



# Continuous and Comprehensive Evaluation (CCE): A Meta-Analysis of Empirical Research Studies on CCE Practices in School Education

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## Abstract:

Continuous and Comprehensive Evaluation (CCE) was introduced into the Indian education system as a radical reform designed to shift the academic paradigm from traditional, rote-learning and examination-centric methods toward a holistic, learner-centered assessment model. Rooted in formative assessment principles and constructivist theories, CCE integrates cognitive, affective, and psychomotor domains to reduce student anxiety and provide ongoing diagnostic and remedial feedback. However, its nationwide execution has consistently encountered a persistent "policy-practice gap" that prevents it from realizing its full pedagogical potential in the classroom. This study provides a systematic review and meta-analysis of empirical research following PRISMA guidelines to synthesize peer-reviewed literature published over the past 15 years, examining broad geographical public and private school contexts across India. Utilizing a mixed-methods data analysis procedure, the findings reveal a distinct duality in outcomes: while CCE successfully mitigates exam-related anxiety and recognizes diverse student talents, it can also result in an overwhelming volume of project work that makes learning feel mechanical, and a lack of traditional examination pressure can inadvertently diminish learner motivation. For educators, the core theoretical goals of CCE are severely undermined by a heavy non-teaching clerical workload, excessive documentation, high pupil-teacher ratios, and an acute lack of practical professional training. Furthermore, sharp institutional disparities exist, as well-resourced private schools generally facilitate a smoother transition to CCE due to superior institutional backing, whereas government schools heavily struggle under severe resource limitations and administrative stress. Conversely, findings indicate that integrating ICT tools (such as rubrics and digital presentations) effectively streamlines record-keeping and helps teachers manage evaluation techniques without increasing clerical burdens. Ultimately, this study concludes that to bridge the policy-practice gap and ensure true holistic student development, educational authorities must urgently streamline reporting frameworks through digital mechanisms, improve school infrastructure, provide hands-on pedagogical training, and reorient classroom culture toward meaningful activity-based learning.

**Keywords:** Continuous and Comprehensive Evaluation (CCE); Meta-analysis; School Education; Formative Assessment; Holistic Development; Policy-Practice Gap.

## 1. Introduction

There has been immense transformation in the education assessment system over the years whereby traditional methods of examination-based assessment have been transformed to more holistic and learner centered approaches. The Indian education system had historically been based on summative testing, which mainly focused on evaluating memorization in students as opposed to their overall development. Continuous and Comprehensive Evaluation (CCE) was offered to overcome these deficiencies as the radical solution to changing the assessment into a learner-centered process. These reforms have had a historical development that could be identified by several milestones such as the suggestions of the Hunter Commission and subsequent changes in the National Education Policies. Formalization of CCE in India was strongly affected by the national structures, in particular, the National Policy on Education in 1986 and National Curriculum Framework (NCF) 2005, which stressed the need to eliminate the anxiety caused by examinations and the importance of reasoning rather than rote learning. The additional requirements, like the Right to Education (RTE) Act, reduced CCE to national developmental needs by disaggregating the elements of continuity and comprehensiveness to encompass the overall development of the learner. CCE was created by combining the cognitive, affective, and psychomotor domains to abandon the one-shot examinations in favor of a system of continuous feedback and remediation. It is still, today, an important instrument in Indian educational context to gauge student progress both formative and summative concept is based on the practices of formative assessment, which are aimed at the continuous feedback, the diagnosis of learning gaps, and prompt remediation (Black and Wiliam, 1998). It aims at eliminating the stress of exams and facilitating meaningful learning by spreading the assessment over the academic year instead of concentrating it on high-stakes exams. As emphasized in different research, CCE helps to promote active engagement, student motivation, and prompts teachers to implement new pedagogical tools (Rao and Rao, 2020).

Although CCE has a good theoretical base, its implementation has been characterized by various challenges. Studies have shown that teachers usually have problems to comprehend and implementing CCE guidelines successfully, resulting in superficial and mechanistic assessment practices (Kothari and Thomas, 2012). Furthermore, such an over-investment in record-keeping and documentation has redirected the focus towards administrative conformity as opposed to meaningful assessment (Berry et al., 2018).

