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Introduction

Learning includes all activities that stimulate student's physical, mental, spiritual and personality development. The primary objective of Sarva Siksha Abayan (SSA) is to admit all children in the school and provide quality education and make them complete 8th Std by 2010 without dropouts. Multi grade teaching is practised not only in India but also in different parts of the world. It is not viable to appoint teachers for each class, where the admission is between 50 & 60 students in a school. In this type of situation, it becomes essential for a teacher to handle more grades at the same time. 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. The teacher has to create apt Learning climate for individual learning and group learning. The teacher can assist the students in the learning activities at regular intervals.

Multigrade teaching environment is prevalent in most of the schools in our country. So, when a teacher handles many grades, Activity based learning, peer learning & class room learning must take place for effective learning in the classroom. The teacher has to adapt all the techniques available for a natural and involved learning. The important duty of a teacher is to make every learner involve in learning activities without wasting students' time. With the help of the gifted children, the other students are made to involve in their learning activities. Multi grade teaching, involves teaching learning activities, production of teaching learning materials, planning and organizing etc.,.

3.1.1 Objectives of Multigrade Teaching

Teaching two grades or more than two grades at the same time by teacher in a class room, is known as multi grade teaching. The Multi grade teaching is not a new concept in our system of education. This system was followed in our traditional 'Gurukul' method. Even today, this multi grade teaching is being practiced in many schools. The absence of a teacher should not diminish the students learning achievements. The teacher has to adapt many techniques and approaches to help the learners of different grades in a same class room. This is the main objective of multi grade teaching.

3.1.2 Meaning of Multigrade Teaching

Teaching more than one grade at the same time in a class room by a teacher is called multi grade teaching.

3.1.3 Multilevel Teaching

Teaching of students or groups having different level of achievements in a class room by a teacher at a same time is called Multi level Teaching.

In multilevel teaching, a teacher teaches the content to the students of different learning levels or skills or abilities. All learners do not possess the same level of learning ability. As a result, a teacher applies appropriate technology, approach, technique, and learning method to enhance the students' achievement skills in multilevel teaching.

3.1.4 Necessity of Multigrade Teaching

The achievement level of the students differs in each standard and in each section in a primary school. For example, in a school all the fourth standard students do not attain the same level of skills in the contents. Some may be in the third standard level and very few may possess the second standard level. Some other students may be in the higher level like fifth standard. These skill variations pose a great problem for the teacher in a new classroom situation. In this context, the multi grade teaching need not be considered as a burden, hindrance or difficulty to the teachers. On the other hand, it is the over crowded class causes a serious concern. Therefore, it is clear that most of the classes are to be treated as Multi graded teaching classes.

Even if all the five teachers are posted in a primary school, these are other factors which disturb the normal functioning of the school. Due to administrative problems, the transferred posts remain unfilled. When the teacher proceeds on Medical leave or Casual leave or Study leave or Maternity leave and Deputation these posts cannot be filled immediately. If five teachers avail their casual leave and restricted holidays, there is a loss of 75 working days in an academic year. During this period, the classes become a place of multi-grade teaching. Therefore we often witness schools only with two teachers or three teachers in a primary school. Due to population explosion, the Government had to provide educational services even in the remotest places. Normally these schools have less number of students and multigrade teaching becomes inevitable.

Multigrade teaching method is not only followed in India, but also in the other parts of the world. The problems may vary from one country to another. But on the whole, all teachers in all educational institutions, at all levels face this common problem. Multigrade teaching in the primary level is seen in countries like Philippines, Vietnam, Lakshaeep, China, Pakistan, Indonesia, Nepal, Australia, England, Canada, Germany, Switzerland, Netherland, Newzealand and United States of America.

3.1.5 Status of Multigrade learning in other countries

Sl. No	Countries	School Percentage of Multigrade learning
1.	Turkey	30
2.	Felis	51
3.	Dominica	38
4.	Gayana	47
5.	Tranaud	12
6.	Jamaica	43
7.	India	51 (According to 2000 year)

Different types of approaches are adopted in different countries in multigrade teaching. Approaches vary according to the natural, social, economic environment, status of the society, culture, educational background of the society, educational background of the parents, annual educational expenditure of a student and educational managements.

