

**A Study of Correlation between Assembly
Activities and Professional Development of
Student-teachers**

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Master of Education

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Certificate

This is to certify that the work incorporated in the dissertation bearing the title **A Study of Correlation between Assembly Activities and Professional Development of Student-teachers** submitted by **Ms. Sefali Patel** comprises the result of independent and original investigations. The materials that have been obtained (and used) from other sources have been acknowledged in the dissertation.

Vallabh Vidyanagar

April, 2017

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Certificate of Approval

This dissertation directed and supervised by the candidate's guides has been accepted by the Waymade College of Education, Sardar Patel University, Vallabh Vidyanagar in partial fulfillment of the requirement for the degree of

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Chapter – 1

Introduction

1.0 Backdrop

There are various types of professions such as engineering, medical, law, teaching etc. All these professions require different types of skills. Teaching profession is considered as one of the noblest profession as teachers have the responsibility of guiding the youngsters of the country to make them responsible citizens of the country. According to our scriptures a teacher leads us from darkness to light. According to Indian tradition, a teacher is to be venerated more than God because it is the true teacher who leads us to God. According to Maharshi Aurbindo, ‘A teacher is an awakened soul awakening other souls’. According to Kabir, ‘Even if the whole earth is made paper and all seven seas are made ink, he will not be able to describe the qualities of Guru’. According to Dr.A.P.J Abdul Kalam, ‘A teacher should build the capacities of the spirit of inquiry, creativity and moral leadership among students and become their role model’. According to Bruce Lee, ‘A teacher is never a giver of the truth; he is a guide, a pointer to the truth that each student must find for himself’. According to Rabindranath Tagore, ‘A good teacher is like a candle, it consumes itself to lighten the way of others’.

World is a witness that Gurus like Vashishtha, Vishwamitra, Sandipani, Guru Ramdas, Swami Ramakrishna Paramhans, Chanakya changed the course of history by producing worthy disciples.

A true teacher should have qualities like accountability, compassion, resourcefulness, passion for teaching, dedication and devotion. He should have good communication skill and moral values. Besides teaching, teacher education colleges should try to develop these qualities needed for teaching profession. Assembly activities can play a significant role in developing these qualities.

In schools both curricular and co-curricular activities play a vital role in the overall development of an individual. Teacher Education Institutions (TEI) need to provide the

platform to student-teachers to take up these activities during their training phase and get professionally developed. Thus, Seminars, Workshops, Guest Lectures, Symposium, Classroom teaching learning activities help them to develop intellectually and make them skill oriented. The activities such as group discussion, debates, skit, drama, role-play, quiz, poster making competition, poetry recitation, folk dance, singing competition, elocution, essay writing competition, assembly activities, etc. should be organized at the institution and student-teachers should be assign the responsibility and duties so that they develop confidence and get acquaint with the situations, problems and develop necessary skills required for their professional development.

1.1 Assembly Activities

Assembly is a gathering of all or part 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.

Schools start the day with a morning assembly, when the entire school together does things together (NCF, 2005). This time is used for reading the headlines of the morning newspaper, performing physical exercise and singing the national anthem. Other activities such as, singing together, or listening to a story, or inviting a person from the local community or inviting guests to interact with the children, or hold small events to mark some significant local or national happening can also be organized. Classes that have undertaken some interesting projects could also use this time to share their work with the whole school. Important News headlines taken up in the assembly can be woven into the curriculum. Assembly should be more interactive wherein opinions are sought and audience is engaged spontaneously. This activity is also useful to celebrate birthdays of students and organize some fund raising activity for a common concern, sharing school related matters like ‘respecting the school properties’, etc.

Morning assembly is the physical, mental and spiritual preparation of students before beginning the studies at the school. It is a small time gathering of all or part of school in

order to communicate information and share learning experiences. The school is a temple of learning and therefore students need to make their body and mind pure with assembly activities. Eating impure food with impure hands, disrespecting the food and harm our health similarly it is true for the knowledge as it is a food for mind and soul. Kahlil Gibran writes in his famous book, 'The prophet', **“Your daily life is your temple and your religion. Whenever you enter into it, take with you and your all”**.

1.1.1 Importance of Assembly Activities

Morning assembly is the most important feature of Teacher Education Programmes 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 helps them to show case their talent and ensure a robust start of the day. They are guided to the path of spiritualism through educational talks. Meditation and introspection form an integral feature 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 includes talks on General knowledge and current affairs. New scientific facts are discussed. Songs, skits and poems are presented. Assembly is organized to creative expression of the innate talent of STs 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.

Assembly Activities are a vital part of an ordinary school, which can be used for following purpose.

1) To make the students or group of students come forward and present a drama, skit, debate, or declamation on a theme or topic of common interest. This in turn will help

student-teachers gain self confidence, connecting better with their peers and feel a sense of fulfillment at having presented something of quality

2) To express and reinforce the code of conduct expected both from teachers and students

3) To give a platform to almost everyone to share a common concern pertaining to the particular school or even a larger community

4) To make the student-teachers understand the philosophy of the school and to live by it

5) To instill a feeling of communion

6) To make the student-teachers more aware by celebrating important days such as world environment day, world AIDS day, child rights day, etc.

1.1.2 Objectives of the Assembly Activities

Following are the objectives of assembly activities.

1) To unite the school: An assembly is very helpful in developing a community spirit among the students. They get opportunities to see, feel and know the school as an organized group

2) To familiarize the students with the common rules and ideals of the school: Every child must become a full-fledged citizen of the school. In the school assembly, the students should be told about the traditions, rules and ideals of the school

3) To develop listening skill: To be socially efficient, every child must know how to sit in the gathering. Social etiquette demands that children must be listen to the speakers with courtesy, and patience. When and how to applaud is another quality that must be developed the schools assembly trains the students in this art

4) To give opportunities to students to face the audience

1.1.3 Effective Ways to Conduct Assembly Activities

The effective ways to conduct a morning school assembly include following points.

- 1) Pick a topic: It could be anything like a famous personality, an event in history, or any special day that might be coming in a week. Make sure that at the end of the assembly, the audiences have an understanding of the topic.
- 2) Read out facts on the topics or have a speech.
- 3) Enact skit on the topic (if it is a famous personality: major life events of his or her.)
- 4) Have your classmates, those who have special skills and are willing, perform on stage.
- 5) Have a quiz engaging the audience on current affairs.
- 6) Read out the news headlines of the day.

1.1.4 Advantages of Assembly Activities

- 1) The school assembly works as a unifying force. Students feel the school as an organized group and every student realizes that he is a part and parcel of the school community.
- 2) Assembly works as a source of inspiration and its experiences widen and deepen students' interest.
- 3) It works as a platform for propagation of commendable work. Outstanding performances and achievements of students in curricular and co-curricular fields get recognized before the entire school. Badges, certificates, cups etc. should be awarded to the winners in the presence of entire school population.
- 4) School assembly serves as a place for developing audience habits. Respect for other's feelings, courtesy towards speakers and guests, sensible applause at the proper time, appreciative attitude are some of the good audience habits that the students develop through school assembly.

5) Celebration of some of the important national and international days help in broadening the mental horizon of pupils and acquainting them with the life of great scientists, discoverers and statesmen.

6) The pupils must come, sit and go in a disciplined manner, gossiping and talking are checked and the atmosphere is made calm and serene. No abusive remark to students and no unpleasant thing are spoken on the sacred occasion of total gathering of the school.

Thus we can say that the morning assembly is a vital and important process in the school.

1.1.5 Types of Assembly Activities and their Importance

Following activities are 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 purification of one's mind. Noble thoughts alone can make a mind pure. 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...., Hai Sharde Maa...., O Prabhuji...., Jivan Anjali Thajo...., Maitri Bahvnu Pavitra Zarnu...' etc. to cater to the diversity among the students.

Meditation

The silent prayer or meditation for two minutes after the shanti mantra is the most fruitful 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 whole learning process is in vain without meditation.

The *shanti mantra* is recited daily.

ॐ सह नावतु ।

सह नौ भुनक्तु ।

सह वीर्यं करवावहे ।

तेजस्वि नावधीतमस्तु मा विद्विषावहे ।

ॐ शान्तिः शान्तिः शान्तिः ॥

The meaning of the shlok is as below.

