

Teaching for Enhancing Diverse Mixed Age Group Learning in West Bengal

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Abstract:

Efficient teaching is dependent on some components, such as student and teacher attentiveness, communication and planning of teachers, utilised instructional methods, quality-oriented resources, quality of interactions allowed in the classrooms, and others. There are unified teaching methods in the system of education. As the required and diversified learner in this contemporary era, teachers have to utilise a variety of teaching methods for quality education. One of them is mixed-age group teaching, which consists of detailed instruction for developing the mindset of students. Researchers, through this article, wanted to explain a conceptual overview of the mixed age group teaching background, benefit, and how it is useful for diverse learners. This study has significant implications for students, teachers, teacher educators, academic instructors, researchers, curriculum designers, and others.

Keyword: Diverse Group, Mixed-age Group Teaching, Adolescent Girls, SC Boys

1. INTRODUCTION:

Every day, we learn new things to do. However, incidents occur from time to time that we are unaware, one of them is the diversification of learners. In our society, there are many diverse groups. Diverse group means one or more groups of individuals possessing certain traits or characteristics, including colour, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, disability, or socioeconomic status (*Diverse Groups Definition*, n.d.). To enhance equality and opportunity, as teachers, we have to utilise various new teaching methods and techniques. One of them is mixed-age group teaching.

Mixed-age group teaching describes when an instructor teaches one-year older groups of pupils in the same classroom. Simply put, mixed-age grouping at educational institutions is an attempt to imitate this informal atmosphere of learning in a formal context. Children in a mixed-age group span in age from as young as nearly a year old to occasionally much older. Even though identical-age teaching is generally accepted nowadays, professionals think mixed-age teaching could benefit simultaneously younger and more mature pupils in all of the educational settings and outside of them by fostering a more inclusive environment.

1.1. Background:

A variety of generations are present in a mixed-age classroom. Youth maturities typically range by two or three years. Soviet psychologist Lev Vygotsky is one of the most prominent figures in this relationship and his works are mainly on developmental psychology. In order for teaching to occur, the child should be in the 'Zone of Proximal Development' (often abbreviated ZPD). Vygotsky defines the

term as ‘the difference among an individual’s potential development level and their real level of development as measured through problem-solving under adult supervision or in partnership with more experienced peers’ (Vygotsky, 1978, p.86).

One of the pioneers of mixed-age educational institutions and teaching was Dr. Montessori. She saw that interactions between kids of various ages improved the educational environment in numerous ways. Montessori stated in her personal phrases: “The main thing is that the groups should contain different ages because it has great influence on the cultural development of the child. This is obtained by the relations of the children among themselves” (Montessori, 1989).

2. REVIEW OF THE LITERATURE

A review of the literature is an assessment of the data from the literature pertinent to the chosen field of study. The article of review must define, compile, assess, and explain the chosen field of study. This literature ought to be described, summed up, assessed, and made clear in the review.

Smit, R and Engeli, E (2015) wrote an article on ‘*An empirical model of mixed-age teaching*’. This article provided information on the effects of multi-graded class and mixed-age pedagogy. The method was quantitative and sample were 280, which consisted of teacher, school principals of multi-grade primary school regions of eastern Switzerland and western Austria. The interpretation was some expected path not explain because of measurement error.

Hove, N (2022) wrote an article on ‘*The inclusiveness of mixed ability grouping in Johannesburg primary schools*’. The use of mixed-ability groups in the classroom and the ideals of inclusion were made clear in the aforementioned piece. This study’s objective was to investigate how mixed ability groups, one of the most widely practised education strategies, impact inclusion. Six individuals participated in the qualitative research investigation using observation and in-depth interviews, which was based on descriptive phenomenology. Age and learner background had a larger effect on mixed-age diversity, according to the findings.