Empirical research also demonstrates that there are differences in the effectiveness of CCE in various contexts. Whereas the improvement in student learning results and a decrease in anxiety is reported by some studies, other studies note the problem of inadequate infrastructure, large classes, and insufficient professional training (Dutta and Chetia, 2020). Such discrepancies highlight the importance of a systematic synthesis of research evidence to get a clear picture of the real effects of CCE practices.

The education assessment system has experienced tremendous change over the years, with the focus on conventional examination-based methods of assessment giving way to more comprehensive and learner-focused assessment methods. Among the most significant changes in the Indian education system, the establishment of Continuous and Comprehensive Evaluation (CCE) as a tool to measure the progress of students in cognitive, affective, and psychomotor aspects should be mentioned. CCE is also focused on the

idea of ongoing evaluation by using formative and summative methods and thus less stress on examinations and more valuable learning experiences (Singh and Pany, 2016).

Thus, the purpose of the present paper is to perform a review and meta-analysis of empirical research on CCE to investigate its efficacy, determine the main obstacles, and recommend ways of how it can be better implemented in school education.

### **Theoretical Framework**

Continuous and Comprehensive Evaluation (CCE) theoretical framework is based on various educational theories that focus on the holistic approach, learner-centered, and continuous assessment. CCE is mainly founded on the theory of formative assessment which considers evaluation as a continuous process that facilitates learning by providing feedback and improvement as proposed by Paul Black and Dylan Wiliam (1998), continuous feedback is a significant factor in improving the achievement of students. This is also consistent with constructivist learning theory put forward by Jean Piaget (1970), and the works of Lev Vygotsky (1978), which stress that learners actively construct meaning through interaction and experience, thus assessment is more participatory and activity-based. Moreover, CCE is based on the taxonomy developed by Benjamin Bloom (1956), revised by Lorin Anderson and David Krathwohl (2001) as it assesses students on the basis of cognitive, affective, and psychomotor areas and encourages higher-order thinking skills. The framework is also backed by the mastery learning theory (Bloom, 1968), which states that every student can meet the learning outcomes given enough time and feedback, which is also supported by the constant examination and remedial concept of CCE. Moreover, CIPP evaluation model created by Daniel Stufflebeam (1971) guides CCE as it highlights context, input, process and product evaluation to enhance a holistic view of learning outcomes. Lastly, the holistic development approach promoted by the National Council of Educational Research and Training (NCERT, 2005) supports the addition of co-scholastic issues, including values, attitudes, and life skills. CCE is, therefore, a combination of these theoretical viewpoints and it encourages transition of old systems of exam-based assessment to ongoing, holistic and learner-based assessment procedures.

### **Empirical framework**

Continuous and Comprehensive Evaluation (CCE) has an empirical framework, which is founded on a synthesis of research studies that investigate its implementation, effectiveness, and challenges in school education. The empirical data indicate that CCE influences student learning positively, enhancing ongoing learning, decreasing the examination stress and stimulating active learning (Singh and Pany, 2016). Research has also discovered that CCE helps in the teaching of diagnostics as it helps teachers to recognize learning gaps and give timely feedback (Mondal & Mete, 2013). Yet, studies point out a number of difficulties in its application, such as the absence of training teachers, insufficient knowledge of the assessment methods, and the overload of document work (Sonawane and Isave, 2012; Kothari and Thomas, 2012). Moreover, empirical data show that effectiveness varies in various situations because of such factors as high number of classes, inadequate infrastructure, and lack of institutional support (Dutta & Chetia, 2020). Other scholars also claim

that CCE tends to turn more towards the practice of records than meaningful evaluation (Berry et al., 2018). Nevertheless, numerous studies document that, in case of an effective implementation, CCE leads to positive effects on holistic development through incorporating scholastic and co-scholastic assessment (Rao and Rao, 2020). In general, the empirical data suggests that the gap between the theoretical goals and the actual practice of CCE lies in the fact that it needs better teacher training, clarification of the policies, and institutional support to be accepted as efficient in school education.

