7.1 Introduction

The purpose of the study was to construct and evaluate the effectiveness of the Sensitivity Development Programme in developing student-teachers’ sensitivity. A big numbers of the student-teachers were evaluated individually and certain responses of observations are mentioned in this chapter. This chapter helps to get overview of this research study. The detailed report of the study has been given in the previous chapters. In the present chapter the summary of the report has been presented along with the findings, implications, observations and recommendations for prospective research studies.

7.2 Summary of the Study

7.2.1 Title of the Study

DEVELOPMENT AND TRY-OUT OF SENSITIVITY DEVELOPMENT PROGRAMME FOR B. ED. STUDENTS

7.2.2 Objectives of the Study

The study was carried out with two types of objectives.

A. Task Objectives

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

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

7.2.3 Variables of the Study

- **Independent Variable**
  Sensitivity Development Programme was taken as an Independent variable.

- **Dependent Variable**
  Student-teachers’ sensitivity towards five fields was considered as dependent variables.
  1. Sensitivity towards Students
  2. Sensitivity towards Teachers
  3. Sensitivity towards Profession
  4. Sensitivity towards Society
  5. Sensitivity towards School Environment

7.2.4 Hypotheses of the Study

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

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

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

7.2.5 Population and Sample of the Study

The population for the present study comprised the student-teachers of B. Ed. Colleges of Gujarat State.

Convenient sampling technique was used to select a sample of the study. The Waymade College of Education affiliated to Sardar Patel University and run by Charutar Vidya Mandal was taken as a sample of the study. The college runs B. Ed. Advanced, M. Ed. and M. Phil. Programme with English as a medium of instruction. The sample of the present study consisted of 81 student-teachers of the B. Ed. Programme from the college during the academic year 2011-2012.

7.2.6 Research Tool

A Sensitivity Measurement Situational Test (SMST) was constructed keeping in mind the components of sensitivity and five fields of sensitivity selected for the study.

Components of Sensitivity: Self awareness, mood management, self motivation, impulse control and people/commune skills.

Fields of Sensitivity

A. Sensitivity towards Teachers  B. Sensitivity towards Students
C. Sensitivity towards Profession  D. Sensitivity towards Society
E. Sensitivity towards School Environment

7.2.7 Research Design
A single group pre-test post-test design was selected for the study. Sensitivity Development Programme was implemented to the student-teachers and Sensitivity Measurement Situational Test was administered as a pre-test and post-test to find out the effectiveness of the programme.

### 7.2.8 Data Collection and Analysis Technique

The Sensitivity Measurement Situational Test (SMST) validated by the researcher was given to the student-teachers of Waymade College of Education as a pre-test and post-test to study the effectiveness of the Sensitivity Development Programme. The data was analyzed quantitatively and qualitatively by using t-test, content analysis technique and percentage analysis.

### 7.3 Findings of the Study

After testing the hypotheses, obtained findings are as given below:

- The sensitivity Development programme is effective because the computed t-value (7.066) is greater than the table t-value of 2.645 and 1.998 at 0.01 & 0.05 level of significance for 80 degree of freedom respectively which shows that post-test mean score is higher than the pre-test mean score.

- The sensitivity Development programme is effective because the computed t-value (6.906) is greater than the table t-value of 2.645 and 1.998 at 0.01 & 0.05 level of significance for 80 degree of freedom respectively which shows that post-test mean score is higher than the pre-test mean score.

- The sensitivity Development programme is effective because the computed t-value (4.787) is greater than the table t-value of 2.645 and 1.998 at 0.01 & 0.05 level of significance for 80 degree of freedom respectively which shows that post-test mean score is higher than the pre-test mean score.

- The sensitivity Development programme is effective because the computed t-value (3.497) is greater than the table t-value of 2.645 and 1.998 at 0.01 & 0.05 level of significance for 80 degree of freedom respectively which shows that post-test mean score is higher than the pre-test mean score.

- The sensitivity Development programme is effective because the computed t-value (4.395) is greater than the table t-value of 2.645 and 1.998 at 0.01 & 0.05 level of significance for 80 degree of freedom respectively which shows that post-test mean score is higher than the pre-test mean score.
significance for 80 degree of freedom respectively which shows that post-test mean score is higher than the pre-test mean score.

- The sensitivity Development programme is effective because the computed t-value (3.98) is greater than the table t-value of 2.645 and 1.998 at 0.01 & 0.05 level of significance for 80 degree of freedom respectively which shows that post-test mean score is higher than the pre-test mean score.

### 7.4 Implications of the Study

Following are the educational implications of the present study.

