



PROBLEMS OF MULTIGRADE TEACHING AT PRIMARY SCHOOLS OF ODISHA

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Abstract

This study focuses on examining the views of teachers and examining the problems of children about multigrade teaching. Investigators used purposive sampling and selected five primary schools of pattamundai block in kendrapara district of odisha. Descriptive survey method with qualitative approaches was employed for sixty respondents from teachers and students. To data collection the investigator used various tools and techniques such as self-made questionnaire for teachers and focus group discussion for students. Data was analyzed and interpreted using percentage analysis and qualitative techniques of thick description. The findings revealed that the physical environment of classrooms was not well equipped. Teachers reported that they had to face lots of problems to handle multiple grade classes and 75% teachers viewed that they had to take more than three classes simultaneously. It is therefore recommended that schools and mass education must recruit teachers in primary schools to enhance the qualitative improvement in primary level and to reduce teachers' scarcity.

Keywords: Multigrade teaching, Primary school, monograde

Introduction: -

Multigrade teaching refers to the teaching of students of different ages, grades, and abilities in the same group. It is to be distinguished from 'mono-grade' teaching in which students within the same grade are assumed to be more similar in terms of age and ability. It is also to be distinguished from multi-age within grade technique, which occurs when there are wide variations in age within the same grade. So in these schools, the students completely depend on the teachers. If students are involved in their learning process, they can learn on their own. Teachers have to create an apt learning climate for individual learning and group learning. It is not a new concept. It is prevalent in most of the schools in our country. So when a teacher handles many grades, activity based learning, peer learning & classroom learning must take place for effective learning in the classroom.

Rationale of the study: -

Multigrade teaching is a system in which pupils of different levels are taught in one classroom by a single teacher. With regard to multigrade teaching different studies were conducted.

Malav L.G. (2006) of Assam conducted a study on "impact of training of teachers for multigrade classes". It was found from his study that multigrade training had some impact on classroom interaction. Similarly, another study conducted by Joshi S.K (2014) on "multigrade teaching system in district of Solan, An evaluative study". Findings of the study revealed that time is properly organized in multigrade and students remain active throughout the teaching-learning system. Jain M. (2001) had conducted a study on "multigrade classroom at primary stage. It was found from his study that students of a particular class sat quietly doing nothing or played games. Kamat K.N (1998) conducted a study on the "management and learning in multigrade situation" here the researcher found that students were engaged in self-learning in multigrade teaching system. Problems like, student distraction, indiscipline were reported. Hence the investigator also wants to conduct a study on the problems and effectiveness of teaching-learning practices of multigrade classes in her area, as these types of schools are running in rampant.

OBJECTIVES OF THE STUDY

- ☐ To study the physical environment of multigrade teaching at primary schools.
- ☐ To study the teaching- learning activity of multigrade teaching.
- ☐ To study the problems of teachers in multigrade teaching at primary schools..

- To study the problems of students in multigrade teaching at primary schools.
- To suggest measures for improvement.

RESEARCH QUESTIONS-

- Whether multi-grade school was running effectively or not.
- Whether multi-grade teaching was effective for student or not.
- Whether multi-grade teaching was effective for teacher or not

METHODOLOGY OF THE STUDY: Design, sample, tools, and technique used.

The present study comes under descriptive survey approach. Survey method is one of the types of the descriptive research. The population of the present study consist of Kendrapara district of Odisha based on access and availability the investigator was selected five no's of primary schools. The sample consist of five primary schools from each school ten student selected and total student were fifty, from ten teachers two teachers were selected from each school. For the study purposive sampling method was adopted. To data collection the investigator used various tools and techniques such as self-made questionnaire for teachers and focus group discussion among students. Data was analysed and interpreted using percentage analysis and qualitative technique of thick description.

