

**Impact
Factor
3.025**

ISSN 2349-638x

Refereed And Indexed Journal

**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

Monthly Publish Journal

VOL-IV

ISSUE-II

FEB.

2017

Address

• Vikram Nagar, Boudhi Chouk, Latur.
• Tq. Latur, Dis. Latur 413512 (MS.)
• (+91) 9922455749, (+91) 9158387437

Email

• aaiirjpramod@gmail.com
• aayushijournal@gmail.com

Website

• www.aiirjournal.com

CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

**A Study of Management Norms Affecting on Multi Grade Classroom
Management at Primary School of Nanded**

Rajesh Ganpatrao Pawde,
And
Dr. A.P. Gingine

Introduction

For completion of present research work researcher used survey method for that researcher selected 160 Primary schools in Nanded district. In it researcher studied the management rules affecting on multigrade class management. Researcher collected data with the help of teachers' interview and observation and result are interpreted.

Summary:**1. INTRODUCTION:**

Management rules impact positively on the multigrade class management. The management rules such as think consumer first, this rule helps as the pioneer. When a child comes to school he thinks that the school is a part of his family. The teacher should see the class from pupil's mind. The teacher of multigrade class has to think the pupil first what he wants from the class, from the teacher, from other students. This management rule affects positively on the multigrade class management.

Second management rule is to have an opinion of the consumer. This management rule help in the multigrade class management. When a manager focuses on the consumer's opinion, he can satisfy the consumer. When the manager neglects the consumer's opinion his product will be outdated. Like this the teacher should think on pupil's opinion what he wants from the teacher and the atmosphere in the class.

Collaboration is another management rule. This rule affects on multigrade class management. When a pupil learn any topic from the class syllabus, it is very helpful to take guidance from the teacher and any other students. When all students try to solve any puzzle in the class, some active and sharp students solve that puzzle in few seconds but some cannot solve the puzzle. That time they need the help from others. The sharp students have to collaborate to these students who cannot solve the puzzle. Collaboration is the group helping method in learning. This is used in multigrade class management for better result.

When teacher teaches to students that is his duty. That time he doesn't think that everyone should learn from his teaching. But when he thinks that every student must learn from his teaching it means he is giving his best. The manager thinks to satisfy every customer like that a teacher wants to satisfy every student it means he is doing more than his duty. His responsibility is not only to teach syllabus but every student should understand what he taught.

Network and navigation is the basic of multigrade class management. Because when a large of students gather together it will be so crowd and everyone cannot be pleased at the same time. So network to every single student must be observed by the teacher what he is doing, what he wants to do, what is in his mind and how he wants to complete his ideas. The skill of network and navigate of teacher is very important for the success of multigrade class management. In the multigrade class

management learning mode must be continuous. The students must be bust in their work in multigrade class management.

The respect to the customer and the respect to the manager is the two way chain for the better relationship in management. In multigrade class management the respect to the teacher from student and the respect to student from teacher is the chain to healthy atmosphere in the multigrade class management. When the students respect to the teacher then the silence and teaching learning process will be the great in the multigrade class. Thus the respect is one of the basic rules in the multigrade class management.

In single classroom management the strength of the student is low and the every student can be observed easily by the teacher individually. So the misbehavior of the students in the single classroom is low. But the multigrade class has the large number of students so it is very hard to control them and establish silence among them. The teacher have to use various tricks to keep silence in the multigrade class like creating groups, using audio-visual teaching aids, written work, project work etc. Many teachers create groups and appoint the group leader for every group. The group leader watches the group and controls his group. If anyone has the doubt on any concept, the group leader solves it. If he is unable to solve the problem the group members help him. And if all group members including group leader fail to solve the problem the teacher help them to solve his problem. Thus the large quantity of the class divided into groups. And students observed individually by creating small groups.

2. Research Topic:

A STUDY OF MANAGEMENT RULES AFFECTING ON MULTI GRADE CLASSROOM MANAGEMENT AT
PRIMARY SCHOOL OF NANDED

3. Definition Of Terms In Tital:

Management:

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

Management Rules System:

Management rules system is a software system used to define, deploy, execute, monitor and maintain the variety and complexity of decision logic that is used by operational systems within an organization or enterprise.

