6.1 Introduction
Data analysis and interpretation is one of the most important steps in research. If the collected is not calculated accurately and comprehensively then it is difficult to present the accurate findings. Here, the qualitative as well as quantitative data was analyzed and interpreted to understand the effect of the Sensitivity Development Programme.

6.2 Hypotheses Testing and its Interpretation
Keeping in mind the objectives of the study, the researcher framed null hypotheses. The analysis and interpretation of all the hypotheses are given as under.

Hypothesis-01 There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>SEM</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>157.67</td>
<td>81</td>
<td>11.054</td>
<td>1.228</td>
<td>80</td>
<td>7.066</td>
</tr>
<tr>
<td>Post-test</td>
<td>169.42</td>
<td>81</td>
<td>11.352</td>
<td>1.261</td>
<td>80</td>
<td>7.066</td>
</tr>
</tbody>
</table>

*Significant at 0.01 level

The computed t-value i.e. 7.066 is greater than the table t-value 2.645 at 0.01 level of significance for 80 degree of freedom.
So, the null hypothesis that there will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity is rejected.
It means, there was significant difference in the mean achievement score of pre-test and post-test of student-teachers’ sensitivity.
It can be observed from the result that post-test mean achievement score was higher than the pre-test mean achievement score which indicates that the sensitivity development programme was effective in developing sensitivity among student-teachers.

Hypothesis-02 There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards teachers.
Table 6.2.2 Student-teachers’ Sensitivity towards Teachers in Pre-test and Post-test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>SEM</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>32.54</td>
<td>81</td>
<td>3.461</td>
<td>.385</td>
<td>80</td>
<td>6.906</td>
</tr>
<tr>
<td>Post-test</td>
<td>35.95</td>
<td>81</td>
<td>2.979</td>
<td>.331</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.01 level

The computed t-value i.e.6.906 is greater than the table t-value 2.645 at 0.01 level of significance for 80 degree of freedom.

So, the null hypothesis that there will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards teachers is rejected.

It means, there was significant difference in the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards teachers.

It can be observed from the result that post-test mean achievement score was higher than the pre-test mean achievement score which indicates that the sensitivity development programme was effective in developing sensitivity among student-teachers towards teachers.

**Hypothesis-03** There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards students.

Table 6.2.3 Student-teachers’ Sensitivity towards Students in Pre-test and Post-test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>SEM</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>30.62</td>
<td>81</td>
<td>3.587</td>
<td>.399</td>
<td>80</td>
<td>4.787</td>
</tr>
<tr>
<td>Post-test</td>
<td>33.06</td>
<td>81</td>
<td>3.392</td>
<td>.377</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.01 level

The computed t-value i.e.4.787 is greater than the table t-value 2.645 at 0.01 level of significance for 80 degree of freedom.

So, the null hypothesis that there will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards students is rejected.

It means, there was significant difference in the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards students.

It can be observed from the result that post-test mean achievement score was higher than the pre-test mean achievement score which indicates that the sensitivity development programme was effective in developing sensitivity among student-teachers towards students.
**Hypothesis-04** There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards profession.

**Table 6.2.4** Student-teachers’ Sensitivity towards Profession in Pre-test and Post-test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>SEM</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>29.84</td>
<td>81</td>
<td>3.397</td>
<td>.377</td>
<td>80</td>
<td>3.497</td>
</tr>
<tr>
<td>Post-test</td>
<td>31.56</td>
<td>81</td>
<td>3.256</td>
<td>.362</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.01 level*

The computed t-value i.e.3.497 is greater than the table t-value 2.645 at 0.01 level of significance for 80 degree of freedom.

So, the null hypothesis that there will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards profession is rejected.

It means, there was significant difference in the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards profession.

It can be observed from the result that post-test mean achievement score was higher than the pre-test mean achievement score which indicates that the sensitivity development programme was effective in developing sensitivity among student-teachers towards profession.

**Hypothesis-05** There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards society.

**Table 6.2.5** Student-teachers’ Sensitivity towards Society in Pre-test and Post-test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>SEM</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>32.16</td>
<td>81</td>
<td>2.952</td>
<td>.328</td>
<td>80</td>
<td>4.395</td>
</tr>
<tr>
<td>Post-test</td>
<td>34.46</td>
<td>81</td>
<td>3.735</td>
<td>.415</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.01 level*

The computed t-value i.e.4.395 is greater than the table t-value 2.645 at 0.01 level of significance for 80 degree of freedom.
So, the null hypothesis that there will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards society is rejected. It means, there was significant difference in the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards society. It can be observed from the result that post-test mean achievement score was higher than the pre-test mean achievement score which indicates that the sensitivity development programme was effective in developing sensitivity among student-teachers towards society.

Hypothesis-06 There will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards school environment.

Table 6.2.6 Student-teachers’ Sensitivity towards School Environment in Pre-test and Post-test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>SED</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>32.47</td>
<td>81</td>
<td>3.271</td>
<td>.363</td>
<td>80</td>
<td>3.98</td>
</tr>
<tr>
<td>Post-test</td>
<td>34.40</td>
<td>81</td>
<td>3.216</td>
<td>.357</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.01 level

The computed t-value i.e.3.98 is greater than the table t-value 2.645 at 0.01 level of significance for 80 degree of freedom.

