

**CDE (CO-OPERATION, DEMOCRACY & ETHICS) MODEL FOR EFFECTIVE TEACHING****Anamika Rajput**

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Abstract

This Acceleration of learning is a systematic approach to teaching the whole person, containing specific core elements that, when used together, empower students to learn faster, more effectively and joyfully. Now a day the acceleration of learning is versatile, encompassing a wide variety of new methods and techniques, new findings in diverse fields of education & so on. But it must take into account the basic beliefs or theories, assumptions and core elements of teaching-learning process. In present paper researchers have tried to weave co-operation, democracy & ethics in the daily fabric of classroom life to boost up classroom teaching-learning process & developed Co-operative, Democratic & Ethical (CDE) Model. This amalgam recaptured the natural learning process and accelerated the thoughtful retention of content when implemented on B. Ed students of N.A.G. (P.G.) College, Amroha. These strategies & many more in collaboration are most successful when they are implemented in a system that encourages teamwork among staff and students, and in which each is a part of a well-planned whole system. Moreover, the present model should be applied soon in educational institutions including the teacher training institutions i.e. the sacred places where future teachers are prepared by teacher educators. There is no hurry, plant a seed of democracy, co-operation & ethics (values) in the heart of future teachers & evoke their inward teacher to create a better world of education beyond techniques

INTRODUCTION

Acceleration of learning is a systematic approach to teaching the whole person, containing specific core elements that, when used together, empower students to learn faster, more effectively and joyfully. Many stuff as co-operation in learning, democracy in classroom, and ethics in teaching may boost up classroom learning process. This amalgam recaptures the natural learning process and accelerates the thoughtful retention of content. These strategies & many more in collaboration are most successful when they are implemented in a system that encourages teamwork among staff and students, and in which each is a part of a well-planned whole system.

Now a day the acceleration of learning is versatile, encompassing a wide variety of new methods and techniques, new findings in diverse fields of education & so on. But it must take into account the basic beliefs or theories, assumptions and core elements of teaching-learning process;

Beliefs:-

- ✘ Learning is dual-planned activity (employ both conscious & subconscious) & Democracy is a powerful technique to draw out suggestions for tapping into the normally unused “reserves of the mind” to help the student learn faster and easier.
- ✘ Everyone in classroom plays an important role.
- ✘ There is no single stimulus & everything is constantly being processed.
- ✘ There is no neutral: only positive or negative. Teachers need to make a strenuous effort to create as many “positives” as possible, paying careful attention to creating a comfortable, safe and fun learning environment.

Assumptions:-

- ✘ Teachers are the single most important factor.
- ✘ Teachers must be a model & be harmonious with the expected learning of the student.
- ✘ Prestige of the teacher is important; learning is enhanced when the student has a positive belief in teacher.
- ✘ Teachers must believe in the virtually limitless capacity of the human being.

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- ✗ The “reserves” of the mind are unlimited; therefore, always give people more than they can do and act as if they can do it easily.
- ✗ Freedom of the individual must be preserved at all times.
- ✗ There is need for ritual so learners come to expect what will be happening.
- ✗ Learning is more effective in physically and mentally stress-free environment.

Core Elements:-

- ✗ **The Physical Environment** (light, air, water, temperature, seating-arrangements etc.) should be comfortable & flexible for better learning surroundings.
- ✗ **Teacher** must build trustworthiness with the students and be well trained in handling of new strategies to capture the students’ attention and emphasize the key points of content delivered.
- ✗ **Positive Emotional Atmosphere** (friendly & joyful, Self-disciplined & Ethical) may influence the learning process in preferred manner.
- ✗ **Teaching Frame** is the element that brings it all together into a harmonious flow. A strong frame gives the content structure, effectively taking students through a successful learning cycle.

In present paper researchers have tried to weave co-operation, democracy & ethics in the daily fabric of classroom life to uplift teaching-learning process & developed a new model of teaching-learning named as Co-operative, Democratic & Ethical (CDE) Model. This model is implemented in B. Ed. Class of N.A.G.P.G. College for the period of 45 days & found effective.

CO-OPERATIVE, DEMOCRATIC & ETHICAL (CDE) MODEL

Co-operative learning is one of the best researched of all teaching strategies. The results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience. Needless to say, this is not to say that students can just be put into a group and assigned a project to complete. There are very specific methods to assure the success of group work, and it is essential that both teachers and students are aware of them.

Recently there has been criticism of this process largely as a result of its misuse. To be perfectly clear, this is not a way for teachers to “get off the hook” as students work in groups while the teacher corrects papers; It is not a way for teachers to address the needs of “gifted” students by

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continually putting them in charge of learning groups. It is a way for students to learn essential interpersonal life-skills and to develop the ability to work collaboratively; a skill now greatly in demand in the workplace. It is a way for students to take turns with different roles such as facilitator, reporter, recorder, etc. In a cooperative group, every student has a specific task, everyone must be involved in the learning or project, and no one can “piggyback.” The group success depends on the successful work of every individual in the group.

