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Research Paper

Formative Evaluation: Action Plan for Primary Education

Economics

KEYWORDS : Formative evaluation, Right to education, action plan

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ABSTRACT

Mahatma Gandhi was the preeminent leader of Indian nationalism in British-ruled India, he was very important figure in Indian history, He thought that education is closely associated with the socio-economic development of the society. He took up scheme for basic education in which vocational training or work experience is the utmost important. It is due to the fact that it stimulates the human mind for creative thinking or dignity of manual labour. He thought that such creative thinking should be taken up from primary to higher-level education. His view on basic education is greatly influenced by his philosophy of satya (truth), ahimsa (non-violence), and firm belief in God, dignity of labour. His large contribution for Indian education and he was expected in Indian education system always remember 3H factors means Heart, Hand & Head these are very important things in education (It is not meant to make life worth living by imparting training in 3-H: Head – learning to know; hand – learning to earn livelihood, and Heart – learning to be.). He was continuing worked for education after Rajarshi Shahu Maharaj. Actually his thoughts implemented from 1st april 2010 and education is essential to the 6 to 14 years students. There are in the education system two methods are used for student evaluation one is formative evaluation and another is summative evaluation.

Economist Amartyasen and Meboob ul-haq said, "In humanities development primary education is very important factors." In our country total 100 districts are involving in rural and undeveloped. There are some district Maharashtra and Marathwada's all districts are involving (Eight District) and there are many problems are creating to students, parents and teachers in current education system. So this project presenting of his drawback and research on solving of his all drawback.

Introduction: –

In present project mentioned all reports about education system from top to down level there are involving-parents free education right, evaluation methods, examination methods, although examinations are not necessary for class 1st to 8th standards student but how to evaluation of them, that's all plans and idea, are designed in present project.

Origin of the research problem: –

When was meet and discussing about current there we were looked, they faced to several types problems so, whole education system are confusing, about student's evaluation method, so this project presenting for Z.P. School's 4th Class student's in Jalna.

Need for research:

- Evaluation commission was large changed in education system. In that evaluation formative and summative evaluation system are used. And their formative evaluation system used and work systematic and well so this project select.

Important: -

1. Review of formative evaluation.
2. Implement at formative evaluation.
3. Involving parents into education system for student personality development.
4. Find out the problems of formative evaluation.
5. Study of Evaluation systems.
6. Student's are facing problem in daily examination system, point out the problems and solved it.
7. Study of find out the teacher's, H.M.'s problems, when they are arranging formative evaluation.

Exact Definition (Description): -

1. Jalna District- Sect Maharashtra state, Marathwada region from 16 districts
2. Std 4th class- Pre-primary education after std 3rd class & before std 5th class.
3. Formative Evaluation – Examines time students are becoming or not as our effort. It's regularly enquiry means formative evaluation.
4. Current situation – Today's current position.
5. Study.

Research Objectives (Aim): -

1. Find out the problems of teacher, in the arrangement of formative evaluation.
2. In present project involving only Z.P. schools of Jalna district.
3. In this project there are mentioning only primary level.
4. In this project there is only 4th class mention.
5. Study of formative evaluation.

Scope and Limitations: -

1. In this research all eight talukas of Jalna district are included.
2. In this research all the zilla parishad schools are include.
3. This research deals only with primary school.
4. This project concentrates only on std. 4th.
5. In this research all around evaluation is considered and studied.

Limitations: -

1. It is limited only to the eight talukas of Jalna district.
2. It is limited only to the zilla parishad schools of jalna district.
3. This research is limited only to the primary schools.
4. This research is limited only to the std. 4th.
5. This research is limited only to the formative evaluation.
6. This research is limited only to the year 2012-2013.

Hypothesis: -

1. Teachers several problems facing in formative evaluation.
2. We get know the opinion of the teachers about the formative evaluation.
3. We can study the role of head master in this evaluation.
4. We can develop the structure of this evaluation system.