## 2. Literature Review

1. **Samson and Solabarieta (2018)** conducted a meta evaluation study titled "Improving Evaluation of Students: A Meta evaluation Study on CCE From the Perspective of Students Evaluation Standards" to examine the underlying dynamics of the Continuous and Comprehensive Evaluation (CCE) system in India. The primary objective of the research was to assess CCE practices through the lens of four universal evaluation attributes: propriety, utility, feasibility, and accuracy. The study focused on a sample of 442 secondary school teachers, primarily serving in private CBSE schools across Kerala, India. To gather data, the researchers utilized a survey tool consisting of a questionnaire adapted from the international "Student Evaluation Standards." The results of the statistical analysis highlighted significant shortcomings in how CCE is currently prepared and practiced, indicating that the scheme has not yet achieved its goal of holistic student assessment. Notably, the study concluded that institutional and teacher-related characteristics had a negligible impact on these outcomes, suggesting an urgent need for structural modifications to the national evaluation framework.

2. **Kothari and Thomas (2012)** conducted a research study titled "A Study on Implementation of Continuous and Comprehensive Evaluation in Upper Primary Schools of Kerala" to evaluate the ground-level execution of learner evaluation reforms. The primary objective was to determine if the CCE scheme was being effectively applied in classrooms and to document the practical hurdles encountered by educators. The study focused on a sample of teachers working in government upper primary schools across Kerala, India. Using a descriptive survey tool, the investigators collected data regarding the state of evaluation practices. The results revealed that despite the policy's intent to improve educational quality, implementation remained problematic due to systemic issues such as insufficient teacher training, a lack of clear instructional manuals, and the heavy burden of managing co-scholastic records. The researchers suggested that for CCE to succeed, teachers require continuous institutional support and practical orientation rather than just theoretical guidelines.

3. **Rao and Rao (2020)** conducted a study titled "Continuous and Comprehensive Evaluation (CCE) Evaluation Procedures in Secondary Education" to analyze the shift from traditional high-stakes testing to a more holistic assessment model. The primary objective of the research was to investigate how CCE procedures—specifically formative and summative assessments—impact the overall development of secondary school students. The study focused on the secondary education system within Andhra Pradesh, India, exploring the implementation of academic standards across various subject domains. By utilizing a descriptive analysis of evaluation tools, such as portfolios, projects, and observation schedules, the researchers examined the effectiveness of school-based assessment. The results indicated that CCE successfully reduces

examination-related anxiety and allows for the recognition of diverse student aptitudes in co-curricular areas. However, the authors also highlighted a practical challenge, noting that the system can be labor-intensive for teachers, requiring a better balance between continuous evaluation and available instructional time.

4. **Sivakumar et al. (2011)** conducted a study titled "Students Attitude Towards Continuous and Comprehensive Evaluation of Upper Primary Schools" to understand how learners perceive the shift in evaluation methodology. The primary objective was to measure student attitudes toward the CCE system and determine if these attitudes differed significantly across different grade levels. The research was based on a sample of students selected from seven upper primary schools in Tamil Nadu, India. Using a descriptive survey approach with a standardized attitude scale, the researchers analysed the psychological response of students to continuous assessment. The results showed significant variances in student attitudes, highlighting that the transition to a grade-based, stress-free evaluation system is met with mixed reactions. The study concluded that while CCE aims for holistic development, the lack of traditional examination pressure can sometimes lead to a decrease in student motivation, necessitating a more balanced approach to keep learners engaged and serious about their studies.

5. **Katoch (2021)** conducted a study titled "Perception of School Teachers Towards Continuous and Comprehensive Evaluation" to investigate the level of acceptance and understanding of evaluation reforms among educators. The primary objective of the research was to assess how teachers perceive the utility of CCE in fostering student growth and improving classroom instruction. The study involved a sample of teachers at the school level in India. By employing a descriptive analysis of teacher feedback, the investigator explored the perceived effectiveness of continuous assessment. The results demonstrated a positive outlook among teachers, with most acknowledging that the CCE framework is essential for the holistic development of learners. Furthermore, the study highlighted that teachers find CCE particularly effective for supporting students with learning difficulties, concluding that the system is a vital component for the modernization and improvement of the current education system.