- The Sensitivity Development Programme could be implemented to higher secondary schools or colleges to make students and teachers sensitive to their conduct.
- The proper celebrations of the national and religious festivals stimulate and make student-teachers sensitive to the types and traits of different religions.
- The role play, simulation, group discussion and sports activities help student-teachers in overall development.
- The community outreach programme not only sensitizes student-teachers towards the needs and condition of the society but also motivates them to help the society.
- The sessions on lecture cum discussion help student-teachers to empower knowledge and give opportunity to share their views.
- The displays and discussion of the news paper cuttings keep the student-teachers aware about the latest happenings of society.
- The academic visits and excursions activities help student-teachers to enhance leadership skill, communication skills and problem solving skills.
- Reading story books, novels, comic books, puzzle books etc make student-teachers sensitive, emotional, creative and rationale to develop their insights in to social-cultural heritage.
- Discussion and celebrations of social, cultural and moral values create an impact on student-teachers’ behavior. It motivates student-teachers to inculcate and practice the values in their dealings with pupils and people around them.
- The implications of the study motivate teacher educators to carry out certain activities to make student-teachers sensitive towards the teaching profession.
7.5 Observations of the Study

Following are the observations of the study.

- Student-teachers found the Sensitivity Development Programme very interesting and found willing to undergo such programmes in future.
- Student-teachers found the activities of Sensitivity Development Programme thought provoking, interesting, inspirational and best practices to be sensitive.
- The researcher observed a drastic change in student-teachers’ behavior at the end of the programme and positive response during the focused group discussion. They also followed the promises which they have taken during the programme. The promises like following professional ethics, being sensitive to the needs of other people, helping and motivating people/students/classmates etc.
- Student-teachers have never participated and celebrated certain activities like value week celebrations, declamation competition, viewing and reviewing movies/presentation and many other sports activities before the implementation of SDP. This gave them new experience to develop their cognitive, psychomotor and affective domain.
- Student-teachers were excited to participate in almost all the activities of SDP. Field based activities like excursion/visit, case study, sports etc gave them firsthand experience which made the teaching learning easy and understand one another.
- In some activities student-teachers worked in groups, discussed with group members, felt free to share, expressed their ideas, argued and accepted others ideas, solved the doubts and reached to the valuable answers.

7.5.1 Overall Observation of the Impact of SDP

Table 7.5.1 Overall Observation of the Impact of all the Activities of SDP

<table>
<thead>
<tr>
<th>Parts</th>
<th>Activity</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture-Cum-Discussion</td>
<td>Guest Lecture</td>
<td>Student-teachers learnt about positive thinking which made them to think about their self and to do SWOT Analysis.</td>
</tr>
<tr>
<td></td>
<td>1. Positive Thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Social Nature of</td>
<td>Student-teachers understood the social nature of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Declamation --Teaching is a Profession to be proud of

Student-teachers shared their ideas about the holy profession of teaching and also emphasized that this is the best profession of making individual a citizen one.

Movie Review
4. 1.To Sir with Love

Student-teachers improved their own behaviors in the class during the sessions. They not only noticed the misbehavior of students but teacher’s way of controlling the anger/patience.

5. Tare Zameen Par

Student-teachers understood the need and desires of students during the off campus programme. They loved students and discussed the academic progress with them during the leisure time.

6. How to become an Effective Teacher

Teacher has to act like an artist. A single remark of teacher can change the life of a student. The need and significance of soft skills while teaching.

7. Book Review

Student-teachers became emotional while presenting the gist of book during prayer assembly. The write ups were well comprehensive and well executed with the real feelings of student-teachers.

8. Debate/Discussion

Student-teachers made presentations on certain situations given to them after having the discussion with the other student-teachers and researcher. This activity helped a lot to be sensitive teacher.

9. Prayer Assembly

Each Student-teacher made presentation in assembly session. They were enthusiastic to make presentations about newspaper cutting and speech.

2. Field Based Activity
10. Indoor-Outdoor Sports

Student-teachers offered volunteer services. They understood the rules and procedure of various games. They played with sportsmanship spirit in the absence of teachers