Concept of research: -

1. If teacher's plans formative evaluation in a better way, he can solve all the problems.
2. If teacher choose right implements to solve the problem, he can clear the doubts of the students.
3. We get to know the opinion of the teacher.
4. If in the formative evaluation the role of H.M. is clear it can

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be a guideline to the teacher.
5. We home to better the structure of summative evaluation.
6. Guidance- For any research to be right and correct we need the guidance of somebody, which will serve as the guidance to this research.
7. While studying of the formative evaluation in the district of Jalna, the tools of interview and questionnaires methods were selected. The experts tested their tools. Therefore we can reply the objectivity of these tools.

The rise of research topic: -
Related to summative evaluation when I met some teachers, they were confused. They were confused about the program. Therefore a solution to this problem was must.

The method of research:-
Population - 77 zilla parishad schools of Jalna district.

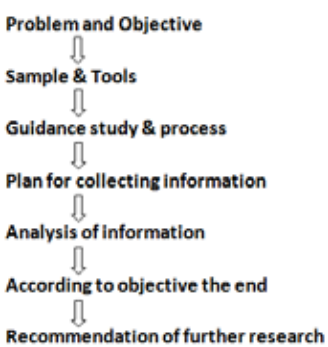
Content - Head Masters, teacher & Students of Zilla parishad schools.

Choice of Sample: -



The Tools of Research: -
In this research questionnaire, interview list have even employed.

The Processes of research:-



The Processes of research:-
The tools, which were implemented for collecting information, were questionnaire and interview methods. After having collected the information the average was taken. After that the analysis were made. The conclusions were made from the above information.

The conclusion of the research: -
According to objectives, objective no.1 to find out the problem which arise in the way of formative evaluation.

1. According to teacher lot of problem arise while evaluating. For this 5445 vote were received.
2. According to Head master teacher find problem in use of formative evaluation tools.
3. According to headmaster, teacher at the class evaluation they have to do, teaching, yearly planning & so on.
4. While Select the tools we lack the educational facilities such as lack of time, problem of selecting the tools of evaluation, mother tongue of student, to prepare question paper, more strength of the class, according to the standard of students.
5. Selection of the tools – parents do not show any interest in the progress of the students that was up to 54.14%. We do not have any problem the percentage of 16.88%.
6. Under right to education parents are under misunderstanding that education is the represent duty of teacher alone, this is main problem of this.
7. According to teacher formative evaluation is time consuming.
8. The participation of parents is very less, therefore, is waste of time.
9. There is under undue stress on teacher, students and parents.
10. It is difficult task to evaluate the students who remain absent. Which speaking in the course of evaluation students are afraid or they feel shy.
11. Which having group discussion the topic have been made clear.
12. Teacher found the tools of this evaluation quite easy.

Objective no. 2- Problem faced by the teachers while doing formative evaluation.
1. According to teachers lots of problems are faced while doing formative evaluation.
2. While doing formative evaluation following problem are faced, the absentee of the student, the more strength of the students in a class.
3. Teachers say that they have to do daily observation of each subject about this 77.92% have agreed. Lots of problems are faced while doing daily observation.
4. According to teachers the oral work, the understanding of the subjects, the presentation of the work all these have respectively received 12.98%, 10.38%, 22.07% & 72.72%.
5. According to teachers in outs, work-experiences, physical education, in all these the tools of formative evaluation are useful.
6. The project exhibition is organized in the school for this 68.83% vote.
7. According to Head master, teachers face problem in project program.
8. Cannot organize the exhibition because of many problems.
9. Project is expensive so parents do no co-operate.
10. If students select different topics for projects then it is difficult to evaluate.
11. For teacher they do not have problem to prepare question paper for this 68.83% have voted. And for open-book vote 72.72%
12. According to teacher home-work evaluation is difficult.
13. The students who are back in the studies teachers have to guide them. The students. Those who remain absent from the school are also one of the problem.
14. Teacher does not involve students in the teaching process for this highest 87.66% votes are received for the loud reading 52.92% cote are received.
15. Subject –wise lest have received 61.94%.
16. According to students teachers always give homework 46.39% votes are received. They complete homework.
17. The students find the writing questions hard. They seek the guidance of teacher.

