5.1 Introduction
The main objective of the present study was to construct a Sensitivity Development Programme and to evaluate its effect in the development of sensitivity. Sensitivity is a series of individual’s senses, emotions, social skills and understanding one another etc. In the present education system there are many models of teaching available to develop student’s cognitive and social competencies but very few activities and programmes help students to enhance social, moral cultural and professional values.
Keeping this in mind, a Sensitivity Development Programme was designed to develop future teachers’ sensitivity to the various fields. The characteristics of each field of sensitivity were identified in detailed. The researcher has decided certain activities for each field of sensitivity keeping in mind the mean score of sensitivity obtained in the pre-test.

5.2. Description of the Fields of Sensitivity (In Educational Perspective)
If we talk about the sensitivity in general sense then there are many fields can be included. But for the present study the researcher has selected the following type of fields. The selected fields of the sensitivity are as under.

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

Here the researcher explained all the five fields of sensitivity along with its characteristics, problems and challenges.

1. Sensitivity towards Teachers
Features
Understand the roles and responsibilities of teacher, Understand the personality of the teacher and consider him/her role model, respect and appreciate the teachers, sense of gratitude towards teachers, know the challenges and problems face by the teachers, aware about the knowledge and skills of the teacher, imbibe the values from the teacher’s personality and practice it in behavior and finally student-teachers should remember and take pride for their teachers.
Although the teacher has been given respect and love from the society there are some cases take place in the society. Therefore the student-teachers must be taught how to respect teachers and to get the respect from the society. Everybody in the society knows that teacher is the pillar of the society and the society is the shadow/reflection of the teacher. A single negative remark of teacher may spoil the entire society. Teacher faces lot of challenges and solves out them with his/her skills. It is fact that it is the teacher who prepares others ready for other professions. This statement explains the challenges and responsibilities of teacher.

**Problems/Challenges**

Teacher is not given respect in the society; people judge teacher as a low man, sometime the teachers don’t possess values, students and community people spread rumors for teachers, misbehaviors with the students in the class, incompetent at content, teaching skills and knowledge, gender bias of teachers, partial to some students, rude behavior of students and teachers, Strict attitude of teachers, inappropriate teaching methodologies and use of language. Sometimes teachers do not concern for each child, lack of dedication, regularity, commitment and lethargic nature of the teacher.

**2. Sensitivity towards Students**

**Features**

Feeling of kindness toward the students, Interest in student’s academic social and personal development, look after students learning strategies and development for the better future, forgive students errors. Follow the thought; To err is human and to forgive is divine, preserve the students’ human rights and to give freedom for education, keep positive approach towards students, give full freedom and proper facilitation for students learning, draw out innate tendencies of the children/students, work for the welfare of the students even in a critical situation, understand the learning competencies of students, make the teaching learning process effective and fruitful, see the learners as a future of the society and show kindness, sympathy and honesty towards them, motivate in learning the new theory of teaching profession, always be optimistic in towards students, show interest in students’ comprehensive development, inspire students to carry out value based activities and practice them in their behavior/ life style.

The teachers must be sensitive towards learners because through learners they are going to develop the society. Therefore the teacher must possess the above mentioned points. Here, the
researcher list out some problems of the students which the teacher must short out or find the ways to solve them.

**Problems/ Challenges**

Students always come late to the school, feel difficulties in understanding the concept, unable to pay attention while studying, students give excuses for remaining absent, overloaded with homework and social and personal problems, problems of studying in the first language, different learning abilities of the students, financial crises cause many problems, challenges while organizing field based activities and excursion activities, misuse of the school premises and other such facilities, inculcation of social, moral and cultural values and awareness programme, ineffective use of technology, conflict & competition between students, insensitive to student’s physical problems. All the above problems or challenges are being observed by the teacher in the school and teachers must pay attention on it to create a healthy society.

**3. Sensitivity towards Profession**

**Features**

Proud the teaching profession, maintain positive approach towards profession, professional commitment, dedication and readiness for continuous professional development, Know and let others know about the profession its new trends and changing perspectives, conducting research to construct new knowledge and information, remember and follow the rules and regulation of the profession, join the professional bodies and become the member to conduct and participate in the extension programmes/ Continuous professional development programmes, the code of conduct mentioned in NPE1986 are well updated with the global change in the teaching profession, sensitive towards the needs of the learners and society and the last but not least the understanding the changing scenario in the responsibility of teachers and students.

It is observed that most of the student-teachers join the teaching profession by chance and not by choice. But they should be taught the importance of the teaching profession and should make them pride being teacher. They should also know the responsibility of the teaching profession because the society/parents send their children to school to make their children well civilized and educated. To fulfill the above mentioned needs of the society, teachers must be sensitive towards students, also possess the professional ethics and should have readiness for continuous
professional development. They should love and show interest in the teaching profession. This is a holy profession and it should be proved by inculcating skills, talents and knowledge.

**Problems/Challenges**

Misbehavior of teachers with the students, angry attitude with students and colleagues, lack of teaching competence in teaching, confuse the students while teaching, use of one/traditional method, approach and techniques. Insensitive to irresponsible students, conflict with the students and colleagues, unaware about the professional organization & its educational facilities, unaware about the professional ethics etc.

**4. Sensitivity towards Society**

**Features**

He/she always remains loyal towards society - Possess high social quotients, understand the local community people, their needs, socio-economic status problems and challenges, build & maintain relationship with all the type of community people, receive appreciation, love, and respect from the society, perform an ideal personality and behave as a role model in the society, continuous efforts and devote for the development of the society. Sensitive and emotional towards the people, their customs, tradition, life style and also work for the removal of the blind faith, superstitions, dowry system, religious bias etc., avoiding caste, class and gender wise discrimination of the people in the society, always ready to help people for the reformulation of the society, preserve the culture and its heritage, show equality & sympathy towards all the people.