11. Case Study

Student-teachers enhanced interview skill/communication skills. Each one has talked to the
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Visit to a MITRA School</td>
<td>Student-teachers interacted with mentally retarded children as a human. They played games and academic activities with them. Some student-teachers felt sad to see these and supposed to cry.</td>
</tr>
<tr>
<td>13. Visit to a Blind School</td>
<td>Student-teachers came to know about the learning styles of blind people. They have also taken up initiative to teach songs and prayers to the blind students.</td>
</tr>
<tr>
<td>14. Study of the School Documents</td>
<td>This activity helped student-teachers to know the types of school documents and how to manage and update them. They felt the need of records and challenges to update school records.</td>
</tr>
<tr>
<td>15. Community Outreach Programme</td>
<td>Student-teachers enacted street plays on environment, dowry system and significance of education. They interacted with the commune people and exchanged their ideas to each other that helped them to develop their people skills.</td>
</tr>
<tr>
<td>3. Celebrations</td>
<td></td>
</tr>
<tr>
<td>16. Cultural Programme</td>
<td>The Student-teachers performed dance, skit and group songs on various cultures of other states. Student-teachers respected the other culture by appreciating its form of dance and significance.</td>
</tr>
<tr>
<td>17. Value Week Celebrations</td>
<td>Student-teachers not only made presentations on various values but also imbibed these values in their behaviors. Student-teachers prepared displays on certain values and came out with a news letter as well.</td>
</tr>
<tr>
<td>18. Geeta Jayanti Celebrations</td>
<td>Student-teachers celebrated and understood the significance of the holy book ‘Geeta’. They recited shloka, delivered speech and made presentations which created religious atmosphere.</td>
</tr>
</tbody>
</table>
19. Christmas Celebrations

The student-teachers imbibed national integration value by celebrating Christmas celebration. They prepared crib and sang carol and songs.

20. Swami Vivekanand’s Birth Anniversary

The student-teachers became familiar about the accomplishments of Swami Vivekanad. They also celebrated Birth Anniversary of some giant personalities. After celebrating this they were also motivated to know and celebrate other such personalities.

<table>
<thead>
<tr>
<th>7.6 Suggestions from the Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following are the observations of the study.</td>
</tr>
</tbody>
</table>

- The teacher education colleges should provide exposure to the student-teachers by organizing value based activities to make student-teachers sensitive towards the profession.
- The teacher education colleges should organize community outreach programme on a regular base wherein student-teachers should be asked to offer practical support to the needy people of the community.
- The teacher education colleges should celebrate the activities like value week celebrations, declamation, teacher’s day celebrations, national and religious festivals etc for the holistic development of the student-teachers.
- The teacher education colleges should involve student-teachers in planning and organizing activities to make them competent and committed at the profession.
- The teacher education colleges and schools should display the hording and other such displays to make the school-college environment conducive.
- The education institutions should diagnose and give remediation to develop sensitivity among teaching and non teaching staff members.
- Teacher educators should also undergo for the training programme, orientation and refresher course on regular base for the continuous professional development.
- Group and individual activities by field visit, debate, celebrations, sports and other such activities should organize to draw out the latent skills of the student-teachers.
Curriculum itself should be based on the holistic development and learning across curriculum to make students complete professionals.

Workshops can be organized for the teachers on group learning strategies which help them in their teaching learning processes.

The regular assembly sessions can be made more fruitful by keeping certain thought provoking activities.

The birth anniversary of versatile personalities can be celebrated in education institutions to make student-teachers aware about their accomplishments.

7.7 Recommendations for Further Studies

The following are the recommendations for the further studies.

- The present research can be extended by increasing the number of independent and dependent variables.
- The study can also be extended by including the different fields of sensitivity such as sensitivity towards ideals, sensitivity towards the colleagues, sensitivity towards non teaching staff etc.
- The sensitivity development programme can be tried out to study the effectiveness of the programme by using one separate field of sensitivity. They are sensitivity towards teaching profession,
- Study the effectiveness of community outreach programmes in the B. Ed. Programme.
- Study the effectiveness of the lecture cum discussion activities to develop student-teachers’ sensitivity.
- Study the effectiveness of the field visit and excursion in developing sensitivity among the student-teachers.
- Study the effectiveness of the celebrations of national, religious and cultural programme to develop the sensitivity among the student-teachers.
- Study the significance of indoor and outdoor activities to develop sensitivity towards profession among student-teachers.
- The study can be carried out on a large sample to validate and find the reliability of the Sensitivity Measurement Situational test and study the effectiveness of the programme.
- The study can be carried out on teacher educators to develop sensitivity towards the profession.
- The programme can be implemented on student-teachers of Gujarati medium teacher education institutions to develop their professional sensitivity.
- Study the effectiveness of value oriented activities to inculcate basic values among student-teachers.
- Study the effectiveness of the educational implications from movies, documentary movies, and the television programmes to develop sensitivity among the student-teachers.
- A study on gender sensitivity can be carried out among the pre service teachers.

7.8 Conclusion

The student-teachers enjoyed the implementation of such programme with the deliberate purpose. In short, it was observed at the end of the year student-teachers enhanced the soft skills and certain values which suit to the teaching profession. In a nutshell, the effective application of any activity for the learners creates obvious impact in behavior. The sensitive teacher is not difficult to fine but the difficult to prepare.