Om, May God Protect us Both (the Teacher and the Student),

May God Nourish us Both,

May we Work Together with Energy and Vigour,

May our Study be Enlightening and not give rise to Hostility,

Om, Peace, Peace, Peace

Recitation of Sanskrit Shlok

Sanskrit is the mother of all Indian language. It is called devvani or language of gods. "Recitation of shlok develops respect to elders, so that the students become rooted in their culture and helps them to improve 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 Sakshat Param Bhrahma, Tasmai Shree Guruve Namah, etc. helps to understand deeper meaning of life.

Thought for the Day

Thoughts have the power to shape our lives and also create our Happiness. 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 magnetic, we attract everything located on the same frequency. 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 events in words, sound and/or images, often by improvisation or embellishment. Stories are universal in that they can bridge cultural, linguistic and age-related divides. 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.

1.2 Professional Development

Professional Development in a broad sense refers to the development of a person in his or her professional role.

1.2.1 Teachers' Professional Development

Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc.). This concept of professional development is, therefore, broader than career development, which is defined as “the growth that occurs as the teacher moves through the professional career cycle” and broader than staff development, which is “the provision of organized

in-service programmes designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development". Thus, in professional development, one must examine the content of the experiences, the processes by which the Professional development will occur, and the contexts in which it takes place.

According to Hargreaves (2000), we are at a cross-road for teachers' professionalism and professional learning at the beginning of this century. One possible future road is that of teachers' diminished professionalism through regulations, another is to maintain and pursue professionalism based on teachers' own participation. Teaching is closely connected to the affective aspect of human minds, and being a teacher means to be emotionally involved. Education is deeply rooted in personal attitudes and values. The fact that teachers' lives are closely linked to students' emotions means that teaching by its nature is impossible to dictate. Consequently the idea of teachers' professional development should be built on the acknowledgement that teachers are concerned about their students. Thus, one has to draw the attention to teacher educators' professional development, and the necessity of a close connection between teachers and students in an ongoing learning process. A significant amount of research claims that teachers' professional learning is closely connected to reflection. Research says that, action research is a support for teachers' professional development. Thus, it is the bridge between teacher education and teaching in schools, and reflection seems to be the material to build the bridge. Isolated schools as well as teacher education institutions are unable to become learning communities. Professional development for student teachers and novice teachers is a common concern for teacher education and schools. The type of support they need is different from experienced teachers' and teacher educators' professional development.

It is argued that theories of professional development need to include both cognitive and social aspects of learning (Borko, 2004). However, theory has tended to focus on either cognitive or social perspectives. Cognitive perspectives have centered on notions of changes in teachers' beliefs or knowledge. Social perspectives have considered

professional learning through participation (Lave & Wenger, 1991). Social Learning Theory (SLT) (Bandura, 1977) provides a theoretical approach that integrates cognitive aspects and social effects in learning.

Professional Development Practices

Following are the practices for the Professional Development.

- Both formal and informal learning experiences and processes that lead to deeper understanding and improvement of practice
- Through viewing part of continuum learning throughout their careers
- Addressing complex and unique needs of the learners in context to learning
- Collaboration, sharing inquiry and learning from and with peers
- Ongoing, in-depth and active engagement by the professional. Short term, “one-shot”, “pullout programs are seen to be ineffective in changing or developing practice
- Collaborative learning, peer-assisted learning, teacher researcher, teacher as student, independent learning and integrated approaches

Considerations for Professional Development

Important components of professional development are the linking of professional development to student learning and professional standards for learning providing many varied learning processes and practices within a learning framework, 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 focuses upon student and teacher learning, linking to the larger system and incorporating a range of possible learning activities within a job-embedded context is recommended in the literature. There is recognition that evidence-based knowledge and practice should form the content of professional development. Effective professional learning requires time, resources and supportive structures.

1.2.2 Characteristics of Professional Development

Educational reforms currently being designed and/or implemented include a component of teacher professional development as one of the key elements in the change process. This new perspective of professional development has several characteristics:

1. Based on constructivism rather than on a ‘transmission-oriented model’. As a consequence, teachers are treated as active learners who are engaged in the concrete tasks of teaching, assessment, observation and reflection.
2. It is perceived as a long-term process as it acknowledges the fact that teachers learn over time. As a result, a series of related experiences (rather than one-off presentations) is seen to be the most effective as it allows teachers to relate prior knowledge to new experiences. Regular follow-up support is regarded as an “indispensable catalyst of the change process”.
3. It is perceived as a process that takes place within a particular context. Contrary to the traditional staff development opportunities that did not relate ‘training’ to actual classroom experiences, the most effective form of professional development is that this is based in schools and is related to the daily activities of teachers and learners. Schools are transformed into communities of learners, communities of inquiry, professional communities and caring communities because teachers are engaged in professional development activities. The most successful teacher development opportunities are ‘on-the-job learning’ activities such as study groups, action research and portfolios.
4. It is a process of culture building and not of mere skill training which is affected by the coherence of the school programme. In this case, teachers are empowered as professionals, and therefore should receive the same treatment that they themselves are expected to give their students. A teacher professional development programme that is not supported by the school or curricular reform is not effective.

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. In so doing, the role of professional development is to aid teachers in building new pedagogical theories and practices, and to help them develop their expertise in the field.

6. Professional development is conceived of as a collaborative 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.

7. Professional development may look and be very different in diverse Settings, and even within a single setting, it can have a variety of dimensions.

There is not one form or model of Professional development better than all others and which can be implemented in any institution, area or context. Schools and educators must evaluate their needs, cultural beliefs and practices in order to decide which professional development model would be most beneficial to their particular situation. It is clear in the literature that different factors within a workplace, such as school structure and school culture, can influence the teachers' sense of efficacy and professional motivation. Apparent contradictory results reported in the literature (such as the fact that some studies conclude that the best professional development is that designed and implemented on a smaller scale, while others say that it is more effective when implemented on a larger, system-approach scale) may be explained, not by deciding that one study is more accurate than another, but by examining the contexts in which the different studies were completed. Professional development has to be considered within a framework of social, economic and political trends and events.

1.2.3 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 most essential knowledge for teaching is perceived as ‘practical’ knowledge, or knowledge that is embedded in practice.

3. Knowledge-of-practice: Knowledge is not divided into formal 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.

1.2.4 Stages in Professional Development

Teachers traverse different ‘stages’ of their development at different times in their career. If professional-development opportunities and systems are effective, then these stages must be taken into consideration, as the teachers’ needs and dispositions may vary between one stage and the next.

There are a number of models that describe the various stages of professional development. **Huberman (1989)**, for example, identifies and defines five of these stages:

1. Career entry (one to three years in the profession): A time of both survival and discovery.

2. Stabilization (four to six years in the profession): Teachers usually make a commitment to teaching as a career and achieve a sense of instructional mastery.

3. Divergent period (7 to 18 years): For some teachers this period is described as a period of experimentation and activism as they develop their own courses, try out new approaches to teaching, and confront institutional barriers. Yet, others see it as a period of self-doubt and reassessment; many teachers leave the profession at this stage as their level of frustration with the system reaches its peak.

4. Second divergent period (19 to 30 years): For some it is a time of self-assessment, relaxation and a new awareness of a 'greater relational distance' from their students. Other teachers, however, enter a stage where they criticize the system, the administration, their colleagues and even the profession.

5. Disengagement (41 to 50 years of experience): Gradual separation from the profession. For some it is a time of reflection and serenity, for others a time of bitterness.

1.3 Rationale of the Study

Teachers' professional development must be thought of as a long-term process, which demands and begins with initial preparation and only ends when the teacher retires from the profession. This new approach to the education and development of teachers requires a transformation of processes and policies that support teachers, their education, work and growth in the profession. It has a significant impact on the success of educational reforms and on students' learning. The more opportunities the teachers have to be both subjects and objects of educational reform, the more effective the reform and the teachers' work. Further, systematically planned, supported, funded and researched programmes guarantee the effectiveness of this process. They must be encouraged to participate in programmes designed for their development. In addition, they must be given the time and the financial support to be active designers, implementers and participants of professional-development opportunities that help in their growth as teachers and professionals.

The kinds of professional-development programmes 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 particular time, and the stage of the education system in force in their place of work. Teacher Education institutions working collaboratively with other institutions ensure the development of teachers from the very beginning of their careers. Even, external agencies can and must support teacher professional-development programmes, both financially and by offering particular activities and programmes that address the needs of teachers. A variety of models and techniques of professional development must be regularly available to teachers. It is important to recognize that not all aspects of teacher professional development can be (or should be) addressed in courses. There are many other models of professional development which support teachers' development on a regular basis in the workplace. Technology and distance education should be used as means of supporting teachers' professional development. However, those in charge of planning and organizing these experiences must be aware of the limitations teachers may have. For example, not all teachers have access to computers, not all teachers know how to use particular forms of technology, not all teachers can attend courses given in very distant locations, etc.