3.1.6 Teacher's problems in Multigrade teaching

1. Handling of different classes simultaneously in a same room.
2. Preparation of Teaching Learning Materials for all subjects and for all classes.
3. To pay individual attention to the slow learners.
4. To provide sufficient reading practice and supervise the students.
5. In a two teacher school, attending all work in the absence of one teacher.
6. To act according to the individual differences of the learners.
7. Implementing Active Based Learning (ABL), Play way method and Learning by doing method in the classroom.
8. Supervising of activities and assignments in the class.
9. More attention to the gifted learners.

10. Identify student's difficult portion and teach them.
11. To concentrate in group activities.
12. To concentrate in Evaluation.
13. To concentrate in the allotment of activities.
14. Sufficient time preparation is to be made for proper assessment of all students.

In the distribution of above mentioned activities, the teacher faces many problems in the multigrade teaching.

Learning skills of students

Learning to speak, read and write in Tamil and English Knowledge of addition, subtraction, multiplication and division in numbers, understanding the natural environment and learning to adapt to the society are the educational goals of the Primary school. In these common objectives, every student will be in a particular level. Individual attention on each child is to be given to enhance the learning objectives. All children are not naturally motivated in learning. They may not possess the same attitude, interest, curiosity, wishes and likings.

So, it is a proven fact that there are variations among the students in learning the contents.

To overcome the variations in learning the objectives, multigrade teaching is a boon to the students. Discuss.
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Attempts should be made to involve the students to participate in sports, arts and work experience activities.

The approaches of Joyful learning and Activity Based Learning will solve all these issues. The teacher in his multigrade teaching, must plan to create a learning environment and induct ABL and joyful learning activities in his teaching process to enhance the students learning achievements.

3.2 Approches of Activity Based Learning

In Activity Based Learning, all the skills of the lessons are designed in cards. These skill based cards are prepared to cater to the needs of the multigrade students.

To assess the child's achievement the Achievement cards are used. The teacher in his multigrade teaching can make use of these cards successfully.

3.2.1 Uses of Activity Based Learning

Multigrade teaching climate becomes easy when the methods of Activity Based Learning, group learning, self-learning and peer group learning are implemented properly.

In a two teacher schools, time- table has to be followed effectively.

When a teacher handles one grade in the class, he should give group activities or individual activities to the other class students. These activities are monitored with the help of higher grade students or with the gifted learners. They help the students in the learning process. The teaching learning materials for group learning and self-learning are prepared by the teacher during weekends.

When a teacher proceeds on leave, the services of gifted children, educated unemployed youth, D.T.ED trainees, village education committee members , volunteers can be utilized.

The multigrade teaching provides a new learning atmosphere with multiple number of activities and students of different grades than the monotonous method of teaching. The same students , same lesson, same class, same place is changed to students of different skills, different subjects, different levels of achievements and different learning activities in a classroom. This is one of the specialities of Multigrade Teaching.

Handling gifted, average, slow learners & special children in a classroom with different grades is another special feature of multigrade teaching. This method creates a chance to all the students to mingle freely with other students in their learning process.

It provides an opportunity for the blossom of multiple qualities like professional personality, professional satisfaction, professional skill, self- confidence, service mentality, social responsibility and service motivation.

3.2.2 Advantages of Multigrade teaching for the students

It develops the skill of collecting data and the communication skill in the young age itself.

It develops co-operative learning, group learning, helping attitude among the students.

Students strengthen their learning by explaining the learned concepts to the other students. They understand the concepts very clearly.

The much desired social habits like helping attitude, co-operation, service mentality are developed among the learners.

Group discussion predominates in multigrade environment. Students give up shyness and fear and helps one another to improve oneself.

This type of multigrade classroom helps to recapitulate the learnt materials and strengthen the learning.

It provides chances to all the learners to participate in group discussions.

3.3 Techniques in Multigrade teaching

In multigrade teaching, the teacher applies techniques according to his professional skill and experience. In a 5 teacher primary school, one teacher is in charge of one standard. Due to shortage of teachers, a teacher has to handle many standards at a same time. In these circumstances the following time table is to be observed.

CLASSES

No of Teacher	Teacher-1	Teacher -2	Teacher -3	Teacher -4	Teacher -5
1	1,2,3,4,5	-	-	-	-
2	1,2	3,4,5	-	-	-
3	1	2,3	4,5	-	-
4	1	2	3	4,5	-
5	1	2	3	4	5

The teacher needs more attention and concentration in a multi grade class room. But the classroom discipline is good because of less number of learners. In multigrade teaching, the teacher can follow different approaches like direct observation, guidance of peer group students, lesson oriented teaching, group learning and supervision method.

