

Role of Formative Assessment in the Improvement of the Process of Teaching and Learning: at Higher Education in Sindh, Pakistan

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Abstract

This research focused to find out the relationship between formative assessment and teaching and learning process at higher education in Sindh, Pakistan and to suggest the measures to improve the formative assessment practices in order to enhance the quality in education. The scope of the study is limited to all faculty members of education in the universities in Sindh; province of Pakistan. The survey design, research strategy, was adopted for the study. The target population for the study was 256 faculty members of education in the universities (public and private) in the province of Sindh (Pakistan). Simple Random Sampling (SRS) design was adopted to select the universities as a unit of sampling and the all faculty members of the same universities were the sample size. In this process 111 faculty members were selected as sample size from different Nine (9) universities. The questionnaire was adopted as research instrument. Data was analyzed and it was found that the formative assessment and teaching and learning are interlinked and it is also statically proved that good practices of formative assessment lead to effective teaching of teacher and better learning performance of students as well. In the light of findings concrete recommendations were made.

Key words: Formative Assessment, Teaching and Learning, Higher Education, Sindh, Pakistan

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