

Best Practice: 1

Title of the practice:

ENCOURAGE UNIVERSAL ETHICS AMONG STUDENTS

CONTEXT:

An important area of the foundation's work aims to cultivate universal ethics among learners through workshops, dialogues and training. At the core of the personality, values are the factors that govern behaviour. Individual behavioural dispositions are influenced by value orientations, attitudinal dispositions, and belief systems with specific reference and relevance to the individual's broader social context. The design of a good future for humans requires a value orientation. Moral behaviour is defined as behaviour that is approved by the people, whereas immoral behaviour is defined as behaviour that is not approved by the people. Only until a person understands what is good and what is evil, what is right and what is wrong, can he develop moral behaviour. Moral values are the awareness of right and wrong, good and evil. Moral growth is a crucial aspect of development.

Objectives of the Practice:

In today's world, most people simply care about themselves. The college understands the need of instilling universal principles such as truth, charity, and fairness. Our college's values education team is working toward this aim. They establish conduct criteria against which we can assess the quality of human behaviour. Education values are determined by the ever-changing demands of society and nation. They are attempted to be met through education and teachers.

The objectives of human values and professional ethics of learners of education college are as follows:

- To inculcate rich human values among learners.
- To focus on professional ethics which are broader indicators of desirable actions vis-à-vis undesirable actions.
- To lay down broader guidelines of values and ethics for internal and external stakeholders.
- To suggest operational guidelines for value-based and ethical practices in the higher educational institutions leading to implementation and monitoring.
- To indicate the outcomes of creating a value-based and ethical culture in B.Ed college.
- To suggest indicative reinforcement programmes for nurturing human values and ethics among learners.

PRACTICE:

The college recognises the need of fostering universal values like truth, charity, and justice. The values education team at our college is working toward this goal. Internal forces are used to cope with academic and emotional stress. Develop an optimistic mind-set among learners. Various extension lectures on value education had been given by experts. Values in a human being get established in early childhood but value awareness, ethical awareness and reasoning skills in favour of value-based and ethical decisions can be improved throughout life. Human values and professional ethics in a combined way influence right conduct, behaviours and decisions. The ethical decision depends upon how one feels about oneself, stages of moral development and organisational environment. Blanchard and Peal suggest that ethical behaviour is related to self-esteem. Learners, who feel good about themselves, have what it takes to withstand outside pressure and to do what is right rather than do what is merely popular.

The team organized the following activities.

a) The course on moral values is held on time.

b) Remedial and remedial classes are offered to pupils on a regular basis.

c) To improve student awareness, the school organised a mediation plan.

d) For female students marking International Women's Day, a psychological counselling was provided.

e) The continuation of fraternities, fraternities, and affection is celebrated.

Obstacles in encouraging ethical values:

- Issues of Discipline.
- Ethnic and Social Diversity.

Typically, conflicts arise between the principal, school administration, and the children's parents. The principal, school administration, and parents usually collaborate to select the instructor or teacher. Such an issue usually has two predictable outcomes: the principal either reluctantly agrees to the parents' request or publishes a blanket statement outlining the policy against respecting parents' choice of teachers for a particular class.

All educational institutions, particularly public ones, must adjust their curricula to address the issue of diversity. Ethnic sports and ethnic festivals should be organised in schools to help bring kids from all backgrounds together and foster harmony. On the other hand, who is to blame for the student(s)' failure — the somewhat inept teacher or the slacker student.

Strategies to encourage ethical values:

- Religious and spiritual activities, as well as community service and service learning.
- Leadership training

- Diversity training
- Student activities programming
- Traveling

Evidence of Success:

Students are increasingly interested in this approach.

Although their daily courses are very comprehensive, they still attend these courses regularly.

It has to be naturally acceptable to the human being who goes through the course and when we live on the basis of such values it leads to our happiness.

OUTCOMES

The primary goal of this endeavour is to instill a set of values and ethics in college students. The physical infrastructure, psychological infrastructure, knowledge infrastructure, and financial infrastructure all need to be brimming with ethical practices and principles. It's vital to have the large things in place, but it's equally crucial to have the little things in place. To create such an environment, the following five systems must be established: (1) the learning process for holistic development (2) impeccable governance (3) effective institutional management (4) a well-defined system of rewards and chastisement (5) an institutional climate in which "rights" are celebrated and "wrongs" are punished.

BEST PRACTICE 2

TITLE OF THE PRACTICE:

THE COMPUTER-ASSISTED LEARNING AND TEACHING (CALT)

Context

Computer Assisted Language Teaching (CALT) is **an approach in which computer technology is used as an aid to presentation, reinforcement and assessment of material to be learned,** usually including a substantial interactive element.

They allow students to progress at their own pace, working individually or in groups to solve problems. The computer provides instant feedback to let students know whether their answers are correct. If the answer is incorrect, the program will show students how to answer the question correctly. There are many advantages to using computers in education and teaching. They provide one-on-one interactions with students, as well as immediate responses to answers received, and allow students to progress at their own pace. It enables students to play an active role in the teaching and learning process. Provides teachers with more teaching options and more time to evaluate the progress of activities. You can prevent obstacles such as time, location, and limited resources.