Programmes of professional development must be coordinated so that unnecessary repetition is avoided, and a logical sequence of experiences can be followed. Proposals to expand the duration of pre-service teacher education should follow a careful examination of the structure of the programmes in force. It is often the case that the need lies in restructuring these programmes, rather than extending the duration of a currently ineffective programme. Pre-service programmes should be pedagogically and practically oriented, and should enable teachers to teach in multiple contexts and to diverse groups of children, and also help them understand how to build effective School or community partnerships. The goals of a teacher professional-development programme should be in alignment with those of the curriculum. Many systematic reforms emphasize high-stake tests for students while advocating constructivist teaching approaches to develop specific skills required in particular contexts. Alignment is needed also between the content of teacher professional- development programmes and their delivery.

In teaching, 'the medium is the message'. Traditional teaching methods have been proved to be less successful in teaching children. Memorization, lectures, teacher- centered classes, etc. are less effective than teaching for understanding, focusing instruction on the students, making students learn from each other, etc. Nevertheless, most in-service teacher-training programmes are taught in a traditional way, without obliging teachers to participate in the classroom and learn through group discussions, new pedagogy, etc. "Staff development must model constructivist practices for teachers if those teachers are expected to be convinced of the validity of those practices and to understand them sufficiently well to make an integrative part of their classroom repertoires". Teacher education cannot be a substitute for high-quality beginning teachers or other basic conditions for teaching in schools. It continues to be of great importance to attract talented people to the profession, and it is necessary to equip schools with resources that make high-quality instruction possible. There are various curricular and co-curricular activities that help student-teachers to develop professionally. Assembly activities are a set of activities which help the students to develop their personalities.

Activities such as skit, role-play, reading news, present thought for the day etc. help student-teachers to inculcate certain important values of life such as respecting others, honesty, patient, compassion, love, loyalty, cooperation, peace, passion, dedication, etc. and also develop some important skills such as communication, problem-solving, leadership, decision making, interpersonal, intrapersonal, critical thinking, creative thinking skills and it also helps to built the self confidence among the student-teachers. According to De Souza (1973) "Sociological Study of Public Schools in India revealed that extra-curricular activities were most important feature in influencing -social and personal development of students". Moreover, educational institutes start their day with the assembly session. This session helps to inculcate values among student-teachers so that they live life with harmony and peace. Pandya R.C. (1959) studied and suggested certain basic values for restoring harmony and poise into human life. Further, in assembly sessions, the National song recited and pledge taken sensitize student-teachers towards Nation. According to the Abdul Kalam (2007), "The mission of education is the

foundation to ensure creation of enlightened citizen, who will make prosperous, happy and strong nation”.

Assembly activities provide platform to expose the talent and qualities of the students. The teaching profession also requires skills such as social, intrapersonal, leadership, etc. that can be developed among the students by assembly activities. Seshadri (1992) suggests range of techniques and activities such as listening, reading, discussion, role-play type activities dealing with value, value clarification and learning by living activities.

Thus, to study the effect of the assembly sessions on the professional development of student-teachers, researcher has selected this topic for research.

1.4 Statement of the Problem

A Study of Correlation between Assembly Activities and Professional Development of Student-Teachers

1.5 Objectives of study

The following were the objectives of the study.

- 1) To study the correlation between assembly Activities and professional development of student-teachers
- 2) To study inculcation of values among student-teachers through assembly sessions in context to their culture and gratitude to their parents, teachers, nation and all those who strive for their welfare
- 3) To study observable changes in student-teachers on their professional development at B.Ed. programme through assembly Activities.

1.6 Research Questions

The following were the research questions of the present study.

- 1) What is the correlation between assembly activities and professional development of student-teachers?
- 2) What values are inculcated among student-teachers through assembly activities that lead to professional development?
- 3) What observable changes are seen among student-teachers on their professional development through assembly activities?

1.7 Explanation of the Terms

- 1) Correlation: Correlation means relation between two variables. It can be both positive and negative. In the present study, correlation means correlation between assembly activities and professional development.
- 2) Assembly Activities: Assembly Activities here means organizing morning assembly at educational institutions which includes recitation of prayers and Shloka, delivering thought for the day & post prayer talk, National Anthem or Song and Pledge.
- 3) Professional Development: It encompasses all types of facilitated learning opportunities including credentials such as academic degrees to formal course work, conferences and informal learning opportunities situated in the practice. According to P.D. Edglossary professional development is used in reference to wide varieties of specialized training, formal education or advanced professional learning intended to help teachers to improve their professional skills and knowledge. In the present study professional development includes varieties of specialized training and formal education which helps student-teachers to improve their professional skills and knowledge.

1.8 Delimitations of the Study

The following are the delimitations of the present study.

1. The study is delimited to certain criteria for observation of the assembly activities.
2. The study is delimited to study the correlation between assembly activities and Professional development.

3. The study is delimited to English Medium B.Ed. Colleges.

1.9 Scheme of Chapterization

The entire report of the present study is divided into five chapters. A brief description of the remaining chapters is given here with a view to acquainting the reader with the treatment of the subject under consideration.

Chapter-1 Introduction: The first chapter deals with the overview of the study. It also includes theoretical discussion of Assembly Activities and Professional Development.

Chapter-2 Review of Related Literature: The second chapter deals with the review of related researches which enable investigator to have proper perspective. The investigator reviewed past researches done on Value inculcation through assembly activities and other activities for Professional Development.

Chapter-3 Research Methodology: The third chapter describes the planning, procedure and implementation. It discusses the procedure involved in preparation and experts' suggestions / construction of the tools, sampling techniques and research design of the study. This also includes description of the tools to be used, method of data collection, and methods of data analysis and tabulation of the data.

Chapter-4 Analysis and Interpretation of Data: The fourth chapter contains the detailed analysis and interpretation of the data using Correlation, Percentage analysis & Content Analysis.

Chapter-5 Findings, Suggestions and Implications: The fifth chapter contains the summary of research work, findings, educational implications, suggestions and recommendations for further study.

At the end of report, bibliography containing books and research studies is listed. The appendices include tools and observations of the researcher.

Chapter - 2

Review of Related Literature

2.1 Introduction

Review of related literature is one of the most important steps in the research process. It is an account of what is already known about a particular phenomenon. The main purpose of review of related literature is to convey to the readers about the work already done and the knowledge and ideas that have been already established on a particular topic of research. It is a laborious task. John Best stated that “the research for reference material is a time consuming but fruitful phase of the graduate programme. A familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out what methods have been promising or disappointing and what problems remain to be solved. According to University of Toronto(2001) “A review of related literature is an account of what has been already established or published on particular research topic by accredited scholars and researchers.”

2.2 Objectives of the Review of Related Literature

The followings are the objectives of the review of related literature.

- To understand various aspects and scope of the research thoroughly
- To study the researches which have been done before the current research
- To decide proper hypothesis, objectives, methodology of research
- To have a proof on the part of the investigator show that the investigator knows what type of study is done in the same field
- To have a proper guideline to implement the practical work
- To have appropriate guidance to complete the present research
- To provide vast outlook regarding to the subject
- To avoid repetition of research done
- To find out novelty of present research

2.3 Importance of Review of Related Literature

Importance of Review of Related Literature is presented below:

- It helps in identification of a research problem and development or refinement of research questions.
- It helps to provide orientation about what is known and not known and area of inquiry to ascertain what research can best contribute to knowledge.
- It helps in discovery of unanswered questions about subject, concepts or problems.
- It helps in determination of need to replicate a prior study in different study settings or different sample or size or different study populations.
- It helps in planning methodology and instruments of data collection for the present research study.
- It gives ideas about how to summarize and evaluate the collected data.
- It is helpful to arrive on particular conclusion through organizing and comparing the data.

2.4 Research Studies Conducted on Value Inculcation among Students

1) Tahir, M. and Tarique, H. (2012) conducted a ***Study on Impact of Co-Curricular Activities on Personality Development of Secondary School Students.***

The objectives of this study were to find out the relationship of co-curricular activities with developing self-confidence, honesty, adaptation, sociability, attitude, social obligation, sympathetic attitude and sense of responsibility among secondary school students and to find out impact of co-curricular activities on developing self confidence, honesty, adaptation, sociability, sympathetic attitude, sociability and sense of responsibility among secondary school students.

