

## ***Implementation of Best Practices results Prestigious Quality***

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### ***ABSTRACT***

*Ethical best practices are being introduced in institutions gives a tremendous results, regularly the students are to pay attention in all the practices with the mind and discipline, definitely the students develop their thoughts and attitudes in good manner the practices of social activities improves sociology humanitarian values helps to enhance responsibilities towards society and contributes to the bright future. Moral development forming a sense of rights and responsibilities. Morality is a system of beliefs about what is right and good compared to what is wrong or bad. Moral development refers to changes in moral beliefs as a person grows older and gains maturity, moral beliefs are related to, but not identical with, and moral behaviour should be morals into practice in their lives.*

***Keywords:*** *Morals, Ethics, Best practices, Humanitarian, Responsibility*

### ***Introduction***

Students are came to institutions from different places. Everyone has their own culture, they have their psychologies depending on the place where they grew up and the environment in which they grew up. The conditions of home influence the students very much, the educational institution plays a role to nurture skills and techniques in students and teaches the students that the strengths and skills of the way they know themselves. Every activity in the institution contributes to students build their character and attitude whenever students have behaviour with moral values then not only enhance the quality of student obviously it enhance the quality of institution

### ***Things to know***

First of all should know about every student background such as home conditions where they came from and what they surrounding are? Identify the student has proficient in which things, Find out in what field the student has interested, Notice what new ideas are innovate are in student thinking

### ***Things to Practice***

Should be explained thoroughly about what is the necessity to develop the skills and importance of morals. Should be teach to practice moral in their lives. Explain the reasons to participate in extracurricular activities. Explain how to face the situation when anything gets difficult Notice what new ideas are innovate are in student thinking. Explain about value of education and society how to survive in society in a good manner ways to earn money, how to support others, how to improve skills for present trends, how to improve academic side and explain in detail about reasons to participate in extracurricular activities, each and every activity gives a lesson and teach a moral value. It is very useful to develop skills, describe all the ways in which he stands on his own feet. We need to teach that behaviour with good ideas and good behaviour. The interlocutor must be informed of any work being

done, even if it is small. After knowing the status of individual student observes closely the student and counselling is given to him or her on the issue from which he/she has been feeling difficulty. The task of ethics is not only to describe and explain but you to determine what people should do and work to be able to live in accordance with what is true and fair and not a parent and false among other things it deals with the art of living that leads to the happiness of the individual and community it examines the origins motives and purpose of morality and seek its Foundation ethics is moral philosophy and one of the deepest sciences which interrogates the morality, its origin and aim.

In the classroom, student engagement in investigation and design is not separate from the main flow of the instruction, but instead pervades the entire teaching of science and technology in middle and high schools. Engaging in the three-dimensional approach of the Framework requires shifts in what goes on in the classroom that alter the teaching and learning relationship between teacher and students. Teachers provide structure and skilful guidance to engage students while building on the assets the students bring to the classroom. Students do not receive knowledge; they build understanding through three-dimensional performances in which they examine phenomena, ask questions, collect and analyze data, and construct explanations to deepen their understanding of science and engineering. The teacher provides a structure for learning and builds on students' current understanding of science and technology through classroom discourse, investigation/design experiences, and in response to students' thinking (reasoning). Teachers establish the criteria for learning and engage students in gathering the information and ideas needed to construct scientifically accurate explanation(s) or design solutions. During the classroom discussions, teachers support the use of accurate science language and ideas by building on the preliminary explanations of the students.

Teacher learning takes place along a continuum that begins with their own experiences as students, includes their undergraduate courses in science as well as education, and continues throughout their career in education. Existing professional development opportunities, as well as most current undergraduate science classes, do not generally provide teachers and future teachers with three-dimensional experiences as science learners of the type that is expected for their students.

