivity Measurement Situational test
2. To construct Sensitivity Development Programme
3. To design, plan and implement activities of Sensitivity Development Programme
4. To prepare observation sheets for the activities of Sensitivity Development Programme
5. To prepare questionnaire for focused group discussion
6. To analyze the feedbacks given by the student-teachers on activities of Sensitivity Development Programme

B. Research Objectives

1. To study the effect of Sensitivity Development Programme on student-teachers’ sensitivity towards teachers
2. To study the effect of Sensitivity Development Programme on student-teachers’ sensitivity towards students
3. To study the effect of Sensitivity Development Programme on student-teachers’ sensitivity towards teaching profession
4. To study the effect of Sensitivity Development Programme on student-teachers’ sensitivity towards society
5. To study the effect of Sensitivity Development Programme on student-teachers’ sensitivity towards school environment

1.6 Variables of the Study

The variables for the present study are as under:

- **Independent Variable**: For the present study Sensitivity Development Programme is taken as an Independent Variable.
- **Dependent Variable**: Student-teachers’ sensitivity towards five fields is considered as dependent variables.

1. Sensitivity towards Students
2. Sensitivity towards Teachers
3. Sensitivity towards Profession
4. Sensitivity towards Society
5. Sensitivity towards School Environment

1.7 Hypotheses of the Study
Researcher predicts the result of his research by hypothesis. The null hypotheses are constructed in the present study. They are as follow.

1. There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity.
2. There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards teachers.
3. There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards students.
4. There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards profession.
5. There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards society.
6. There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards school environment.

1.8 Delimitation of the Study
Along with the specific objectives of the study, each study has delimitation too. The present study also has delimitation which is restricted in a particular way.

The study was carried out on student-teachers’ of one English medium B. Ed. college of Gujarat state during the academic year 2011-2012. The programme and the test were restricted to the selected five fields of sensitivity. They are Sensitivity towards teachers, students, teaching profession, society and school environment.

1.9 Scheme of Chapterization
Chapter - 1 Introduction
This chapter begins with an introductory note and states the problem of the study with the explanation of key terms. It also states the objectives, hypothesis, variables and delimitations of the study as perceived by the researcher.

Chapter - 2 Conceptual Framework
This chapter focuses on the conceptual framework or theoretical background of the study. It explains the minor and major factors and components of sensitivity.

Chapter - 3 Review of Related Literature
The chapter includes the objectives of review of related literature and then National and International studies and research articles published in journals have been reviewed in this chapter.

Chapter - 4 Research Methodology
The chapter focuses on the methodology adopted in the present study. It describes in detail about the research design selected for the presented study.

Chapter - 5 Construction of Sensitivity Development Programme
This chapter mainly talks about the basic information of five fields of sensitivity, planning and procedure of the Sensitivity Development Programme and the experts’ opinion for the finalization of the programme.

Chapter - 6 Data Analysis and Interpretation
In this chapter the collected data has been analyzed and presented in a tabular form Interpretations based on findings have been presented and discussed in the light of the present study undertaken. It also explains the student-teachers' feedback about all the activities and the promises taken by them.

Chapter - 7 Summary, Findings, Implications and Recommendations
The last chapter of the thesis deals with the conclusions drawn from the present study. It also presents the summary of the entire research, suggestions and recommendations for further studies that can be undertaken in this field.