



SUMMARY, CONCLUSION AND SUGGESTIONS

CHAPTER VI

SUMMARY, CONCLUSION AND SUGGESTIONS

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6.0 INTRODUCTION

Formal primary education predominantly a government sector operation is the main delivery channel for the basic education of children in our country as in other developing countries. It is primarily through this channel that the nation is speaking to realize the goals of education for all. Universalisation of Primary Education (UPE), which incorporates universal access, enrolment, participation and learning attainment, remains an abiding national concern with us. One values primary education not only because it is believed to be an effective development strategy but Primary education is also a crucial human development indicator. Our vision of developed India is anchored to the removal of illiteracy and the creation of an educated citizenry and enduring literacy requires a minimum of four years of schooling. Primary schooling especially is also for most children the only opportunity of formal education as most of the children who complete enter the world of work. The nation looks to the primary education as its main hope to deal with the curse of nations poverty. Fifty five years after independence India ranks at the bottom among countries of the world with respect to the various human development indicators. More than forty percent of our people still find themselves in no position to fulfill their basic needs of life.

Primary education forms an important part of the entire education system. It is at this stage that the child starts going to school. The education, which he receives at this state, forms the foundation of his physical, emotional, intellectual and social development. Primary education is as sound base for secondary and higher education. Hence it should be given the highest priority as it needs to development of the competence of average worker and increase in national priority.

Thus, it can be said that sound, primary education is essential for all round development of individual as well as that of the country.

6.1 QUALITY OF PRIMARY EDUCATION

Education is subject, which has been generally given a secondary treatment in National Budget. Budget allocation for education was 1.2 percent in 1950-51, which has steadily increased to 3.9 percent in 1989-90. Whatever, budget allocation are there money is further distributed, out of which budget allocated for primary education was 0.48 percent in 1950-51 and which has increased 1.72 percent in 1989-90 allocated for those areas which involve less number of students and less budget for areas which involve more number of students. This is why primary education in general has received less attention. Whatever money is spent on primary education the major chunk (95 percent) of this goes in the salary of the staff and nothing is left for qualitative improvement.

Since first to fifth five year plan the emphasis was on quantity. Only in sixth five year plan primary education got priority along with universalization, improvement has become a moto. A need for quality control has arisen. To have quality or good education along with equity i.e. minimum standards of learning to be achieved by all children including the disadvantaged.

The NPE (1986) and its Programme of Action (POA, 1992) has emphasized the need for Minimum Levels of Learning mainly includes initials and recurrent orientation of teacher to competency based teaching – learning material to make educational process activity based, and joyful through child centered approach.

The child-centred approach to education has assigned the teacher a changed role of facilitator of the learning situation to stimulate curiosity and independent thinking, develop problem solving skills, promote planning and execution of projects and self-learning involving acquisition of knowledge through observation of phenomena, creative thinking and activities. The overall goal of education, according to this approach is therefore, the all-round development of the child and not only that of acquiring knowledge.

Although, in recent years, there appears to have been several attempts to improve the school effectiveness in primary schools in India. These have included government initiatives, such as the Universalisation of Primary

Education (UPE) and the Minimum Levels of Learning programme (1991) and other initiatives, such as Operational Blackboard, World Bank supported DPEP. Despite these initiatives, primary education continues with various problems. It is the investigators view that these initiatives have not had the desired impact for two probable reasons :

- 1) they have not addressed multi-grade teaching because it is regarded as a temporary phenomenon, which is not
- 2) their focus has been directed narrowly at the provision of resources, either additional teachers or materials, rather than on ways to improve teaching and learning in the classroom.

Unless and until quality becomes the part of UPE, the dropouts are bound to continue and which will indirectly affect the progress of individual and the nation. Thus, investigator felt to improve the quality of Multi-grade teaching, which seems to be acute problem as understood.

