2.1 Introduction

Each work of research should be carried out with deep thinking and with support of the relevant literature of the topic so that the research would be more fruitful with full of knowledge and practical outcomes. The expertise over the topic will come only when the researcher gets familiar with the relevant literatures and researches of the same field. “Every serious research project includes a review of relevant literature. Although some may regard the activity as relatively meaningless and threat it lightly, Infect it is a significant and necessary part of the research process.”

The present study focuses on the term ‘sensitivity’. Here, being sensitive means being emotional and understanding others. It shows the relationship between the term sensitivity and emotionality. Though, there is a difference between the term sensitivity and emotionality, it is impossible to say a sensitive person without emotions. A sensitive person always possesses emotions. For the present study all the aspects related to teachers’ professional competencies, commitment and alertness towards his work is considered as sensitivity development. Therefore, the theory related to sensitivity and emotionality is given in this chapter.

2.2 Concept, Meaning and Characteristics of Sensitivity

2.2.1 Meaning of Sensitivity

Sensitive
You have always known you ‘marched to the beat of a different drummer’. You are aware that you tend to ‘think outside of the box’. Yet, you never considered yourself to be sensitive. To be sensitive is to attend to what is invisible to most. Your nervous system is affected by small amounts of input or change. With a low threshold for sensation, you are designed to have a passionate commitment to that which moves you – to things that many seem to ignore. Your intensity, heightened perceptiveness, and your sense of being at odds with the world around you-these are all signs that you are sensitive. If you are sensitive to far more subtleties than your contemporaries, you may be highly gifted inimaginational, intellectual, emotional, sensory or physical realms. Your heightened sensitivity contributes to your unusually high capacity for creativity, intuition, innovation and complex thought.
You may often feel out of step with the world around you. You may judge your unusual experiences and types of cognition by the values of a culture that has no understanding of your modes of perception.

If you experience…

- a rich dream life
- a high degree of self-criticism
- markedly less flexibility than others
- precognitive episodes
- sensitive to surroundings
- a tendency toward introversion
- dramatically less stamina for engagement than others
- frequent moral indignation
- conviction that the world should be different

Sensitive souls often feel…

- easily overwhelmed
- drained of energy
- isolated from connection
- a lack of belonging; alienated from culture
- a need to withdraw from life
- disoriented
- feelings of despair

If you have established that your experiences do not have physical or psychological causes, and therapy has not brought you greater ease in the world, you may have a highly sensitive nervous system.

If you are a highly sensitive person, it can feel like you are living without insulation, with your nerves exposed. You may feel overwhelmed by sounds, smells, the feeling of a piece of fabric or the weight of someone’s mood. Most of the population naturally screens out the sensory information that inundates the nervous system of a sensitive person.

As a sensitive, you may have grown up being labeled “too sensitive”, “reclusive” or “antisocial”. You may have come to internalize others’ perceptions of you. You may believe you pay too much attention to your own experience. The irony is that much of your discomfort derives from
never truly attending to your own needs. It may be difficult for you to believe, but paying attention to your discomfort and your inner world is actually the road to health.

**Qualities of the Sensitive Soul**

For the sensitive person who carries expectations to be like others, to attend to what others attend to, to value what others value, life can be full of recrimination and self doubt. Freedom and ease come when you step fully into your gifts and learn how to take care of your unique interests and needs. Below are some qualities of the sensitive soul.

As a sensitive person you may have strong positive or negative reactions to your surroundings, your living environment, art, the smell of people and places, textures, the feel of earth, and the touch of others. If you are not aware of your preferences, you may come to rely on alcohol, drugs, sleep, or isolation to cope with unpleasant experiences.

A need for stillness, less motion, and less activity than others. If this need is not met, you may feel overly stimulated, confused, and find it impossible to center or calm yourself. Highly sensitive people can appear rigid or inflexible.

A hyper state of arousal needs for constant motion. Some sensitive’s cope with the chronic state of overwhelm by always being in motion. The anxiety that comes with stillness can make slowing down quite a challenge.

