

FACT SHEET



THE ART OF MULTIGRADE TEACHING

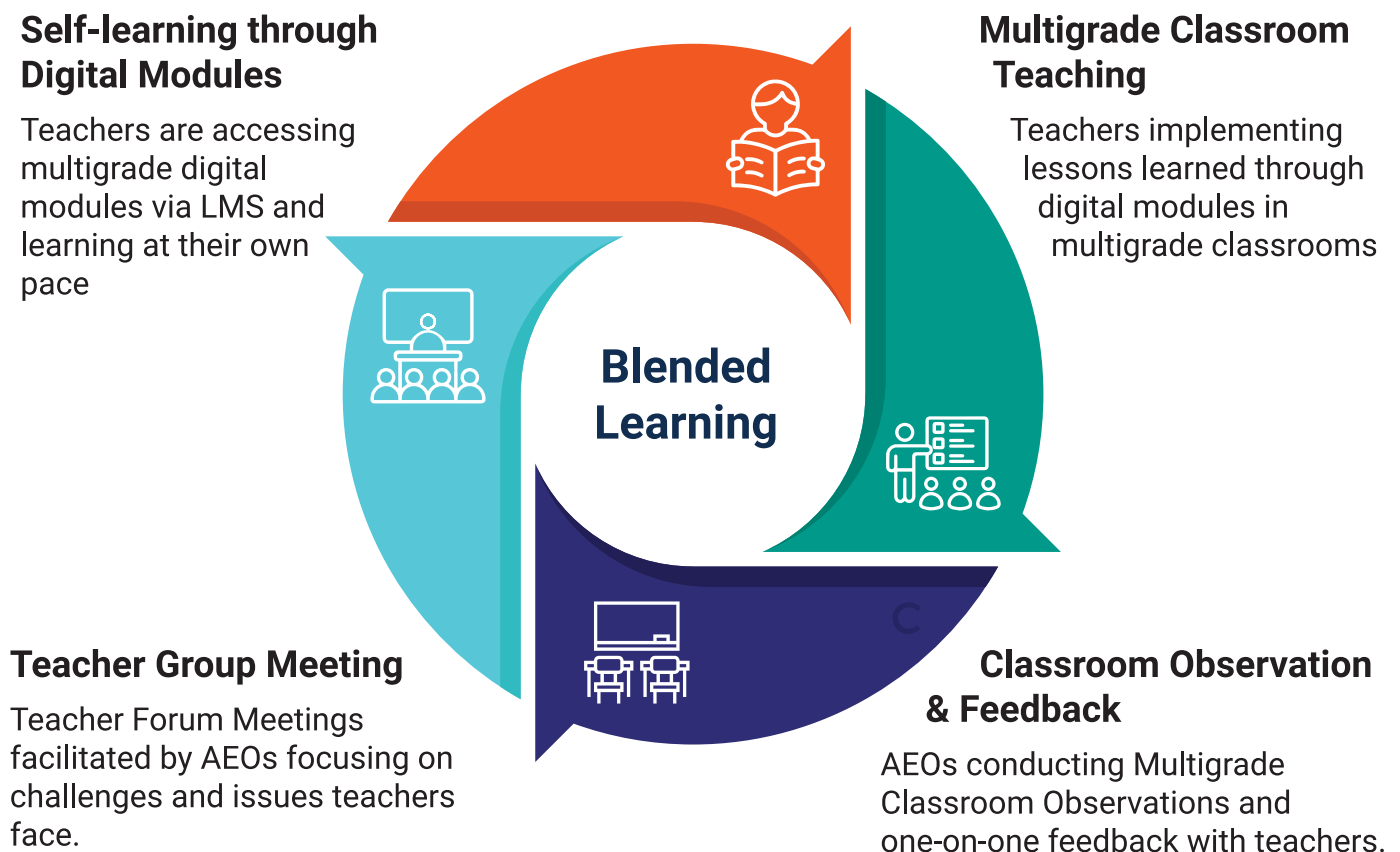
Maximising Equitable Access
to Quality Education

Multigrade Teaching Support Programme, Punjab

Context

Nearly 90% of primary schools in Punjab have fewer than 6 teachers. As a result, at least one grade level is often combined with one or more others, resulting in multigrade teaching (Punjab School Census 2023-24). The lack of specialised practices for multigrade teaching, irregular teacher attendance, and overcrowded classrooms contributes to lower learning outcomes and higher dropout rates in these schools.