In India for various technical reasons such as lack of or long absence of a teacher and uneconomicality of employing a separate teacher for only a few pupils, multi-grade teaching has to be adopted. Moreover gross enrolment ratio for 1 to 5 class has been raised from 43.5 per cent (1950-51) to 104.3 percent (1995-96) as that of number of teachers raised from 5.38 percent (1950-51) to 17.40 percent (1995-96) only. This is how multi-grade teaching exists.

6.2 CONCEPT OF MULTI GRADE TEACHING

Multi-grade teaching is a universal problem. Most of the schools beings two teacher and three teacher schools. The teaching – learning time available to the children is meager and hence the children receive very less amount of learning. In simple term Multi-grade teaching implies situation in which a teacher has to teach simultaneously more than one class.

In old days the concept of a single teacher / Multi-grade schools was different from what we have today. There used to be one teacher and ten to fifteen students at different levels of learning. Teachers task was slightly easier as the group was manageable enough and he could distribute his time and pay

attention to each and every individual. Each student was a class in himself and monitors (seniors) were a great help to teacher.

But now with the introduction of class system, the concept has radically undergone a change. One or two teacher has to handle one to four or five classes having as many students as possible in the single or two classrooms. There may be all types of students, i.e. intelligent, dull or average. Teacher has to handle the entire class in such a way that everyone follows him and then he has to handle three to five classes. His job is, thus more difficult. According to Nagaraju (1997)... the approach is to look at rural primary schools as ... problem cases and the problem is more paucity of resources to be overcome by other agencies... Notof research and development to evolve alternate curriculum and schooling structures in the domain of education.

“a form of teaching in which a single teaches children of two or more grades....” (UNESCO, 1998) usually for administrative reasons, such as student numbers and financial constraints. The respective grade specific curricula. The single and two – teacher schools in India conformed to this definition.

- 1) Most of such schools are located in small communities in rural areas or outskirts of city.
- 2) The total enrolment in such schools range from 40 to 120 and the daily attendance would be around 30 to 90.
- 3) In states where the lower primary stage is separately administered (like U.P., Bihar, etc.) the schools will have 1 to 5 standards with two teachers.

In states like Maharashtra, Karnataka where the lower primary is not separately managed the schools may either have 1 to 4 standard or 1 to 7 standards. It is a common phenomenon that in recent years, the schools with 1 to 7 standard would have 3 to 4 teachers.

- 1) Poor family children join this schools
- 2) Poor attendance is found in such schools
- 3) Lack of resources and untrained teachers

According to Nagaraju (1997) and DPEP (1998) Newsletter some problems in multi-grade teaching in India are :

- 1) The curriculum and the textbooks are the same as in other schools where one teacher teaches one class. As a result the teachers have to face the following problems :
 - Prescribed courses cannot be completed.
 - The teaching is limited to the core subjects i.e. language and arithmetic.
 - Teachers have to lean heavily on the assistance of senior students, who act as monitors. Where the monitor is one of the pupils of the same class, his assistance is inadequate for instructional purposes.
 - Generally, classes 1 and 2 are left in charge of monitors and the monitor devotes more time to these classes than teacher.
 - There is less emphasis on games, co-curricular activities, arts and crafts. Therefore, effective and psychomotor domains of pupils' personality remain, by and large, underdeveloped as the emphasis is on cognitive aspect.
- 2) Due to heavy pressure of work on the teacher, he generally treats the teaching of different subjects casually and suit his convenience. Consequently, children do not get regular and systematic instruction in different subject areas.
- 3) There is no definite pattern of class combination taught by one teacher.
- 4) There is no special training given to the teachers handling multi-grade teaching.
- 5) The teachers find it difficult to take the children out on educational trips as envisaged in the curriculum.
- 6) The teachers do not find the time to attend to remedial teaching programmes.
- 7) Generally, school equipment is supplied in proportion to the number of teachers. For example, in a two – teacher four/five classes school situation, usually two blackboards are supplied instead of five. This requires two or

three class of the school to be engaged in a work, which does not involve the use of chalkboard. Instructional work is thus suffered.