Imagine you are a multigrade class teacher .There are more than 30 students in each class. Prepare a subject wise time table for one week to teach in a multigrade classroom with teaching activities. Define the necessary teaching learning activities according to the standards and subjects.

3.3.1 Direct Observation

A single teacher may face a situation to handle two or three or five classes at a time.

If the teacher happens to handle 2 or 3 classes at a time, he divides the periods into 2 or 3 . In one standard the teacher teaches the subject and the other 2 classes, the teacher gives exercises and activities. The teacher designs the contents, lessons and learning activities well in advance depending upon the subject and the standard .

3.3.2 Subject Oriented Teaching

If 2 classes are taught by a teacher at a time, he should be given in charge of two consecutive standards .

Example : First standard & Second standard ,
Second standard & Third standard ,
Third standard & Fourth standard, and
Fourth standard & Fifth standard,

Subject oriented Teaching is possible if a teacher is given two consecutive standards. Practical and activities are designed separately by the teacher for each standard. The reinforcement and feed back of the students become possible if listening and reading activities are provided in language subjects. So, planning is very important in subject oriented teaching.

These activities designed by the teacher for multi grade teaching can be effectively implemented with the assistance of gifted children in the class. Motivation and Discipline is to be followed. More tasks can be given according to the learners' abilities.

3.3.3 Multigrade Teaching

It is assumed that teaching takes place in three types of situations.

Situation 1 : Class 1: By showing pictures, the teacher makes the students express their ideas related to the pictures.

Situation 2 : Class 2 : The students are asked to sit in pairs. One student talks about his house grade to the other. It is followed by the other Students afterwards.

Situation 3 : Class 3 : The students copy their lessons in their notebook / slate.

In the first situation, the I std students listen to the teacher. The students are made to think.

In the second situation, the II std students express what they feel & whatever is registered in their minds are expressed by them.

In the third situation, children are involved in activities.

In these three situations of Learning , Knowledge , Register & Motivation' takes place:

In situation - 1, Group teaching takes place.

In situation - 2, Learning takes place in small groups.

In situation - 3, Learning takes place in one group to develop interest in writing, assign writing work to 2 or 3 groups. Conduct competitions on writing.

3.4.1 Formation of groups

Points to ponder

The students group need not be a permanent one . It can be changed and divided according to the subjects. The groups may belong to different grades.

If it is one grade , students can be grouped under three categories. (Gifted, Average and Slow learners)

1. Fully self & supported group
2. Partially teacher supported group
3. Fully teacher supported group
4. Peer group supported
5. TLM users group for learning (Self Learning)

3.4.2 Combined Class

The students in a combined class are divided according to their learning skills:

- The students are grouped according to the five categories mentioned above.
- For integrated subjects, multigrade teaching can be done in one group.
- Verification of follow-up work is essential.

3.4.3 Seating arrangement of the students

In the multigrade teaching classroom, the students are seated in a circle / in small groups. Direct attention or observation of the teacher is available in this type of seating arrangements. The students get the opportunity to look at the teacher directly.

3.5 Planning of Teaching Activities

Proper planning makes the multigrade teaching easy and successful.

- ✓ Designing the time table
- ✓ Preparation of content related teaching learning materials.
- ✓ By tabulating the common competencies in the multigrade teaching, lessons / contents can be prepared.

3.7.1 Time Table for Teaching Activities

Student – Teacher teaching activities.

Student – Student teaching activities. (peer learning)

Student – Learning material activities. (self- learning)

The above mentioned three types are adapted in multigrade teaching. Time Table is prepared according to the teaching activities. A model time- table is prepared for a two teacher school. The first teacher combines 1st std & 2nd std while the second teacher handles 3rd, 4th & 5th std.