The Multigrade Teacher Support Programme aims to improve classroom teaching practices through a blended learning model in which teachers receive training on skills and knowledge necessary for effective multigrade instruction through digital modules accessible via LMS (Learning Management System). The AEOs provide face-to-face support through classroom observations, feedback, and monthly Teacher Forum Meetings at Markaz level.

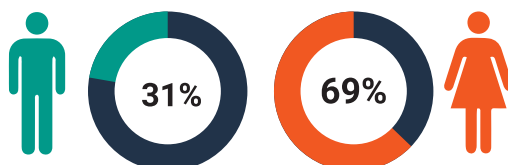
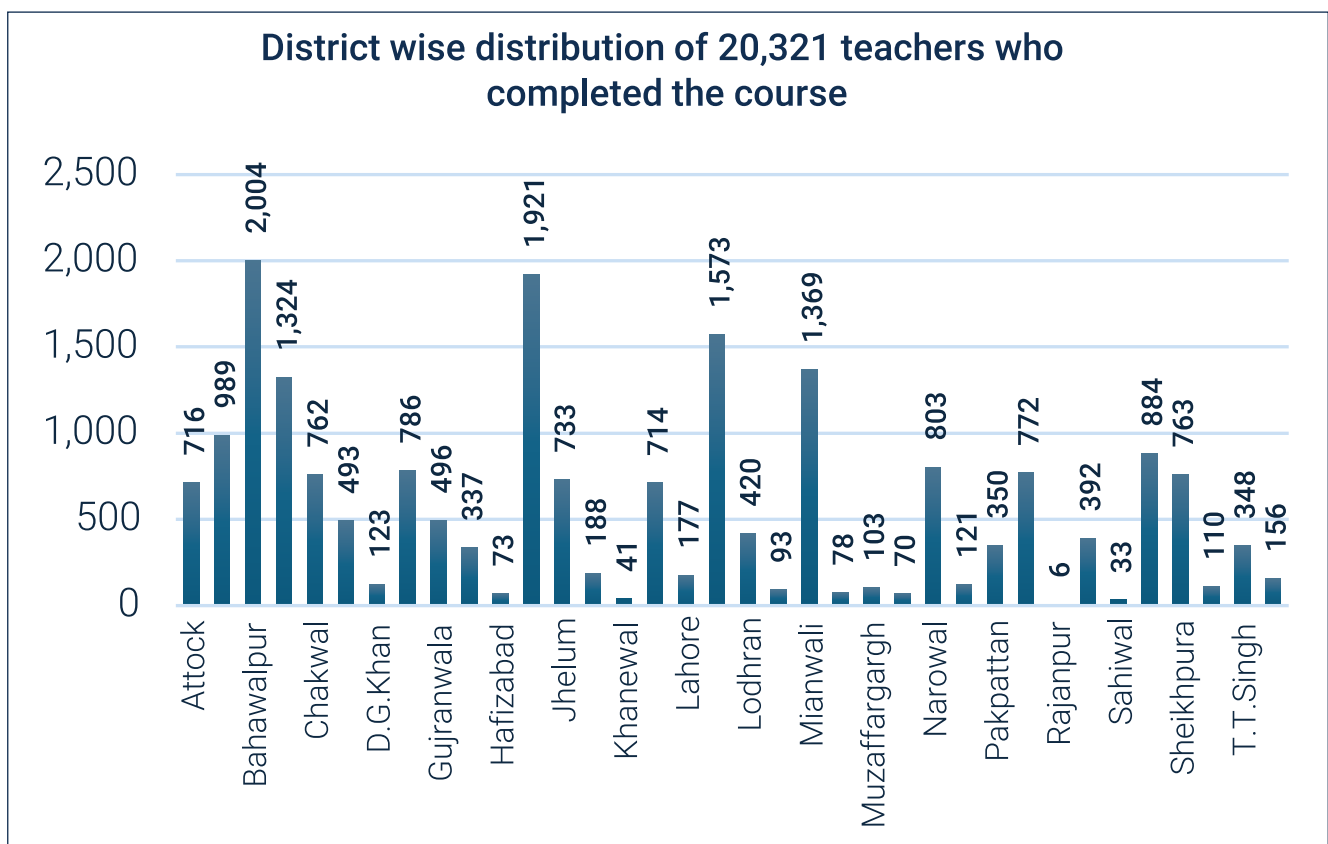


Resource Material Developed

- 1 7 teacher training modules have been developed, which include 25 video lectures featuring classroom demonstrations and 72 formative assessment items for self-evaluation.
- 2 A sample academic calendar and multigrade lesson plans have been created for three months, covering all three grade combinations: Early Childhood Care and Education (ECCE) with Grade 1, Grade 2 with Grade 3, and Grade 4 with Grade 5.
- 3 A multigrade-specific Classroom Observation Tool (COT) has been developed. It consists of 13 indicators and a rubric for each indicator.

