**Importance of Assembly Activities for the Professional Development of B.Ed. Trainees**

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**Abstract:** The teaching profession is considered as a noblest profession. It also considered as the birth giver of all other profession. Because the teachers have responsibility to make a students’ responsible citizen as well as a worthy member of the society. This will lead to the development of the nation. According to Rabindranath Tagore, ‘A good teacher is like a candle, it consumes itself to lighten the way of others’. The teaching profession requires certain kind of qualities as well as skills such as honesty, patient, compassion, love for child, passion, dedication social skill, intrapersonal skill, leadership skills etc. Most importantly, the assembly activities help to develop the important domains required to get knowledge are cognitive, psychomotor and affective domain which develops personality of the student as a whole. It also helps them sprawls them not only academically but also in the co-curricular activities. So, to develop these qualities and skills among the students, the assembly activities can provides a best platform to expose the talent of students and develop the important skills among the students. This paper will discuss the role assembly activities play in the development of the students and throw some light on the use of it to develop their professional skills.

**Key Words:** **Students, Assembly Activities, Professional Development**

**Introduction**

For the all- round development of any individual three domain play a vital role which includes cognitive domain, affective domain and psychomotor domain. (1) Cognitive domain: This particular domain includes gaining of knowledge and the development of intellectual skills. This embraces the recollection or appreciation of definite facts, procedural designs, and concepts that helps in the development of logical abilities and skills. There are six foremost kinds of cognitive process, beginning from the simplest to the most difficult consist of knowledge, comprehension, application, analysis, synthesis and evaluation. The categories can be thought of degree of difficulties. (2) Affective domain: It is concerned with feelings or emotions. Like cognitive domain, there are five major categories started from simpler feelings to more complex includes receiving, responding, valuing, organization and characterization. (3) Psychomotor domain: It is concerned with the physically encoding of information, with the interpretive movements. Usually this type of domain concerned with program or activities where their gross and fine muscles are used for conveying or interpreting information as well as concepts.

For the cognitive development we have theoretical information where student gain the knowledge and develop some intellectual abilities but for the affective and psychomotor development of students, various types of co-curricular activities are to be organized in educational institutes. This activities are includes group discussion, debates, skit, drama, role-play, quiz, poster making competition, poetry recitation, folk dance, singing competition, elocution, essay writing competition etc. So out of these activities some of the activities can be carried out in assembly sessions which helps in professional development of students.

**Types of Assembly Activities and their Importance**

Assembly is a get-together of all or chunk of a school in order to communicate information. In some schools, students form a routine group to perform a song or prayer, and share news. Important announcements may be made and routine attendance is marked in such gathering. In other words we can say that assembly is a group of people gathered together in one place for a common purpose.

Following activities can be organized in the assembly sessions that help in the professional development of student-teachers.

 **Prayer**

Prayer helps to inculcate spiritual values. It brings religious feeling, develops self- awareness, increases the sensitivity towards the education, and helps to gain holiness and knowledge about supreme importance of God. This develops love and affection for one another. Prayer helps students as well as teacher to reduce stress. Prayer helps to create conducive and peaceful environment for students to learn many more things. Prayer is nothing but refinement of one’s mind. Noble thoughts single-handedly can make a mind perfect. Prayer songs of different languages are taken up in the assembly such as ‘Showers of Blessings…’ Make Me as Channel of Peace…., Itni Shakti Hame Dena Data…., Asatyo Mahethi…., Kodiyu Nanu…., Rakhna Ramakada…., He Ma Sharada…’ etc. to cater to the diversity among the students.

**Meditation**

The quiet prayer or meditation for two minutes after the shanti mantra is the supreme effective activity in the morning assembly. Meditation is not the concentration but helps to develop concentration. It relaxes refreshes and makes mind calm. A mind without receptivity cannot learn and develop its own potentials. The entire learning process is in futile devoid of meditation.

The shanti mantra is recited daily.