FINDINGS OF THE STUDY: Finding related to classroom management: -

- All the teachers reported that children in MGT situation are sitting on the floor.
- All the teachers reported that blackboards are available in their classes.
- The majority of teachers expresses that they have to combine more than two classes in MGT practice.
- About 75% of teachers reported that they were taking 3 no. Of multi-grade classes in a day

FINDINGS OF THE CLASSROOM TRANASCTION:

- Almost all the teachers expressed that they have not followed any specific method in MGT practice.
- They also did not use any TLM.
- Students are engaged in some activities while the teacher is teaching in one of the students. All the teachers agreed that they engaged students by giving them some work.
- Most of the teachers said they have received special training organized by OPEPA for teaching in a multi-grade system.

FINDINGS REGARDING MULTI-GRADE TEACHING SYSTEM:

- Most of the teachers reported that there is no. Of problems in multi-grade practice.

- Most of the teachers expressed that discipline is a major problem in multi-grade system. The other problems in the multi-grade system are the problem of completing courses in all classes, and the problem in correcting home assignments.

Thus, according to the opinion of teachers' multi-grade practice is a full of problem.

FINDINGS OF THE STUDY

Finding related to classroom management: -

- All the teachers reported that children in MGT situation were sitting on the floor.
- All the teachers thought that blackboards were available in their classes, but they did not used t properly.
- Most teachers expressed that they combined more than two classes in MGT practice.
- About 75% teachers reported that they were taking 3 numbers of multi-grade classes in a day.

FINDINGS OF THE CLASSROOM TRANASCTION

- All most all the teachers expressed that they did not follow any specific method in MGT practice.
- They also did not use any TLM.
- Students were engaged in some activities while the teacher was teaching in one of students. All the teachers agreed that they engaged students by giving some work.
- Majority of the teachers expressed they were received special training organized by OSEPA for teaching in multigrade system.

FINDINGS REGARDING MULTIGRADE TEACHING SYSTEM

- Majority of the teachers reported that there are lots of problems in multigrade practice.
- Majority of the teachers expressed that discipline is a major problem in multigrade system. The other problems in multigrade system are problem of completing courses in all classes, problem in correcting home assignment.
- Thus according to the opinion of teachers multigrade practice is a full of problem.

FINDINGS OF THE CLASSROOM OBSERVATION

- It was found from the classroom observation that 80% students in multigrade classes are sitting idle without any activity.
- Most of the Multigrade classes are found to chaotic. There was no discipline at all.
- In 70% of the Multigrade classes teaching-learning materials were not used. However in 30% classes TLM were used.

- From classroom observation it was revealed that in all the classes student-teacher interaction was going on seldom.
- In 40% Multigrade classes students were engaged in self study.

RECOMMENDATIONS

The investigator has given the following suggestions on the basis of the findings of the present study. In order to develop competency to handle the multi-grade situation effectively the teacher should well equipped with the following issues:-

- Classroom management.
- Organization of group activities.
- Organization of self-directed learning.
- Effective use of TLM.
- Self-learning materials should be developed for students under a multi-grade teaching system.
- The timetable should be specially designed for the single teacher and the schools having two.

CONCLUSION

Multigrade classes existed in many parts of our country. Multigrade system is common in rural areas where there is shortage of teachers. In the present study the investigator visited several Multigrade schools of Kendrapada district. The investigator investigated the problems of teachers and students. The result of the study indicates that Multigrade teaching system is a failure. Several problems have associated with Multigrade teaching practices. In most of the schools there is only one or two teachers and he/she has to manage the school. The investigator observed five multigrade schools. It is observed that in Multigrade system teacher is just managing the classroom and students. Thus, it is suggested that more teachers should be appointed in Multigrade schools. Otherwise, Multigrade system should not be continued. All the students and teachers should be placed in mono-grade teaching schools. Quality of primary education depends upon teachers, facilities available in the school, teaching learning process and students. To improve the quality of primary education a greater number of teachers should be provided to the school otherwise multigrade systems should be abolished.

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