So, the null hypothesis that there will be no significant difference between the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards school environment is rejected. It means, there was significant difference in the mean achievement score of pre-test and post-test of student-teachers’ sensitivity towards school environment. It can be observed from the result that post-test mean achievement score was higher than the pre-test mean achievement score which indicates that the sensitivity development programme was effective in developing sensitivity among student-teachers towards school environment.

6.3 Analysis of Student-teachers’ Feedback on Activities of Sensitivity Development Programme

There were in total 20 activities planned in the Sensitivity Development Programme. After the completion of each activity the researcher conducted Focused Group Discussion, observation, report writing, or presentation. Here, the general remarks of the student-teachers are mentioned.
### 6.3.1 Analysis of Student-teachers’ Feedback on Each Activity

There were in total 20 activities conducted under sensitivity development programme in three major sections they were lecture-cum-discussion, field based activity and celebrations. The feedback of student-teachers to all the activities are mentioned in detailed which help to know the effectiveness of the programme.

**Activity No. 1 Guest Lecture by. Dr. Sulabha Natraj on Positive Thinking**

**Table 6.3.1.1 Implications of Student-teachers’ Feedback on Lecture No. 1**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Details</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you inspired by the guest speaker’s speech?</td>
<td>96%</td>
</tr>
<tr>
<td>2</td>
<td>Have you been constantly interested during the speech?</td>
<td>91%</td>
</tr>
<tr>
<td>3</td>
<td>Has she taken enough time to deliver his speech?</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Guest speaker’s speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Insignificant</td>
<td>00</td>
</tr>
<tr>
<td>5</td>
<td>Suggestions on the guest speaker’s speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>---Give much time for the oral presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>---Organize such type of guest lectures on regular base</td>
<td></td>
</tr>
<tr>
<td></td>
<td>---Each student can be given hand out before the speech presentation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>---Change in seating arrangement was required</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback on the Question-answer session/FGD**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Details</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have you got enough time for the question-answer?</td>
<td>90%</td>
</tr>
<tr>
<td>2</td>
<td>Have you derived new points/ideas from the discussion?</td>
<td>100%</td>
</tr>
</tbody>
</table>
3 How was the question-answer session?

<table>
<thead>
<tr>
<th>Details</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>96%</td>
</tr>
<tr>
<td>Irrelevant</td>
<td>04%</td>
</tr>
</tbody>
</table>

4 Have you got satisfactory answer from the discussion?

** Promises taken by the student-teachers

--I will make school an ideal place of learning.
--Expand the status and importance of teachers.
--I will help the needy people of the society.
--I will work with honesty, enthusiasm and dedication.
--I will carry out certain activities on self-realization.
-I will be positive at my thinking and behavior.

Activity No. 2 Guest Lecture by Prof. J. P. Trivedi on Social Nature of Education

Table 6.3.1.2 Implications of Student-teachers’ Feedback on Lecture No. 2

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Details</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you inspired by the guest speaker’s speech?</td>
<td>93%</td>
</tr>
<tr>
<td>2</td>
<td>Have you been constantly interested during the speech?</td>
<td>89%</td>
</tr>
<tr>
<td>3</td>
<td>Has he taken enough time to deliver his speech?</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Guest speaker’s lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>14%</td>
</tr>
</tbody>
</table>
Insignificant 00%

5 Suggestions on the guest speaker’s speech
--Excessive use of Examples may ruin the beauty of the speech.
--More questions could have been raised.
--Discussion on various ways to uplift the society can be done.

** Feedback on the Question-answer session/FGD

1 Have you got enough time for the question-answer? 90%

2 Have you derived new points/ideas from the discussion? 94%

3 How was the question–answer session?
   Interesting 96%
   Irrelevant 04%

4 Have you got satisfactory answer from the discussion? 98%

** Promises taken by the student-teachers

--I will be sensitive and cater the needs of the community people.

--I will carry out certain environment and social awareness programmes for students and community.

--I will follow the social customs, its rules and regulation.

--I will make illiterate literate and inhuman human being in the profession.

-I will be role model for the students and society.

Activity No. 03 Declamation on Teaching is a Profession to be Proud of

The student-teachers were asked to submit the write-up and make the oral presentations of it in three minutes. There were two follow up activities were carried out under this activity. One was content analysis of the write ups and the second was observation of the speech presentation.
Analysis of Feedback of the Report

- Student-teachers wrote some quotations in the write ups and also made use of flowery language to put sarcastic remarks.
- There were some grammatical errors observed in the write ups. The researcher also observed the repetition of the content in the write ups.
- The quality of few write ups was extra ordinary. The length, idea of the content, content organization and use of coherent and coherence devices in the write up were fabulous.
- The use of exemplification device was remarkable in 50 % of the write ups. Student-teachers mentioned various type of examples to make the write ups effective.

Researcher’s Observation

The researcher visited all the three groups to listen the presentations of the student-teachers. In each group there were 3 judges. Observation of the student-teachers presentation in the form of appreciation and suggestion are mentioned below.

- 70% of student-teachers have presented a comprehensive speech. The special characteristics of such presentations were time management, ideas, examples, reference, facial expressions and pronunciation.
- 30 % of student-teachers just repeated the spoken content even couldn’t use the given time for the presentations.
- Few student-teachers forgot the content and made bluff in their speech.
- Very few student-teachers didn’t mentioned any examples or events in their speech.

Activity No. 04 Viewing and Reviewing a Movie: To Sir with Love

The researcher carried out two follow up activities under this activity. One was focused group discussion and the other was movie review report.

Response of Focused Group Discussion

The researcher conducted focused group discussion after viewing the movie and the major responses of the questions raised by the student-teachers are mentioned below.