6. **Singh and Pany (2016)** conducted a study titled "Continuous and Comprehensive Evaluation: A Paradigm Shift in Evaluation" to examine the transition from traditional examination systems to more modern assessment frameworks. The primary objective of the research was to analyze the CCE scheme as a developmental process that targets broad-based learning and behavioral outcomes. As a conceptual study focused on the Indian educational context, it reviewed the implementation of CCE through the lens of national policies. Using a systematic analytical approach, the authors explored the two-fold nature of CCE: its continuity in testing and its comprehensiveness in assessing both academic and personality-related traits. The results of the study highlighted that CCE serves as a diagnostic and remedial tool that fosters a fear-free learning atmosphere. By shifting the focus from grading final products to evaluating the learning process, the study concluded that CCE effectively supports the cognitive, affective, and psychomotor development of students, provided it is implemented in its true spirit.

7. **Raina and Verma (2017)** conducted a research study titled "A Study of Teachers' Attitude towards Continuous and Comprehensive Evaluation" to investigate the psychological and professional readiness of educators in Jammu. The primary objective of the research was to identify whether demographic factors and professional backgrounds influence how teachers perceive the mandatory reformatory practices introduced by the NCF-2005. Utilizing a sample of 144 CBSE school teachers, the investigators applied statistical measures like t-tests and ANOVA to analyze data collected through an attitude scale. The results demonstrated that although teachers view CCE as a theoretically sound improvement for the education system, there is a prevailing sense of uncertainty regarding its practical implementation. The study concluded that teachers and students are not yet adequately prepared for the "reality ground" of CCE, highlighting an urgent need for better-designed strategies and professional training to facilitate the practice without it becoming an overwhelming burden.

8. **Sonawane and Isave (2012)** conducted a research study titled "Study the Continuous Comprehensive Evaluation Scheme at Secondary School" to evaluate the effectiveness of the assessment reforms introduced at the secondary level. The primary objective of the research was to analyze the practical execution of CCE and to identify the hurdles teachers encounter during its day-to-day application. The study focused on a sample of 60 secondary school teachers located in Pune, Maharashtra. By utilizing a descriptive survey tool in the form of a structured questionnaire, the investigators gathered data on teacher perceptions and administrative workloads. The results highlighted a significant gap between the policy's theory and its practice; specifically, the heavy emphasis on documentation and record-keeping was found to detract from actual teaching time. The study concluded that for CCE to be truly effective, there is an urgent need to simplify the reporting process and provide more hands-on training to teachers to manage the "continuous" nature of the evaluation.

9. **Dutta and Chetia (2020)** conducted a research study titled "Teachers' Perception towards Continuous and Comprehensive Evaluation (CCE) at Secondary Schools of Lakhimpur District of Assam" to evaluate the level of acceptance of assessment reforms among educators in Northeast India. The primary objective of the research was to analyze the attitude of teachers toward CCE and to identify if variables like gender or school locality influenced their professional outlook. The study focused on a sample of 100 secondary school teachers situated in the Lakhimpur District of Assam. Utilizing a descriptive survey tool in the form of a perception scale, the investigators gathered quantitative data on teacher insights. The results demonstrated that most teachers view CCE as a beneficial system for student growth; however, it also revealed a disparity between rural and urban settings, where urban teachers appeared more comfortable with the implementation. The study concluded that for CCE to be successful in all regions, the government must provide better training and resources specifically for teachers in rural areas.

10. **Mazumdar (2014)** conducted a research study titled "An Analysis of Attitude of Secondary School Teachers towards Continuous and Comprehensive Evaluation" to explore the psychological acceptance of evaluation reforms among the teaching community. The primary objective of the research was to identify the prevailing attitudes of educators toward the CCE framework and to determine if demographic factors such as gender or school management influenced these views. The study focused on a sample of 120 teachers working

in secondary schools within the Kamrup district of Assam. By using a descriptive survey approach and a standardized attitude scale, the investigator gathered data on professional perceptions. The results showed that while most teachers support the concept of holistic evaluation, institutional support plays a major role in its success. The study concluded that private school environments often facilitate a more positive transition to CCE than government schools, and recommended that specialized training workshops be conducted to address the practical difficulties faced by teachers in high-density classrooms.