This logic, also referred to as business rules, includes policies, requirements, and conditional statements that are used to determine the tactical actions that take place in applications and systems.

Multi Grade Classrooms:

The term multilevel classrooms refers to student centered classrooms in which students learn across two or more grades and are taught by the same teacher for two or more years.

Primary School:

The school having classes 1st to 8th is called primary school.

4. Objectives Of The Research:

- 1) To compare single class room management and multi grade class room management.
- 2) To study the teacher-student relationship in multi grade class.
- 3) To study the teacher's behavior while managing of multi grade classes.

- 4) To study the time management of multi grade class room management.
- 5) To study the management rules using in multi grade classroom management.

5. Importance Of The Research:

- 1) It helps to manage two or more than two class.
- 2) It helps to design multiple classroom management strategies.
- 3) It helps to give individual attention to pupil.
- 4) It helps in controlling of students behavior.

6. Needs Of The Research:

- 1) To study of teachers management skill about multi grade management.
- 2) To find out effective strategies, methods of multi grade class room management.
- 3) How to planned and evaluate multi grade class management.
- 4) To find out whether the multi grade class room management has the scientific method.

7. Scope And Limitation Of The Study:

- 1) This research is limited to area of Nanded only.
- 2) This research includes students of class 1-8 in Marathi medium school only.
- 3) This research is limited to area of management in multi grade classroom management.
- 4) This research is limited to time and management rules used by teacher in multi grade classroom management.

8. Research Methodology:

Research Methodology is a systematic method of discovering new facts or verifying old facts, their sequence, inter-relationship, casual explanation and the Natural laws which governs them. Research Methodology explained by *Redman* and *Mory* are as follows Systematized effort to gain new knowledge, Research Methodology is original contribution to the existing stock of knowledge, making for its advancement.

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

9. Research Population:

A population is a group of individual that have one or more characteristics in common that are interest to the researchers. Population value inferred from a statistic is parameters.

The population might be all the individual of a particular type or more restricted part of that group.

Total population of primary schools (class 1-8) in Nanded. Researcher took 2237 zilla parishad primary schools in nanded district. This is the population for research work.

10. Research Sample:

A sample is a small proportion of a population selected for the observation and analysis. Sampling is fundamental of all statistical methodology of behavioral and social research. Sampling is the part strategy of research. It has acquired the status of the technical job.

Researcher took 160 schools in multi grade teaching from primary schools in Nanded from which 320 teachers has been taken from primary schools by purposive sampling method.

11. Tools Of Study: In Research Methodology the data plays an important role. The Data is divided in two parts:

- a) Primary Data
- b) Secondary Data

A) Primary Data:

Questionnaire :

Primary data is the data, which is collected directly information received through drafting a questionnaire. In this research the researcher used the self constructed questionnaire.

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.

Chapter wise Summary:

Summarization of research work is helpful to go through so as to get a brief idea about the detail work in all chapters. It will be helpful to know which information researcher will write in the thesis.

Chapter First:

Chapter first is named the introduction. This chapter is related to the present research given. It includes the objective, importance of research, needs, hypothesis, scope and limitations. It is also provided the information of what is multi grade class room management.

Chapter Second:

Chapter second present the review of literatures where in the researcher has been gathered the review from different volumes of survey in related the education and management research. Researcher has been search the present research topic in a web site. It is guide lines for the new researcher to take up the dissertation work as stem further. It is a framing the methodology, objective and finding the conclusion of present research.

Chapter Third:

Chapter third is the practical of research or the find work. In this topic researcher has been selected the survey research method to finding the objective of present research work. In this method the researcher use the tools of interview and observation for the collection of data. It shows all of detail working procedure to the researcher will be use of population, to select the sample and formation of data. It is important chapter as makes the researcher well prepared about the working in the field and facing the situation directly while gathering data from needful sources.

Chapter Fourth:

Chapter fourth presents the analysis and interpretation of the data gathered into descriptive terms in the present study. And calculation has to done help of all samples responding percentage. Researcher analyzed the collection of data and represent conclusion in this chapter.