1. Why did students not obey teacher’s instruction? Give reason.

The majority of the student-teachers gave the reason about teacher’s faulty teaching method and noticed teacher’s inapt behavior towards the students. Few student-teachers suggested the
innovative ways to control the class like. Keeping students busy in writing, let students teach in the class, keeping the class interactive etc.

2. Describe the teacher’s temperament while confronting rude behavior of students.
Sometimes the teacher was supposed to lose his temperament for misbehavior of the students but he proved to be a sensitive teacher who controlled over his emotions /impulses and did not punish the students. Some students noticed the facial expressions of the teacher when the other students were walking on the benches and throwing papers on one another.

3. What will you do if you are there in place of a teacher?
Student-teachers answered that they would ask the students to write the content points ten times, call parents, report to the principal, stop teaching, let students teach etc were the major responses.

4. Dos and Don’ts for students role
The student-teachers were asked to answer, how students should behave in the class. The responses of the student-teachers are as under.
Dos: Shouldn’t misbehave before teachers, pay attention while studying, always respect the elders, understand the teaching content, regular/punctual in all the works, self autonomous learning etc points were brought by the student-teachers.
Don’ts: Students shouldn’t throw papers during the classroom teaching on teachers and classmates, unnecessary talk during the class, don’t give feeble excuses, avoid having the disobedient friends etc points were brought by the students.

Analysis of Movie Review Report
The student-teachers were asked to submit the movie review report in a specific format given to them. The format is given in the Chapter No. 5.

Summary of the Movie
This film was set in 1967. It was all about an unemployed engineer who decided to take school teaching as a temporary financial solution while he continued to search for a job in his field. On the very first day he had to face a group of ruffians and bad tempered students in his class. The students were foul-mouthed and uncontrollable, they were about to dispose of the new teacher as they did earlier with the other teachers. A lot of head butting went on when at last he found a
novel approach to educate his students about life in the real world. The name of the teacher who was lead character in the film was Mark Thackeray.

His first step was to teach them how to give respect to others. How to be courteous to others? He also fought with the narrow minded school administration whose views about the students were totally different. He had to face numerous racial and backhanded comments by disgruntled teachers and misguided parents. People didn’t respond to his efforts, but still he remained vigilant in his attempts to bring positive changes. To Sir with Love is a touching tribute to those exceptional educators who enlighten, encourage and open the eyes of their students.

In short the movie acted on the plot of teaching in a school and ended with racial issues and color discrimination. It has been focused to show in the most of schools and common theatres for creating awareness of contemporary issues of education related to teacher and up grading the society by carving the upcoming generation.

**Learning Values**

- As Teenagers are mostly interested in general talks so, he gave them permission to ask him about any topic they like to discuss.

- The teacher focused on overall development of the students by giving them knowledge of cooking, dressing, sports and many other areas that are necessary to live better life.

- It can be learnt that the teacher need not to demand respect, the respect comes automatically from the heart of students.

- To Sir, with Love showed how a little humanity can go a long way and make all the difference. When I saw the strict versions of teachers next to Mark’s character, I began to realize how schools could be put to good use not only to teach children academic skills but also to give them the kind of survival training and soft skills. I learned that a teacher should employ wisely both his heart and humanity to teach the toughest kids in the class.

**Student-teachers’ Feedback on a Movie**

**Table 6.3.1.3 Student-teachers’ Feedback on a Movie: To Sir with Love**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>I had watched the movie three to four times and it touched my</td>
</tr>
<tr>
<td></td>
<td>heart and minds both. While watching the movie I also wished to</td>
</tr>
<tr>
<td></td>
<td>be a teacher like the teacher</td>
</tr>
<tr>
<td></td>
<td>--Although he was an engineer he decided to continue teaching</td>
</tr>
<tr>
<td></td>
<td>as a profession after seeing the tremendous change in the</td>
</tr>
<tr>
<td></td>
<td>behavior of the students. He thought he could not demand such</td>
</tr>
</tbody>
</table>
shown in the movie that touches the hearts of the students and leaves an indelible mark in the students’ minds even if he had to leave the college for some reasons.

type of respect from any other profession except teaching. Being a teacher only he will be able to shape the society and overcome social stereotype false notions from the society.

--The movie showed how the social customs have hampered the flight of the students in learning. The teacher very well understood the scenario and handled the situation with appropriate action.

--As this story was about racialism in the field of education, I learnt how love and patience can turn the tables. This movie helped me to understand the challenges faced by a teacher in the classroom while teaching and dealing with the students.

--To Sir with Love is a true story of a dedicated teacher who turned hate into love, teenage rebelliousness into self respect, contempt into consideration for others.

--This movie can give a lesson to pre-teens and teens of our time of being you, valuing education; respecting others and having faith in yourself are timeless. It encourages the youth to connect with their dreams and aspirations.

**Activity No. 05 Viewing and Reviewing a Movie: Tare Zameen Par**

**Response of Focused Group Discussion**

1. Describe the character of Ishan Awasthi.

Ishaan Awasthi who found it difficult to match his world of colors, kites and animals to that of the others in his age group, who were more into studies and homework.

2. Should child be sent to the hostel? Give your opinion for yes and no answer.

Almost all the student-teachers said that child should not be sent to the hostel because a soft touch of a mother/father can change the life of a child into a well civilized person. The child may get knowledge from teachers and books but the parents are the first teacher of child. Therefore, parents should not keep their children away.