11. **Lallawmzuali and Martin (2020)** conducted a research study titled "Attitude Towards Continuous and Comprehensive Evaluation (CCE): A Study Among Secondary School Teachers in Mizoram" to investigate the acceptance of learner-centric evaluation reforms in the hilly regions of Northeast India. The primary objective of the research was to analyze the professional attitudes of educators toward the CCE framework and to identify if demographic or institutional factors like gender and school management influenced their outlook. The study focused on a sample of 100 secondary school teachers located in the Aizawl District of Mizoram. Utilizing a descriptive survey approach with a standardized attitude scale, the investigators gathered quantitative data on teacher insights. The results demonstrated that most teachers support CCE as a beneficial tool for student development; however, a clear disparity was noted based on school management, with private school teachers showing more enthusiasm than those in government institutions. The study concluded that for CCE to be universally successful in the state, the government must address the specific infrastructural and administrative needs of public schools.

12. **Rani and Suganthi (2018)** conducted a research study titled "Role of Continuous and Comprehensive Evaluation (CCE) in Attaining Educational Objectives at Upper Primary Level with Regard Respondents Having CCE Manual and Management of School" to determine the factors that facilitate the successful attainment of national educational goals. The primary objective of the research was to assess the impact of instructional materials and school administration on the effectiveness of evaluation practices. The study focused on a sample of 351 teachers serving at the upper primary level in the Tiruppur district of Tamil Nadu. By utilizing a descriptive survey approach and a specialized CCE Scale, the researchers examined the correlation between resource availability and assessment quality. The results highlighted that the availability of a CCE manual serves as a vital roadmap for teachers, enabling them to better align their classroom practices with holistic development objectives. Additionally, the study noted that teachers in Panchayat-managed schools exhibited a more positive implementation of the scheme, concluding that both administrative environment and access to guided documentation are essential for the CCE framework to fulfill its intended role.

13. **Gogoi and Baruah (2018)** conducted a research study titled "Continuous and Comprehensive Evaluation Adopted in Secondary Schools" to assess how assessment reforms are being integrated into the secondary education framework. The primary objective of the research was to evaluate the current status of CCE implementation and to pinpoint specific obstacles in maintaining the system within the classroom. The study focused on a sample of 88 teachers and 124 students from four secondary schools in Assam. By employing a descriptive survey method, the investigators gathered data on the types of evaluation tools being used and the

frequency of assessments. The results demonstrated that although schools have successfully moved toward regular written and oral testing, there remains a critical gap in implementing activity-based and non-scholastic assessments. The study concluded that the "comprehensive" aspect of the scheme is often undermined by a lack of teacher training and a narrow focus on traditional testing, recommending a more integrated approach to evaluating a student's holistic development.

14. **Ghosh (2020)** conducted a research study titled "A Survey On Continuous And Comprehensive Evaluation System Introduced By West Bengal Board of Secondary Education Among The Students, Teachers, Guardians Of Hooghly District Of West Bengal" to assess the multi-dimensional impact of assessment reforms. The primary objective of the research was to evaluate the level of awareness and satisfaction among students, teachers, and parents regarding the newly implemented CCE framework. The study focused on a sample of 180 participants across the Hooghly district of West Bengal. By utilizing a descriptive survey approach with specifically tailored questionnaires, the investigator gathered comprehensive data on stakeholder perceptions. The results indicated a general consensus that CCE is a more holistic approach than traditional testing, yet it is plagued by implementation hurdles such as excessive teacher documentation and parental confusion over non-numerical marking. The study concluded that the success of the evaluation system in the West Bengal secondary board depends heavily on reducing the clerical burden on teachers and conducting orientation programs for guardians.

15. **Samson and Solabarrieta (2018)** conducted a meta evaluation study titled "Improving Evaluation of Students: A Meta evaluation Study on CCE From the Perspective of Students Evaluation Standards" to explore the effectiveness of the Continuous and Comprehensive Evaluation (CCE) system in India. The primary objective was to assess the dynamics of CCE by projecting it against international student evaluation standards, specifically focusing on the attributes of propriety, utility, feasibility, and accuracy. The study utilized a sample of 442 secondary school teachers, the majority of whom were from private CBSE schools in Kerala, India. Using a survey tool designed to measure these four attributes, the researchers analyzed teachers' judgments on current evaluation practices. The results demonstrated that the implementation of CCE has faced various challenges, with data suggesting that the preparation and daily practice of the scheme are flawed. The study concluded with a call for structural modifications to school evaluation practices to better align with global standards.