A teacher should not forget that he is living in society and he is awarded as pillar of the society and he should continuously devote his/her self for the development of the society. His behavior with the community people and personality is being invited by the people in the society. Therefore, the pre-service teacher continuously reminded Gandhiji’s word. 'There should not have any dark patch in the teacher’s personality' because the society is the reflection towards society, show the equality among the children of poor and illiterate parents and continuously work to enhance skills, knowledge, values among the children and also dedicate and commit for the welfare of the society.

If the teacher’s behavior is positive and sensitive towards society than only the community people will value the teacher. To know and understand the society, student-teachers should
participate in the awareness activities conducted in the schools and colleges. Therefore, student-teachers must be sensitive towards society and should develop human relationship among the people and to establish a sound/peaceful society.

Problems/Challenges
Teachers do not work for the welfare of the society, they only work properly in a stipulated period at the work place, don’t bother about the poor community students, Discriminate the low class, cast, culture people, always criticize the illiterate people, physical punishment to the students and behave rudely with the parents, no feeling for the societal development, lack of people skills, unable to carry out community development activities, criticize the rules and regulation of the society and peoples beliefs, blind faith of the people, orthodox mentality of the community people, problems of dowry system, female feticide, widower’s remarriage etc. There are many other problems observed in the society which show that the teacher must cater the needs of the community people and should always be ready to dedicate himself/herself for the societal development.

5. Sensitivity towards School Environment
Features
Keep the school premises clean and motivate students and peon to keep it clean, take initiative in cleaning and preserving the environment, organize environment awareness activities in the school and society, celebrate world Environment day, carry out tree plantation activities, inculcation of the qualities like cleanliness and preservation of natural resources, observe/practice in the behavior, understand the need and significance of the cleanliness, celebrate environment day and practice in the environment awareness programme.
We must know the changes take place in the environment due to the effect of globalization. The inadequate use of natural resources may cause a big calamity in the society in years to come. Therefore, teacher must teach environment education and make people aware about its impact in our work. The teacher should also talk about the need and significance of environment in creating conducive environment of learning.
Problems/Challenges
Students & teachers do not use the dustbin in the school, rooms and washroom stink, school campus and playground is with full of bushes and garbage, unaware about the need and
significance of environment and problems of global warming, dirty environment spoils the health of the children- dirty water and food provided in the school causes several diseases. Due to some changes occur in the environment then teachers should show sensitivity towards them and try to deal suitably with the profession.

5.3 An Outline to develop various kinds of Sensitivity among Student-teachers

The researcher attended seminars and workshops on values education and came to know the need and activities to value education. The researcher conversed with some educationists and noted down the activities or celebrations to develop sensitivity towards various fields taken in the study. They are Sensitivity towards students, teachers, society, profession and school environment.

What can be done to develop sensitivity towards Teachers during the teacher training programme?

1. Viewing and reviewing the movies based on classroom interaction and the challenges face by the teachers.
2. Celebrating teacher’s day, Guru Purnima and other such festivals.
3. Organizing community out-reach programme, field based activities, literary activities like debate, elocution, simulation, essay writing etc.
4. Career Guidance, guidance and counseling sessions, book review etc.
5. Value based activities to imbibe values like social, moral and cultural values.

What can be done to develop sensitivity towards Students during the teacher training programme?

1. Let students feel about their abilities, strengths and weaknesses.
2. Teacher should love and respect students and their learning style, needs and abilities.
3. Create conducive climate in the class. Make students participate in the teaching-learning.
4. To carry out various activities to develop certain values like cooperation, honesty, kindness, sympathy, empathy etc
5. Facilitate students for autonomous learning and give freedom in learning
6. To make student-teachers aware about the teacher’s duties and responsibility towards students.
7. To take interest in almost all the activities of students and appreciate them.

What can be done to develop sensitivity towards **Profession** during the teacher training programme?

1. Organizing & participating workshop, seminar, lectures, symposium and other such content development activities.
2. Understand and practice the professional ethics in behavior.
3. Reading of Books, magazine, journals, textbooks etc.
4. Becoming member in professional bodies or organization.
5. Subscribing journals and magazines for continuous development and to keep update.
6. Use of innovative teaching methods, approaches and techniques.

What can be done to develop sensitivity towards **Society** during the teacher training programme?

1. Visit the rural area and carry out certain programmes like illiterate education, awareness programme, community outreach programme etc.
2. To aware about the exceptional, versatile personalities and their accomplishments.
3. To help the needy people during the natural calamities like draught, flood etc.
4. Aware student-teachers about their social responsibility and to increase their social quotients.
5. Carry out NCC, NSS and other social activities.
6. Participate in the NGO activities for the societal development.
7. Develop positive attitude towards community and its people.
8. Organize rally, workshop, cultural programme, environment awareness programme etc.

What can be done to develop sensitivity towards **School Environment** during the teacher training programme?

1. Organizing Cleanliness activities, community out-reach programmes under NSS, NGO, or inter collegiate field based activities.
2. Lectures on environment awareness, its issues, challenges and impact of global warming.
3. Practicing the use of dustbin and use of less plastic materials.
4. Practicing dos and don’ts to preserve environment.
5. Tree plantation day, environment day, slogan writing, debate, elocution etc activities can be carried out.
6. Preparation and display of displays, hoardings, banners, charts, poster etc.

5. 4 Procedure to Construct Sensitivity Development Programme
The researcher followed the following steps while preparing the Sensitivity Development Programme.

5.4. 1. Analysis of pre-test score
5.4. 2. Deciding activities
5.4. 3. Construction of the activities its objectives and procedure
5.4. 4. Experts’ opinion
5.4. 5. Final form of the Programme
5.4. 6. Implementation of the Programme
5.4. 7. Collection of Feedback/remarks

The researcher planned to form three sections of the programme. They are Lecture-cum-discussion, Field based activities and celebrations. The prepared activities, its objectives and procedure were given to the experts for their valuable opinion. The suggestions were incorporated in the programme and finalized the activities with the help of the guide. The researcher implemented the programme and collected the feedback by observing students and conducting focused group discussion.