Chapter Five:

In present chapter the major findings of research will be written. In this chapter researcher is recommended to the teachers and government what they do for solving the problems in multi grade class room management. While going through the research work the researcher ticked many

new ideas in the mind which were suggested as the title further study. This is the summary in brief of the entire work.

Data Analysis :

| Objectives | Questions |
|------------|-----------------------------------|
| 1 | 1,2,9,13,16,23 |
| 2 | 7,20,22,28,32,34 |
| 3 | 11,17,24,25,26,27,29,36,38,39 |
| 4 | 4,5,8,14,21,35 |
| 5 | 3,6,10,12,15,18,19,30,31,33,37,40 |

Results:

1. Most of the teachers combine the classes of V to VII for multigrade classroom management.
2. Most of the teachers combine the classes due to lack of teachers but some teachers combine the classes to control both classes at one time.
3. Most of the teachers use group work to control the multigrade class.
4. In most of the multigrade classes the group leader helps teachers to control the multigrade class.
5. Most of the teachers use serial numbers to creating the groups in MGCM.
6. Most of the teachers believe that group leaders help in control over the class/ groups
7. Most of the teachers believe that the students react active in multigrade classrooms.
8. Most of the teachers give instruction to follow the group leader before combine the classes.
9. Most of the teachers believe that multigrade classroom management helps teachers to control over both classes at the same time.
10. Most of the teachers believe that the multigrade classroom management helps to control the students.
11. Most of the teachers believe that the MGCM helps to teach effectively.
12. Most of the teachers control multigrade classrooms by involving themselves in students to solve their problems.
13. Most of the teachers believe that MGCM helps in result most effectively.
14. Most of the teachers combine the classes daily.
15. Most of the teachers focus on activity work in MGCM.
16. Most of the teachers focus on discipline during combining the classes.
17. Most of the teachers instruct students when they misbehave in the multigrade class.
18. Most of the teachers use collaborating (talking each other's view) teaching method in MGCM.
19. Most of the teachers use Inquiry based learning, Problem based learning and Project based learning methods in MGCM to interact.
20. Most of the teachers believe that teacher- student relation is friendly in MGCM.
21. Most of the teachers believe that students are unable to concentrate sometimes on studies in MGCM.
22. Most of the teachers believe that children are active in MGCM.

23. Most of the teachers believe that the problems of students fully solved in MGCM.
24. Most of the teachers use punishment for misbehavior of students MGCM.
25. Most of the teachers use counseling as punishment in MGCM.
26. Most of the teachers use audio-visual teaching aids for teaching in MGCM.
27. Most of the teachers combine the class for student's profit.
28. Most of the teachers believe that students give respect to teachers definitely in MGCM.
29. Most of the teachers believe that teacher's friendly behavior helps to control the multigrade classrooms.
30. Most of the teachers believe that teacher's rude behavior can be spoil the control over the class in MGCM.
31. Most of the teachers believe that student's crowd of the class spoil the discipline of the multigrade class.
32. Most of the teachers believe that monitor control the class in absence of teacher.
33. Most of the teachers use project in multigrade classroom management.
34. Most of the teachers believe that students reaction of co-operation with another students increases in MGCM.
35. Most of the teachers believe that the given time to manage the multigrade classroom is effective.
36. Most of the teachers believe that students work properly due to explicit instructions.
37. Most of the teachers believe that students works properly according to subject integration.
38. Most of the teachers believe that teacher's role in MGCM is as Facilator, Planner and Evaluator.
39. Most of the teachers believe that teacher react as a material designers, an action researcher and a connector with the students in MGCM.
40. Most of the teachers believe that network and navigation management rule affects most on MGCM.
41. Most of the students do their work in the absence of teacher
42. Most of the teachers appointed monitor to manage the class.
43. Most of the students do not make noise while teacher teaches others.
44. Most of the students of lower classes busy with work.
45. Most of the teachers used teaching aids in MGCM.
46. Most of the teachers created groups in MGCM.
47. Most of the teachers recapitulated the lesson.
48. Most of the students gave answers to teachers.
49. Most of the teachers do not used any penalty for misbehavior of students.
50. Most of the students are engaged with their work.
51. Most of the teachers gave the group work.
52. Most of the teachers controlled the multigrade class.
53. Most of the teachers do not feel the burden in controlling the multigrade class.
54. In most of the multigrade classes the discipline is under control of teacher.
55. In most of the the multigrade classroom activity based learning is present.
56. Most of the students solve their problems in MGC.
57. Most of the teachers felt satisfactory in managing the multigrade classrooms.
58. Most of the students respect the teachers.