Magnusson, O. L and Bäckman, K (2022) wrote an article on ‘*Teaching and learning in age-homogeneous groups versus mixed-age groups in the preschool – the Swedish example*’. The focus of the article is on how instructors in the two age constellations that are most prevalent in Swedish preschools—mixed-age and age-homogeneous groups—implement and modify the programme of study. Interviews in groups involving kindergarten instructors provided the data, which was then thematically evaluated and related to a social and cultural factors viewpoint on learning. According to the findings, learning and teaching activities in age-homogenous groups seem to have been more organised and scheduled, but in mixed-age groups, learning is more impromptu and incorporated into everyday tasks.

3. RESEARCH OBJECTIVES: This study objectives are:-

- To know about the views of parents regarding the Mixed age group teaching for adolescent girls in West Bengal.
- To identify the barriers faced by adolescent SC boy in mixed age group teaching for getting proper Education in West Bengal.

4. RESEARCH QUESTION: This study questions are:-

- What are the views of parents regarding the Mixed age group teaching for adolescent girls in West Bengal ?

- What are the barriers faced by adolescent SC boy in mixed age group teaching for getting proper Education in West Bengal?

5. RESEARCH METHODOLOGY:

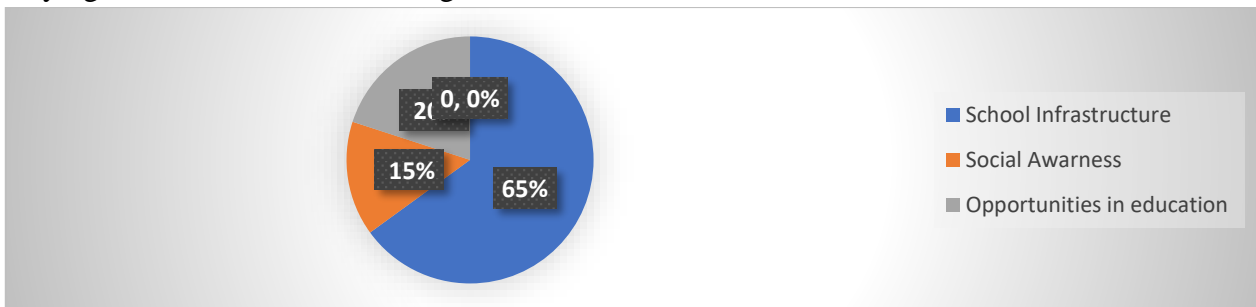
Considering the demand of the study “Descriptive Survey” method was used. The present study was descriptive survey type research. Through the stratified random sampling the researchers chosen 100 sample from west Bengal. In this study the researcher used Questionnaires tools for data collection.

5.1.Data collection

Firstly, the researcher makes the questionnaires for Scheduled cast Boys and Parents. Then the researcher went to that schools which has been selected for this study. Distributed the questionnaire among the scheduled cast boy’s students and parents and collect the data.

5.2.Data Analysis and Interpretation

In first objectives the researcher view was on some attributes like school infrastructure, social awareness, need getting opportunities in education. So, 65% of the students said it has school infrastructure and 20% has social awareness and 15% expressed their opportunities in education. After collecting this information, it is understood that there is proper infrastructure for teaching in schools. So, it is saying all times women not facing but sometimes it has.



In second objectives the researcher view was on some attributes such as scholarship, admission, proper support system. 67% have scholarship, 23% taken admission and 10% express proper support system. From this information it is understood that to some problems are faced by adolescent boy belonging to Scheduled Castes.

6. BENEFIT OF MIXED-AGE GROUP TEACHING IN DIVERSE GROUP LEARNER:

Benefit of Mixed-age group Teaching in Diverse Group learner are:-

- Proper Learning support by Senior
- Getting More Knowledge
- Usability Social Knowledge
- Opportunity to use school infrastructure

7. CONCLUSION

The study was aimed at establishing the usefulness of mixed-age group teaching practices in diverse learner for enhancing their learning abilities and equalities with out age, gender, ability levels and learners. However, this method not all applicable in every situation but it has a lot of benefits.

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