5.4.1 Analysis of Pre-test Score
The researcher gave a pre-test to the student-teachers and came to know the score of their sensitivity towards students, teachers, society, profession and school environment. The sensitivity score helped the researcher to decide the numbers and types of activities to construct Sensitivity Development Programme.
The above graph explains that the student-teachers’ score of sensitivity towards teachers was 583 in figure, Sensitivity towards School Environment was 559, towards society was 554, towards profession and students was 464. This score explained need of numbers and types of activities to make student-teachers sensitive. The researcher decided the three major sections to plan activities they are Lecture-cum-discussion, Field work and Celebrations.

The programme was constructed with several objectives. They are as under.

- To enable student-teachers to know the profession, its ethics and latest updates
- To understand, identify and recognize how people think, feel and act to shape interaction with others
- To enhance life skills, values, commune skills through certain activities
- To sensitize student-teachers towards the selected fields of the study

Keeping in mind the above score and objectives, the researcher decided the nature and numbers of activities in Sensitivity Development Programme. They are as under.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Detail</th>
<th>Students</th>
<th>Society</th>
<th>Profession</th>
<th>Teachers</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guest Lecture of a Teacher or Principal</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Sr. No</td>
<td>Detail</td>
<td>Students</td>
<td>Society</td>
<td>Profession</td>
<td>Teachers</td>
<td>Environment</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>2</td>
<td>Guest Lecture by a Social worker-political leader</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Declamation Competition</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Movie Review To Sir with Love</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Taare Zameen Par</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>How to become an Effective Teacher</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Book Review</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Debate- Discussion</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Prayer Assembly</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Field Based Activities**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Detail</th>
<th>Students</th>
<th>Society</th>
<th>Profession</th>
<th>Teachers</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indoor-Outdoor Sports</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Case Study</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Visit to MITRA School</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Visit to Blind School</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Study of School Documents</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Community Outreach Programme</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Celebrations**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Detail</th>
<th>Students</th>
<th>Society</th>
<th>Profession</th>
<th>Teachers</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cultural Programme</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Value Week Celebrations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table explains the name and numbers of activities with its field of sensitivity. There were 14 activities were kept to develop sensitivity towards students, 12 activities were kept for society, 13 activities for profession, 10 activities for teachers and 11 activities to develop sensitivity towards school environment.

### 5.4.2 Finalization of Activities

Keeping in mind the objectives and pre-test score of student-teachers’ sensitivity, the researcher planned various activities and gave it to the experts for their expert opinions. The activities were planned and constructed under the three sections. They are Lecture-cum-discussion, Field based activities and Celebrations. The activities of the programme was reformulated and recreated with the help of the experts’ suggestions. A copy of the final form of the Sensitivity Development Programme has been enclosed in the Appendix No.06.

### 5.4.3 Construction of the Activities: Planning, Procedure & Follow up

Here the researcher incorporated the opinions given by the experts and planned the following objectives and procedure for the activities. The final copy of the Sensitivity Development Programme was used to write the objectives and procedure for the study.

**Activity: 1 Guest Speech-1**

**Guest Speech:** ‘Positive Thinking’ By. Dr. Sulabha Natraj

**Objectives**

- To sensitize student-teachers towards Students, teaching profession and teachers
- To enable the student-teachers to think about their own strengths and weaknesses
- To develop positive thinking among the student-teachers
To enable student-teachers to understand their students’ emotions, learning competencies etc
To enable student-teachers to know the power of thoughts and significance of emotional intelligence

Procedure
The researcher made interaction with some academicians for the guest speech on Positive thinking or self awareness: a need for teacher training. While talking to them the researcher found Dr. Sulabha Natraj the professor and Head Waymade College of Education Vallabh Vidyanagar is the right academician to speak on the topic.
The researcher met the guest speaker and decided the day, date and timing for the speech. The researcher also shared the procedure of the speech.

Outcomes:
The students found more confident and also promised to be committed and sensitive teachers. They have participated in the focused group discussion and gave feedback on the session.

Activity: 2 Guest Speech-2

Guest Speech: Social Nature of Education by Prof. J. P. Trivedi

Objectives
- To sensitize student-teachers towards students, society and school environment
- To enable the student-teachers to think about their own strengths and weaknesses
- To develop positive thinking among the student-teachers
- To enable student-teachers to understand their students’ emotions, learning competencies etc
- To enable student-teachers to know the power of thoughts and significance of emotional intelligence

Procedure
The researcher talked to some academicians for the guest speech on Positive thinking or self awareness: a need for teacher training. While talking to the experts the researcher found Dr. Sulabha Natraj a perfect academician to speak on the topic.
The researcher met the guest speaker and decided the day, date and timing for the speech. The researcher also shared the procedure of the speech.
Outcomes
The students found more confident and also promised to be committed and sensitive teachers. They have participated in the focused group discussion and gave feedback on the session.

Activity: 3 Declamation

Topic: Teaching is a Profession to be Proud of

Objectives

- To develop sensitivity among student-teachers towards the teaching profession and their teachers
- To enable the student-teachers to rattle on the significance of teaching profession by presenting thoughts
- To enable student-teachers to appreciate and understand the importance of the profession
- To enable student-teachers to appreciate the roles and responsibilities of a teacher

Procedure
In the beginning of this activity the researcher took 15 minutes before 3 days of commencement of the activity to orient student-teachers about the Declamation activity and then announced the topic ‘Teaching is a profession to be proud of’ with brief explanation. The researcher formed three groups of student-teachers. They were Group 1. Roll No 1 to 33 Group 2.Roll No. 34 to 66 Group 3. Roll No. 67 to 100.

All the three groups were given separate room for the activity and Teacher-educators and some student-teachers of M. Ed. Programme of the college were requested to judge the event.

In total 90 minutes were given to the student-teachers for this activity and each student-teacher was given 3 minutes to present the speech. After the presentations the judges gave their feedback on student-teachers’ presentations.