As a sensitive, you may have less stamina than others. As a sensitive, you tend to pick up information from many realms, so it is important for you to have the time to digest what you internalize.

Whether your sensitivity is a result of birth trauma, chemical intrusion in utero or other factors, honoring your sensitivity is fundamental to authentic unfolding.

**Discovering Your Sensitive Soul**

When you understand what is required to take care of your sensitive nervous system, your capacity for heightened awareness can become a highly useful tool that enhances your life and the lives of others. Until then, you may feel that you are living as a raw nerve. Only when your system is no longer forced to take in and process an excess of stimuli from your environment and the culture can your true gifts unfold.

You may feel a great sense of relief once you have identified yourself as a highly sensitive person. Now you are able to comprehend a lifetime of previously disorienting experiences. At
the same time, you may need support for feelings of grief at having been labeled lazy, shy, rigid or defensive.

When you gain a vocabulary for your experience of the world, you can make the most of your heightened awareness. Your sensitivity may make you a talented writer, healer, body worker or artist. You may be an excellent negotiator or have an eye for detail and design. You may be gifted with children or animals. Reconstructing your life with an enhanced sense of identity and worth can lead you in new directions.

As highly sensitive person, you will begin to understand the unique way your mind, body and senses process information, and you discover:

- Why healing work has been challenging and often injurious?
- Why certain career paths are preferable and others untenable?
- What is challenging for you in intimate relationships (and why)?
- Why you prefer certain climates, communities and qualities in your living environment?
- your limitations in absorbing specific types of information and enjoying certain types of events

Through this process, self-criticism yields to self-acceptance. Phrases that may apply to you, as a sensitive: Too sensitive, self criticism, feelings of despair, Authentic Life, Sensitive to surroundings, life coach for highly sensitive people, easily overwhelmed, alienated from culture.

**Summarizing the Sensitive**

Sensitive’s have a higher than average capacity for experiencing internal and external stimulus at a deep level. Sensitive’s react to subtle levels of input more frequently, more intensely and for longer periods of time than most people. These richly felt experiences can occur in the realms of: the imagination, the intellect, the spirit, the emotions, the physical body, and the energetic body.

High levels of inner awareness can compel sensitive to seek relief for felt discomfort. This often propels them to transformation.

**2.2.2 Characteristics of Sensitivity**

The meaning of sensitivity helps the researcher to list out the key words for the term. Sensitivity means

- Group of competencies.
• Recognize and understand own emotion and senses and also identify other people’s emotions and senses.
• Build and maintain relationship.
• Ability to express emotion.
• Understand other people’s needs, abilities, skills etc.
• Imbibe and let others to imbibe the values.
• Socialize the children with the latest trends of the society.
• Practice life skills in day to day activities with the students and community.

There are mainly three types of sensitive people. They are highly sensitive teachers, sensitive teachers and insensitive teachers. The characteristics of all the three types of teachers are different. Here, in this research the researcher tried to prepare a programme to check whether the prepared programme help to increase the sensitivity of the pre service students or not.

2.2.3 Meaning of Sensitivity determined by the Researcher

The researcher attended several conferences and seminars on quality in higher education which helped the researcher to determine the meaning of sensitivity for the present study. The researcher with the help of the research guide and experts considered the following basic characteristics of a sensitive teacher.

• Take interest and complete the works of students and community people.
• Possess social, cultural and moral values and present an ideal personality in the society.
• Being honest to cater the needs of the society.
• Respect the profession, students, colleagues and community people.
• Aware about the learning abilities of students and latest trends take place in the profession.
• Positive attitude towards the profession and accomplish the goals of the student and institute.
• Always ready to help the needy people in the society.
• Sensitive towards the burning issues and natural calamities take place in the society.
• Ability to recognize, understand and apply the effective and fruitful idea is sensitivity.
The above mentioned characteristics are the basic characteristics of a sensitive teacher. Here, the researcher noted down the characteristics of a sensitive teacher towards the various fields which are taken in the study.