Time Table

Time	Subject	1 st std	2 nd std
9.30 – 10.30	Tamil	30 mins (Teacher – Student learning)	Student – Student
		30 mins (Student – Student)	Student – Teacher
10.30 – 11.00	English	1 st & 2 nd std combined (Teacher – Student)	
11.00 – 11.10	Interval		
11.10 – 12.10	EVS	30 mins (Teacher Student learning)	Student – Student
		30 mins (Student – Student learning)	Student – Teacher
12.10 – 12.40		Writing practice for 1 st & 2 nd (Student – Student; Student – Self learning)	
12.40 – 1.30		Lunch	
1.30 – 2.00	Tables	In Groups	Group learning
2.00 – 3.00	Maths	30 mins (Teacher – Student learning)	Student - Student
		30 mins (Student – Student learning)	Student – Teacher
3.00 – 3.30	Tamil – Reading practice, writing practice for 1 st & 2 nd std.		
3.30 – 4.10	Games, Music, Singing practice, Campus cleaning & Other activities for both classes.		

3rd, 4th, 5th Standards

Time	Subject	3 rd Standard	4 th Standard	5 th Standard
9.30 – 10.30	Tamil	20 minutes (Teacher – Student learning)	Student – Student learning	Student – Student learning
		20 minutes Student – Student learning)	Student – self - learning	Student – Student learning
		20 minutes (Student – Self – learning)	Student – self – learning	Teacher – Student learning
10.30 – 11.00	English	30 minutes (Teacher – Student learning)	Teacher – Writing Practice	
11.00 – 11.10	Interval			
11.10 – 12.10	Science	20 minutes (Teacher – Student learning)	Student – Student Learning	Student – Student learning
		20 minutes (Student – Student learning)	Teacher – Student learning	Student – self – learning
		20 minutes (Student – self – learning)	Student – self - learning	Teacher – Student learning

12.10 – 12.40	English	15 minutes (Student – self – learning)	Teacher – Student learning	Student – Student learning
		20 minutes (Teacher writing practice)	Student – Student learning	Teacher – Student learning
12.40 – 1.30	Lunch			
1.30 – 2.00	Tables	Group learning	In Groups	Group learning, Group Activities
2.00 – 3.00	Maths	20 minutes (Teacher – Student learning)	Student – Student learning	Student – Student learning
		20minutes(Student – self – learning)	Student – Teacher learning	Student – self – learning

		20 minutes (Students – self – learning)	Student – Self – learning	Student – Teacher learning
3.00 – 3.45	Social Science	15 minutes (Teacher – Student learning)	Student – Student learning	Student – Student learning
		15 minutes (Student – Student learning)	Student – Teacher learning	Student – self – learning
		15 minutes (Student – self - learning)	Student – self-learning	Student - Teacher
3.45 – 4.10	Games / Singing / Campus cleaning & Other activities.			

The following learning activities can be implemented to make multigrade teaching easy and effective.

Learning Activities between Teacher and Student.

Learning Activities between the peers (Group learning)

Learning Activities between Self – Learners and Teaching Learning Materials.

3.5.2 Teaching Activities

a) Teaching Activities between Teacher – Student.

In Multigrade Teaching, learning occurs in many ways and the teacher is inevitable.

During introduction of the lesson

- During conclusion of the lesson
- During evaluation and
- While implementing Remedial activities

The teacher in his teaching influences the students, stimulates their learning interests.

Learning occurrences among the students in Group learning

In Multigrade teaching, group learning plays an important role. Direct teaching does not take place all the time. In these situations group learning may be implemented.

Group learning is useful for the students to continue their learning from their known knowledge. Group learning is beneficial to the students if they are involved in reinforcement activities. Gardening and arranging exhibitions are some of the other group learning activities.

In Multigrade teaching, the role of a leader is very important. So, a group leader is to be selected for every group.

- ❖ Group leaders may be selected subjectwise.
- ❖ Group leaders may be chosen on rotation basis.
- ❖ If the groups are divided in a same class / standard, the leader also is selected from the same class.
- ❖ If the students group consists of different grades, the leader is selected from the highest grade.

c) Learning occurrences between the Student & Teaching Learning

Materials

Learning is consolidated when students use learning materials in their learning process. This enhances interests of among the learners. The teacher concentrates more in preparing these types learning materials for the learners.

Preparation of Teaching Learning Materials

Sufficient numbers of learning materials are prepared for group learning.

They should be relevant to the content.

The materials should be to handled easily and effectively.

They should attract the attention of the students.

They should enable the learners in self- learning.

Example:

The following learning materials are prepared for activities.