Follow up
Here, the researcher collected the write ups of the speech and also observe the student-teachers’ presentations and review the judges feedback.

Activity: 4, 5 & 6 Movie Review

Objectives of the Movie: To Sire with Love
• To sensitize student-teachers towards teaching profession, students, environment and their teachers
• To enable the student-teachers to know the misbehavior of the students to attend the negative reinforcement
• To inculcate the values like, respect, honesty, courage, sympathy etc
• To aware student-teachers about the challenges of teachers teaching to the students

Objectives of the Movie: Taare Zameen Par

• To sensitize student-teachers towards teaching profession, students, environment and their teachers
• To enable the student-teachers to understand children’s psychology
• To enable students to think ways to deal with exceptional students
• To aware student-teachers about the need and significance of clean environment of the school
• Create conducive climate for the learners in school/classroom

Objectives of the Presentation: How to Become an Effective Teacher

• To sensitize student-teachers towards teaching profession, students and teachers
• To aware student-teachers about the effective use of verbal and non verbal communication
• To enable student-teachers to develop their communication skills and soft skills
• To understand and make the effective use of classroom language while teaching to students

Procedure of Viewing and Reviewing Movies & Presentation

The researcher listed some movies and the research guide and the experts decided two movies (To sir with Love & Taare Zameen Par) and one presentation on How to become an Effective Teacher by Rajesh Aggrawal were shown to the students. The researcher announced about the viewing and reviewing the movie before two days and also asked student-teachers to submit the Movie Review report.

Before showing the movie the researcher raised some questions on classroom interaction and students behavior to make student-teachers active in the discussion. After viewing the movie the researcher did Focused Group Discussion with some questions. The researcher asked them to submit the Review report in one week wherein they were asked to follow the specific format
given to them. The format is more or less same for both the movies and the presentation. The timing of the movie, To Sir with Love is 1 hour 40 minutes, Taare Zameen Par 2 hours and How to Become an Effective Teacher is 40 minutes.

**Questions of Focused Group Discussion**

There were two activities carried out after viewing movies. First is Focused Group Discussion and written feedback through movie review report.

**Focused Group Discussion: To Sir with Love**

1. Why did students not obey teacher’s instruction? Give reason.
2. Describe the teacher’s temperament while confronting rude behavior of students.
3. What will you do if you are there in place of a teacher?
4. Do’s and Don’ts of students role

**Focused Group Discussion: Taare Zameen Par**

1. Describe the character of Ishan Awasthi.
2. Should child be sent to the hostel? Give your opinion for yes and no answer.
3. How will you understand the learning abilities of exceptional children and what further step will you take up in follow up?
4. How did Amir Khan behave with the child? Elaborate by keeping in mind the roles and responsibilities of teacher.

**Focused Group Discussion: How to Become an Effective Teacher**

1. What is the significance of teacher’s communication?
2. What are the soft skills needed in the role of a teacher?
3. What are the teaching skills require while teaching?
4. What is the learning values derived from this presentation?

The written feedback was collected from the student-teachers through the specific format of the Movie Review Report which is as under.
Table 5.4.3.1 Format of the Movie Review Report

<table>
<thead>
<tr>
<th>Movie Review Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the Movie</td>
</tr>
<tr>
<td>1. Preliminary Information of the Movie.</td>
</tr>
<tr>
<td>Name of the Movie, Central Characters of the Movie, Major incidents</td>
</tr>
<tr>
<td>2. Summary of the Movie: (100 Words)</td>
</tr>
<tr>
<td>Role of a Teacher, How did he behave? How should he behave?</td>
</tr>
<tr>
<td>Role of Students, How did they behave? How should they behave?</td>
</tr>
<tr>
<td>Elaborate any three major events that touch to you.</td>
</tr>
<tr>
<td>3. Learning Values: Conclusion in around 60 words, Suggestions, Merits &amp; Demerits</td>
</tr>
<tr>
<td>Application of Learning Values/How will you make use of the learning values in your career?</td>
</tr>
</tbody>
</table>

Activity No: 7 Book Review

Objectives
- To sensitize student-teachers towards teaching profession and society
- To enable the student-teachers to review the book critically and make the presentations of it before the students
- To aware student-teachers about the recent trends of society and new strategies of teaching profession
- To enable student-teachers to repent while reading the book, writing the report and making the presentations

Procedure
The researcher instructed student-teachers about the book review activity in detailed. He explained the need & significance of Book Review. He suggested student-teachers to take a book which is based on some social issues or teaching profession/education. The researcher prepared a list of the books and displayed on the notice board which helped student-teachers to select a book. Further, the researcher asked them to write a book review report and further instructed them to make the presentation of it during the assembly. A copy of the books reviewed by the student-teachers has been enclosed in the Appendix No. 09.
Table 5.4.3.2 Format of the Book Review Report

<table>
<thead>
<tr>
<th>Name of the Student-teacher</th>
<th>Date:</th>
<th>Roll No.</th>
</tr>
</thead>
</table>

**Name of the Book**

1. Preliminary Information
   - Name of the book, author, Name of publisher and year, price, etc..
2. Main Body of the Report
   - Comprehensive Description of each point
   - Agreement and disagreement about the each main content point
3. Conclusion
   - Merits and Limitations
   - Suggestions to improve the quality of the book in terms of examples, content, reference etc.
   - Learning values

**Activity No: 8 Debate / Discussion**

**Objectives**

- To sensitize student-teachers towards students, profession and school environment
- To enable the student-teachers to communicate on certain higher and lower level language function
- To enable student-teachers to participate in the discussion and enhance commune skills
- To enable student-teachers demonstrate and suggest the best way for the complicated situations

**Procedure**

The researcher conducted this activity during the tutorial session with the three different groups of 27 students. The researcher collected some situations based on students’ behavior, teaching profession and school environment on lower and higher order language functions. The situations taken in the discussion were different than the situations placed in the Sensitivity Measurement Situational test. The situational were such wherein the researcher made student-teachers to participate in the debate/discussion and also made them to demonstrate the situations.
Follow up
The student-teachers were asked to submit the script of the conversation that they presented.