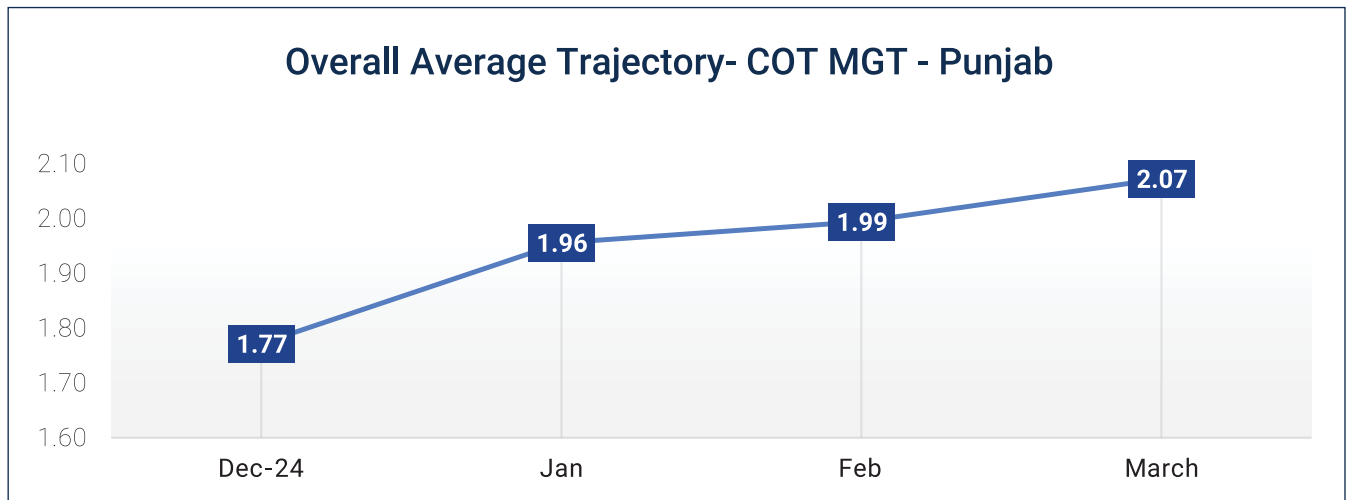
Beneficiaries of the Intervention

- 1 20,321 teachers, 13,960 females and 6,361 males, participated in the Multigrade Teacher Support Programme across all districts.
- 2 3,019 Assistant Education Officers (AEOs) participated in a two-day, in-person workshop to coach, mentor, and provide on-the-job support for teachers in multigrade classrooms.



Impact of the Intervention

AEOs carried out classroom observations between December 2024 and March 2025. The average MGT COT score increased from 1.77 in December to 2.07 in March.



Assistant Education Officers (AEOs)

- Over 89% of participants were satisfied with the MGT training, and 62% felt prepared for classroom observations
- All found the training relevant and noted improvements in their teaching practices
- Additionally, 63% appreciated the blended digital training and AEO support model
- Suggested improvements included more field support (56%), better observation tools (12%), additional digital resources (19%), and refresher training (14%)

Headteachers

- 98% found the training effective for multigrade teaching
- Over 83% noticed positive changes in teaching methods; 97% reported improved teacher adaptability

Key challenges: lack of resources (46%), high student-teacher ratios (20%), managing multiple classes (25%), and time constraints for grouping (8%)

Teachers

- 73% rated training quality as 'good' or 'excellent'; 72% found it easy
- 65% appreciated the mix of theory and practical examples
- 80% felt more confident managing multigrade classrooms

Way Forward

- Expand the programme to more districts based on current success
- Institutionalise the Multigrade Classroom Observation Tool to collect data and use trend analysis for evidence-based feedback, enhancing AEOs' roles and improving multigrade teaching practices