- i. Traffic Signal lights – picture card
- ii. No Horn - picture card
- iii. Danger - Flash card
- iv. Multiple Advertisement cards
- v. Public Welfare, Medicine particulars - cards.
- vi. Hospital and Village- Maps.
- vii. Bus stand, Railway station: Time chart

Activity – 1 (A Group Inspiration)

There was a beautiful white fur puppy with sparkling eyes and a bent tail lived in Selvam's house. Its brisk movements attracted everyone's attention. Selvam always loves to play with the puppy. Everyday after school, he takes the puppy for a walk. One

day, he wanted to cross a bridge with the puppy. But while crossing the bridge, the puppy suddenly stopped. So, Selvam looked at the road. A speeding vehicle was coming towards him. He managed to move out of the vehicle's way. Had the puppy not stopped him! This idea shocked him. As a mark of gratitude, he caressed the little puppy. On his way home, he was reading the rules of the road signals and different notices and advertisements.

Activity – 2 (Students' activities)

The students are made to write and draw the different road signals' advertisements and warning etc., and then the teacher verifies them.

Activity – 3 (Teacher – student) Std – III Tamil

The teacher explains the signal warning boards such as stop, go, narrow, path and Take diversion, etc.,

Activity – 4 (Peer learning) Std- IV

A Student is asked to read some flash cards and the teacher makes the other students to say the nature of information. (warning, advertisement etc).

Activity – 5 (Student – Student) Std –V Tamil

One student reads out items of postal department from the price list. The other student tells the cost of the items. Similarly, the grocery items from the price list is read out and the other students tell the cost of the items.

Activity – 6 (Teacher – Student) Std – IV

The lesson based advertisements and jokes serve as teaching aids for the teacher to explain the learners.

Activity – 7 (Self - learning) Std –V Tamil

Fill in the blanks: Mention the length of rivers in the picture chart.

Activity – 8 (Student – Student) Std – III

The Traffic signal colours of red, yellow and green are discussed among the students with the help of a chart.

Activity – 9 (Teacher – Student) Std – V

With the help of learning materials, the teacher explains the different Maps and Notices from the lesson 'Look & Read'. He explains the Time charts of Railway Station, Bus Stand and the School Information Board. He guides them to follow it in their real life situations.

Activity – 10 (Self – learning) Std – III

Students read the advertisement cards and places them correctly.
The students prepare a model advertisement by themselves.

Activity – 11 (Follow up activity)

Teacher gives activities to 3rd, 4th, 5th students.

Write the Notices / Announcements from your locality.

Prepare a price list of grocery items by visiting a Fair Price Shop.

Prepare a Time chart by visiting the Bus stand or Railway Station.

Similar follow up activities are to be given.

3.7.2 Teaching Combined classes.

The following teaching activities can be undertaken by the teacher in a combined class.

- Maintain Personal 'Hygiene' and 'Environmental cleanliness'.
- 'Gardening' activities.
- Hand work (crafts, sewing, embroidery)
- Games
- Group Exercises.
- Story telling
- Enacting Drama
- Participation in Competitions and
- Social Welfare Activities

Students develop their learning skills by adapting techniques from outdoor activities like Field Trip, Educational Tour and N.S.S.etc.,

In a combined class, list out the activities / works that can be done by an individual or by a group in the classroom, in the school campus & outside the school.

3.7.3 Duties of a Group Leader

- Reduces the work burden of the teacher by assisting him.
- He conducts his class in teaching the learning activities, when the teacher handles other classes.
- Group leader plays a vital and responsible role in multigrade teaching.
- Group leader assists the teacher in arranging the classroom, dividing the groups and in the preparation of TLM'S.
- Class room discipline and group management is maintained by the leader.
- Provides guidance to groups for all sorts of learning activities.
- Distribution of essential TLM's and safe collection of these materials after usage is done.
- Providing guidance in field trip.
- Providing guidance according to the learning outcomes of the students and reinforces learning among the learners.
- He learns thoroughly by handling the TLM's effectively. He explains and guides the other students in their learning process
- Group leaders for different subjects are selected by evaluating their achievement skills.
- Group leaders may be changed based on their performances.
- A class leader is selected from the same standard.
- The group leader must have content knowledge. At the same time, the group leader must possess interest in sharing the ideas with others.
- The group leader is to be liked and preferred by all. He should be an affectionate and a caring leader.
- The group leader must possess the communicative skill. He should not be a hesitant or a dull leader.
- Adjustability, Co-operation, Work interest and Care for the society are the inevitable qualities of a group leader.

3.6 Availing of the assistance of the society/ Service organization.

Trainees are appointed with the financial assistance of the Parent – Teacher Association and village education committee.