3. How will you understand the learning abilities of exceptional children and what further step will you take in follow up?

We will not directly start teaching students. First, we will implement various activities to understand their abilities and competencies. Further, we will keep the teaching learning
process participatory so that the students and teacher would come to know one another.


Amir Khan behaved with students as a friend, motivator and counselor. His entrance in the class made the students happy and energetic that made the teaching learning easy and interesting. He did not follow the conventional way of teaching but used play way technique to teach students. To understand the skills and abilities of the students is a challenging task for teachers. Here, Amir khan rightly treated the child and found out his latent skills.

**Analysis of Movie Review Report**

**Summary**

The movie was about an 8 year old boy Ishaan Awasthi (Darsheel Safari) who faced difficulty in study and could not do what he wanted to do. When complaints started to pour in, Ishaan’s parents decided to set him off to a boarding school. His life was no different at the boarding school, oppressed and insulted by his teachers, he remained the laugh stock of the class. He was away from home and felt even more dejected, inferior and found tough to cope up with his inabilities.

Ram Shankar Nikumbh (Aamir Khan) got appointed as a temporary art teacher of the boarding school. Unlike other teachers who followed definite norms in educating children, Ram made them think out of books, outside the four walls of the classroom and painted their imaginations. Every child in class responded with immense enthusiasm except Ishaan. Ram took efforts to understand Ishaan and his problems. He made Ishaan’s parents and other teachers realized that he was not abnormal but a very special child with talents of his own. With time, patience and care Ram succeeded in boosting the confidence level of Ishaan. He helped Ishaan in overcoming his inabilities and re-discovered his lost confidence.

**Learning Values**

Student-teachers learnt that a teacher has to understand the psychology of the students. If some students face difficulties in learning the subjects than teachers have to find out the problem of those students why they are weak in study and accordingly teachers have to change the teaching methods. The teacher should not scold the student because it hurts the self respect of the students. Teachers have to give continuous feedback about the child to the parents in developing his abilities. The task of teacher is not only to teach students but also to
mould students for their better future. Teacher should make the teaching easy, interesting and participatory so that the topics can be easily understood.

**Analysis of Student-teachers’ Feedback**

The student-teachers gave their feedback in the form of appreciation or suggestions.

1. If the students do not understand the way I teach I will teach them the way they learn. 2. I will teach content with the use of different teaching methodology and teaching learning resources. 3. I will teach them various soft skills so that they will not suffer in life. 5. I will be sensitive to the individual difference among the students. 6. Planning of the teaching will be done keeping in mind the individual difference of learning. 7. It is teacher’s prime duty to draw out hidden talents of the students and prepare them to face certain problems of life.

In short, Taare Zameen Par is an emotional story with a message for the parents, teachers and students. It was also pleasant to see the movie receiving a standing ovation while the credits rolled.

**Activity No. 05 Viewing and Reviewing a Presentation: How to become an Effective Teacher**

**Response of Focused Group Discussion**

1. What is the significance of communication skills in teachers?

A teacher must be a good communicator because a number of people imitate the teacher’s spoken language and activities. If his/her language is rude, meaningless and incoherent than it would be difficult to comprehend. A teacher’s first quality is people skills because he has to address the people on regular base to bring change in the society.

2. What are the soft skills needed in the role of a teacher?

The student-teachers generated a list of soft skills require being a teacher. They are as under. Always smile at learners, decent walking movement and facial expression, appreciate learner and their efforts, build and maintain relationship, inculcate and practice the values, use of flowery language etc.

3. What are the teaching skills require while teaching?

The teacher must use the teaching skills effectively and the skills like silence and non verbal cues, skill of examples with illustration, Increasing pupils’ participation, recognizing attending behavior and questioning must be focused. Besides this a teacher should make use of teaching learning resources and carry out activities or games to teach students.
4. What is the learning values derived from this presentation?

The majority of the student-teachers have repeated answer saying that the use of soft skills rendered a beauty in teacher’s personality and being a teacher we must follow it for the better teaching –learning process.

**Analysis of the Review Report**

**Summary**

Rajesh Agarwal appreciated the teaching profession through this presentation. He said that teaching is an excellent and unique profession. The points that were incorporated in the speech are enthusiasm, body language, smiling face, creating conducive atmosphere in the classroom, use of pictorial illustration, use full of creativity in teaching, Keep learning and keep growing, richness of the language. He also talked about the need of soft skills by teaching how to shake hand, how to create charming atmosphere in the class etc. Some teachers wanted name, fame and money in this profession they can be asked why they are in this profession. He also said a small appreciation of teacher, can change the life of a student.

Mr. Rajesh Agarwal tried to say how teacher becomes effective while teaching in the classroom. To be an effective teacher is not achieved overnight. It is a skill that is developed and honed with time. It is not easy becoming an effective teacher unless we have the knack for being a teacher and possess the good characteristics of a teacher. Effective teachers should always exhibit enthusiasm in the classroom. Enthusiasm will allow your students to interact in the discussions. Effective teachers should speak in expressive ways, not in a monotonous style. In addition, eye contact, gestures and walking constantly in around the class definitely make students active.

**Learning Values**

The best teachers teach from the heart, not from the book and they teach with passion and purpose, thereby giving students something to take home to think about besides homework. A good teacher is like a candle - it consumes itself to light the way for others. A teacher should inspire students and know that teaching is like cultivating a garden and those who would have nothing to do with thorns must never attempt to gather flowers. Learning needs freedom to think and freedom to imagine and both have to be facilitated by the teacher. I realized that teachers touch the future. And I see that future in every child’s eyes.
Without love and dedication for the teaching profession one cannot be an effective teacher. This means, love the curricular and co curricular activities, roles and responsibilities of a teacher and love for the professional development. After watching this presentation, student-teachers promised that they would be sensitive to the learners and put in their best for the effective result.