59. Most of the students work with co-operation.
60. Most of the teachers understand the pupil's mind.

Recommendations:

1. Recommendation for the Teachers-

1. In Multi Grade Class room Management teachers have to use explicit instructions before combining the multigrade classes.
2. In MGCM teachers have to create proper groups in the class according to age, IQ and behaviour.
3. In MGCM teachers have to use peer teaching, drama, project as well as group work.
4. In MGCM teachers have to appoint group leader for the multigrade classroom in their absence.
5. In MGCM teachers have to use audio-visual teaching aids as possible as they can.
6. In MGCM teachers have to react as facilitator, planner and evaluator.
7. In MGCM teachers have to use collaboration, network and navigation to maintain the discipline of multigrade classrooms.
8. In MGCM teachers have to read pupils' mind.

2. Recommendations for the Government-

1. The Government has to give separate teachers for every class.
2. The Government has to pay attention on providing audio-visual teaching material so that students will engage with them.
3. The Government has to give one teacher for every class.
4. The Government has to give extra increment for those teachers who manage multi grade classes.
5. The Government has to give training to teach management rules using in multigrade classrooms.
6. The Government has to create same liner syllabus to the same IQ students in different classes.
7. The Government has to give award to teachers who work on multigrade classrooms.

Further Studies:

The following topics can be undertaken for the further research.

1. To study the management rules affecting on the multi grade class room management at high school level.
2. To study the management rules affecting on the multi grade class room management at college level.
3. A study of student's behavior in absence of teacher in the multi grade classrooms.
4. A study of teacher's problems in the multi grade class room management at primary and secondary school level.
5. A study of teachers problem in the multi grade students management at pre primary level

References

- i. V.R. Bhintade (July 1994) Education Research Methodology, Nutan Publication, Pune.
- ii. Dr. Pradip Aaglave (2000) Research Methodology and Technology, Vidhya Publication, Nagpur.
- iii. B.G.Bapat (1995) Educational Research, Page no.220.
- iv. John W. Best(1981) Research in Education Publication Prenlice Hall of India
P.V.T./limited New Delhi 4th Edition
- v. Dr. C.K.Sharma and M.K.Jain, Research Methodology, Shree Pub. And Distributers,
New Delhi.
- vi. Santosh Gupta, Research Methodology
- vii. मुळे राग्रंथनिर्मिती विद्यापीठ महाराष्ट्र :नागपूर ,मुलतत्वे संशोधनाची शैक्षणिक (१९७७).तू वि उमाटे व.श.
मंडळ
- viii. भिंताडे विपुणे ,प्रकाशन नूतन ,पद्धती संशोधन शैक्षणिक (१९८९).रा.
- ix. भिंताडे विपुणे ,प्रकाशन नित्यनूतन ,पद्धती संशोधन शैक्षणिक (२००५).रा.
- x. पंडित बन्सी बिहारीपुणे ,प्रकाशन नूतन ,संशोधन शिक्षणातील (१९८५)
- xi. पंडित बन्सी बिहारीपुणे ,प्रकाशन नित्यनूतन ,संशोधन शिक्षणातील (१९९७)
- xii. गमतीजमती अध्ययन पुस्तिकापुणे ,मंडळ संशोधन आभ्यासक्रम व निर्मिती पाठ्यपुस्तक .रा. म :

Website:

- 1) <http://www.tsol.gov.uk>
- 2) <http://www.academia.edu>
- 3) <http://www.livingtree.com>
- 4) <http://www.col.org>