- 8) The instructional programmes suffer heavily when in a two teacher school either of the teachers proceeds on leave. In such a situation single – teacher has to handle almost double the number of pupils. Therefore, the instructional work of the second teacher suffers.
- 9) In view of the already heavy workload, the teachers do not take the necessary interest in compulsory education enrolment drive. Moreover, little attempt is made to retain such children who show tendencies to dropout.

Looking to the problems few questions in Multi-Grade teaching are raised.

- a) Practical aspects of classrooms situation such as the complexity of conducting activities in multi-grade setting, overcrowding classes.
- b) Curriculum : should there be cross-curricular integration, what is the place of a school readiness programme, what would be realistic learning goals, should curriculum be redefined in terms of multi-grade context ?
- c) Teaching Strategy / Methodology / Classroom management, e.g. what kind of activities would help a teacher ? What kind of planning is required on part of the teacher ?
- d) Teacher training : what are the requirement from teachers to teach / create learning environment ? How can teachers be equipped for multi-grade situation ?

6.3 RATIONALE OF THE STUDY

Since 1970s many schools in developed countries have been forced to discharge their teachers because of financial constrains. Moreover, due to change in birth rate and declination in population has reduced the enrollment rate. This has also forced to the Government to establish small primary schools for thinly populated areas in the form of multigrade schools.

World Bank technical paper 172 (issues in the development of multigrade school by Christopher Thomas and Christopher Shaw) concluded that

multigrade schools are not secondary option. They can be effective and efficient means of delivering educational services to the rural areas. Further added when correctly implemented it comes effective.

In a multi-grade teaching situation about 30 to 150 students, who are in many respects heterogeneous, have to be kept busy. They are aged from 6 to 11 years; there are differences in the capacity of their understanding and they come from different socio-economic backgrounds. The teacher's task of handling such a group is really difficult.

Usually, the first difficulty that teacher encounters, is that of space. Invariably, the single-teacher school is a one-room affair, where the learning ability of a students depends much on the way they sits along with students of other classes. Teacher attention is automatically distracted.

The major issue is that lack of orientation to teachers. Teacher competence, as of today, is woefully inadequate to handle multiple class teaching situation. Even through large number of teachers have to handle the multigrade situation, the training institutions hardly equip them with the skill to do so. An in-built programme of exposing teachers to such a situation, making them aware of the problems and imparting them the necessary skill to handle the multi-grade situation.

It can be said that the successful accomplishment of task of UEE along with MLLs i.e. quantity along with quality is possible only if there is universal retention and improved teaching – learning process by making teaching – learning process more joyful and activity based.

Since, All India Educational surveys are global in nature, they do not show the unique features and available facilities of education of local areas. Hence, it is very essential that studies be conducted for local area also. Moreover, there is a dire need for primary education in order to bring 100 percent enrolment in secondary and tertiary level by bringing the quality in primary education, through Intervention.

The Curriculum for the ten-year school (NCERT) suggested Mother Tongue, Mathematics and Environment as the subjects at the primary stage.

Thus, Investigator developed a Strategy for Environment for Class III and Class IV. As, In Multi-grade teaching these two classes are merged and taught together in a single Classroom by a single teacher. Moreover, units and competencies of Environment are related in these classes. Students should be able to develop the habit of cleanliness. They should be able to see and observe the gradually expanding components of human life and students should be able to know about natural phenomena. Moreover Environment as a subject prepares well informed and responsible citizens. Added Environment as a subject is given least importance as teacher devotes most of her instructional time in teaching the other two subjects i.e. Gujarati and Mathematics. Teacher's teach Environment twice or thrice a week only.

According to Dave, et. Al. (1988), that pupils achievement in environmental science was excellent in class I and II, minimum in class III, and poor in class IV.

DPEP (1998), stressed on Multi-grade situation that majority of the teachers in the country find themselves in such situation. Supported by UNESCO Report (1998) that Multi grade teaching is not a temporary phenomenon. 77 percent of primary schools in India are Multi grade. Thus, Investigator focused her study on Multi grade teaching.