The various meanings of sensitivity explain that sensitivity is at the center of faith/loyalty, dedication, commitment, honesty etc. The researcher made use of the following words to define the term sensitivity.

Positive attitude, work interest, ability, loyalty/faith, loyal to society, deep insight, respect students, schools, and society, readiness to accomplish goals, sentiment to help society, sensitive towards profession and take up new innovations in teaching etc.

In short we can say that, ‘To see all with internal sentiment/feeling is called sensitivity’.

2.3 Concept of Sensitivity Development

Generally, the word emotion is used as a synonym for the word sensitivity. The word emotion is derived from the Latin word ‘Emover’ which means to throw things here and there.

Impulse is actively related to our physical structure. Our internal physical process becomes faster due to impulse. Respiratory system, heart beats, and other physical process become more faster. This way impulse is totally opposite to the sleeping situation. It is rightly said by the people that life without emotion is life without motion.

Some experiments have been carried out to know how sensitivity develops among the children. The children develop physical changes with the growing age and simultaneously some impulses are also developed among them. When child is born he does not know anything except crying but gradually he comes into contact with the people he feels comfort. He develops different types of impulses/ feelings in him such as love, fear, anxiety, kind etc.

2.4 Emotions/Senses observed in Sensitivity Development

According to Send, there are seven impulses in human being. They are fear, anguish, curiosity, joy, interest, hatred and jealousy. Watson considers fear, love and anguish are the three major impulses. The clear emotions can come out gradually from the unclear, uninterrupted and from the normal sorts of anguish from a small kid. Katherine Brijishe, has found out the proper order of the arousing of emotions after great deal of study. Three months of a child can feel the
happiness and sorrow. It can express its physical pain through its speech of crying and also expresses the pleasant emotions through a light laugh. Six months child can transfer its emotions into anger and anguish. A child of 12 months can feel the joy from pleasing emotions. During the duration of 12 to 18 months, the jealousy can come out from painful emotions and thereby the children express the feeling of discrimination. A child of two years can easily express the feeling of happiness and sorrow. At the initial stage of four months, a child gives the response to material stimulus, but after that it also gives the response to mental stimulus. The absence of toys leads him to cry. And also becomes happy in the presence of her/ his mother. 12 months of child can almost feel the emotions like anger, fear, anguish, unpleasant, love, sympathy, jealousy and also shyness. These types of emotional behavior gradually become so clear to one’s life.

2.5 Individual Differentiation in Emotional Development
There can be two groups which can be factor affecting to emotional differentiation.

1) The factors related to own self
One’s physical health can help developing the emotional development. Healthy children can participate in drama, singing and different games. They express their emotions like love, fear, anger, expressiveness according to their awareness and civilization.
The second aspect is ‘intellect’ which is a force for creating differentiation in emotional development. The highly intellectual children are more matured in emotionally in compare to the children with low-intellectuality.

2) The factors related to other people
The flow of care from parents affects the emotional development of a child. The children feel rejected those who don’t get love from their parents and do immature behaviors.
The friends, teachers and classmates create the individual differentiation in the emotional development of the children. This study will measure the emotional development of teacher’s profession which deals with the people and with own self.

2.6 The Factors of Emotionality/Sensitivity
Study of different models and definitions given by different psychologists resulted that in each model and definition there are some common factors of sensitivity/emotionality. Here is a list of some universal factors of sensitivity.
Fully accepted factors of emotionality are as under.

1. **Self awareness**: Self-awareness is the base for intellect of emotionality. Self-awareness means to recognize the power of self-feelings. It leads us to a productive life. It is necessary to co-operate with the unconscious feelings for the development of self-awareness. Ex. A person who is afraid of a snake, then he will show the stressful face with the dots of the perspiration on his hand. The person accepts or not, but this shows that a person is fearful. Sometimes people get angry on certain issues and behave angrily but sometimes later they decrease the temper of anger but the motion of anger is still there in his mind. If a person evaluates his anger, then he can change himself.