Activity: 09 Prayer Assembly

Objectives
- To sensitize student-teachers towards students, profession, society and school environment
- To enable the student-teachers to talk about certain violent activities held in the society and teaching profession
- To talk about the newspaper cuttings before all the student-teachers
- To enable student-teachers to recite shloka, prayer and hymns etc.
- To inculcate and practice the values in student-teachers behavior

Procedure
The researcher asked student-teachers to conduct the assembly in peer group wise. In total twelve groups were formed and all the student-teachers were placed randomly in a group and each group was asked to conduct the assembly for one full week. The researcher suggested the steps to conduct the assembly which is mentioned below. Each group was asked to submit the assembly report of all the activities performed in the assembly.

Follow up
The assembly reports were collected from the student-teachers which included post prayer talk, thought of the day in English & Sanskrit, thought provoking innovative presentations etc. The student-teachers were asked to conduct the assembly in these steps.
Om Kar (03), Shloka, Prayer (English, Hindi & Gujarati), Shloka, Thought of the day in Sanskrit, Thought of the day in English, Post Prayer Talk: Discussion of Newspaper cuttings, Story narration, Case study Report, Questions on General Knowledge, Book Review, Teacher’s remarks, National Pledge/College Pledge and National Song.

Activity: 10 Indoor & Outdoor Sports

Objectives
- To sensitize student-teachers towards students and school environment
- To enable the student-teachers to communicate informally with one another while playing the games
To enable student-teachers to participate in the indoor and outdoor games
To enable student-teachers to know the significance of sports in life
To play the games and let others to play the games

Procedure
The researcher organized indoor games on 24th December 2011 and outdoor sports on 7th January 2012. The indoor games like Carom, Chess, Dodge Ball, Lemon Spoon, Sip & Pick, Tug of War, Fruit Salad, Jump & Bite, Bursting Balloon, and Musical Chair. The purpose of organizing these indoor sports was to develop student-teachers intellect and to make them aware about others nature, attitude etc. The outdoor sport activities were organized to develop sportsman spirit, cooperation, unity etc values among the students. The outdoor sports like Cricket, Volley Ball, Shot put, Badminton, Kho-Kho, Long Jump, Three Legged Race, Disc throw, Javelin throw and 200 meter race. The student-teachers played all the outdoor games at the Shastri Maidan and researcher gave guidance to play the games. The researcher asked student-teachers to carry out outdoor sports in groups of 4 to 5 student-teachers during the Off-Campus Programme (Practice Teaching phase) with the school students. The supervisor/teacher-educators were asked to observe their activity and collect a brief report. The teacher-educators were given the questions to observe the student-teachers work at the school. The Student-teachers were asked to submit the report keeping in mind the points given to them.

Follow up
The researcher carried out two activities in the follow up. First is the observation from the teacher-educators and second is the student-teachers feedback through report.

Major Questions for Observation
- Are all the student-teachers participated and conducted the activity?
- Do they tell the rules and regulation of the games?
- Do they carry out the activities in groups?
- Do they talk to the students politely and motivate them to play?
- Do they generate the learning values from the games? If yes, list some.

Activity: 11 Case Study

Objectives
• To sensitize student-teachers towards society, profession and school environment
• To enable the student-teachers to communicate to the exceptional personalities and aware about their competencies
• To collect the information of versatile personality of the society and generate their details of accomplishments
• To visit the community, identify the best personality and collect the information that help people/students sensitive towards commune people and society

**Procedure**
The researcher asked each student-teacher to move in around the society and identify the exceptional personality who helps people/students to learn something from them. The researcher has given a numbers of questions in a format and they had to collect the information and fill it in the specific form. The researcher gave them this assignment during the Internship programme (Practice Teaching phase) so that student-teachers could go to the community and identify the exceptional personality.

**Follow up**
A questionnaire for case study was given to the student-teachers. It has been enclosed in the Appendix No. 08.

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**Activity: 12 Visit to a MITRA Rehabilitation Centre**

**Objectives**
• To sensitize student-teachers towards students, profession and school environment
• To enable the student-teachers to communicate with disable people to know the detail
• To understand the learning abilities and accomplishments of disable people
• To enable student-teachers to think about the ways to teach such type of students
• To aware student-teaches about such centers who really work for the welfare of the society

**Procedure**
The researcher informed student-teachers about the MITRA Rehabilitation Centre before the visit of the place and gave some questions and points to observe the centre. A brief report was submitted by the student-teachers. All the student-teachers and few teacher-educators of the college also accompanied and visited the place. The authorities and faculties of the centre explained the philosophy and other facilities of the centre. The researcher observed the interaction held between student-teachers and disable students.

**Follow up**

The student-teachers were given the questions in advance to visit the centre and a blind school. The points are as under.

1. What is the general appearance of the school when you go to visit? Does it look well cared for? Look for the litter blowing about, messy grounds, overflowing waste-bins etc.
2. Look at your surroundings as you are taken around the school. Are there pictures on the wall, pupils’ work and records of achievement or some special event? Is it a bright and cheerful place or does it appear shabby and unloved and uncared for?
3. Check what medical facilities are available in the school. Is there a school nurse on-site full time or part-time.
4. Are the teaching staffs trained to handle the students?
5. Are the teaching staffs trained to administer drugs in an emergency?
6. What strategies does the school use to manage challenging behavior? How do they monitor if it is working?
7. What therapists visit the school and how often? How often does the educational psychologist visit the school?
8. Take a look at the pupils in the classroom. Are they engaged in a meaningful activity? Are they just sitting around?
9. How are children supported throughout the school day?
10. How communication, physiotherapy, toileting or behavior programmes are put in place, monitored or reviewed?
11. What happens if a child is upset or distressed and whether the school adapts their response to match each child’s needs?
12. How well activities are planned? What’s in place to support a child of things don’t go as expected?
13. What is general structure and timetable for the school day?
14. How many children are there in a class? What is the teacher-student-ratio? How it is decided?
15. How does the school support child needs?
16. How does the school communicate with the parents?
17. What arrangements are there for parents to get involved with the school?
18. Find out the methods of teaching adopted by the teachers? How teaching is carried out in the classroom?
19. Write your learning value/learning experience of the visit.