The basic assumption, which the Investigator had formulated on the basis of her own experience, teacher's views and from reviews, is that teachers teaching in Multi-grade situation needed more of a planning in the classroom. Moreover, they need to have much information about curriculum organization and integration of competencies with regard to Multi-grade teaching. They treat textbook as a major or only aid. Therefore, there was a need to develop an Strategy, which could help teacher's to understand the planning and its execution in a Multi-grade set up.

Since gap lies in research in the area of quality improvement, it becomes very essential that study be conducted to improve quality of education in Multi-grade schools. This, aspect therefore needs research at each and every local area level so that standards of Minimum levels of learning can be reached and

task of Universalization Primary Education gets accomplished and finally the quality of Primary Education is Improved.

6.4 STATEMENT OF THE PROBLEM

Development and tryout of a Strategy for Environment in Multi-grade Teaching for class third and fourth.

6.5 OBJECTIVES OF THE STUDY

1. To identify administrative and pedagogical problems in Multi-Grade teaching
2. To develop a strategy for environment in Multi-Grade teaching
3. To implement and study effectiveness of developed strategy with respect to a) achievement of students b) competency
4. To compare the achievement of the schools
5. To study the reaction of teachers regarding workshop
6. To study the perception of teaches regarding the developed strategy on Environment

6.6 DE-LIMITATIONS OF THE STUDY

The study was delimited to the teachers and pupils of schools run by Sardar Sarovar Punnar. Vasahat Agency – Education Cell Vadodara District.

The study was delimited to 3rd and 4th Standard of these schools.

The study was delimited to Environment as a subject of class III and IV.

6.7 POPULATION OF THE STUDY

The population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. The population of the present data consists of the teachers teaching Environment in class three and four in multi-grade situation. There are total 144 schools in working condition under SSPA. As it is not feasible to study the whole population and so the sample was studied.

6.8 SAMPLE OF THE STUDY

Sampling is the process of selecting a numbers of individuals for a study in such a way that the individuals represent the larger group from which they are selected.

Out of twenty-five schools of Dabhoi taluka, twenty schools were selected randomly and all the students of class III and IV of selected school were included in the sample. Thus, sample was selected using cluster sampling techniques.

6.9 SELECTION OF TOOLS

Following were the tools used in the present studies.

1. Questionnaire for situational analysis
2. Semi-structured interview schedule for teachers
3. Classroom observation – before and after workshop
4. Official document for situational analysis
5. Reaction scale for the feedback of the workshop
6. Achievement test for the effectiveness of the strategy
7. Semi-structured interview schedule to study the perception of teacher regarding the developed strategy

6.10 PROCEDURE OF DATA COLLECTION

The data were collected in three phases, pre-intervention phase, Intervention phase and post-intervention phase.

Pre-intervention Phase

This phase is divided into two sub phases

During the first sub phase investigator visited schools and did a situational analysis with the help of tools employed for objective one. Teachers were interviewed to find out the difficulties faced by them during teaching learning process, especially Environment in multi-grade situation. Also, Investigator recorded the visit in the form of field notes. In the second sub-phase the

learning material for the training programme was prepared with the help of subject expert, Block Resource coordinators, Cluster Resource coordinators and Lecturers from DIET Baroda and based on their comments and suggestions, the strategy was developed and modified accordingly.

Further, during pre-intervention phase teachers informed the investigator about the difficulty in understanding certain words use by the vasahati children and thus, investigator with the help of teachers, vasahati people and supervisor prepared a dictionary which took nearly six months. (**Appendix XII**)

Intervention Phase

During this phase the developed strategy was implemented on twenty-five teachers of Dabhoi taluka. The workshop was conducted for two days, which was divided into four sessions. Before commencing the sessions Inauguration was done where experts introduced the purpose and importance of two days workshop. Here the two days workshop is explained in brief:

Conceptualizing Multi-grade teaching, problems faced by trainees during teaching- learning process, different strategies that can be employed in Multi-grade teaching and how to make Multi-grade Teaching more effective.

