



## **EFFECTIVENESS OF CONTINUOUS COMPREHENSIVE EVALUATION (CCE) TRAINING**

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### **Introduction:**

The Right of Children to Free and Compulsory Education Act 2009 has brought forward the need for a series of radical changes. Quality Education is the intense aspiration of this act. For meeting well-timed and aimed changes are in the pipeline. Educational research and experiments have given rise to new thoughts, principles, methods and techniques.

The most prominent change in the educational today is the change in the Evaluation system. Evaluation can affect the whole educational process and system. Good methods of evaluation can channelize, speedup and inspire the entire education process. On the contrary, drawbacks in the evaluation process can become a hindrance to quality improvement. This was clearly seen to be the consequence of the prevailing examination pattern and its drawbacks were discussed in detail. The examination pattern has been changed from time to time but it became clear that alteration pattern and inadequate for making the all-round development of students possible. That is why Continuous Comprehensive Evaluation has been emphasized in National Policy on Education( 1986) and the National Curricula Framework (2005). The NCF has directed the use of innovative tools and techniques of evaluation. Though Maharashtra Govt. have changed the evaluation pattern from time to time in line with national level decisions. Now the Right to Education Act(2009), the standpoint of 'Right to Education' has made the implementation of Continuous Comprehensive Evaluation obligatory. From the standpoint of educational quality development this change is radical and revolutionary.

Thus, if our students are to develop in school as have envisaged they should, then evaluation must necessarily be continuous and comprehensive. Efforts have been made in this direction at every phase of reconstruction of syllabus(was restructured).The concept of Continuous

Comprehensive Evaluation has been presented more fully and in greater detail in the Government Resolution 20 August 2010. Let us consider in some depth, the two important aspects of evaluation mentioned in it- formative evaluation and summative evaluation- and their co-ordination.

**Research Objective:**

1. To find out Effectiveness of Ice –Breaking programme in Continuous Comprehensive Evaluation (CCE) Training.

**Null Hypothesis:** There is no significant difference between the performance in pre over post test of the trainee.

**Sample:** In this research 30 teachers sample selected by purposive sampling method from teachers of Taluka- Haveli , Dist.-Pune

**Research Method:** In this research Experimental Research Method is used. Single group Pre and post Test Design is used. The independent and the dependent variable were respectively the good training methods and achievement of knowledge CCE. Researcher used Ice-breaking techniques during training programme.

**Research Tool:** Researcher prepared Pre Test and Post Test about CCE under the guidance of Research Guide.

**Procedure of this Research:**

This research paper based on experimental research methodology. This CCE system was using from 2010-11 for all medium schools of std.1st to 8th to till date. All teachers got CCE training on August 2010. But they have been facing some problems. So MSERT Pune revised CCE trainings on September 2011 Researcher worked as a RESOURCE PERSON in this CCE trainings Taluka Haveli in Pune. Researcher collected data about knowledge, information, problems of these teachers before and past training. Our sampling is totally purposive method & our tool is totally developed and valued by researcher. In that test Background of CCE, Constructivism, formative evaluation and summative evaluation- tools & use, their co-ordination, progress report.

First day take Pre Test and analysis it. Then CCE's training was given 3 days. In this CCE training used Ice-Breaking games by Resource person .Last day take Post test of these teachers.

**Statistical Tool :-**Researcher has used Mean, Standard division, Peasons' Product Moment Method and t-test for testing hypothesis for this research .

**Analysis of data:-** The scores of 30 trainees in achievement test of CCE classified in to frequency distribution table. Using these tables different statistical measures have been calculated. These values have been given following tables.

Measure	Mean	Calculated -t	Table t value
Pre Test	32.2	13.57	0.05 -1.98
Post Test	66		0.01 -2.63

**Calculated t value is greater than table t value, so Null Hypothesis was rejected.**

There is significant difference between the performances of the trainee in pre over post testing.

**Conclusion-** Calculated t value is greater than table t value, so null hypothesis was rejected. There is significant difference between the performances of the trainee in pre over post testing. It means that training developed Ice –Breaking programme helped the trainee in better understanding for training content of CCE.

**Recommendation** -In service trainings should be use Ice-Breaking games.

**References-**

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