Activity: 13 Visit to a Blind school

Objectives
- To sensitize student-teachers towards students, teachers, society and school environment
- To aware student-teachers about the learning strategies of the blind students
- To enable the student-teachers to communicate with the blind teachers and students
- To enable student-teachers think about the new teaching techniques for the blind people
- To repent student-teachers by knowing the details of the challenges faced by the students

Procedure
The researcher informed the student-teachers about the Blind school before the visit and gave some questions or points to observe the centre. A brief report of the visit had been submitted by the student-teachers. All the student-teachers and teacher-educators of the college visited the place. The authorities and faculties of the centre explained the philosophy and other facilities of the centre. The researcher observed the interaction held between student-teachers and blind teachers and students.

Follow up
The student-teachers were asked to visit the blind school keeping in mind the questions given to them to visit MITRA School. They were asked to submit the report.

Activity: 14 Study School Documents

Objectives
- To sensitize student-teachers towards profession and teachers
• To enable the student-teachers to communicate with the school teachers, administrative staff
• To enable student-teachers observe the school documents critically and understand the significance of it
• To aware student-teachers how to maintain records & update files
• To enable student-teachers to know the meaning, importance and the types of school records

Procedure
The researcher made use of the Off-Campus Programme (Practice Teaching Phase) carried out at the college. In total 7 groups of around 12 to 13 student-teachers were formed and each group was given three school records to review. The Researcher formed the groups of 3 to 4 students in each group to review the record. Student-teachers were asked to submit a separate review report of the school document that they reviewed. Group No. 1: General Register, Student Attendance Register & Annual Calendar. Group. 2: Log book, Teacher’s attendance register & Duty leave register Group.3: Class Time table, School calendar & Computer lab Group.4: Salary Register, Inward Register & Teacher’s TT Group.5: CRC, Students’ Fees Register & Scholarship Register Group.6: Science Lab. Register, Language Lab. Register & Outward Register Group.7: Library Register, Dead Stock Register & Leaving Certificate Register. A list of the School documents referred by the Student-teachers has been enclosed in the Appendix No. 7.

Follow up
The student-teachers were asked to submit the report of the review of the school record. They incorporated the points like.
Primary details of school, study record, Need and significance of the report, description of the report and Learning value.

Activity: 15 Community Outreach Programme
Objectives
• To sensitize student-teachers towards students, profession, society and school environment
• To enable the student-teachers to carry out awareness programme for the community people
To sensitize student-teachers towards the society, its social structure, beliefs etc.

To enable student-teachers to communicate with the community people and come to know their needs and challenges

To enable student-teachers to present activities like skit, drama, role play, speech on the issues like environment, superstitions, social issues, need of education etc.

**Procedure**

The researcher oriented student-teachers about the concept and needs of the Community outreach programme. The researcher collected the names of the volunteers for the programme and randomly took the student-teachers who did not participate in some or the other activities. The researcher gave them few topics for the Programme. The topic like Preservation of Environment, Need of Education and technology, Social Issues like, dowry system, superstitions etc were given to them. The items like Skit, Role play, Speech on preservation of environment, Demonstration of the use of technology to the community children, speech on the need of education, vote of thanks & national songs were included in the programme. The volunteers submitted the list of the items along with its script performed in the programme. The researcher appreciated the student-teachers efforts and also observed them.

**Follow up**

The researcher collected the feedback from the student-teachers after the programme. The feedback was received from the focused group discussion the questions for the discussion like nature of the Community outreach programme, students’ involvement, need/learning values of the programme, feedback of the community people, future programmes etc.

**Activity: 16 Cultural Programme**

**Objectives**

- To sensitize student-teachers towards society and teachers
- To enable the student-teachers to perform dance, skit, Ras-Garba, simulation etc activities to present the Indian culture
- To aware student-teachers about the holy and diverse culture of India
- To enable student-teachers to inculcate the cultural values like acceptance and appreciation

**Procedure**
The researcher motivated to carry out culture programme during the Annual day celebrations. The programme was aimed to present the culture of different state, areas, and cities of the nation. The researcher motivated student-teachers to carry out the activities like skit on awareness issues, simulation, role play, singing songs dance and Ras-garba. The entire programme was anchored by the two student-teachers. The researcher asked them to submit the script of the programme and requested few student-teachers to submit the brief write-up. The researcher observed the participated student-teachers during the programme. All the students were congratulated by the researcher.

**Follow up**

The participated student-teachers were asked to submit the script of the cultural programme. The researcher observed participants and non participants’ student-teachers during the programme keeping in mind the points like their involvement, performance, language, management skill non participants’ interest etc.

**Activity: 17 Value Week Celebrations**

**Objectives**

- To sensitize student-teachers towards students, profession, society and teachers
- To enable the student-teachers celebrate the values by making presentations, speech, narrating stories, skits and displaying notice boards
- To enable student-teachers talk and prepare display materials and practice the social, moral and cultural values in behavior
- To enable student-teachers to know the significance of the values in teaching profession

**Procedure**

The researcher conducted this activity during the prayer/assembly. The researcher made use of peer council formed at the college. There were in total 10 peer groups and each group has selected a value and made a power point presentations, narrated stories, viewed video clips, performed skits and thoughts of the day in English and Sanskrit language. The value week celebration had been conducted for 10 days. Each day one value was celebrated by the respective group. Values like Fraternity, Peace, Regularity, Creativity, Honesty, Simplicity, Sympathy, Appreciation, Rationality and Unity were celebrated. The researcher motivated the student-teachers to display the displays based on the values and create conducive climate at the college.
The researcher also motivated the student-teachers to come out with the newsletter based on value celebration at the college. The teachers and students promise to practice the values in their teaching career.