Strategy was developed and implemented with twenty-five teachers. These teachers were oriented about the compilation of the competencies by analyzing the Environment textbook of class three and four and different strategies that can be applied for handling multi-grade situation. Finally, Resource person gave model Lesson Plan where the suggestions of the teachers were considered.

Teachers were divided into the groups and the group members were selected by the teachers themselves. Each group was assigned with compiled competencies of class three and four. Groups prepared Lesson Plan according to the model lesson.

One of the member from each group presented the lesson plan and after the presentation resource person asked the other groups about the appropriateness of the Lesson plan and any suggestion regarding the different activities that can be employed while teaching particular group of competencies.

After the strategy was implemented, the investigator took the reaction of teachers with the help of reaction scale at the end of the second day workshop.

Post Intervention Phase

After the implementation of the strategy, the investigator went to the field and observed the teaching- learning process. Also, the test was employed on third and fourth-class students in order to know their achievement.

6.11 PROCEDURE OF DATA ANALYSIS

As the present investigation was an intervention study and the approach was developmental in nature, data collection and data analysis was carried out simultaneously. In the first phase data collected through questionnaire was analyzed by computing frequency and percentage. Further supplemented data collected through semi-structured interview schedule and classroom observation was analyzed qualitatively which helped the investigator in developing the input for the workshop. In the second phase workshop was conducted and the reaction scale was administered on the participants, which was analyzed by applying frequency, percentage and also chi-square. The content analysis was done for open ended statement. The achievement test taken after the Intervention was analyzed by applying Mean, Median, Mode, Percentile, Standard deviation, Skew ness and Kurtosis. ANOVA was computed to test the null hypothesis stating that “there will be no significant difference in the achievement of the students of class three and class four with respect to the schools.” Further, post-ANOVA was computed.

Finally, in the post-intervention phase semi-structured interview schedule and classroom observation were analyzed qualitatively.

6.12 MAJOR FINDINGS OF THE STUDY

Findings related to Situational Analysis

- 100 percent (25) of the schools were located in the vasahat itself that is within 1 kilometer. But the teachers were either commuting from the Dabhoi village or Vadodara city.

- Out of twentyfive schools majority sixtyeight percent (17) schools were belonging to Gujarat followed by twentyfour percent (6) schools were belonging to Madhyapradesh and only eight percent (2) schools belonging to Maharashtra.
- forty eight percent (12) schools were running classes I to V followed by twenty-eight percent (7) schools running classes I to VI and twenty-four percent (6) schools running classes I to IV.
- As far as the rooms in the school were concerned forty percent (10) of the schools were having 2 rooms followed by thirty-six percent (9) schools were having 3 rooms and twenty percent (5) schools were having one room and only four percent (1) school was having 6 rooms irrespective of number of class.
- Majority seventy-six percent (19) schools were having 2 teachers followed by sixteen percent (4) schools were having 3 teachers and only eight percent (2) schools had single teacher.
- Total number of children in single school range from 10 to 150.
- Sixty percent (15) schools were having drinking water facility that is hand – pump /water tap and only forty percent (10) schools were having either earthen pot or steel vessel.
- fifty-six percent (14) schools were having common toilet facility, twenty-four percent (6) school were not having toilet facility and only twenty percent (5) school having separate toilet for girls and boys.
- 100 percent of the vasahat schools were having school building.
- 100 percent (25) schools were following multigrade teaching, where they handle more than one grade simultaneously.
- Eighty percent (20) of the schools were giving more emphasis to Gujarati and mathematics and only twenty percent (5) schools were teaching environment everyday.
- 100 percent (25) schools were preparing time-table but none of the school were practicing.