2. **Mood management**: Life can be enthusiastic with good mood management. Character can be shaped very well. When we are driven out by our emotions then we cannot have control on ourselves. The mood with anger is uncontrollable even at the time of driving we feel such situations full of anger. One should analyze the situation saying that the other fellow must be in tight situation, that is why he is driving fast or we can pray, can take deep breath, may sleep into meditation etc. will help us.

3. **Self motivation**: To collect the feeling like confidence, enthusiasm together is such a best emotional matter. We can see the self motivation in world-class musician in Olympic players and also in great martyrs. This shows the specific characteristic which gives the timely indication to be in the temperament of progress.

Three things can motivate us. They are straight goal, positivism and Cannes of attitude. The born attitudes are optimism and passivism. But the continuous communication can make a pessimist into an optimist. The destructive thoughts can be transferred into creative thoughts if we can catch and remove the negative thoughts. And we can have some healthy situation in our hands.

4. **Impulse control**: With the help of emotional self-control one can empower him/her own self to get any goal. Experiments have proved that the children with their small age waited for future, then they are found full of competence. These who are not full of patience, they proved themselves in anxiety and indecisive. Practice is needed for self controller impulse control. We should concentrate for long-term attaching goals.

5. **People skills/Commune skills**: It is very necessary to have the capacity to know that what our friends, family and professional mates feel for ourselves. We often comprehend the mental state of each other. We feel good when someone show respect or address “thank you”.
It is found in the study of Robert Cally and Jenet Caplean that engineers and scientists were on the top with their IQ some of them have progressed well. Rest of the people found disinterested. Those who have achieved well, they were having sound interpersonal relations with people.

2.7 Classifications of Emotional Competencies

Figure 2.7.1 Classifications of Emotional Competencies/Components of Sensitivity

The above figure shows the sub components of major component of sensitivity. The detail description of each major and sub component is as under.

Component-1 Self Awareness

Self awareness is the main component of emotionality. Self awareness leads a person to understand the process and capacities of own self. How a person feels in each and every situation, it is evaluated with the self awareness. Man can know the limitations and competencies of his own self.

There are three competencies of self awareness.
1. **Emotional self awareness**
Many stimulus works in our own self during the whole day. Gradually a person feels the complex emotion. There might be the positive and negative emotions. But it is very sad the hardly we understand our emotions. If a person can understand what he feels,, is called emotional self awareness. If a person fails to do this, then he or she will harm the social terms in a long term.

2. **Definite self evaluation**
After analyzing the behaviors, one can recognize the capacities and limitations of his self. Self evaluation is a must if a person wants to extend his work competence extra ordinary skill etc. can be lifted up with self evaluation.

3. **Self confidence**
Self confidence provides a deep-faith in our own self. If a man thinks that he is the best then he can do anything. Self confidence gives proper insight and proper decision making. One can stand steady, fearlessly in front of their competitions. They do not feel the pressure ever.

**Component-2 Self Management**
Self management relates with the personal’s inner mental state, emotions and also the behaviors and its functions management.

1. **Self control**
People can recognize their emotions with their emotional awareness. With the help of self control competence, a person can control his negative and painful emotions and also can change the emotions. Thoughts can be controlled. One who is having the capacity of self control, never do anything destructive. Negative emotions can harm a person physically, mentally and socially.

2. **Trust ship**
Many a times it happens that people do not trust on others. People who are having double standards personality is not worth trusted but a self controlled man can hold upon the improper and dishonest behaviors. He does the work which is having the ethical value and this type of continuing ability makes us trust worthy person.

3. **Honesty**
Pure intended behaviors are the outcomes of honesty. The person does according to his promises and conditions. And these are the basics of accepting the own responsibilities.

4. **Thoughtfulness**
Thoughtfulness is the competencies of the attitude of producing new thoughts and concepts. This competency is related with creativity. Thought creating work is both cognitive and emotional. To create the creativity thoughts is the process of cognitive. Self confidence and commitment is must for thought making. To dream and to transform it into reality both are the different things.