The sample was consisting of 480 students of 24 secondary school of district Attock. The data collected by administering the questionnaire to the sample and collected data was analyzed by using T-test.

The major findings of this study were : (1) The co-curricular activities have strong relationship with developing adaptation, self confidence, honesty, sociability, sympathetic attitude, social obligation and sense of responsibility among secondary school students. (2) The co-curricular activities have stronger impact on developing self confidence, adaptation, honesty, sociability, sympathetic attitude, social obligation and sense of responsibility among secondary school teachers. (3) The co-curricular activities have significant impact on personality development of secondary school students.

2) Niriksha, M. (2013) conducted a *Study on Value Inculcation in Students of Primary Schools at Vallabh Vidyanagar*.

The major objectives of this study were:(1) To study the value identified by the school in their curriculum (2) To study the practices adopted by school to inculcate and identified values (3) To study the challenges faced by schools for value inculcation (4) To provide suggestion for inculcating values

Teacher, students and principals of GSEB and CBSC schools of Vallabh Vidyanagar are taken as a sample. Questionnaire used for teacher, students and principals as a tool to collect data. The collected data analyzed by using content analysis and percentage analysis.

Major findings of this study were: (1) All the schools give importance to moral, spiritual and social values in their curriculum and prayer is taken up in all schools to inculcate spiritual values. (2) Celebration of festivals and other events are major activities through which social values are focused upon. (3) All students were observed to have information about great personalities mentioned in questionnaire. (4) In CBSC schools, teachers responded that discipline of students was only challenge they faced in trying to develop values in students. (5) Assembly sessions should be conducted in which all students participate together to develop feeling of belongingness.

3) Ranjith,T. & Selvaraju, R. (2014) conducted a ***Study on Personality Development Through Co-curricular Activities among B.Ed. Students.***

The objectives of this study were:(1) To find out level of participation in co-curricular activities & personality development of B.Ed. students (2) To find out the significant difference, if any, between male and female B.Ed. students in co-curricular activities & personality development (3) To find out the significant relationship, if any, between co-curricular activities & personality development of B.Ed. students

The population for the study consisted of all the B.Ed. students studying in college of education in Tirunelveli, tuticorin and kanyakumari districts in Tamil Nadu. The sample consists of 983 B.Ed. students & the students were selected from 24 colleges of Education, affiliated to Tamil Nadu Teachers Education University, Chennai. The personality development scale used to collect data. The collected data analyzed by using percentage analysis.

Major findings of this study were: (1) The level of participation in co-curricular activities of B.Ed. students is moderate. (2) The level of personality development of B.Ed. students is moderate. (3) There is no significance difference between males and females in their personality development. (4) There is significant difference between males and females in their participation in their co-curricular activities. (5) There is significant relationship between co-curricular activities and personality development of B.Ed. students.

2.5 Research studies Conducted on Value Inculcation among Teachers

1) Bhushan (1979) compared the ***Value System of Male and Female Prospective Teachers Belonging to Service and Non-Service Class Families.*** The purpose of the study was also to explore whether family vocation could be considered as determinants of value system. The findings of the study were (a) Both male and female teachers from service and non-service class had politeness as a common subsystem in their value system (b) the highest importance to self control and honesty and lowest importance to logic and capability given by the prospective teachers was not found to be affected by family vocations (c) the highest importance to intellectuality and lowest to broad mindedness by male prospective teacher was also not affected by family vocations

2) Gupta (1985) undertook Comparative Research Work with the Objective to ***Study the Value Pattern of the Male and Female Teachers of Primary and Secondary Schools of Kanpur City***. The findings of the study revealed that teachers in general preferred highest values in political areas followed by economic areas and occupied lowest position on aesthetic and religious values. The social values occupy highest position in male teachers, and political values in female teachers. But aesthetic values are the least developed value in both male and female teachers.

3) Shrihari (2007) undertook an in-depth ***Study to Identify the Level of Values Possessed by the Prospective Teachers***. A standardized research tool developed by Shamim karim called “teachers value inventory” was used to collect data. The arithmetic mean, standard deviation and t-values used for analysis of the data and reported that teachers posses high level of values. Moreover, there was no significant difference in possession of values between science and arts, male and female prospective teachers.

4) Prasad (2008) conducted a Study to Look into the ***Value System and Value Preferences of Male and Female Teachers Trainees of B.Ed Programme Offered by IGNOU (Indira Gandhi National Open University) Through Distance Mode with Regards to their Terminal Values and instrumental values***. The investigator reported that among the three most preferred terminal values viz true friendship and social recognition were found to be same for both the groups. However on the most preferred instrumental values both the groups were found totally different. Among the three more preferred instrumental values, male preferred ambitiousness, broad mindedness and honesty while courageousness, forgiveness and capability were preferred by female teachers respectively. The study further revealed the need for inculcating the values of freedom, equality and peace among teacher trainees.

5) Rakesh, R. and Anita, R. (2012) conducted a ***Study of Values among Technical Teachers Working in Private and Government Universities in NCR (U.P.)***

The objectives of this study were:(1) To find out significant difference between technical teachers working in private and government universities in relation to their Aesthetic values (2) To find out the significant difference between technical teachers working in

private and government universities in relation to their social values (3) To find out the significant difference between technical teachers working in private and government universities in relation to their economic values (4) To find out the significant difference between technical teachers working in private and government universities in relation to their political values (5) To find out the significant difference between technical teachers working in private and government universities in relation to their religious values (6) To find out the significant difference between technical teachers working in private and government universities in relation to their theoretical values

The 55 technical teachers of S.R.M. University (private) and 75 technical teachers of CCC University (Govt.) are taken as a sample for the study. Teachers inventory by Dr. Ahuwaliya used for collection of the data. The collected data analyzed by using mean score and rank and t-value.

Major findings of this study were (1) The theoretical values of government and private technical teachers are more or less same. (2) The government technical teachers have more economic values than private technical teachers. (3) The private technical teachers have higher aesthetic values than government technical teachers. (4) The social values of government technical teachers and private technical teachers are more or less same. (5) The political values of government technical teachers are more than private technical teachers. (6) The religious values of government technical teachers and private technical teachers are more or less same.

6) Natasha, M. (2013) attempted to a ***Study of Values among School Teachers across Gender and school management Style.***

The objectives of this study were: (1) To study the value of school teachers on six value areas (2) To compare the value of school teachers (3) To compare the values of school teacher teaching in government and private schools on six value areas

Random sampling technique was used for selection of sample. Only 100 males and female teachers teaching in government and private schools of Kangra District were selected for study. Teacher value inventory by H.L. Singh and Dr. S.P. Ahuwaliya was

used to collect data regarding value. Data related to gender and school management style was also collected. Mean score and t-value used for the analysis of the data.

Major findings of this study were: (1) Teachers score first rank in respect of economic of value and desirable trend among teachers, Score Second rank in political value, third rank in social values, fourth rank is scored by religious value, fifth rank is scored by aesthetic value and sixth rank scored by theoretical values. (2) Women teachers get the first rank in respect of economic value and male teachers get first rank in religious value. The female teachers get last rank in theoretical values and male teachers get last rank in economic values. (3) Teachers teaching in government school get the first rank in social value and teachers teaching in private schools get the first rank in aesthetic value.

7) K.S, Kanti (2013) conducted a ***Study on Value Preferences of Prospective Secondary School Teachers.***

The objectives of this study were:(1) To study the value preference of prospective secondary school teachers (2) To study the value preference of male and female prospective secondary school teachers (3) To study the value preferences of graduate and post graduate prospective secondary school teachers

The researcher selected a sample of 650 prospective secondary school teachers from 10 colleges education affiliated to Nagarjuna University, using random stratified sampling. Teacher value inventory Dr.Harbhajan. L. Singh and Dr. S. P. Ahuwaliya were used for the collection of the data for this study. The mean score and rank and t-value used to analyze collected data.

The major findings of this study were: (1) Prospective secondary school teachers gave first preference to social value follow by theoretical, religious, aesthetic, economic and political. So the importance given to the theoretical values show that the prospective teachers are oriented towards the cognitive approach. (2) There is a difference in the value preference of male and female prospective secondary school teachers. The male prospective teachers gave first preference to political value and last preference to social value. The female prospective teachers gave first preference to social value and last preference to the political value. The female prospective teachers scored higher on

theoretical, aesthetic and religious value when compared to the male prospective teachers. (3) There is a difference in the value preference of the graduate and post graduate prospective secondary school teachers. The graduates gave equal preference to economic and aesthetic values and the last preference to social value, whereas the post graduates gave first preference to social value and last preference to economic value.