ॐसहनाववतु**।**

सहनौभुनक्तु**।**सहवीर्यंकरवावहै**।**तेजस्विनावधीतमस्तु,माविद्विषावहै**।**ॐशान्तिःशान्तिःशान्तिः**॥**

The meaning of the shlok is as below.

Om, May God Defend us Both (the Teacher and the Student), May God Feed us Both, May we Work Collected with Energy and Potency, May our Study be Illuminating and not give growth to Aggression, Om, Peace, Peace, Peace.

**Recitation of Sanskrit Shlok**

Sanskrit is the mother of all Indian language. It is entitled as a dev-vani or language of gods. ”Recitation of shlok rises appreciation to elders, so that the students become bounded in their culture and helps them to develop pronunciation of Sanskrit words. Sanskrit shloka is recited in the assembly along with its meaning such as as ”Guru Brahma Guru Vishnu, Guru Devo Maheshvara, Guru Sakhshat Param Bhrahma, Tasmai Shree Guruve Namah, etc. helps to understand deeper meaning of life.

**Thought for the day**

**Thoughts have the supremacy to shape our lives and also make our**Gladness**. Moreover,** thoughts are magnetic and have their own frequency and consequently when we think we emanate a frequency depending on the kind of thinking we have. For the fact that our thoughts are compelling, we attract everything placed on the same occurrence. The thoughts are delivered along with its explanation in the assembly which helps students understand the language as well as correct pronunciation of words and exposure of meaning of thoughts in their day to day life. This helps students to know about the quote given by some great personalities and gain the understanding of their philosophy.

**Post Prayer Talk**

Post Prayer Talks have the power to make positive contribution to student development and are therefore essential to raise achievement as well as standards. Talks reflect on specific topics relevant to them as well as universal values as respect, cooperation and peace. Moreover, it is crucial in personal and social, cultural as well as moral aspects of a curriculum. It helps to provide information about the topics that are not included in traditional classroom settings.

There are several modes of giving a post prayer talk. Students use power point presentation or give oral talks in the assembly which helps students to communicate effectively in the competitive world and it also helps in developing command on language and to gain knowledge about the technology. As a part of post prayer talk students narrate a story or share an incident. They organize quiz, perform skits / drama, present autobiography of personality, show video clips and power point presentation and talk about it.

**Story telling**

It conveys actions in words, sound and/or images, regularly by improvisation or embellishment. Stories are worldwide in that they can tie cultural, linguistic and age-linked divisions. The story or incidents are narrated in the assembly to help students know the reality of the global world. By this activity students become aware about the historical as well as present scenario. It also helps to develop moral values among students.

**Quiz competition**

It is organized for students to explore their knowledge, develop reading habit and scientific attitude among the students.

**Skit, drama, role-plays**

It is performed by the students in the assembly that helps them to inculcate moral values and make them sensitive towards societal issues and environment.

**National Anthem**

It is recited in the assembly daily to develop unity, pride, belongingness towards nation. The Pledge is to remind students their duties as a social being and their contribution to the welfare of the society. National anthem helps to develop patriotism among students. All these activities help student-teachers to develop various skills such as leadership, social skill, problem solving, decision making, creative thinking, critical thinking skill, etc. It also helps student-teachers to inculcate values and make them confident.

**Professional Development**

Professional Development in a comprehensive logic denotes to the development of a person in his or her specialized role. Professional development embraces official experiences (such as joining workshops and professional meetings, mentoring, etc.) and casual experiences (such as reading professional publications, watching television life story connected to an academic discipline, etc.).

**Characteristics of Professional Development**

Educational changes presently being designed and/or applied include a component of teacher professional development as one of the crucial elements in the change process. This new viewpoint of professional development has numerous features:

1. Established on the constructivism rather than on a ‘transmission-oriented model’. As a result, teachers are preserved as active learners who are involved in the real chores of teaching, assessment, observation and reflection.