The services of the school alumini, local volunteers can be utilized by informing well in advance. A list of the above mentioned may be prepared with their consent to use their services in case of emergency.

3.7 The multifaceted duties of a teacher in Multigrade teaching

According to Dilash Angines and Bondistha (1994), there are four basic principles to be born in mind in multigrade teaching.

- ✓ Each and every child possesses individual learning skills.
- ✓ Children learn best through experiences.
- ✓ Children learn easily from other children. This type of group learning develops self- confidence among the children.
- ✓ The teaching plan must streamline the interests, skills and talents of the different children in a multigrade teaching.

Teacher's Multi Work Dimensions:

The professional skill of a teacher enhances when a teacher handles multigrade/ level classes.

The teacher's multi-work dimension in a multigrade teaching are as follows:

- The teacher collects the students' information.
- He identifies the behaviour, activities and participation of the child in the class room.
- He knows the needs of the children.
- He maintains diary to register the learning activities.
- He prepares notes of lesson weekly and annual syllabus.
- He designs the classroom objectivities and equally distributes in the weekly and daily activities of the class to achieve it.
- Shares his experiences with his colleagues.
- Renews knowledge through cognitive skills, In- service training and self- learning. He generates knowledge through classroom experiments, creative activities and action research programmes.
- Possesses good qualities in the code of ethics, character and conduct.
- Implements school activities in an effective and useful manner.
- Arranges for the day- to-day learning materials and equipments for teaching.

- Distributes daily work according to the timetable. He allots group activities and individual activities in the classroom.
- Exhibits the creative works of the students in order to motivate other students.
- Believes in the growth of learning skills among learners.
- Helps and Guides the students in their learning process.
- Creates a conducive atmosphere for group and individual learning.
- Provides a quality based multilevel teaching activities.
- Make them realize that failures and interventions are one of the steps in learning and guides them in a constructive way.
- Reviews the daily activities and progress of the students constructively.
- Displays the student's progress to others.
- Make the parents realize their wards future.
- Prepares self appraisals and designs self evaluation teaching tools to improve the standard of living.
- According to the statement of Dilash Angelas, the following are considered important in a multigrade teaching.
 - a. Successfully well designed teaching plans and group organization.
 - b. Proper classroom management for learning.
 - c. Keeping all types of resources readily available in multigrade school.
 - d. Systematic planning of daily activities.

Creating conducive atmosphere for group learning, provisions for self-learning, Teacher guided learning, student's choice based learning, small group learning and peer- group learning must be available to the learners. These techniques provide ample chances for enhancement of students learning.

3.8 Summary

Multigrade teaching is not an attempt to compensate the paucity of teachers in a classroom / school. It is a responsible technique adapted by a teacher to enhance the standard of education.

In this type of teaching, the teacher helps the students to grow and develop themselves in their learning process. The teacher manipulates the content of the

teaching units to cater to the needs of the multigrade / level classroom within the stipulated time. He possesses the talent of using the teaching learning materials effectively and successfully in the classroom situation.

Multigrade teaching consists of different types of teaching approaches, curriculum, class structure and different level of learning skills. A teacher must plan systematically and implement according to his classroom conditions. Students belonging to different grades, with different levels of learning experiences and with different types of skills come under the control of a single teacher in a multigrade class room.

Therefore, the teacher explains the content of a lesson in such a manner that there exists a joyful learning in the classroom among the learners who possess the multilevel of learning abilities.

The input of every child is to be identified. The needs, specialities, desires and the behaviour are to be assessed to create a favourable classroom climate. Multigrade teaching is almost teacher centered and so the responsibility of the teacher increases in setting up the apt classroom situation.

Research reports from many countries on 'Multigrade teaching' reveal that teaching in a multigrade / level classroom is an ordinary situation for a motivated teacher with the thorough knowledge of the subjects, different techniques and approaches of the classroom management.

Multigrade teaching provides the following **special opportunities** to the teacher

- ❖ He becomes the teacher educator for the entire school.
- ❖ He paves way for students' self-learning.
- ❖ As this method involves in self – learning, the teacher attempts for deep and thorough 'learning outcomes' from the learners.
- ❖ He organizes for a joyful learning and understanding by involving students in group activities.
- ❖ Activity based learning releases tension among the students. Students mingle with others in their learning process and school life becomes a memorable and happy experience in their life.