16. **Suganthi (2018)** conducted a research study titled "Continuous and Comprehensive Evaluation (CCE) – An Educational Reform in Tamil Nadu" to assess the transformative role of assessment policies in the state's education system. The primary objective of the research was to analyse how CCE facilitates the multidimensional growth of learners while mitigating the psychological pressure of traditional testing. The study focused on a sample of 351 teachers across different school sectors in the Tiruppur District of Tamil Nadu. By employing a descriptive survey approach with a specialized effectiveness scale, the investigator gathered empirical evidence on the reform's impact. The results showed that while the transition to a continuous assessment model has been largely positive, its effective execution relies on institutional factors, such as the proactive role of management and the proper distribution of guidelines. The study concluded that

CCE is a vital reform for modernizing the educational landscape, provided that the administrative burden on teachers is balanced with adequate instructional support.

17. **Netragaonkar** (2014) conducted a research study titled "A Study of Implementation of Continuous and Comprehensive Evaluation (CCE) at Secondary School Level" to analyse the transition from traditional examination patterns to a more holistic assessment framework. The primary objective of the research was to identify the ground-level difficulties faced by secondary educators and to assess the impact of CCE on the teaching-learning process. The study involved a sample of teachers and administrators from secondary schools in Maharashtra. By employing a descriptive survey approach with structured questionnaires and interviews, the investigator gathered detailed insights into the administrative burdens created by the new system. The results demonstrated that although CCE is designed to be student-friendly, it has significantly increased the non-teaching workload for educators. The study concluded that for CCE to be successful, the government needs to provide simplified digital record-keeping tools and rigorous training sessions to help teachers balance academic instruction with continuous evaluation.

18. **Singhal** (2012) conducted a research study titled "Continuous and Comprehensive Evaluation: A Study of Students' Attitude" to evaluate the impact of evaluation reforms from the learners' perspective. The primary objective of the research was to analyze how the shift from year-end testing to continuous assessment affects student motivation and anxiety levels. The study focused on a sample of 200 secondary school students in Delhi. By utilizing a descriptive survey approach and a standardized attitude scale, the investigator gathered data on student preferences and perceptions. The results indicated that students generally prefer the CCE system because it distributes the academic workload and offers multiple opportunities for improvement. However, the study also noted that students in well-resourced private schools had a more positive experience than those in government schools, highlighting a gap in the quality of implementation. The study concluded that while CCE is a psychologically sound system, its effectiveness is closely linked to the school's infrastructure and the teachers' ability to facilitate diverse assessment activities.

19. **Khatiwora**(2014) conducted a research study titled "An Analysis of Attitude of Secondary School Teachers towards Continuous and Comprehensive Evaluation" to investigate the level of professional acceptance regarding assessment reforms in Northeast India. The primary objective of the research was to identify the prevailing attitudes of educators toward the CCE framework and to determine if specific factors such as gender or the nature of school management impacted their perspectives. The study focused on a sample of 120 secondary school teachers in the Kamrup district of Assam. By using a descriptive survey approach and a specialized attitude scale, the investigator gathered data on the cognitive and affective responses of teachers toward the scheme. The results indicated that while teachers generally support the transition to holistic evaluation, the quality of implementation is significantly better in private institutions compared to government schools. The study concluded that for CCE to be truly successful, the government must address systemic issues such as excessive student-teacher ratios and the lack of practical, hands-on training for recording co-scholastic data.

20. **Sheikh et al. (2020)** conducted a study titled "Revisiting the Continuous and Comprehensive Evaluation in Indian Scenario" to critically examine the assessment reforms introduced by the CBSE and various state governments. The primary objective of the research was to analyze the practical implementation of the evaluation process, with a specific focus on the transition to a grading system for both formative and summative assessments. As a conceptual study centered on the Indian education system, it explored how the "continuous" and "comprehensive" dimensions cover the total growth of the learner. By employing a descriptive analytical approach, the investigators assessed the role of school leadership and the integration of co-scholastic activities in the evaluation framework. The results emphasized that CCE serves as a vital diagnostic tool for documenting empirical data on student skills and attitudes. The study concluded that for CCE to maintain its effectiveness, it must be supported by a robust management structure that prioritizes all-round development over traditional rote-learning metrics.