Objective No.3 – Opinions of the teachers about formative evaluation.
1. According to teachers, students face problem to collect the things for project, to divide the students in group, discussion, to select the project with the help of parents, the process of project, evaluation and project guidance book should be chosen according to the class and age of the students.
2. The following things should be planned the ability of the student, ability to do homework, to use of reference book personal guidance, Head master should discuss the problem of the student with them, to find out their weakness.
3. Following things have to the considered for formative evaluation,, nature, group discussion.
4. Students think that there is partiality in seating arrangements in the class. But Head master says that they are guided by giving them a group.
5. Out of subject the problem of students should be solved.
6. According to head master teacher to be able to do formative evaluation there should be syllabus lent-back guide they tell students to study all these.

7. To use the technique tools these things should be there to participate in the Assembly, picnic planning, out of these five tools should be used.
8. According to teachers the co-operation of parents the availability of educational aids, the guidance of head master and elders, timely entry of marks, for these 93.71% votes are received and activity have received very less 6.69% votes.
9. According to students, teachers while teaching the use of teaching aids is 56.40%.
10. Only half of Sanchika is 83.31% and f87.01% teacher keep the sanchikas of students.

Objective no.4 – The role of Head master is formative evaluation.

1. In continuous evaluation 98.70% teachers use the tool of formative evaluation.
2. In extra curriculum students have be by-heart the tables, for this 53.28% and teacher always give chance to ask question.
3. Teachers help for the above said things.
4. While implementing the formative evaluation all the concepts are clear to the teachers.
5. Parents do not understand marks because of grade.
6. According to head master while doing this at school level, to solve the problem, to discuss with assistant teacher, to divide the students in the group the use of tools, school management, the cooperation of parents, all things are needed.
7. According to student Head master spent some time in class room.
8. The role of head master is to guide the students, to keep the record, to develop the personality & ability of the student solve the parents problem, to help the students who are backward ect.

Objective 5 – Action plan of formative evaluation

Sr. No.	Problem That surface from research	Suggested recommendation/ action plan
1	Teachers have problems in experimentation	1.Teachers should be given training in this regard.
		2.For the purpose of experimentation facilities should he made available in the school.
2	Problems arise regarding continuous evaluation process	1.Head master should guide the teachers in this matter and see to that the plan are implemented strictly.
3	Problem regarding participation of the parents	1.Head master along with teacher along with teachers should conduct meeting with parents identify their problem and try to solve them. 2.On the occasion of 'Gram Sabha' the workshop of parents can be conducted.
4	Lot of time is consumed in formative evaluation.	1.The evaluation should be done in minimum time. So that time is not wasted. 2. There should be yearly and monthly plan for evaluation, it should implement properly.
5	There is problem of student remaining absent and their personality development.	1. Various programs should be arranged in order to increase the attendance of the student. 2. For personality development of the student various programs should be conducted at school level such as, discussion, debate, poem reading etc.
6	Teachers face problems while marking the marks.	1. Teachers should prepare mark. List of the student in the beginning of the year. 2. Head master should guide the teachers regarding market.
7	Teachers face problems in daily observation	1. Teacher should complete their daily observation regularly. 2. Head master should guide them in this regard.
8	The problem of making project and their exhibition.	1.Project exhibition should be organized at school, taluka, district and state level. 2.Teacher should give guidance to the student
9	Teachers have problem with regard open book test.	Teachers should give practice to students regarding open-book-lest.
10	Teachers face problem in attending the objective in home-work.	1. Homework should be given as per the objective. 2. Questions should be prepared for home-work according to class wise. 3. Teacher should prepare the list of home-work.
11	Teacher face the problem of students remaining absent. So he is not able to guide them properly.	1. Parents should cooperate with the teacher regarding students who remain absent and who are backward in studies. So that teacher is able to guide them. 2. Teacher should try to solve students family problem.
12	The problem of preparing the individual- list of each student.	1.Teacher should the students-list regularly. 2. Each student have separate-list. 3. Head Master should guide the teachers and see that the list are completed in time. 4. The higher authorities too should check the list.
14	While writing the test how to get the guidance of teacher.	1. Through question skills teacher should get close to teacher and try to solve their problems. 2. There should an attempt to create family atmosphere between head master, teacher, student and parents.
15	Problem in completing the homework.	1. Parents should pay attention to the homework of the child. 2. Parent must solve the problem of child which doing homework.
16	Teacher faces the problem of using teaching aids always.	1. Teacher should be given training in this regard. 2. Tests should be conducted on the basis of training. 3. Government should make available teaching aids in the school in the beginning of academic year.
17	The concept of formative evaluation is not clear to the teacher.	1. Teacher should be given training in this regard. 2. Tests should be conducted on the basis of training. 3.Teachers should read lot of books and write some articles and publish them.
18	Parents are confused because of grade system.	1. Parents should be made understand the grade system. Mark system creates ego feeling among the students whereas grade-system removes it. The Head master and teacher should tell this to the parents.