5. **Adjustment**
It is very necessary to change our mentality, thinking ability and also the perception. The people’s social mobility and the geographical mobility is extended today. Change is needed with entering of new atmosphere. One should change himself according to the situations; one should also change the thinking and work process. One can sustain his/ her development if he / she change themselves

**Component-3 Self Inspiration**
A definite inspiration is responsible for whatever a man does. Meslow thinks that inspiration is responsible for any work of man. According to Meslow, the basic need, safety needs, social requirement, fame and name, and self existence need are to be fulfilled. Positive inspirations like enthusiasm, joy, self confidence are to be integrated and that is the only sign of emotionality. Below are the leaders to self inspiration.

1. **Achievement inspiration**
Man does any work with the expectation of achievement. More and more achievement leads to do more works. A man gradually accepts the challenges for high goals and reaches to height. This type of power is called achievement inspiration.

2. **Commitment**
Can do attitude and doing the work of any cost, is the base of commitment. A person who is joined with any organization and who is down to earth committed is called the commitment.

3. **Self movement**
Self Movement shows the depth of a person towards his work. Person accepts any good opportunity if he is self moved. Person starts the work with full confidence to accomplish it.
4. **Optimism**

A person with optimism accomplish any work although there so many obstacles. These types of people can’t give up just because of the fear of failure.

**Component-4 Empathy**

Man is a social animal and that is why he has to cultivate the social competencies. When a person feels the same for the other people at that time empathy takes place. The developmental requirement and the characteristics of the opposite person mix with the self, than empathy happens. There are five competencies for empathy.

1. **Understand other people**

To accept the thoughts, behaviors and emotions, means understand that person. In short, to compare with the self and to understand other people is to understand empathy. The placement of other selves with our self is empathy.

2. **Develop other individuals**

One who understand others, also develop others. The developmental requirements are to be guided. The feedbacks should be given. One should also teach the other how to accept the challenges.

3. **Service oriented**

A person who is full of empathy can fulfill or around him. This is called service- orientation. This type of person always show the preparation to help others

4. **Negotiate with differences**

The society carries the people with different religions, languages and castes. There are thousands of groups. It is pre determined that each and every group has their own talents and none other can do it except their group. The assumption is that man can take more good decisions in compare to woman but when women do their best, then men will fall in fears, this is called stereotype threat.

5. **Statitical awareness**

Each and every person of society is relational with other person group or any organization. These group and organizations also do have the relations with one another. There is the perception which differs from one another in any way. To know the basics of politics are also a good way to
understand owns self. The impressions can be made upon the other people with the help of statical awareness.

**Component-5 Commune Skills**

1. **Communication**
   To send the messages, information and the signs from one place to another place is called communication. To listen to someone very carefully is called communication. The verbal and non verbal mediums are used for communication. When a listener understand the same thing which sender has sent, then effective communication has taken place.

2. **Hold**
   In present time, people use to work with group or organization. They take the cooperation of others to develop themselves. When we want work from others, we should cope-up with all. So people have to make the impression with their thoughts, language and with behaviors. This is the basic competency of social skill.

3. **Dispute Management**
   Man has to indulge in so many disputes in his life either with the people or with any company or society. The inner-dispute also takes place within him or her. Daster (2004) describes four types of disputes.1. Interpersonal 2. Within the self 3. Inter groups 4. Within the group

4. **Leadership Power**
   Leadership is the competency which gives the guidance and direction to person or a group leader should behave like a leader. He has to become a model for others with his style and language. Effective leader can impress anyone. Leader should be like mirrors.

5. **Ability of being changed**
   Emotional cognition should change accordingly the situations. This type of person can direct the society with a proper change. One who carries these type of qualities can also help others to progress that is why, if it is needed to think to change the formation of group, technique and also the attitudes of people.

6. **Capacity of Building Relations**
   Nobody can live without the co-operation of others. One has to cultivate the habit to cope up with the people surrounded by them to achieve the things. They should channelize with proper people.