**Activity No. 07 Book Review**

A list of the books refereed by the student-teachers has been enclosed in the Appendix No.09. They have not only read the books but also made presentation of the book review report in the assembly and submitted the write ups of the book review in a specific format. Oral presentations and book review reports were evaluated to note down the remarkable points of the activity.

**Observation of the Book Review Presentations**

80% of student-teachers made detailed presentations of book review report during the prayer /assembly time.

70% of student-teachers presented the book review report quite comprehensively with suitable content and accurate spoken language while the rest of the student-teachers unable to put major points, examples, and adequate spoken language.

Few presentations were interactive wherein the other student-teachers were asked to guess the coming events or raise questions. The selected books were quite relevant to make pre-service teachers competent and sensitive to the teaching profession.

The teacher-educators and student-teachers opined that the book review is the best activity to form reading habit among student-teachers and expand their knowledge.

**Analysis of Book Review Report**

- 90% of Student-teachers reviewed the book critically and incorporated all the major points. The rest of the student-teachers have skipped major scenes, points, and chapters. They have not followed the format of book review which was given to them.

- In 70% of the reports language errors and ineffective use of coherent and cohesive devices were observed.
Student-teachers were asked to write their agreements, disagreements and their learning values derived from the book. Some points of the learning values envisaged from the books are listed below.

**Book:1. The Ultimate Gift. The Embassy Book Distributors**
I learnt that a person can bring great positive impact on the lives of others. The gifts of life are not material things; rather it is something that a person receives when it is also fruitful to others. One of the greatest blessings in this world is to have good, sound healthy-mind. I learnt that difficulties constitute the best education in life.

**Book:2. The Oldman and the Sea by Earnest Hemingway**
Be always positive. Life is full of problems and it is inevitable to escape from it. So always confront the situations and don’t fall into it. Be optimistic, problems will be solved.

**Book: 3. Indian Society by S.C. Dubey**
Certain social issues and social structure of India can be learnt in detail through this book. Customs and tradition of rural and urban community, caste, class and gender discrimination, patterns of urbanization, major socio-economic problems of India, unequal gender relations and injustice perpetrated on women can be studied from the book. India’s progress and achievements in food self-sufficiency, science, technology and industrialization were observed.

**Book:4. Organizational Leadership and Power by Udai Parikh**
This book helped to understand the leadership skills, concept, styles, and need of self development, inner potentiality and power of thoughts.

**Activity No. 08 Debate-Discussion**
The selected situations for this activity were based on developing sensitivity towards students, profession and environment. The researcher collected the script and observed the student-teachers presentations.

**Observation of the Presentations**
- 80% student-teachers demonstrated the given task nicely. They used relevant content, examples, phrases and adequate language structures which were not written by them in the script. 20% student-teachers couldn’t speak what they wrote in their script. Even there were grammatical errors in their presentations.
• 50% student-teachers raised questions and lead the discussion. Some student-teachers suggested the various strategies to short out the environment awareness problems.

• Some student-teachers discussed the need of emotional intelligence in teacher-students interaction and practicing life skills.

Analysis of Feedback of the write up

• Though some student-teachers made grammatical errors in the script their ideas and examples were quite relevant to the situations.

• Content organization, conversation, examples and use of language structures rendered a beauty in the script.

• Though the speeches were well written there were few student-teachers could not execute effectively.

Student-teachers must be placed in certain situations where they have to repent and finalize what to and what not to do. This sensitizes them towards teaching profession.

Activity No. 9 Prayer Assembly

The student-teachers were asked to conduct the prayer assembly as per the peer group formed at the college.

Researcher’s Observation

• 100% of student-teachers participated in the assembly by one or the other way. There were some student-teachers who were actively engaged in the assembly activities like writing thoughts on black board, displays, shloka recitation, new prayers, news reading etc whereas some student-teachers have just performed the duty assigned to them by the leader. This showed their level of sensitivity.

Feedback Analysis of Prayer Assembly Report

Each peer group conducted the assembly for one full week and after conducting the assembly they submitted the report in which they included post prayer talk, prayer, shloka, thought, news reading etc. The language of the content, content organization, script of the skit etc were innovative and adequate.

The innovative prayers, thoughts and post prayer talk made them to think innovatively. This activity proved to be the best activity to sensitize the student-teachers to sensitize because there
were many innovative tasks carried out like book review, news reading, questions on general
knowledge, puzzles, skits, post prayer talk etc.

Activity No. 10 Indoor and Outdoor Sports

Researcher’s Observation

- All the student-teachers participated in more than two indoor and outdoor games.
- Student-teachers have not only learnt how to play such games and its rules and regulation but also learnt how to plan, organize and make students to play such games.
- Student-teachers came to know the attitude, behaviors, sportsman spirit by playing games with one another.
- The teacher-educators observed that all the student-teachers have made school students to play certain indoor and outdoor games.
- Very few student-teachers were not able to speak the rules and regulation clearly. There were some student-teachers who took initiative and helped others in planning and organizing games.
- All the student-teachers talked to the students very politely and made them to imbibe the values like cooperation, unity, honesty, sportsman spirit etc.
- Sometime student-teachers and students took initiative to clean the ground to play the sport games that showed their sensitivity towards environment and sports.