8) Ritu, M. (2014) conducted a ***Study on Value Preferences among Secondary School Teachers with Respect to demographic Variables.***

The objectives of this study were: (1) To study and compare the value preferences among male and female secondary school teachers (2) To study and compare the value preferences between the government and private secondary school teachers (3) To study and compare the value preference among male secondary school teachers working in different types of school (Government and private) (4) To study and compare the value preference among female secondary school teachers working in different types of school (Government and private)

This study is descriptive in nature and sample of 160 secondary school teachers (80 males and 80 females) of Ludhiana district was selected and teacher inventory by Dr. Harabhajan L. Singh and Dr. S.P. Ahuwaliya is used to collect data. Mean and standard deviation and T-value used for the analysis of data.

Major findings of this study were: (1) A significant difference found between theoretical, economical, political, religious, value preferences of male and female secondary school teachers while no significant difference found between their social value preferences. (2) A significant difference found between economical, political and social value preference of government and private secondary school teachers while no significant difference was found between theoretical and religious value preferences. 3) A significant difference is found between theoretical and religious value preference of government and private male secondary school teachers while no significant difference is found between their economic, social and political value preferences. 4) A significant difference is found between theoretical, social and political value preferences of government and private

female secondary school teachers while no significant difference is found between their economic and religious value preferences.

9) Udaivir, S. (2015) conducted a ***Study of Values among Secondary school Teachers.***

The objectives of study were to compare the religious values, social values, democratic values, aesthetic values, economic values, knowledge values, hedonistic values, power values, family prestige value and health values in government and private secondary school teachers.

The population of this study constitutes all the secondary school teachers of government and non government schools of Lucknow city. The schools and teachers were selected by using random sampling method. 140 teachers were selected, i.e., 70 from government schools and 70 from private schools. The tool used for data collection was personal value questionnaire. The collected data analyzed by mean, standard deviation and T-test.

The major findings of this study was there is no significant difference between the religious value, aesthetic values, social values, democratic values, economic values, knowledge values, hedonistic values, power values, family prestige values and health values of male and female secondary school teachers and private school teachers.

2.6 Other Studies on Values

1) Kulshertha (1972) conducted a ***Study of Relationship between Values and Vocational Interests of Boys and Girls of Intermediate Colleges.*** On the basis of findings of the study, researcher suggested that both boys and girls who are good in theoretical, economic and political values may be advised to avoid attempts to enter professions of commercial, artistic and scientific interest area respectively. However, boys are good in social, theoretical, economic and religious value may be advised to join professions in social, scientific, economic and agricultural interest area respectively, whereas girls are good in economic, social, theoretical, aesthetic values may be suggested to enter vocations of commercial, social, persuasive, scientific, constructive and artistic interest respectively.

2) Anand Bhushan (1977) studied the ***Impact of Denomination and Secular Schools on Attitude and 18 Instructional Values of Adolescents***. Some of the findings were :

1) Students give top rank to obedience, self-control, bottom rank to being logical, imaginative, capable and broad minded . (2) Students of denominational schools prefer being helpful, cheerful, loving and clean while students of secular schools prefer being polite, courageous and independent.

3) Kalamani, M. (1991) attempted to ***Study Adolescents' Problem in the Personal Family, Socio-Emotional and Educational Areas as well as to See their Value System***.

The objectives of this study were: (1) To study the problems of adolescents in the personal, socio-emotional and educational areas (2) To study whether adolescents differ in their aesthetic, theoretical, religious, political, social, economic values (3) To find out the preferred categories of the adolescents

The sample of this study was 240 students from higher secondary schools in Anna district. The translated version of youth problem inventory by Sandhya Sharma was used to collect data. Mean S.D and t-test used to treat collected data. Major findings of this study were: (1) Adolescent students were high in social values. (2) Adolescent boys and girls had more problems in personal, family, socio-emotional and educational areas. (3) Adolescent students in higher secondary schools are low in political and religious value.

2.7 Distinguished Features of the Present Study

Following were the distinguished features of the study.

1. Majority of past studies were on Personality development through value inculcation and co-curricular activities. This study focused on Personality development and Assembly activities.
2. Majority of past studies were on personality development of school children through curricular and co-curricular activities. This study focused on personality development among student teachers and role of teacher educator through assembly activities.

3. Most of the past studies were descriptive in nature. This study was a correlational study. The researcher had tried to find out relation between professional development and assembly activities.
4. In the past studies, data collected was analyzed using t-test mainly. In this study data was analyzed using Spearman's Rank difference Correlation, Chi square and percentage analysis.
5. In the past studies tools used for data collection were mainly questionnaire and inventory. In this study tools used was rating scale, checklist and observation schedule.

2.8 Conclusion

This chapter presents reviews of related studies. Through these studies, the researcher came to know about the research procedure, different tools, suggestions and findings of the studies on the value inculcation and professional development. The next chapter discusses the research methodology adopted for the present study.

Chapter – 3

Research Methodology

3.1 Introduction

The word research means to investigate thoroughly. Research is the systematic process of collecting and analyzing information to increase our understanding of the phenomenon under the study. It is the function of the researcher to contribute to the understanding and to communicate that understanding to the others. Research in common parlance refers to search for knowledge. One can research as a scientific search for pertinent information on a specific topic. It is a careful investigation through search for new fact in any branch of knowledge. It is a systematized effort to gain new knowledge.

This chapter presents the plans and methods which were selected for the present study. It deals with the design and types of study, population, sampling procedure, sample, construction of tools for data collection, administering of tools for data collection and tools for data analysis.

3.2 Research Type and Method

Research Type

The present study is qualitative in terms of data collection and analysis. The interpretation is statistical.

Research Method

As the researcher wanted to study the correlation between assembly activities and professional development of student-teachers, the researcher found **co-relational study** to be suitable because here researcher wants to co-relate the two concepts: Assembly activities and Professional development.

Hence, **co-relational study** is selected as the appropriate method of investigation.

Co-relational study used to get information about present scenario of circumstances which is important proof for the professional development of student-teachers through assembly activities.

3.3 Population

The population of present study comprises of all the student-teachers of Colleges of Education of Gujarat state for academic year 2015-2016.

3.4 Sample and Sampling Procedure

The sample in the present study comprised of student-teachers of Waymade College of Education, an English medium college for academic year 2015-2016. The sample comprised 48 student-teachers. The researcher had selected the purposive sampling technique to select the sample because student-teachers of this college belong to different cultural backgrounds and speak different languages. The researcher wanted to have a broad view of the effect of assembly sessions on the professional development of student-teachers. That is why researcher selected the Waymade College of Education for her study.

3.5 Tools and Techniques

To achieve the objectives of the study, the researcher had prepared a rating scale and a check list as tools and observation schedule as a technique. The detailed description about tools and techniques is given below.

- **Rating Scale**

To study the professional development among the student-teachers, a rating scale was prepared by the researcher for teacher educators. The rating scale comprised components such as communication skill, team work, problem solving, decision making, organizing assembly, participation in the assembly, innovative ideas, interaction with peers and rapport with others.

- **Check List**

To study the value inculcation among student-teachers, a check list was prepared by the researcher for teacher educators. The check list comprised the values such as respect for others, feeling of brotherhood, patriotism and peace, love, care, punctuality, discipline, believing in unity in diversity, helping others, giving importance to the equality and justice, sensitivity towards society, cooperation with others, respecting nature, honesty, kindness, cleanliness, politeness, develop sympathy, empathy, time management and rational thinking, using of creative ideas in doing work etc.

- **Observation Schedule**

To study professional development among the student-teachers, the researcher used an evaluation rubrics to observe and record professional development of student-teachers through the assembly sessions. The observation schedule comprised the components such as communication skill, team work, problem solving, decision making, organizing assembly, participation in the assembly, innovative ideas, interaction with peers and rapport with others.

3.6 Construction of Tools

Tools were constructed by the researcher for collecting data. The following steps were followed for tool construction.

Phase: 1 Deciding values and components for professional development

- The researcher had taken the very first step for preparing tools for the study. To construct the rating scale and the check list for teacher educators, the researcher discussed with her guide and co-guide and academicians about various aspects of the tools. By this, the researcher got a clear idea about the procedure for the construction of the rating scale and the check list for teacher educators.
- Preparation of tools was a very difficult task for the researcher. The researcher referred to many educational journals, thesis, dissertations and few related books for getting ideas about the preparation of rating scale and check list.