1. Communication joint: This is set up for the source of information.
2. Joint of masters: To get the proper guidance when needed.
3. Joint of Trust: On who you can fully trust

**7. Co-operation**

Man is a social animal. Man also needs the help of the society. The cooperation, might be of economical, social, political or thoughtful. When a person helps another person is called cooperation.

**8. Group Competence**

A person tried to work according to the goals of a group and effectively work with them is called group competence. When a person becomes a model for other for cooperation is counted as a good model.

**2.8 The Components of Professional Emotional Competencies of a Teacher**

Emotionality is not made of isms only work satisfaction is not the emotionality. The below components are referenced for the development of emotionality.

**Figure 2.8.1 Classification of Professional Emotional Competencies**

The above figure explains that there are five components of teacher’s professional emotionality. The sensitivity cannot be proved in the absence of any one among these. The details explanation of all the components is as under.

**Component: 1 Values**
A person with values can be a successful person. The values may be spiritual, moral, social, economical, physical, biological and political or the worldly values. The values should be according to our profession.

**Component: 2 Esteem of institution**
A man should respect his institution. A person can be lifted up when he works for the name and fame of the institutions. He should see his success in the success of organization.

**Component: 3 Work Satisfaction**
The feeling of satisfaction is the greatest happiness in life. A man should be satisfied for whatever he does. Joy from any work is satisfaction when man dedicates him totally, than he can enjoy.

**Component: 4 Faithfulness/Predication**
Dedication towards institution is must. Dedication is required in any relation or work. Even the animals are found faithful towards their masters. To work for the institution for rules, principles, honesty in given work and to do productive is called faithfulness/dedication.

**Component: 5 The Expectation for proper Compensation/Reward**
Money satisfaction is not being talked here when a person is respected or given feedback for any work, is called the real compensation. Exploitation should be avoided for the better work expectation from any employer.

When all the components turned into positive-forms, then it becomes the professional emotionality.

**2.9 General Aspects of Emotionality**
Brown (1996) has presented the general aspects of emotionality. Which are as below.

1. **The form:** There are four aspects of emotionality, effectiveness, standardization continuity and instrumental zed. These things are can be changed with the time passes. The form is the productive centre of emotionality.

2. **Centre:** Centre defines the goal of emotionality. Goal can be with or without the work. One can be stay loyal to the organization and career on profession if he is committed to his work.

3. **Sustainability (Solidness):** The personal agreements are changed with the time passes for ex. The emotionality for career can stay longer for the whole life time, but the emotionality for the definite procedure is always short.
4. **Conditions:** It is necessary to have the conditions to fill the need of emotionality. Doing agreement means to describe the conditions fully.

5. **Determination:** Determination is needed to survive in the organization or with the people.

6. **The character:** There are three points for the analysis of emotionality.
   1. Personal  
   2. Team or an organization  
   3. Institute

### 2. 10 Factors Affecting Sensitivity

There are many factors affecting in teacher’s sensitivity towards the profession. Here, a list of few factors is mentioned below. The list may go on.

1. Competitive salary, awards & prizes
2. Interesting and challenging works and customs
3. Safe job
4. Conducive atmosphere for survival
5. Healthy balanced between life and work
6. Certain schemes of benevolence

Apart from the above mentioned factors there are certain other factors also affect in sensitivity. They are communication, work satisfaction, effective management, professional development, variation in work, flexibility in work, positive attitude to social change, accepting innovations, healthy balanced between work and life etc.

### 2.11 Points to bear in mind while developing Sensitive Competencies

The matters are to be taken into the consideration for the development of emotional/ sensitive abilities.