- Majority eighty percent (20) teachers were not teaching environment everyday. Only twenty percent (4) of the teachers were teaching environment everyday.
- Eighty percent (20) of the teachers were employing a story telling and poem for teaching some content as a major activities and only twenty percent (5) teachers were using field visit as an activity.
- Eighty percent (20) teachers had in-service training in minimum levels of learning (MLLs) and the rest twenty percent (5) teachers were Vidyasahayak and had not taken any in-service training.
- 100 percent (25) teachers were not given any training related to multigrade.
- 100 percent (25) teachers were using lecture method with recitation.
- 100 percent (25) teachers used text-books as major teaching aid (although they had teaching aids related to our body, charts on animals, birds, season, weather, map etc. but were not used.)
- 100 percent (25) teachers had no training with respect to use of available teaching aids.
- 100 percent (25) teachers preplanned the lesson, as they have to prepare *nondhbook* (dairy) as per the rules.
- 100 percent (25) teachers responded that there no provision for transfer and promotion. On the basis of Mutual understanding among teachers the transfers is given.
- Supervision was conducted twice or thrice in a year months.
- Vidyasahayak gets twelve casual leaves only. But teachers who are permanent gets optional leave, medical leave, maternity leave for three months apart from twelve casual leaves.
- 100 percent of the teachers were following grade combination technique on the mutual basis.
- 100 percent of the teachers responded that there is no substitute teacher when they go on leave.

- 100 percent of the teachers responded that they had no training related to multigrade.

Findings related to reaction scale

- Out of twenty-five teachers seventy-six percent (19) teachers strongly agreed that they were informed about the different approaches that can be applied in multi-grade teaching and rest twenty-four (6) percent teachers agreed to the item.
- Ninety-two percent (23) teachers strongly agreed that they understood the meaning of multigrade teaching and only eight percent (2) teachers somewhat agreed to the same.
- Ninety-six percent (24) teachers strongly agreed that they understood the need for multigrade teaching whereas only four percent (1) teacher somewhat agreed to the item.
- Out of twenty-five teachers majority that is nine-two percent (23) strongly agreed that they were clear about the need for appropriate environment and atmosphere in multigrade teaching and only eight percent (2) teachers somewhat agreed.
- Majority, eighty-eight percent (22) teachers strongly agreed that they were clear about the different skills required in multigrade teaching and only twelve percent (3) teachers somewhat agreed to the item.
- 100 percent of the teachers somewhat agreed that they understood the student in the multigrade teaching.
- 100 percent of the teachers strongly agreed that they were informed about how to teach about environment in multigrade teaching.
- Majority, ninety-two percent (23) teachers strongly agree that they were informed about grouping techniques in multigrade teaching and only eight percent (2) somewhat agreed to the same.
- Eighty-four percent (16) teachers strongly agree that they were satisfied with the model lesson plan given by the resource person and only sixteen percent (4) teachers somewhat agreed.

- 100 percent of the teachers strongly agreed that they were agreed with the answer given by the resource person.
- Majority eighty-four person (21) teachers strongly agreed that the timing of the training was appropriate whereas twelve percent (3) teaches disagreed with the same.

Respondents informed that they will face the problem in evaluation if they are using developed strategy of compiling the competencies of two classes. As the exams are taken by Jilla Panchayat where they follow content. Further they requested for decentralization of evaluation system where they can make maximum use of the present training.

Overall chi-square value was found to be significant with respect to all the items in the reaction scale as teachers perceived Strategy to be related to real classroom situation.

Overall majority of the students that is sixty-eight percent of the students scored between 30 to 39 and only five percent of the students scored between 10 to 19.

Findings related to the Effectiveness of Strategy

The test, which was administered on students after the implementation of the strategy, indicates the overall effectiveness of strategy.

Average seventy-seven percent of the students have mastered the overall competencies. Item no. 47 that was 'where does the weaving of raw cotton takes place?'(3.4.1) was mastered by only 53 per cent of the students which shows that the item was found to be most difficult. Further, item no. 41 that was 'Name the Implement through which water is taken out from the well' (3.4.1), 45 'who ploughs the Land'(3.4.1) and item 49 that was Identify the tool (3.4.1) was mastered by 97 per cent of the students which shows that these items were found to be least difficult.