- Based on review of related literature, the researcher had decided a few components for the Rating scale and the check list.

Phase 2: Preparation of rating scale and check list

Based on the selected components of professional development and value inculcation, the researcher had planned out a draft of the tools.

The first draft was checked by the guide and as per correction and suggestions, the researcher had made modification in the rating scale and check list.

Phase 3: Finalization of rating scale and check list

- The researcher made proper modifications as per guidance of the guides. After that the researcher had given the modified rating scale and check list to the scholars in the field of education for their suggestions.
- Based on the suggestions provided by the experts, the researcher made modifications in the rating scale and check list. Final rating scale and check list was prepared by the researcher.

3.7 Data Collection

The data was collected from teacher educators by administering the rating scale and the check list, observation schedule in which researcher noted the observation of student-teachers professional development through assembly sessions.

3.8 Data Analysis

The data collected has been analyzed by using Frequency, percentage analysis and Spearman's Correlation Co-efficient.

3.9 Conclusion

This chapter presents the population, sample and sampling procedure for selecting the sample as well as construction of tools for the data collection. The researcher has collected data about student-teachers through assembly sessions. The next chapter presents the data analysis and interpretation and discussion in detail.

Chapter-4

Data analysis, Interpretation and Discussion

4.1 Introduction

Data analysis is the process of developing answers to questions through the examination and interpretation of data. The basic steps in the analytic process consist of identifying issues, determining the availability of suitable data, deciding on which methods are appropriate for answering the questions of interest, applying the methods and evaluating, summarizing and communicating the results.

The purpose of analyzing data is to obtain usable and useful information. The analysis, irrespective of whether the data is qualitative or quantitative, may describe and summarize the data, identify relationships between variables, compare variables, identify the difference between variables, forecast outcomes. Data analysis is essential for understanding results from surveys, administrative sources and pilot studies; for providing information on data gaps; for designing and redesigning surveys; for planning new statistical activities; and for formulating quality objectives and results of data analysis are often published.

The present chapter is devoted to the analysis and interpretation of the collected data to achieve objectives and answer the research questions as presented in the first chapter. The data collected through various tools were analyzed qualitatively and quantitatively to achieve the objectives. The percentage analysis and co-relation were used to analyze the data. Along with data analysis the data interpretation is presented in the chapter.

4.2 Analysis and Interpretation of Obtained Scores for Assembly Activities and Professional Development

The researcher observed the performance of student-teachers in assembly activities in areas like communication skills, team work, problem solving, decision making,

organizing assembly activities, participation in the assembly activities, innovative ideas, interaction with peers and rapport with others.

The researcher observed and evaluated student-teachers in four different assembly sessions and added the score. After that the researcher calculated the average of obtained score. This is presented in the table given below. Teacher educators also rated student-teachers for their professional development through evaluation rubrics prepared by researcher. In the observation schedule and rating scale, 'Good' stood for 3-marks, 'Average' stood for 2-marks, 'Poor' stood for 1-mark. Scores for that also have been presented in the table given below.

4.2.1 Scores of students' participation in the Assembly Activities and Scores of students' Professional Development

Students	Scores of students' participation in the Assembly Activities (X)	Scores of students' Professional Development (Y)
1.	18.5	18
2.	16.75	11
3.	25.75	27
4.	19.0	21
5.	23.5	27
6.	13.5	12
7.	14.5	18
8.	24.5	27
9.	14.25	09
10.	22.0	23
11.	14.5	13
12.	14.25	17
13.	18.5	24

14.	19.0	22
15.	23.25	26
16.	23.5	25
17.	21.75	25
18.	16.5	19
19.	18.0	20
20.	16.25	19
21.	14.5	19
22.	22.75	24
23.	14.5	19
24.	26.0	25
25.	15.5	21
26.	15.75	23
27.	21.75	27
28.	23.75	27
29.	11.25	09
30.	18.25	13
31.	13.5	18
32.	13.0	16
33.	18.0	24
34.	11.75	09
35.	13.75	18
36.	12.0	12
37.	22.0	27
38.	19.75	27
39.	22.75	22
40.	13.0	16
41.	14.25	19
42.	13.0	16
43.	23.25	27

44.	26.0	27
45.	12.75	09
46.	15.25	18
47.	13.75	16
48.	20.5	24

The researcher further ranked the student-teachers on the basis of scores of assembly activities and professional development and calculated Spearman Correlation Co-efficient.

4.2.2 Table of Calculation of Spearman's Correlation Co-efficient on the basis of Scores of Assembly Activities and Professional Development

Students	Scores of Assembly Activities (X)	Scores of Professional Development (Y)	Rank for (X)	Rank for (Y)	D (R₁-R₂)	D²
1.	18.5	18	15	10	05	25
2.	16.75	11	17	15	02	04
3.	25.75	27	2	1	01	01
4.	19.0	21	13	7	06	36
5.	23.5	27	4	1	03	09
6.	13.5	12	26	14	12	144
7.	14.5	18	23	10	13	169
8.	24.5	27	3	1	02	04
9.	14.25	09	24	16	08	64
10.	22.0	23	9	5	04	16
11.	14.5	13	23	13	10	100
12.	14.25	17	24	11	13	169
13.	18.5	24	14	4	10	100
14.	19.0	22	13	6	07	49

15.	23.25	26	7	2	05	25
16.	23.5	25	6	3	03	09
17.	21.75	25	10	3	07	49
18.	16.5	19	18	9	09	81
19.	18.0	20	16	8	08	64
20.	16.25	19	19	9	10	100
21.	14.5	19	23	9	14	196
22.	22.75	24	8	4	04	16
23.	14.5	19	23	9	14	196
24.	26.0	25	1	3	-2	04
25.	15.5	21	21	7	14	196
26.	15.75	23	20	5	15	225
27.	21.75	27	10	1	09	81
28.	23.75	27	5	1	04	16
29.	11.25	09	15	16	-1	01
30.	18.25	13	29	13	16	256
31.	13.5	18	26	10	16	256
32.	13.0	16	27	12	15	225
33.	18.0	24	16	4	12	144
34.	11.75	09	30	16	14	196
35.	13.75	18	25	10	15	225
36.	12.0	12	31	14	17	289
37.	22.0	27	9	1	08	64
38.	19.75	27	12	1	11	121
39.	22.75	22	8	6	02	04
40.	13.0	16	27	12	15	225
41.	14.25	19	24	9	15	225
42.	13.0	16	27	12	15	225
43.	23.25	27	7	1	06	36
44.	26.0	27	1	1	00	00

45.	12.75	09	28	16	12	144
46.	15.25	18	22	10	12	144
47.	13.75	16	25	12	13	169
48.	20.5	24	11	4	07	49
						$\Sigma D^2=5146$

$$r = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$$

Where,

r= Spearman Correlation Co-efficient

D= The difference between the rank of corresponding values of X and Y

N= Number of values in each data set

$$\begin{aligned}
 r &= 1 - \frac{6\Sigma D^2}{N(N^2-1)} \\
 &= 1 - \frac{6(5146)}{48(48^2-1)}
 \end{aligned}$$

$$r = 0.721$$

Interpretation: On the basis of calculation, correlation between professional development and performance in the assembly sessions is found 0.721. This is high positive correlation. It indicates that student-teachers are good in assembly activities are good in professional development.

4.2.3 Check List for Teacher Educators of Waymade College of Education

Teacher educators referred to the developmental profile of student-teachers and also observed student-teachers' performance in the assembly sessions. On that basis they filled up checklist. The researcher counted the responses and converted them into percentage. This table presents teacher educators' responses about value inculcation.

Table No : 4.2.3 Teacher Educators Responses about Value Inculcation

Values inculcated	Very much	Much	Not At all
Develops respect for elders	39.5%	52.8%	8.33%
Develops feeling of brotherhood	33.3%	58.33%	8.33%
Loving, caring and responsible for doing work	33.3%	54.16%	12.5%
Punctual in work and well disciplined	33.3%	52.08%	14.58%
Believe in unity in diversity	20.83%	72.91%	6.25%
Help others in all circumstances	20.83%	60.41%	18.75%
Give importance to equality and justice	27.08%	62.5%	10.41%
Sensitive towards the society	22.9%	66.66%	10.41%
Share views and cooperate with others	22.9%	68.75%	8.33%
Appreciate beauty of nature	22.9%	62.5%	14.58%
Live simple life, kind and honest to work with others	29.16%	64.58%	6.25%
Sincere to work	29.16%	45.83%	25%
Maintain cleanliness	22.9%	72.91%	4.1%
developed feeling of patriotism and peace	16.66%	58.33%	25%
Use creative ideas in doing work	27.08%	64.58%	8.33%
Polite with others	41.6%	43.75%	14.58%
Develop rational thinking	16.66%	58.33%	25%
Maintain discipline	31.25%	58.33%	10.41%
Develops time management	29.16%	56.25%	14.58%
Develops sympathy and empathy	31.25%	62.5%	6.25%

The following is the interpretation of the data in the table.