Objectives of the practice of computer assisted learning and teaching

- The main purpose of the practice was to enhance ICT integration into the B. Ed. curriculum. More specifically, the attempt was to detail the ICT component relevantly into the practice of instructional designing and its transactions.
- The main objective of computer assisted instruction is to provide the needed flexibility for individualizing the educational process.
- It meets the specific needs of the student in a way in which it is almost impossible to do so in a face-to-face student-teacher relationship.

- To shift the focus of curriculum from computer literacy to applying ICT in teacher's tasks.

NEED AND PRACTICE

Rao Lal Singh COE, Sidhrawali, Gurugram as one of the famous institutions for training teacher educators in Computer Assisted Learning and Teaching (CALT). CALT is used by all members of the B.Ed college staff to prepare their themes. CALT was included in the core curriculum at the B.Ed. and M.Ed. levels. At both levels, this subject was provided alongside regular educational technology courses. Mastering ICT skills and employing ICT to improve teaching and learning environments is critical for teachers in establishing a new learning culture, according to the CALT course. These days it is no longer possible to think of education without ICT. The ICT has the potential to replace all the previous audio-visual aids like radio, T.V., OHP, slide projectors and many more etc. The educational institution cannot afford to ignore the importance of ICT in the whole educational process. In order to respond to this emerging trend it was felt necessary to revamp the curricular inputs for B.Ed. so as to accommodate ICT appropriately.

Although CALT was available as an elective, it did not equip all students with the requisite abilities. Furthermore, the pupils' computer competence was observed to be varied. This added to the diversity, and it became critical to get everyone up to speed on how to respond to changing educational environments. Initially, the computer assisted education laboratory was supervised by a teacher. Students were unable to relate the course to the rest of the B.Ed. curriculum despite numerous discussions with teacher educators. This was primarily due to a computer science teacher's inability to appreciate a school teacher's pedagogical requirements.

Description of the Practice

CALT became a required extra topic at the B.Ed. level in 2002-03. Its curriculum was changed to reflect this. More practice-based exercises and activities were provided rather than just theoretical orientation. The course content was revised to reflect a shift in emphasis from computer literacy to its use in education. Teacher educators were also participating in the CALT curricular exchange, along with

computer science teachers. Simple software applications such as word processing, data processing, presentation, web browsing, and the use of Hindi typefaces were covered. Each of these has something to do with the numerous functions and responsibilities of a school teacher. Formatting and printing announcements, preserving school data, developing question papers, result sheets, and other applications were included. The majority of forces of change during this phase of reforms were caused by internal dynamics within the institution and were limited to a single computer-related course.

The computer assisted teaching and learning promotes educational quality among learners. Application of computer and information technology is being aided in several core courses like Educational Evaluation, Educational Administration and educational technology etc. as well as all of the instructional disciplines, such as practicums and projects. The number of computers has been increased by the time. The pupils of Hindi medium are provided with easy-to-use Hindi fonts as well as soft and hard materials. Many teachers utilize computers to create support materials and use them in the classroom during practice teaching. Students' participation and learning are documented on a regular basis. Pupils completed different tasks that has been given by teacher's time to time by using CALT.

OBSTACLES AND STRATEGIES TO OVERCOME

Teacher educators are more concerned about the severity of existing difficulties than others. In our college the students are from rural background, so as to reach its projected potential” due to several constraints and issues that appears. In spite of many unresolved issues, technology is still "an inescapable aspect of modern language testing" and that its use in language assessment "really isn't an issue we can reasonably reject—technology is being used and will continue to be used. One needs to appear to recognize the obstacles with computer assisted teaching, stating that additional work is required to resolve the issues. Unlike this computer assisted instruction, which offers a group of test takers with the same set of activities, a computer-adaptive language exam asks them different questions. Computer assisted teaching require much efforts which makes the development of such tests more expensive and time-consuming. Furthermore, no agreement has been achieved how it should proceed Another major flaw with computer-adaptive tests is their reductionist approach to the L2 constructs that

they measure. The main argument construct should be multidimensional, with multiple constituents representing not only cognitive aspects of language use, but also knowledge of language discourse and social interaction norms, the ability to use language in context, the ability to use meta cognitive strategies, and, in the case of CALT, the ability to use technology.

The Impact/Outcome

This programme has been a rewarding experience for learners. Teacher educators have become more aware of and comfortable with the use of technology in their classrooms. With the introduction of technology, they have become more aware of the necessary changes in their teaching and learning designs. There is a higher willingness to employ digital mode in various teacher roles, as well as to adapt technology to resource-constrained settings. As a result of this approach, it is now important to propose updates on a regular basis in order to keep up with the changing student population and to improve the degree of technology acceptance in teacher education.

Requirements for Adoption and Adaptation

A variety of factors influence the success of ICT implementation in an educational setting. During this process, many factors must be considered. Not only are there internal institute processes to consider, but there are also external elements to consider. However, considerations from outside the institution, as well as educational and technological advances, can have a significant impact on both the decision to begin using ICT in education and the actual implementation. In addition, infrastructure difficulties and considerations about support during and after the implementation of ICT should be considered.