Analysis of the Report

The student-teachers have mainly focused on school students’ participation in sports, description of the events and their learning values in the report.

The student-teachers made school students to play the outdoor games like kabaddi, Cricket, Volley Ball, Shot put, Badminton, Kho-Kho, Long Jump, Three Legged Race, Disc throw, Javelin throw, 200 meter race etc. The student-teachers mentioned that students at secondary level must be taught the sportsman ship skill, honesty, endurance, cooperation and trust because sometime students get excited to win the game.
It was also observed that sports activities are necessary to teach discipline, personality, volunteerism, environmental awareness and human values.

Activity No. 11 Case Study
Feedback Analysis of the Questionnaire
The student-teachers learning values was based on the case that they studied. Some major learning values of student-teachers are mentioned below.

- Always help the poor, illiterate people of the society by teaching.
- Success cannot be achieved without hard work and the work which is done without hard work is unsatisfactory.
- A conversation with the educated personality motivated to go for higher education and uplift the education level of Indian society.
- The burning calamites of global warming should be discussed with the community people and let people repent about their deeds.
- Facing lot of challenges, struggles and problems may lead us to success.

The case study activity proved the best activity to make people aware about the strengths, abilities and hard work of the successful, exceptional personalities.

Activity No. 12 Visit to a MITRA Rehabilitation Centre
Analysis of Feedback of the Report
The MITRA School is nicely run by the teachers and management. They always take care of each child’s actions and notice the remarkable behavior to report to their parents. The school is well decorated with the student made materials. The first aid box is placed in some corners of the school and doctor visits the school every week. The teachers are sensitive to each student and there were around 8 to 10 students in class. The teachers of the MITRA School go to some colleges and schools to conduct a workshop or a course on special education. The regular parents-teachers meeting make parents and teachers aware about the learning style and development of the students.
**Learning Values:** The behavior of MITRA School teachers is like mother teacher which made the student-teachers think each child is special and unique and teachers have to identify and mould them. A single remark of the teacher can make the profound effect on children. It teaches how to control the emotions when students do not follow what teachers say. Rather than getting angry on students better to control the impulse for positive result.

**Researcher’s Observation**

The student-teachers had been observing each and every corner of the school minutely and enquired the school teachers about all question given to them. Some of the school students have started interacting with the student-teachers. They enthusiastically shared their ideas, learning strategies and their routine life. There is a sensory room for the students wherein they learn to sensitize their senses through various machines and sensory system. The student-teachers were excited to know the details and asked numbers of questions to the teachers impatiently. Some student-teachers taught them how to stitch, weave, paint, count, etc. The abnormal students keep the classroom clean and behave respectfully with their teachers.

**Activity No. 13 Visit to a Blind School**

**Analysis of Feedback of the Report**

The student-teachers were asked to use the same questionnaire which was given to them to write a report of MITRA School visit. The student-teachers visited the school in such a way so that they can write the answer of all the questions given to them. They mentioned in the report that they learnt how to talk to the disable people and how difficult it is to deal with such students. They came to know untiring nature of the teachers and their interaction with the students. The disable students were very obedient and respectful. They take initiative in cleaning the campus on regular base. They make use of dustbin and reuse the waste materials. This environ-concern behavior of the disable people sensitized student-teachers towards environment. Student-teachers promised that they will preserve environment and will be sensitive to disable people of the society.

**Researcher’s Observation**

The student-teachers were exited to know the financial and academic facilities, learning abilities of the disable students, teachers’ constant untiring attitude and the growth and development of the student. Almost all the student-teachers interacted with the disable children asked them to
show their talents by singing prayers, writing in brain style, demonstrating event or playing game etc. The student-teachers have also started teaching calculation, language songs, puzzle etc. The student-teachers were so excited that they were not ready to leave the place.

Activity No. 14 Study of School Documents

Analysis of Feedback of School Documents Report

The study of school document activity was carried out in group of three to four student-teachers. Awareness is the major component of sensitivity and being a teacher if the teacher is unaware about the teacher’s primary work than it is ridiculous. The activity was carried out with two purposes one was to make them aware about the various types of assignments maintained by the teachers and second was to know the challenges faced by teachers to maintain the records. All the student-teachers collected the information from the school and prepare a report wherein they have mentioned in detail about the significance, types, and its description and process of maintaining records. The student-teachers studied in total 21 types of school records. The list of the records is mentioned in Appendix No. 10. The student-teachers remarked that it is the very good activity to know an inevitable aspect of teaching profession.

Activity No. 15 Community Outreach Programme

Researcher’s Observation

The student-teachers planned a Community Out-reach programme of one full hour with the help of the researcher’s guidance. This activity proved to be an important activity because the basic role of the teacher is to cater the needs of the society and in this activity the student-teachers went to the community, gathered community people and performed the awareness programme. In total 30 student-teachers designed the programme and the others have offered their volunteer services. The skits and speeches on education, environment and some social issues were appreciated by the people. The community people have also shared their social, environmental and economical problems with the student-teachers. They motivated community people for higher education, preservation of environment and social customs.

Analysis of Feedback of the Report

The report mainly carried the detail description of the programme, participation of community people and their learning values. All the student-teachers appreciated the activity and suggested that such type of programs should be organized on regular basis by the education institutions. All
the student-teachers have taken promise to work for the poor community people in one or the other way. Some of them mentioned the need to remove superstitions, black beliefs, orthodox mentality and bias attitude from the society.