39.5% of teacher educators believed that student-teachers developed very much respect for elders, 52.8% of teacher educators believed that student-teachers developed much respect for elders and 8.33% of teacher educators believe that student-teachers not at all developed respect for elders.

33.3% of teacher educators believed that student-teachers developed very much feeling of brotherhood, 58.53% of teacher educators believed that student-teachers developed much feeling of brotherhood and 8.33% of teacher educators believed that student-teachers not at all developed feeling of brotherhood.

33.3% of teacher educators believed that student-teachers became very much loving, caring, and responsible for doing work. 54.16% of Teacher educators believed that student-teachers became much loving, caring, and responsible for doing work. 12.5% teacher educators believed that student-teachers not at all loving, caring, and responsible for doing work.

33.3% of teacher educators believed that student-teachers became very much punctual in work and well disciplined. 52.08% teacher educators believed that student-teachers became much punctual in work and well disciplined. 14.58% of teacher educators believed that student-teachers not at all punctual in work and well disciplined.

20.83% of teacher educators believed that student-teachers began to believe very much in unity in diversity. 72.91% of teacher educators believed that student-teachers began to believe much in unity in diversity. 6.25% of teacher educators believed that student-teachers not at all believed in unity in diversity.

20.83% of teacher educators believed that student-teachers became very much helpful to others in all circumstances. 60.41% of teacher educators believed that student-teachers began to believe much helpful to others in all circumstances. 18.75% of teacher educators believed that student-teachers not at all helpful to others in all circumstances.

27.08% of teacher educators believed that student-teachers became gave very much importance to equality and justice. 62.5% of teacher educators believed that student-teachers gave much importance to equality and justice. 10.41% of teacher educators believed that student-teachers not at all gave importance to equality and justice.

22.9% of teacher educators believed that student-teachers became very much sensitive towards society. 66.66% of teacher educators believed that student-teachers became much sensitive towards society. 10.41% of teacher educators believed that student-teachers not at all became sensitive towards society.

22.9% of teacher educators believed that student-teachers began to share very much view and cooperated with others. 68.75% of teacher educators believed that student-teachers began to share much view and cooperated with others. . 8.33% of teacher educators believed that student-teachers not at all shared views and cooperated with others.

22.9% of teacher educators believed that student-teachers began to appreciate very much the beauty of nature. 62.5% of teacher educators believed that student-teachers began to appreciate much the beauty of nature. 14.58% of teacher educators believed that student-teachers not at all appreciated the beauty of nature.

29.16% of teacher educators believed that student-teachers began to live very much simple life and became honest and kind to others. 64.58% of teacher educators believed that student-teachers began to live simple life and became honest and kind to others. 6.25% of teacher educators believed that student-teacher not at all began to live simple life, honest and kind to others.

29.16% of teacher educators believed that student-teachers became very much sincere to work. 45.83% of teacher educators believed that student-teachers became much sincere to work. 25% of teacher educators believed that student-teachers not at all sincere to work.

22.9% of teacher educators believed that student-teachers began to maintain very much cleanliness. 72.91% of teacher educators believed that student-teachers began to maintain much cleanliness. 4.1% of teacher educators believed that student-teachers not at all began to maintain cleanliness.

16.66% of teacher educators believed that student-teachers very much developed feeling of patriotism and peace. 58.33% of teacher educators believed that student-teachers much developed feeling of patriotism and peace. 25% of teacher educators believed that student-teachers not at all developed feeling of patriotism and peace.

27.08% of teacher educators believed that student-teachers used very much creative ideas in doing work. 64.58% of teacher educators believed that student-teachers much used creative ideas in doing work. 8.33% of teacher educators believed that student-teachers not at all used creative ideas in doing work.

41.6% teacher educators believed that student-teachers became very much polite with others. 43.75% teacher educators believed that student-teachers became much polite with others. 14.58% teacher educators believed that student-teachers did not become polite with others.

16.66% of teacher educators believed that student-teachers very much developed rational thinking. 58.33% of teacher educators believed that student-teachers much developed rational thinking. 25% of teacher educators believed that student-teachers not at all developed rational thinking.

31.25% of teacher educators believed that student-teachers very much maintained discipline. 58.33% of teacher educators believed that student-teachers much maintained discipline. 10.41% of teacher educators believed that student-teachers not at all maintained discipline.

29.16% of teacher educators believed that student-teachers very much developed time management. 56.25% of teacher educators believed that student-teachers much developed time management. 14.58% of teacher educators believed that student-teachers not at all developed time management.

31.25% of teacher educators believed that student-teachers very much developed sympathy and empathy. 62.5% of teacher educators believed that student-teachers much developed sympathy and empathy. 6.25% of teacher educators believed that student-teachers not at all developed sympathy and empathy.

4.3 Conclusion

In this chapter the researcher has presented the analysis and interpretation of the data. The researcher calculated Spearman Correlation Co-efficient to find out relation between assembly activities and professional development. The researcher has presented the calculation and interpretation in this chapter. This chapter also presents percentage analysis of the responses of teacher educators given in check list. The next chapter presents findings, suggestions and implications for the present study.

Chapter-5

Findings, Suggestions and Implications

5.1 Introduction

This chapter presents the findings, educational implications and suggestions for the present study.

The teaching profession is one of the noblest profession in the society which requires certain qualities includes honesty, patient, compassion, love for child, passion, dedication etc. The teaching profession also requires some skills such as social skills, problem solving skill, decision making skill, intrapersonal skill, leadership skills etc. which can be developed among the students by assembly activities. So to develop these qualities and skills among the students, assembly activities provide platform to expose the talent of students and practice their skills.

5.2 Statement of the Problem

A Study of Correlation between Assembly Activities and Professional Development of Student-teachers

5.3 Research Methodology

5.3.1 Research Type & Method

It is quantitative in terms of data collection and analysis. The interpretation is statistical. The present study is co-relational in nature.

5.3.2 Population

The population of present study comprises of all the student-teachers of English medium B.Ed. colleges of Gujarat state for academic year 2015-2016.

5.3.3 Sample and Sampling Procedure

The sample in the present study comprised of student-teachers of Waymade College of Education, an English Medium College of academic year 2015-2016. The sample comprised 48 student-teachers. The Researcher had selected the purposive sampling technique to select the sample because student-teachers of this college belongs to different cultural background and speaks different languages. The researcher wanted to have a broad view of the effect of assembly sessions on the professional development of student-teachers. That is why researcher has selected the Waymade College of education for her study.

5.3.4 Tools and Techniques

To achieve the objectives of the study, the researcher had prepared rating scale and check list as tools and observation schedule as a technique.

5.3.5 Data Collection

The data was collected from teacher educators by administering rating scale and check list and observation schedule in which researcher had noted the observation of student-teachers professional development through assembly sessions.

5.3.6 Data Analysis

The data collected has been analyzed by using Spearman's Correlation Co-efficient technique, Frequency and percentage analysis.

5.4 Findings and discussion

On the basis of rating scale for teacher educators and observation schedule, the researcher arrived at following findings:

- It is found that there is positive correlation between professional development and performance of students in assembly sessions.

- It is found that students who are good in assembly activities are good in professional development.

On the basis of responses given by teacher educators in the check list, the researcher arrived at following findings:

- Most of the teacher educators believe that students develop feeling of brotherhood and believe in unity in diversity very much through assembly activities.
- Most of the teacher educators believe that students learn to help others in all circumstances and give importance to equality and justice through assembly activities.
- Most of the teacher educators believe that students become sensitive towards the society and share views and learn to be cooperative with others very much through assembly activities.
- Most of the teacher educators believe that students learn to appreciate beauty of the nature and maintain cleanliness very much through assembly activities.
- Most of the teacher educators believe that students live much simple life and learn to be kind and honest to work with others through assembly activities
- Most of the teacher educators believe that students develop feeling of patriotism and peace and use creative ideas in doing work very much through assembly activities.
- Most of the teacher educators believe that students develop rational thinking and maintain discipline very much through assembly activities.
- Most of the teacher educators believe that students maintain discipline and develop sympathy and empathy very much through assembly activities.

