



Article : Study of Formative Evaluation System

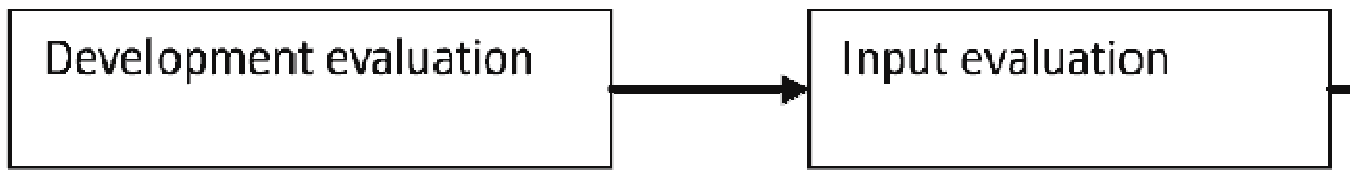
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Intoduction :

Primary education is a basic education. It should develop potential and skill of cognitive, psychomotor and effective domains of personality. The general objectives of the education are decided based on these needs. Also subject wise objectives are determined .The innate tendencies capacities and inherent formers are also developed by teaching-learning process. The development of personality of students evaluation helps to overcome the learning lacunas and handles and rest possible education development should be achieved.

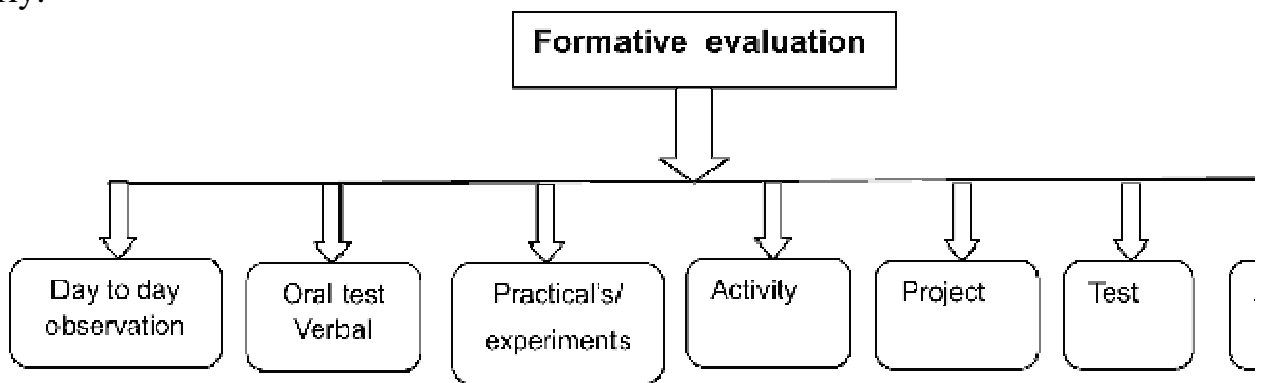
Educational evaluation process affects teaching-learning, quality education and also overall education patterns. Hence schools, teacher, students, parents and various social factors are also very conscious about evaluation. The planning and implementation of education process is done by keeping the view of education evaluation has defects then it creates hurdles in overall education quality development. So the examination pattern is decided by various reports, national level commissions, plans action programmers and national education framework.

The purpose of an evaluation is action. In other words any evaluation is expected to lead to a better action or improved practices. The various commissions on the education appointed in India have clearly stated the general aims of the education. The general aims form the basis of more specific educational objectives. The predetermined objectives must be accomplished by a worthwhile educational programme. The essence of evaluation approach in education is the awareness of an intimate integral relationship between objectives, teaching and testing. The assessment provides evidence of the desired change in students.

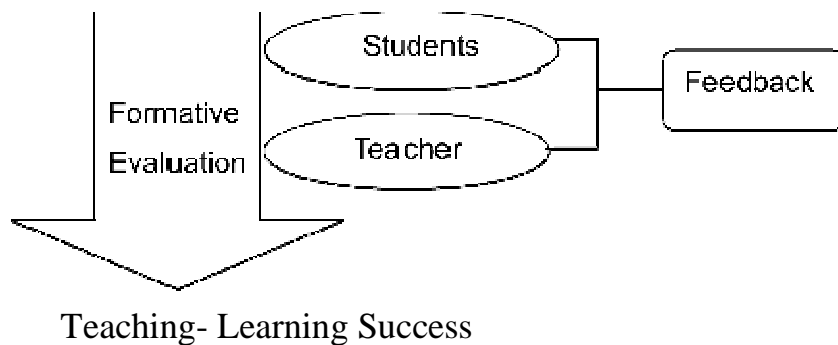


National educational policy 1986 –NEP 1986 has focused on improvement of examination pattern and evaluation process .The existing lacunas in examination was given in while suggesting improvement in education system and evaluation process, the NEP teaching-learning process for quality education and to improve the educational status examination should be constructed in schools(NEP 8.23) “The objectives of reconstructing education system is to improve the teaching-learning and equal and faithful evaluation for students development.

Prevalent examination is a tool, through which students checking of various facts of personality development and evidence for further process is insufficient. More stress of examination is on testing memory level. Due to current examination method students are depressed and stressed .Due to which use of cumulative evaluation method, part of teaching- learning process, is necessary. For this evaluation process a new formative evaluation system is now using very popularly.



The purpose of formative evaluation is to provide continuous feedback to both student and teacher concerning learning successes and failure.



Sample :

The study was conducted on a sample of 45 primary teachers in Kolhapur city. Researcher have prepared questionnaires for collection of information from concern schools.

Conclusion :

In the study the researchers found that the following attitudes towards formative evaluation. Apart from examination importance should be given to practical, project for student development. Previously the perfect training and sufficient material were not given to teachers. 1. Teachers are not properly trained for sufficient evaluation. 2. Teachers don't know the proper process of evaluation. 3. The pupils and parents don't know the type of Evaluation to be conducted by the teachers. 4. The teachers are not doing the objective evaluation. 5. Teachers don't know the proper grading system.

Suggestions :

1. The role of the teacher will be merely to describe what has happened and entail expression of no judgement at all. All that the teacher does it so to make a systematic evaluation.

2. The teacher is one of the team of persons who are directly responsible for the implementation of a project. The teacher is sensitive to the difficulties that the evaluation faces in its implementation and to the problems encountered by the implementing team.

3. The teacher is an internal person and works quite independently of those

who are responsible for the implementation of a evaluation. The teacher usually keeps before pupils the stated objectives of the evaluation and attempts to find out the extent to which they have been achieved.

Reference :

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