Although the facilities provided to the vasahaty schools were more or less same but still within some schools some differences were found. Especially, with school 3 the difference observed was maximum, may be because teachers in

this school were more committed, dedicated and enthusiastic. They might have prepared teaching- learning materials and may be using them while teaching.

6.13 IMPLICATION OF THE STUDY

Present study will be helpful to the multi-grade teachers as teachers teaching in multi-grade schools has to face many challenges and problems in classroom teaching and they are not thoroughly equipped with certain non-conventional methods and strategy to handle various challenges. Moreover, teacher education programs seem to be ignorant about the real classroom situation faced by teachers. Teacher still carry the idea of teachers centred textbook based teaching, exam oriented environment teaching. Thus, the teacher education programs for environment methods needs revamping not only in terms of methods but also in terms of strategies and techniques.

Present study will be helpful to the multigrade teachers in making the curriculum judicious and making content more joyful. By planning curriculum, common competencies for two class or more than two class to be taught together than teachers should proceed for what to teach and how to teach ? This will further be followed by a sitting plan how the students would sit in the classroom and what time of activities would have to be done, what would be the teaching methodologies and how much time should be given to any unit of the curriculum. This will help them in managing every class in a scientific manner. The developed strategy will be helpful in combining the text or contents which are common. This will reduce the burden of the teachers. Further, finding of the present study implies that there is a need for separate textbook in multigrade schools. Multi-grade situation needs less content oriented and more of activity based. Thus, there is a need for educational planners to include multigrade teaching in national policy documents.

The dictionary prepared by the investigator will be helpful to the teachers to understand the LOK BOLI (dialect) of three different state that is Gujarat, Maharastra and Madhyapradesh.

Overall analysis indicates that the developed strategy had significant impact on the achievement of students.

To improve a quality of teaching environment there is a need to evolve proper lesson plans based on activities and MLLs approach.

Thus, it is necessary for planners to see that such programs should be developed in the same subject for other unit as well as in other subjects also. So that we can achieve desired improvement in quality of teaching-learning process. Moreover, developing and implementing such programs provides ample scope for creativity and innovativeness on part of teachers. Management of school, District Primary Education Office, DIETs also should motivate for such innovative practices on a larger scale. So that multi-grade teaching schools remains no more a problem but one of the type of school situation.

Further, present study will be helpful to the curriculum planners to prepare appropriate curriculum emphasizing on competencies to be mastered. Pre-service training institution should focus more on multi-grade schools and should prepare prospective teachers for multi-grade situation by placing them in multigrade schools during the practice teaching in order to give them more practical experience.

More in-service training should be conducted for the teachers teaching in multi-grade schools and attempt should be made to understand their problem in the right perspective so that teaching learning process becomes more interesting and effective.

State Government / Jilla Panchayat or any other agency should make a provision for frequent supervision so that it becomes more effective.

6.14 CONCLUSION

The present study helped the teacher in developing positive attitude towards multigrade teaching. Teachers no more see multigrade teaching as a problem but see it as one of the school situation. The developed strategy was found to be effective in handling more than one grade simultaneously without wasting time of either of the class. Moreover, the strategy was found to be effective with respect to academic achievement of the students and in mastering the identified competencies. Thus, teachers developed more interest and confidence in handling multi-grade teaching situation.

6.15 SUGGESTION FOR FUTURE STUDIES

- Universities, Educational Departments and suitable agencies may undertake research in multi-grade schools with respect to Administration and Pedagogical aspects.
- Cross-cultural studies should be organized and conducted in order to develop better understanding about multi-grade schools.
- The same strategy should be applied for training the teacher of the other talukas in the State of Gujarat
- A similar type of Strategy needs to be developed in the form of an Intervention programme that can be implemented for the other units of environment subject, which were not covered in the present study. A similar type of strategy could be developed for other subjects also.