- Adele Lynn (2002) presents some advices for the trainers who are interested in the emotionality development.
- The trainer/master should be a model for the trainees. Trainer should be according to the emotional model during the interaction with trainees.
- Trainer should help the students for self evaluation. Students should select their own sources and method of evaluation. Trainer should be aware of the each and every situation of trainee.
- Trainer should be aware of the behavior and the assumptions of a trainee.
Trainee should set the realistic goals for himself and he should also learn how to change.
Trainee should be taught the new way of thought process.
Trainee should accept the new challenges against his assumptions and behaviors.
Trainee should learn the constructive behaviors or works from their behaviors. Trainers should lift them up to work more with their good behaviors.
Trainee should learn the constructive behaviors or works from their behaviors. Trainers should lift them up to work more with their good behaviors.
Trainee should accept the new challenges against his assumptions and behaviors.

Trainer should give the positive feedback. S/he should also try that others also give them positive feedbacks.
Trainer should give the result of the attempts done by the trainees.
It is needed to know about the change of trainee’s assumptions and behaviors so that one can be behaved well. They should celebrate the attempts of trainees and also give them the admiration.
Dastur (2004) provides the instruction for the training of emotionality which is as under.
At the time of training of emotionality development the needs of the individual trainees should be studied well.
One who does not understand the importance of emotional development training he or she should be debarred from this.
The benefits of the training should be discussed at the initial stage.
The personal need of the each and every trainee should be satisfied compulsorily.
The institutional needs should also be taken care.
The competencies should be developed well with the necessary practice.
The feedback form should be handed over to the trainees just to check their pre and post behavior.

2.12 The Achievements derived through Emotional Development
- The 95% problems regarding discipline got decrease after the emotional training.
- The emotional and the social skills create the higher educational achievements.
- The mind becomes so much active with the chemical process of emotions which helps to remind the information and the content.
- The emotional training helps to enhance the concentration level, in teaching in cooperation and also in classroom relations.
• The emotions are very much important for the mind in compare to higher level memory power.
• The people are less educational successful who has got failure in understanding the body language.
• The children were highly educational those who have the capacity for achieving the social skills.
• The children were seen down in educational achievements those who are full of anxiety and stress.
• Emotions are very much important because it helps the mind in collecting the information.
• The less empathy in person results into less educational achievement.
• The students who are very much active in educational activities, they always receive the help and care from the teachers. They are conscious of values of their acts and also having the higher educational goals.

After a total amount of the research five types of fields have been taken into the consideration for the research.

1. Sensitivity towards Teachers
A teacher should be sensitive to students, forgiving mistakes, understanding their needs and desires, facilitating students in learning and guiding and counseling for their academic and social affairs.

2. Sensitivity towards Students
Students should be sensitive towards their teacher’s efforts, his work condition and even once they complete their study they should maintain a good relation with them. In school sometimes we observed teacher is put in the situation of to be or not to be. So what step should be taken in favor of the teachers? In short, Students should understand and appreciate the teacher’s untiring efforts, constructive suggestions, constant guidance and positive virtues.

3. Sensitivity towards Profession
A sensitive teacher towards his profession is one who not only knows the ethics but also practice in life. A true teacher always ready devotes everything in the profession. Conscious about the latest happenings, take responsibilities, innovations in teaching, redefining excellence etc are
concluded in the sensitive teacher at profession. He should proud being a teacher in the profession.

4. Sensitivity towards Society
A teacher must be sensitive to the social tradition, customs, needs and importance of the people, social heritage, its stratification and culture. Even teacher should be conscious towards the progress of the rich-poor, literate-illiterate, educated-uneducated people of the society.

5. Sensitivity towards School Environment
Here in this research, the researcher has taken the school environment field to sensitize future teachers aware about the environment and techniques to preserve it. In this study it is named as school environment which includes the institutional climate, infrastructure facilities, rules and regulations of the institution, teachers and administrative staff members’ behavior, environment concern glimpses etc. are considered in the school environment.

2.13 Conclusion
We have seen the less dedication in today’s business, education system, society and also in politics. It also happens that in the absence of emotionality, the people are not loyal and also valueless in their works and behavior. Government should organize the seminar and training classes to enhance the emotionality in people. In this chapter the meaning of emotionality, the process of development, the importance, scope and also the recognition of the person are discussed.

‘There is not the absence of emotionality,
But the absence of a tool to develop it’