**Follow up**

The student-teachers were asked to submit the reports keeping in mind the following points.
Name of the Peer Group, Day and Date of the celebration, Explanation of the value, Procedure of the assembly/value week celebrations, Peers involvement, Significance of the value in education & Learning values.

**Activity: 18 Geeta Jayanti Celebrations**

**Objectives**

- To sensitize student-teachers towards students and society
- To enable the student-teachers to talk about the holy book and its implications in life
- To aware student-teachers about the educational implications of the holy scriptures
- To enable student-teachers practice and inculcate the values like honesty, simplicity, cooperation, sympathy etc.

**Procedure**

The researcher motivated the student-teachers to celebrate the Geeta Jayanti by making Power point presentation, speech, talking about value based shloka, and its educational implication in life. The researcher remarked the student-teachers’ presentations with some fruitful words. The student-teachers also displayed the displays of Sanskrit shloka, pictures, and quotations on the notice board. The teacher-educators of the college appreciated the attempts made by the student-teachers.

**Follow up**

The student-teachers were asked to submit the script of the conversation.

**Activity: 19 Christmas Celebrations**

**Objectives**

- To sensitize student-teachers towards society, profession and school environment.
- To enable the student-teachers to imbibe the values like National Integration, unity, cooperation and brotherhood
• To enable student-teachers to participate in the Christmas celebration by making presentation, performing skit, preparing crib, singing carols etc.
• To enable student-teachers to inculcate and practice the values in behavior

Procedure
The researcher motivated the student-teachers to celebrate the Christmas celebrations. The student-teachers prepared a crib before the day and put statues in the crib. The researcher welcomed the students and teachers during the celebrations. The entire Christmas celebrations programme was conducted in the following steps.

Welcome the students and teachers, Prayer carol singing, speech made by the students, Power point presentations, Santa Claus performance, distribution of chocolates and cake, Principal’s remarks and researcher’s remarks. The researcher talked about the need and significance of unity and national integration. Further, the researcher appreciated and congratulated student-teachers efforts. To know the importance of the Christmas celebrations the researcher asked the student-teachers on the next day and the student-teachers replied in their feedback in teacher education institutions this type of programme must be celebrated.

Follow up
The student-teachers were observed keeping in mind the following points.
-Number of the students participated -Quality and types of the presentations & speech
-Students and teachers involvement & expressions throughout the day
The student-teachers were asked to share their opinion about the programme after the completion of the Christmas celebrations.

Activity: 20 Swami Vivekanand’s Birth Anniversary

Objectives
• To sensitize student-teachers towards students and society
• To aware student-teachers about the versatile personality and his achievements
• To enable student-teachers to participate in the birth anniversary celebration by displaying the posters, flash cards, quotations etc.
• To enable student-teachers know the educational philosophy and its implications

Procedure
The researcher motivated student-teachers to celebrate the birth anniversary of the Swami Vivekanand. The student-teachers celebrated birth anniversary in the assembly by showing power point presentation, lecture, narrating events, displaying quotations/messages on the notice board. In the presentation the student-teachers incorporated Introduction, accomplishments, aims and objectives of life, Philosophy of education Message to youth etc. The student-teachers also placed small booklet of Swami Vivekanand in the Boys and Girls common room so that the students could read at their leisure time.

Follow up
The researcher got the general feedback about the activity after the completion of the program and the student-teachers were observed while celebrating the birth anniversary.

5.4.4 Experts’ Opinion on Sensitivity Development Programme
The programme was prepared by the researcher, keeping in mind the pre-test score and gave it to the experts’ opinion. The experts gave the following opinion while reviewing the programme.

1. Give enough time for the discussion after the activity and do not carry out question-answer during the guest speech.
2. Collect the reports of excursion activities.
3. Give group work activities for few activities like sports, study of school documents, value week celebration, cultural programme.
4. Announce the event before the commencement of the activities.
5. Decide the values and specified the activities for the value week celebration
6. Ask student-teachers to present the book review report during the assembly time.
7. Specify the objectives for all the activities.
8. Elaborate the procedure in detail.
9. Conduct one activity at a time. More activities at a time may cause the difficulty in observation and collecting feedback.

5.4.5 Final Form of the Programme
The researcher incorporated the opinions and suggestions of the experts and shared with the research guide and finalized the sensitivity Development Programme. The list of the activities is
A copy of the primary form of the SDP has been enclosed in the Appendix No.05 and the final form of the SDP has been enclosed in the Appendix No.06.

Table 5.4.5.1 List of the Activities of Sensitivity Development Programme

<table>
<thead>
<tr>
<th>Section</th>
<th>Name of the Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture-cum-Discussion</td>
<td>Guest Lecture</td>
</tr>
<tr>
<td></td>
<td>1. Positive Thinking</td>
</tr>
<tr>
<td></td>
<td>2. Social Nature of Education</td>
</tr>
<tr>
<td></td>
<td>Declamation: Teaching is a Profession to be proud of</td>
</tr>
<tr>
<td></td>
<td>Movie Review</td>
</tr>
<tr>
<td></td>
<td>1. To Sir with Love</td>
</tr>
<tr>
<td></td>
<td>2. Taare Zameen Par</td>
</tr>
<tr>
<td></td>
<td>3. How to become an Effective Teacher</td>
</tr>
<tr>
<td></td>
<td>Book Review</td>
</tr>
<tr>
<td></td>
<td>Debate-Discussion on certain situations</td>
</tr>
<tr>
<td></td>
<td>Prayer Assembly</td>
</tr>
<tr>
<td>2. Field Based Activity</td>
<td>Indoor-Outdoor Sports</td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td>Visit to MITRA School</td>
</tr>
<tr>
<td></td>
<td>Visit to Blind School</td>
</tr>
<tr>
<td></td>
<td>Study the School documents</td>
</tr>
<tr>
<td></td>
<td>Community Outreach Programme</td>
</tr>
<tr>
<td>3. Celebrations</td>
<td>Cultural Programme</td>
</tr>
<tr>
<td></td>
<td>Value Week Celebrations</td>
</tr>
<tr>
<td></td>
<td>Geeta Jayanti</td>
</tr>
<tr>
<td></td>
<td>Christmas Celebrations</td>
</tr>
<tr>
<td></td>
<td>Swami Vivekanand’s Birth Anniversary</td>
</tr>
</tbody>
</table>

The above table explains that there were mainly three sections. They were Lecture-cum-discussion, Field based activities and Celebrations. There were in total 20 activities. They were...
9 activities under Lecture-cum-discussion, 6 activities under Field based activities and 5 activities under celebrations.

