



SOLVING THE PROBLEM OF MULTIGRADE CLASSROOM MANAGEMENT USING ICT AMONG CLASS V AND VI STUDENTS OF ZPHS MALEGAON TQ. ARDHAPUR

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I: INTRODUCTION

➤ Introduction/Background

Many schools have the problem of handling multigrade students at one time whenever I visit any school to see the learning outcomes of the students. That time I suggest them to use teaching aids-material to engage pupils in the class. In this era mobile phones play a vital role in education also. There are so many educational sites, you tube channels and videos on internet. So I wanted to use ICT in education to manage the multigrade classrooms.

Information and communication technology is powerful teacher and friend to get proper information in various subjects. We can use this tool as a teaching material to handle more than one

classes at the same time. Pupils enjoy this and learn more than face to face teaching. They can concentrate on the study due to the freedom to select the topic of learning as per their interest. During my Ph.D.research I came to know that ICT will be very useful to handle multigrade classes so I choose this topic for action research.

PURPOSE/NEED OF THE STUDY

The purpose of this research is to study teachers' management skill about multi grade management and to find out effective strategies, methods of multi grade class room management.

It will shows how to plan and evaluate multi grade class management and it is to find out whether the multi grade class room management has the scientific method.

➤ Explanation of Terms

• Multi Grade Classrooms:

The term multilevel classrooms refers to student centred classrooms in which students learn across two or more grades and are taught by the same teacher for two or more years.(www.edu.gov.mb.ca)

• Management:

Management is the process of bringing the improvement in knowledge, skills, habits and attitudes of the employees in an organization.

• ICT:

Information and communication technology.

➤ OBJECTIVES OF THE STUDY

- 1) To compare single class room management and multi grade class room management.
- 2) To find out effective management in multi grade class.
- 3) To study the strategies and techniques of multi grade management.
- 4) To study the time management of multi grade management.

➤ HYPOTHESES OF THE STUDY

- 1) There is significant difference between single class room and multi grade class room management.
- 2) To take team management process in multi grade class room management to get effective management.
- 3) To select effective management of related content in multiple class to get objective of teaching.
- 4) To take co-operative group work in students to get effective class room management.

II: RESEARCH DESIGN

➤ Research Method

In this research the researcher used **experimental method** and evaluated above statement of problem.

➤ Sample

The researcher selected the school ZPHS Malegaon Tq.Ardhapur.Dist.Nanded, Maharashtra to collect the data for his action research.

➤ Tools for data collection

In Research Methodology the data plays an important role.

The Data will be divided in two parts:

- a) Primary Data
- b) Secondary Data

A) Primary Data:

Primary data is the data, which will be collected directly by direct personal interview, in direct oral investigation, Information received through drafting a questionnaire and observation sheet.

Interview:

Researcher will use this tool to study of effective management of teacher in multiple classroom teaching.

Observation:

Researcher used this tool to observe teaching process in multiple class.

B) Secondary Data:

Secondary data is the data, which is collected from the various books and material, reports, and internet etc.

The researcher used the questionnaire, interview, observation sheet for collecting the data.

➤ Statistical techniques for data analysis

The researcher analyzed the data using percentage.

➤ Procedural steps for conducting research

First of all the researcher took a pre-observation on multigrade class including classes II and III at ZPHS Malegaon Tq.Ardhapur.Dist.Nanded. The researcher checked the observation and collected the

response of students. Then he used ICT in teaching on multigrade classes. And took the post-observation response of students of the same classes. After using ICT he calculated the difference between pre and post observation. He took interview of teacher of the class. He analyzed the data using percentage. And last he will give the outcomes of the action research.

III. RESULT :

1. Students enjoy while handling ICT tools.
2. Students can do their work in absence of teachers.
3. Students in upper class help the students in lower class.
4. Teacher has the less workload using ICT tools.
5. Management is very easy during the ICT class.
6. Students can concentrate on their self-learning.
7. Teacher can easily explain the terms.
8. Most of the students uses ICT tools without prior knowledge.
9. Students' performance raised after using ICT tools.
10. Class teacher can easily controlled the multigrade classes at a time.
11. Teacher can easily teach the content with the both lasses.
12. The discipline can easily handle in ICT class.
13. There is no need of punishment during ICT class.
14. The last benchers also involved in the class.
15. Collaboration is higher in the ICT class than the normal class.
16. Noise is less in the ICT class.
17. Group work is more satisfying in ICT multigrade class than the normal multigrade class.

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