The Topics further research:-

1. The availability of facilities in the primary schools.
2. In the formative evaluation, the problem of the student who belong to schedule east and schedule tribes.
3. Present situation of girls in the formative evaluation.
4. In formative evaluation the problem of practical & experiments.
5. Comparative study of lack of time and planning in formative evaluation.

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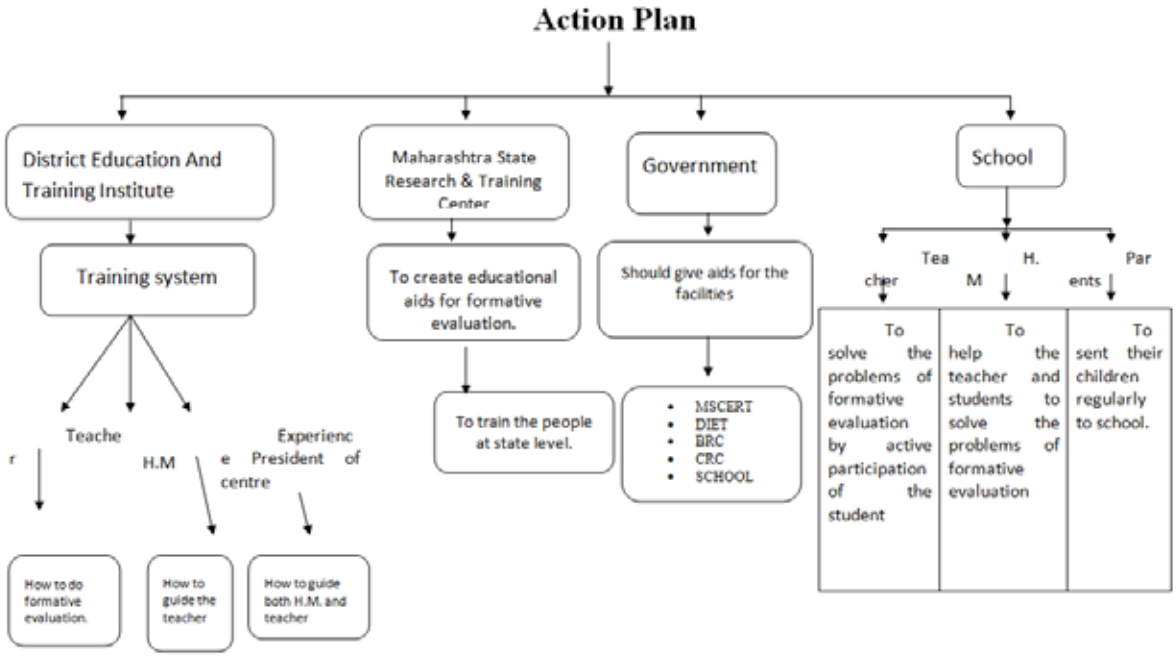

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