Thus assembly activities develop student-teachers professionally and they develop feeling of brotherhood, unity in diversity, helping others, equality and justice, patriotism. They learn to appreciate nature, cleanliness, use of creative ideas, rational thinking and learn disciplines.

5.5 Suggestions for Further Studies

- A study of correlation between professional development and value inculcation at the Higher Secondary level
- A study of correlation between professional development and value inculcation at College level
- A study of correlation between professional development and value inculcation in Gujarati medium B.Ed. colleges
- A study can be taken up on other components of professional development.

5.6 Implications of the Study

The main function of educational procedure is the refinement and extension of knowledge. Each research is taken up to improve the existing educational process. The present study is a sincere attempt to refine and extend the knowledge in the area of professional development through assembly sessions. Professional development helps student-teachers to perform well in the educational field.

In the present study the components of professional development such as communication skill, problem solving, decision making, team work, rapport with others, innovative ideas, organizing assembly, participation in the assembly and interaction with peers were taken up by the researcher. If future teacher has to advance in educational field, it is necessary to orient the student-teachers with the components of professional development.

Each society has its own tradition, custom and values. Each society expects certain duties and responsibility to be performed by citizens. So B.Ed. level is the part where student-teachers adopt values from different activities organized in the assembly sessions and B.Ed. level is the stage where student-teachers immediately catch the values from different things.

So all B.Ed. colleges should conduct assembly sessions in which student-teachers should be encourage to take an active and enthusiastic part. This will ultimately help them to develop professionally.

5.7 Conclusion

In the present study the researcher observed that assembly sessions are very much important in professional development and inculcation of values among student-teachers. There is high correlation between assembly activities and professional development. In every college, the day should start with assembly sessions which will help students in developing self-confidence and removing stage fear. Education without value is of no value and assembly activities certainly develop values among student-teachers. They in their turn can develop same values among their students. Assembly activities also help to develop professional skills required in teachers. Especially teacher education institute should organize assembly sessions rich with different types of activities.

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APPENDICES

Appendix-1 Checklist for Teacher Educators on Value Inculcation

Respected Sir/Madam,

I am M.Ed. Scholar of Waymade College of Education. My dissertation topic is **A Study of Correlation between Assembly Activities and Professional Development of Student-Teachers**. This is a check list to check your views about values inculcation in student-teachers. Please put the tick marks (✓) against the value inculcated in student-teachers in the given one option.

Thank You.

(Sefali Patel)

Checklist for Teacher Educators on Value Inculcation

Name of the Student-teacher: _____

Roll No: _____

Values Inculcated	Very much	Much	Not at all
Develops Respect for Elders			
Develops Feeling of Brother hood			
Loving, Caring and responsible for doing work			
Punctual in work and well disciplined			
Believes in Unity in Diversity			
Helps Others in all circumstances			
Gives importance to Equality and Justice			
Sensitive towards society			
Shares views and cooperates with others			
Appreciates the beauty of Nature			
Lives simple life, honest and kind to others			
Sincere to work			
Maintains Cleanliness			
Developed feelings of Patriotism & Peace			
Uses Creative ideas in doing work			
Polite with others			
Develops Rational Thinking			
Maintains Discipline			
Develops Time Management			
Develops Sympathy and Empathy			

Appendix-2 Rating Scale for Teacher Educators

Respected Sir/Madam,

I am M.Ed. Scholar of Waymade College of Education. My dissertation topic is **A Study of Correlation between Assembly Activities and Professional Development of Student-teachers.**

Please put the tick marks (✓) in the columns of the below given table according to performance.

Number 1 presents good performance, Number 2 presents average performance and Number 3 presents poor performance.

Thank You. (Sefali Patel)

Rating Scale for Teacher Educators

Name of students	Communication Skill			Team Work			Problem solving			Decision Making			Organizing Assembly			Participation in the Assembly			Innovative Ideas			Interaction with peers			Rapport with others		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Rajrajeswary M.s																											
Sangita Gohel																											
Joice George																											
Alkesh Yadav																											
Nirmal Hiragar																											
Aditi Pandya																											
Priyanka Chauhan																											
Viniyal Hathula																											
Disha Dave																											
Apsara Sathyan																											
Binal Rathod																											
Harshal Ahir																											

Appendix-3 Evaluation Rubrics to observe Student-teachers performance during the Assembly Activities

Components	Good	Average	Poor
Communication Skill	1) Always spoke clearly with good pace and volume.	Spoke clearly and with satisfactory pace and volume most of the time.	Sometimes lacked clarity and was hard to hear.
	2)Visual aids/multimedia were carefully prepared and supported the presentation effectively by adding impacts and interest.	Visual aids/multimedia supported the presentation and reinforced the spoken message.	Visual aids/multimedia were either not used or were largely ineffective or appeared to have been prepared in hurry.
	3)Communicated confidently without making any grammatical error.	Communicated with less confidence and some grammatical errors.	Not communicated confidently and making many grammatical errors.
Team work	1)Each individual respected other group members, their views and opinion.	Sometimes the individuals did not respect other group members, their views and opinion.	Individuals did not at all respect others group members, their views and opinions.
	2)Each individual did work with peace and cooperated with others.	Sometimes individuals did not do work with peace and not cooperated with others.	Individuals did not do work with peace and cooperated with others.
Problem solving	1)Students identified and expressed problems at competent level.	Student identified problems on a superficial level.	Students were unable to identify and express problems.
	2)provided a logical	2)Unable to express	2) Did not interpret the findings or reach a

	interpretation of the findings and clearly solved the problem.	problems clearly and provide an adequate interpretation of findings and do not derive a logical solution to the problem.	conclusion.
Decision making	1)Students developed a clear and concise plan to solve the	Students developed an adequate plan, and did not follow it to conclusion.	Students did not develop coherent plan to solve the problem.
	problem, with alternative strategies, and followed the plan to conclusion. 2)Planned to solve the problem and /or take correct action that was viable and likely to be successful.	Able to effectively plan a solution and /or correct action.	Unable to effectively plan a solution and/or correct action.
Organizing Assembly	1)Proper work distribution.	Lack of proper work distribution.	No proper work distribution.
	2)Planned in advance for the assembly.	Lack of advance planning.	No advance planning.
	3)Systemically sequenced	Lack of systematical sequencing.	No systematical sequencing.
Participation in the assembly	1)Actively participated in the assembly.	When prepared, participated constructively.	Lack of interest and participation in the assembly.
	2)Enthusiastically participated in the assembly.	Sometimes enthusiastically participated in the assembly.	Never enthusiastically participated in the assembly.

Innovative ideas	1)In addition to typical sources, found unusual ways to get information and promoted divergent and creative perspective during presentation.	Found one or few sources of information that are not typical after new ideas during presentation but stays within narrow perspectives.	Used only typical source of information and does not offer new ideas during presentation.
Interaction with peers	1)Exchanged with peers prompt by or responded to peer independently.	Responded to peer prompt by or made general comments to peer independently.	Made general comments promptly.
	2)Actively supported, engaged and listened to peers.	Limited interaction with peers.	Interaction with peers was inappropriate or off the topic.
	3)Always had a positive attitude about the task.	Usually had a positive attitude about the task.	Often negative about the task.
Rapport with others	1)Highly respectful, reflecting genuine warmth and sensitivity toward others.	Polite and respectful, lack of general warmth with others.	Negative, inappropriate and insensitive with others.

Appendix-4 Observation Schedule

PAGE NO. DATE / /				PAGE NO. DATE / /			
Name: Punit Bamanlyga Sem-I				Sem-I			
Components	Good	Average	Poor	Good	Average	Poor	
Communication Skill		✓		✓	✓		
Team work	✓			✓			
Problem solving		✓			✓		
decision making		✓			✓		
organizing assembly	✓			✓			
Participation in the assembly	✓			✓			
Innovative Ideas		✓			✓		
Interaction with peers	✓			✓			
Rapport with others	✓			✓			

Sem-II				Sem-II			
Components	Good	Average	Poor	Good	Average	Poor	
Communication skill		✓		✓			
Team work	✓	✓		✓			
Problem Solving	✓	✓		✓			
decision making		✓		✓			
organizing assembly	✓			✓			
Participation in the assembly	✓			✓			
innovative ideas		✓		✓			
Interaction with peers	✓			✓			
Rapport with Others	✓			✓			

Appendix-5 Photographs of Assembly Activities