**Activity No. 16 Cultural Programme**

**Researcher’s Observation**

The researcher gave few ideas about the planning and organization of cultural programme to preserve and appreciate the Indian culture and group of volunteers was ready to initiate this activity. 50% of student-teachers were the performers and the rest of the student-teachers were the observer of this event. The group songs of Malyalam culture and Rajasthani dance made the student-teachers aware other various culture of India. The skit helped to enhance people skills, among the student-teachers. They have also learnt certain soft skills like how to walk, when and how to speak, how use the prop, stage etc.

**Analysis of Feedback of the Report**

The researcher collected the detail report of the cultural programme from the organizers. The participants’ submitted the text of their presentation and the student-teachers who were the audience shared their opinions on the next day. The report contained script of self prepared skit, lyric of group songs in Malyalam, and copy of the other such items presented in the programme. The audience group appreciated the activities performed in the cultural programme. The performed activities helped to know the major attributes of the various cultures. They said that more cultural activities can be planned in the prorgmme.

**Activity No. 17 Value Week Celebrations**

**Researcher’s Observation**

All the student-teachers co operated one another and celebrated the value week celebration activity in group during the assembly prayer time. Peer group leaders took initiative and they assigned the different roles to their peer group members. Each group has selected one value. The values like Unity, Cooperation, Brotherhood, Creativity, Rationality, Simplicity, Honesty, Peace etc. They have not only talked and made presentations and displayed things but also imbibed the values by practicing it in their behaviors. Skits, video clips, displays and speech rendered beauty in the value week celebrations. There were few student-teachers who couldn’t make any
presentation in the prayer assembly so they have helped in decorating notice board, preparing displays and managing the stage etc. There was a drastic change observed in the set of values of the student-teachers at the end of the year. They became honest, co-operative, regular, creative, environ-concern, professional etiquette, helpful to the community people etc.

**Analysis of Feedback of the Report**

The student-teachers enclosed the reports of all the activities that they carried out in assembly while celebrating the values. Majority of the student-teachers appreciated these types of celebrations and also requested to carry out such type of programme on regular basis in the school and community. They have enclosed beautiful write ups on values, thoughts, speeches, and finally came out with a comprehensive news letter.

**Activity No. 18 Geeta Jayanti Celebrations**

**Analysis of Feedback**

The student-teachers appreciated the presentations made on the Holy Scripture. They also suggested certain activities to make people sensible towards various religious scriptures and its implications in life. The activities like guest speeches, shloka recitation, community outreach programme and debate on religious issues should be organized. Discussion and understanding of certain verses can help student-teachers to clarify what is right and wrong.

**Researcher’s Observation**

A group of 15 student-teachers were explained about this type of celebration and they enthusiastically found out the information and prepared a presentations and speech. In this programme the notice boards and black boards were decorated with relevant content. The actual programme took 40 minutes in which speech, power point presentation, shloka recitation, speech on significance of Geeta and concluded with the researcher and the principal’s remarks. The other student-teachers listened and participated in the interactive speech of the student-teacher. They took shloka on teacher-student relationship and how to behave in society. An effect of the celebrations was observed in student-teachers’ behavior and lifestyle.

**Activity No. 19 Christmas Celebrations**

**Analysis of Feedback**
The student-teachers were asked to share their opinions at the end of the celebrations. They are as under.

Few student-teachers opined that major religious festivals of all the religions should be celebrated at the colleges and schools to develop students understanding and knowledge other religious festivals. A big number of non Christian student-teachers came to know about Christmas after the celebrations. They mentioned that we learnt how to organize the programme and rationale behind the celebrations. They also took care of environment by making a sensible use of the natural resources while preparing crib. The teacher-educators and the principal of the college appreciated student-teachers efforts, understanding and their love towards other religions.

**Researcher’s Observation**

The student-teachers prepared a crib, decorated the hall, performing a role of a Santa Claus, displaying displays, decorating black boards, and a formal programme which carries carol singing, speech, cake distribution etc. Though they made use of clay, jute, chalk sticks, statues, water, etc to prepare a crib and decor the college they have maintained cleanliness by putting the waste papers and other garbage into dustbin. All the student-teachers have enthusiastically participated in the programme without having any religious bias which shows that student-teachers possess the values like National integration, unity, cooperation, brotherhood etc. Being a teacher it is necessary to know the detail of the major religious festivals of Hindu, Muslim, Christian etc. The purpose to make them aware was fulfilled by celebrating the event in detail.

**Activity No. 20 Swami Vivekanand’s Birth Anniversary**

**Analysis of Feedback**

The student-teachers were asked to give feedback in the form of suggestion, opinion or appreciation about the celebration. Their remarks are as under.

The celebration of all such great personalities should be celebrated at the school and colleges by discussion, street plays, skit etc. We learnt the great accomplishments of Swami Vivekanand and his inspirational thoughts and life. The student-teachers initiated in the celebration by displaying his quotes, pictures and making oral presentations.

**Researcher’s Observation**

A group of Student-teachers with the researcher’s guidance took initiative and celebrated Swami Vivekanand’s birthday by displaying displays, making presentation and speeches. The facial
expressions and participation of the student-teachers in the discussion showed that they were eager to know much about the ideas and accomplishments of Swami Vivekanand. They also celebrated Swami Vivekanand’s birthday by updating his thoughts on social sites like Facebook, Orkut and Twitter. This showed their respect, love and concern to the ideas and thoughts of the versatile personalities. The student-teachers were motivated to draw out the divine perfection that exists in learners.