5.4.6 Implementation of the Programme

The researcher decided the day, date and time with the help of the research guide and then talked to the Principal and Coordinator of the B. Ed. Advanced Programme and requested to schedule the activities in their annual calendar. The researcher gave sufficient time between the activities of SDP and pre-test and post-test. Here, the researcher mentioned the day date and timing for each activity.

<table>
<thead>
<tr>
<th>Name of the Section</th>
<th>Details</th>
<th>Date of Implementation</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture-Cum-Discussion</td>
<td>1. Positive Thinking</td>
<td>22-11-2011</td>
<td>45 minutes + 15 discussion=60</td>
</tr>
<tr>
<td></td>
<td>2. Social Nature of Education</td>
<td>5-1-2012</td>
<td>45 minutes +15 minutes for discussion=60 minutes</td>
</tr>
<tr>
<td></td>
<td>Declamation --Teaching is a Profession to be proud of</td>
<td>11-1-2012</td>
<td>Total 3 Hours</td>
</tr>
<tr>
<td></td>
<td>Movie Review</td>
<td>27-11-2011, 7-12-2011, 24-12—2011</td>
<td>5 hours</td>
</tr>
<tr>
<td></td>
<td>1. To Sir with Love</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Taare Zameen Par</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. How to become an Effective Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book Review</td>
<td>25-11-2011 to 20-12-2011</td>
<td>15 days will be given to submit the report.</td>
</tr>
</tbody>
</table>
### Name of the Section | Details | Date of Implementation | Duration
---|---|---|---
2. Field Based Activity | Indoor-outdoor Sports | 24-12-2011, 7-1-2012 & Off Campus Programme | 1 full day + 1 session for each group in the Off-Campus Programme

| Case Study | During the Internship Programme i.e 11\(^{th}\) Jan to 19\(^{th}\) Jan 2012 | 1 hour |

| Visit to MITRA School | 7-12-2011 | 1 hour |
| Visit to Blind School | 21-12-2011 | 1 hour |
| Study of the School documents | During Off-Campus Programme i.e 8\(^{th}\) Dec to 22\(^{nd}\) Dec 2011 | 1 hour |
| Community Outreach Programme | 6-1-2012 | 1 hour |

3. Celebrations | Cultural Programme | 8-1-2012 & 1-3-2012 | 45 + 45 = 90 minutes
| Value Week Celebrations | 2-1-2012 to 24-1-2012 | 3 hours |
| Geeta Jayanti Celebrations | 7-12-2011 | 30 minutes |
The pre-test of Sensitivity Measurement Situational Test was given to the student-teachers on 17\textsuperscript{th} October 2011 and the same test was given in post-test on 19\textsuperscript{th} March, 2012. Maximum 90 minutes were given to the student-teachers to complete the test.

### 5.4.7 Feedback Collection

The Researcher collected the feedback from the student-teachers after the completion of each activity. In some of the activities the researcher conducted focused group discussion and in some of the activities the researcher has done observation and reports. The following table explains what researcher did after the completion of the activities. The researcher observed the behavior of student-teachers before and after the implementation of the programme.

<table>
<thead>
<tr>
<th>Table 5.4.7.1 Follow up Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of the Activity</strong></td>
</tr>
<tr>
<td><strong>1. Lecture-Cum-Discussion</strong></td>
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<tr>
<td>Guest Lecture</td>
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<tr>
<td>1. Positive Thinking</td>
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<td>2. Social Nature of Education</td>
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<tr>
<td>Declamation</td>
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<tr>
<td>-- Teaching is a Profession to be proud of</td>
</tr>
<tr>
<td>Movie Review</td>
</tr>
<tr>
<td>1. To Sir with Love</td>
</tr>
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<td>2. Taare Zameen Par</td>
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<td>3. How to become an Effective Teacher</td>
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</tr>
<tr>
<td>Visit to Blind School</td>
</tr>
<tr>
<td>Study of the School Documents</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Community Outreach Programme</td>
</tr>
<tr>
<td>Name of the Activity</td>
</tr>
</tbody>
</table>

### 3. Celebrations

<table>
<thead>
<tr>
<th>Name of the Activity</th>
<th>Feedback &amp; Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Programme</td>
<td>Report &amp; Observation</td>
</tr>
<tr>
<td>Value Week Celebrations</td>
<td>Report &amp; Observation</td>
</tr>
<tr>
<td>Geeta Jayanti Celebrations</td>
<td>Feedback &amp; Observation</td>
</tr>
<tr>
<td>Christmas Celebrations</td>
<td>Feedback &amp; Observation</td>
</tr>
<tr>
<td>Celebration of Swami Vivekanand’s Birth Anniversary</td>
<td>Feedback &amp; Observation</td>
</tr>
</tbody>
</table>

### 5.5 Conclusion

It has been a great experience to carry out certain activities to develop various kinds of sensitivity among the pre service teachers. All the teacher education colleges carry out some of these types of activities but here the researcher planned and implemented the programme with certain definite objectives to check the effectiveness. There were drastic changes found while implementation of the programme and after the implementation of the programme.