### ***Suggestions***

Multiple sustained professional learning opportunities in investigation and design can provide a learning experience for teachers that continue across a career trajectory from pre-service to experienced educator. Teachers' knowledge of pedagogy, how students learn, and ways to recognize and honor the needs of their diverse groups of students is as important as their knowledge of science and engineering concepts. High-quality professional learning opportunities are sustained experiences that engage teachers in coherent professional learning experiences that model teaching and learning through investigation and design. These experiences engage teachers in science in ways that are consistent with how students learn science, are culturally relevant for the local context, and allow teachers to engage in using the three dimensions to make sense of phenomena and reflect on their own learning. As a component of their professional learning, teachers accumulate a large "tool-box" of materials and resources they can apply in their own classrooms. It includes opportunities for teachers to examine student artefacts drawn from the context of science investigation and engineering design and examines how to draw from these artefacts to assess student learning and provide next-step suggestions for three-dimensional learning. Professional learning experiences allow teachers to work with each other to develop learning communities and they help teachers improve how they attend and respond to the nature and quality of student thinking. Teachers consider how they and their students can learn from and build

upon evidence from assessment as they participate in three-dimensional science and technology learning that includes a range of student work illustrating what progress and success look like. As teachers learn and implement new instructional approaches, the classroom, school, and community expectations can change. Professional learning communities can provide support for teachers during this transition as they reflect on their own practice in the context of science investigation, engineering design, and issues of equity and inclusion. The National Research Council report *Science Teachers' Learning* and the *Science Professional Learning Standards* prepared by the Council of State Science Supervisors both provide guidance for professional development providers and professional learners, as well as state and local leaders, on the attributes of effective science professional learning experiences to support teachers.

Science investigation and technical design should be the central approach for teaching and learning science and technology. Teachers should arrange their instruction around interesting phenomena or design projects and use their students' curiosity to engage them in learning science and technology. Administrators should support teachers in implementation of science investigation and technical design. This may include providing teachers with appropriate instructional resources, opportunities to engage in sustained professional learning experiences and work collaboratively to design learning sequences, choose phenomena with contexts relevant to their students, and time to engage in and learn about inclusive pedagogies to promote equitable participation in science investigation and design. Instructional resources to support science investigation and new design need to use approaches consistent with knowledge about how students learn and consistent with the Framework to provide a selection of options suitable for many local conditions. Teachers and designers of instructional resources should work in teams to develop coherent sequences of lessons that include phenomena carefully chosen to engage students in the science or engineering to be learned. Instructional resources should include information on strategies and options teachers can use to craft and implement lessons relevant to their students' backgrounds, cultures, and place.

Administrators should provide teachers with access to high-quality instructional resources, space, equipment, and supplies that support the use of Framework-aligned approaches to science investigation and engineering design. High-quality, sustained, professional learning opportunities are needed to engage teachers as professionals with effective evidence-based instructional practices and models for instruction in science and technology. Administrators should identify and encourage participation in sustained and meaningful professional learning opportunities for teachers to learn and develop successful approaches to effective science and engineering teaching and learning. Professional development leaders should provide teachers with the opportunity to learn in the manner in which they are expected to teach, by using Framework-aligned methods during professional learning experiences. Teachers should receive feedback from peers and other experts while working throughout their careers to improve their skills, knowledge, and dispositions with these instructional approaches. Professional development leaders should prepare and empower teachers to make informed and professional decisions about adapting lessons to their students and the local environment.

### ***Conclusion***

Staff of the Institution should systematically review policies that impact the ability to offer science investigation and technical design opportunities to all students. They should monitor and analyze differences in course offerings and content between colleges, as well as patterns of enrolment and success in science and technical courses at all colleges. This effort should include particular attention to differential student outcomes, especially in areas in which inequality and inequity have been well

documented (e.g., gender, socioeconomic status, race, and culture). Administrators should use this information to construct specific, concrete, and positive plans to address the disparities. Department of education should provide additional resources with significant populations of undeserved students to broaden access/opportunity and allow all students to participate in science investigation and technical design.

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