6.3.2 Student-teachers’ Overall Feedback on Sensitivity Development Programme

The overall feedback about the Sensitivity Development Programme was collected from the student-teachers in a formal and informal way wherein the researcher communicated with the student-teachers and noted down the need and significance of sensitivity in teacher’s role and effect of the programme. Some of their views are mentioned below which without any modification in it.

<table>
<thead>
<tr>
<th><strong>Table 6.3.2.1 Student-teachers’ Overall Feedback on SDP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher education institutions should organize such activities on a regular basis to make pre-service teachers sensitive towards student’s development.</td>
</tr>
<tr>
<td>--Rutwik Raval</td>
</tr>
<tr>
<td>Almost all the schools and colleges organize certain activities but these activities are not organized with certain goals and specific follow up activities. Therefore a paradigm shift, product to process must be used.</td>
</tr>
<tr>
<td>- Niharika Rana</td>
</tr>
<tr>
<td>There is a saying in English that “Good beginning makes good end”. Every child is special. Each child has his/her own abilities and talents. As a teacher we should find out their skills and motivate them right from the beginning.</td>
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<tr>
<td>-Abhishek Christian</td>
</tr>
<tr>
<td>Our participation in such activities helped to imbibe the professional, cultural and social values. Keep organizing group &amp; pair activities for the holistic development of pre-service teachers.</td>
</tr>
<tr>
<td>-Krutika Agrawal</td>
</tr>
<tr>
<td>The teacher is a dynamic force of a school. A school without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong men and mother</td>
</tr>
<tr>
<td>Every class has its undisciplined and unmannered students and a teacher should realize that an iron hand doesn’t yield the desired success in this environment. Mark (To Sir with Love) is an example of a teacher we all wish we would have had. So always deal</td>
</tr>
<tr>
<td>Teachers for the youngsters.</td>
</tr>
<tr>
<td>--------------------------------</td>
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<tr>
<td>- Asha Menon</td>
</tr>
</tbody>
</table>

The best teacher is one who gets rewards from the students. The most important thing for teachers is not only to teach content but also to understand and make students to inculcate values. I had watched Tare Zameen Par movie three to four times and it touched my heart and minds both.

- Sonal Ullal

As a teacher I would also like to mould the character of the students and build cordial relationship with my students in future so that they can remember me for lifelong. And that will be the greatest achievement in my life.

- Sunil Der

Teacher must have an attitude for continuous professional development. Teachers have to update their knowledge according to today’s need. Teacher should not only aware about his subject area but he should aware about all the subjects and current issues so he can relate it with his subjects during the teaching learning process.

- Swati Patel

The teacher should be smiling face, good body language clear concept, creativity and should have full potential for the development of students and teacher. A teacher should also have social, moral and cultural values by which he/she can develop these values in his/her students. After watching this movie I’ve decided that I will use full potential and creativity in the class having smiling face not only in teaching, throughout in life.

— Anukrishna

The creative activities like values week celebration, declamation, case study, and visit to MITRA and Blind really helped us to be sensitive to the teaching profession. The planning and coordination of the researcher during the activities taught us how to manage the events.

- Bhumika Mangrola

A teacher without sensitivity is like a teacher without knowledge and it is like riding bicycle without wheels. So a teacher must have a set of values and emotions. The set of activities carried out in the programme have helped us to know who we are.

— Priti Patel

### 6.4 Promises taken by the Student-teachers

The student-teachers have taken the following promises.

1. I shall forever be watchful about my character and conduct and truly be a catalyst towards societal development.

2. I shall always be fair, honest and courteous in my dealings with pupils and people around me.

3. I will make my school an ideal place of learning.
4. I shall be sensitive to every learner's needs, and attend to them with commitment and compassion.
5. I will follow the ideals and will become the role model for the society.
6. I will shape student’s attitude for a healthy balanced society.
7. I will work for the community development and will also carry out certain awareness programme for community people.
8. I will preserve the environment and make students aware about the effect of global warming.
9. I will follow the professional ethics and always initiate for continuous professional development.
10. I will carry out certain co-curricular activities for the holistic development of the school students.
11. I will be totally dedicated to the teaching profession. My first priority is work.
12. I will give my best in teaching and not join any other job or private coaching.
13. I will make students to imbibe the values like secularism, national integration, democracy, scientific attitude etc.
14. I will make students sensitive towards certain issues of the nation and society.
15. I will follow the life skills in my character and conduct to make students to imitate.
16. I will preserve the glorious heritage of the Nation.
17. I will provide free guidance and counseling services to the needy people of the society.

The following college pledge was taken by the student-teachers everyday in the prayer assembly.

The Pledge

I solemnly take the pledge that I shall forever yearn for knowledge persevering to preserve our glorious heritage, simultaneously, carving out new paths to make India a developed nation. Being aware of my infinite influence on the society, I shall forever be watchful about my character and conduct and truly be a catalyst towards societal upliftment, I shall ever be sensitive to every learner's needs, and attend to them with utmost commitment and compassion. I shall always be fair, honest and courteous in my dealings with pupils and people around me. In their well-being and development lie my pride and prosperity.

6.5 Conclusion
The collected data was analyzed qualitatively and quantitatively. The t-test technique was used to analyze the quantitative data. The qualitative data collected through observation, focused group discussion, and the write ups were analyzed by percentage analysis and content analysis techniques. The student-teachers felt happy and promised to follow the professional ethics when they will be in service teachers.