Cooperative Learning is the instructional use of small groups so that student’s work together to achieve shared goals. In cooperative learning groups students are given two responsibilities: to learn the assigned material and to make sure that all other group members do likewise. The purpose of cooperative learning is to make each group member a stronger individual in his or her own right. There should be a pattern and flow to classroom learning; learn it together, perform it alone. Unless the five essential elements (described further) are included, the groups are not cooperative. Cooperative learning differs from traditional classroom grouping in that it requires that teachers carefully structure the group so that students believe they-

1. Sink or swim together,
2. Assist and encourage others to achieve,
3. Are individually accountable for doing their part of the group’s work,
4. Have to master the required interpersonal and group skills to be an effective group member, and
5. Should discuss how well the group is working and what could be done to improve the group work.

In a **Democratic** model, Students must feel that they are known and that their voices are heard and count. They must feel respected and be able to respect others. They must feel valued as individuals but understand the importance of their contributions to the group. Most teachers in this country would agree that teaching children to be active participants in a democratic society is an important goal of education.

Yet how to accomplish this, given all the demands currently placed on teachers, is challenging, to say the least. One thing important is that espousing democratic principles in a classroom is not enough. If children are to truly learn what it means to be active members of a democratic society, then these principles must become part of the working fabric of everyday classroom

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life. There are seven guiding principals underlying this approach and seven practical teaching strategies.

The seven principles are:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. There is a set of social skills children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the child individually, culturally, and developmentally is as important as knowing the content taught.
6. Knowing the families of the children we teach and inviting their participation is essential to children's education.
7. How the adults at school work together is as important as individual competence: lasting change begins with the adult community.

The seven teaching strategies are:

1. Morning Meeting: A daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills.
2. Rules and Logical Consequences: A clear and consistent approach to discipline that fosters responsibility and self-control.
3. Guided Discovery: A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment.
4. Academic Choice: An approach to giving children choices in their learning that helps them become invested, self-motivated learners.
5. Classroom Organization: Strategies for arranging materials, furniture, and displays to encourage independence, promote caring, and maximize learning and positive social interaction.

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6. Family Communication Strategies: Ideas for involving families as true partners in their children's education.
7. Self-Management Skills: Feelings of responsibility, self-management of curricular activities along with co-curricular activities in classroom, self-disciplined class.

An **Ethical** classroom implies all the moral principles of teaching-learning process including the code of conduct in class. Whether teacher is modern or traditional; he/she is always a role model for students. Therefore, teacher's way of talking, walking & standing; outfits; voice; language used; ways of dealing with students; updating command on content; teaching methods used; punctuality etc. should ever be decent.

A teacher can teach children to obey rules, meet standards of behavior, treat others with respect, and learn the value of service. But the ultimate goal of education is the all round development of personality i.e. those qualities of body, mind and spirit that define a person and it can be achieved only in an ethical class by an ethical teacher. In classical understanding, education is the attempt to "lead out" from within the self a core of wisdom that has the power to resist falsehood and live in the light of truth, not by external norms but by reasoned and reflective self-determination.

Education originally meant "to draw out" but today it too often means to pour in, to fill up with facts. For example, Sculptor's work as an artist is simply to remove those parts of the stone that were in the way of the emerging image. Similarly, ethical education involves seeing deeply into the heart of the child to find that emerging image & to "Pay attention from the heart." Although the ethical acorn provides no guarantee that each child will magically develop to his or her full potential and schools have been laboratories for the development of character since the time of Plato yet the essential purpose of school is not only an intellectual purpose, but a moral and spiritual purpose too. Unquestionably, blending of co-operation & democracy with teaching ethics is essential for better achievement of intellectual, moral & spiritual purpose of school as well as the ultimate goal of education.

IMPLEMENTATION OF MODEL IN B. Ed. CLASS

In the present study, amalgam of co-operation, democracy & ethics was implemented on B. Ed. students (2008-2009) for the period of 45 days only. The method enhanced the joy in teaching-learning & accelerates the learning of students. Positive attitude & interest towards the CDE model has been shown by them. Model created a supportive physical & emotional environment that enhanced and reinforced learning. It is the key to create empowering school environments that build engaging and dynamic communities of learning. The results of study enhanced teacher capacity and increased student achievement as well as their interest in class.

CONCLUSION

The perpetual questions facing our education system are how to improve students' academic performance on standardized tests? How to enhance teachers' instructional techniques? How to increase student achievement overall? What's working and by what evidence? In education, there is always been a search for seeking the answers of these questions and a good teacher ever made sincere efforts in this direction.

Good teachers join self, subject, and students in the fabric of life because they teach from an integral and undivided self; they manifest in their own lives, and evoke in their students, a "capacity for connectedness." They are able to weave a complex web of connections between themselves, their subjects, and their students, so that students can learn to weave a world for themselves.

The methods used by these weavers vary widely: lectures, Socratic dialogues, laboratory experiments, collaborative problem-solving, creative chaos etc. The connections made by good teachers are held not in their methods but in their hearts; meaning heart in its ancient sense, the place where intellect and emotion and spirit and will converge in the human self.

As good teachers weave the fabric that joins them with students and subjects, the heart is the loom on which the threads are tied: the tension is held, the shuttle flies, and the fabric is stretched tight. Small wonder, then, that teaching tugs at the heart, opens the heart, even breaks the heart and the more one loves teaching, the more heartbreaking it can be.

Moreover, the present model should be applied soon in teaching-learning process at each level of education including teacher training institution i.e. the sacred place where future teachers

are prepared by teacher educators. There is no hurry, plant a seed of democracy, co-operation & ethics (values) in the heart of future teachers & evoke their inward teacher to create a better world of education beyond techniques.

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