2. It is apparent as a long-standing process as it accepts the fact that teachers learn over time. As an outcome, a sequence of linked experiences (rather than one-off presentations) is understood to be the most actual as it permits teachers to recount past knowledge to new experiences.

 3. It is observed as a method that takes place in the interior of a certain perspective. Schools are converted into groups of learners, communities of inquiry, professional societies and caring communities as teachers are involved in professional development activities.

4. It is a process of culture building and not of mere skill training which is affected by the coherence of the school program. Teachers are empowered as experts, and hence should obtain the similar treatment that they themselves are likely to give their students.

5. A teacher is conceived of as a reflective practitioner, someone who enters the profession with a certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge. Role of professional development is to help teachers in construction of new pedagogical theories and practices, and to assist them to improve their proficiency in the field.

6. Professional development is perceived of as a cooperative process. Even though there may be some opportunities for isolated work and reflection, most effective professional development occurs when there are meaningful interaction, not only among teachers themselves, but also between teachers, administrators, parents and other community members.

**Approaches or systems of professional development**

Following approaches or systems that “co-exist in the world of educational policy, research and practice and are invoked by differently positioned people in order to explain and justify quite different ideas and approaches to improving teaching and learning”. They are:

**1**. **Knowledge-for-practice:** Assumes that university-based scholars and researchers generate formal knowledge and theory for teachers to use in order to improve practice.

**2**. **Knowledge-in-practice:** Some of the greatest necessary knowledge for teaching is apparent as ‘practical’ knowledge, or knowledge that is rooted in practice.

**3. Knowledge-of-practice:** Knowledge is not separated into prescribed and practical knowledge. Teachers gain knowledge for teaching when they have the opportunity to reflect on their practice and use it as a process of inquiry in their own environments to learn more about effective teaching.

**Considerations for Professional Development**

Vital components of professional development are the relating of professional development to student learning and professional ideals for learning provided that many diverse learning processes and practices inside a learning context, incorporating assessment of both professional growth and attainment of program goals and ensuring reflection and forward planning are part of the professional development cycle. An integrated design that emphases upon student and teacher learning, connecting to the greater system and including a variety of probable learning activities within a job-embedded framework is recommended in the literature. There is gratitude that proof -based knowledge and practice should express the content of professional development. Effective professional learning demands time, properties and helpful structures.

**Professional Development through Assembly Activities:**

Morning assembly is the most important feature of Teacher Education Programs where students learn the value of collective prayer and exposed to the need to inculcate moral and ethical values. Further, it has the potential to nurture and maintain a positive culture, harmony and stress free interpersonal intelligence. The morning assembly supports them to showcase their aptitude and confirm a healthy start of the day. They are heading for the path of divinest space through educational discussions. Meditation and self-examination form a vital features of the morning assembly. In some colleges students are divided into groups. Peer Group wise assemblies on all six days are organized at the teacher education institutions. It comprises discussions on General knowledge and existing matters. New scientific facts are discussed. Songs, skits and poems are presented. Assembly is organized to creative expression of the innate talent of students and is an integral part of the curriculum. Moreover, it develops communication skills, managerial skills, problem solving skills, creative and critical thinking skills, decision making skills and interpersonal skills. Besides this, it inculcates values and develops qualities such as honesty, truth, cooperation, unity, respect each other, punctuality, leadership, love, peace, etc. These all qualities and values are essential for a teacher in their professional development.

**Conclusion:** The kinds of professional-development programs and activities designed by and for teachers must respond to their professional needs, their personal and professional interests, the stage of professional development attained at that actual time, and the phases of the education system in forced in their workstation. Teacher education cannot be an additional for high-quality beginning teachers or further basic circumstances for teaching in schools. It endures to be of great significance to appeal capable people to the profession. Therefore Teacher training institutions should organize various curricular and co-curricular activities in the assembly sessions that help student-teachers to develop professionally along with developing their personality.

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