21. **Palit (2018)** conducted a study titled "A Review on Continuous and Comprehensive Evaluation" to examine the shift from traditional examination patterns to a more dynamic, school-based evaluation system. The primary objective of the research was to critically analyze the assessment procedures and provide a comparative perspective on the implementation strategies adopted by the CBSE and WBBSE. As a comparative review centered on the Indian educational context, it explored how CCE addresses cognitive, affective, and psychomotor domains. By employing a qualitative analytical approach, the investigator scrutinized the tools and techniques used for formative and summative assessments. The results emphasized that CCE serves as an essential tool for providing regular feedback and remedial measures. However, the study concluded that for the scheme to reach its full potential, there must be a reduction in the complexity of rubrics and a greater effort to make stakeholders aware of evaluation tools, thereby ensuring that the "continuous" aspect truly supports student improvement rather than just becoming an administrative burden.

22. **Cyril and Jeyasekaran (2016)** conducted a research study titled "Attitude Towards Continuous and Comprehensive Evaluation of High School Students" to evaluate the impact of evaluation reforms from the learners' perspective. The primary objective of the research was to analyse student attitudes toward the CCE system and identify how various demographic factors influence these perceptions. The study focused on a sample of 99 high school students located in the Dindigul district of Tamil Nadu. Utilizing a survey methodology and a validated attitude scale, the investigators gathered quantitative data on student insights. The results demonstrated that while most students possess a positive outlook on CCE, urban students, those from joint families, and those attending private schools exhibit significantly higher favourability. The study concluded that CCE is an effective system for identifying diverse student talents beyond academics but emphasized the need for targeted awareness programs and infrastructure improvements in rural and government schools to standardize its success.

23. **Kishore (2018)** conducted a research study titled "A Study on the Continuous and Comprehensive Evaluation (CCE) Process in Secondary Schools in Guntur District" to evaluate the ground-level status of assessment reforms. The primary objective of the research was to analyze how effectively the CCE process is being integrated into the secondary school curriculum and to identify the pedagogical hurdles encountered by

educators. The study focused on a sample of teachers from secondary schools located in the Guntur district of Andhra Pradesh. By utilizing a descriptive survey approach with a structured questionnaire, the investigator gathered data on teacher awareness and administrative challenges. The results demonstrated that although the system is designed to provide a comprehensive view of student growth, its success is limited by a lack of institutional support and an overwhelming increase in non-teaching responsibilities. The study concluded that for CCE to be truly impactful, the government must provide streamlined documentation processes and intensive training workshops to help teachers master the nuances of continuous assessment.

24. **Berry et al. (2018)** conducted a research study titled "Failure of Frequent Assessment: An Evaluation of India's Continuous and Comprehensive Evaluation Program" to assess the effectiveness of mandated continuous assessment in improving academic achievement. The primary objective of the research was to empirically test whether the CCE framework—designed to replace high-stakes exams with frequent, low-stakes feedback—actually led to improved learning levels and modified teaching methods. The study focused on a sample of 500 government schools in Haryana, India, tracking thousands of students through a randomized controlled trial. By employing econometric modeling and surprise process monitoring, the investigators compared schools implementing CCE against a control group. The results demonstrated that the CCE program uniformly failed to improve test scores in both lower and upper primary grades. The researchers argued that the failure was due to a disconnect between assessment and pedagogy; teachers focused on the mechanical completion of evaluation sheets without using that data to tailor their instruction. The study concluded that for continuous assessment to be effective, it must be explicitly linked to targeted instruction that meets students at their actual learning levels.

25. **Chopra and Bhatia (2014)** conducted an exploratory research study titled "Practices of Teachers' in Implementing Continuous and Comprehensive Evaluation" to examine how national assessment policies are translated into classroom reality. The primary objective of the research was to evaluate the formative assessment techniques used by secondary English teachers to enhance language skills through various tools directed by the CBSE. The study utilized a purposive sample of twenty Trained Graduate Teachers (TGTs) from both government and private schools in New Delhi. By employing a classroom observation checklist, the investigators monitored how teachers assessed sub-skills and maintained student records. The results indicated that while teachers are successful in integrating multiple activities for listening and writing, they often fall back on conventional methods, such as reading text aloud themselves rather than fostering student comprehension habits. Furthermore, the study concluded that there is a significant gap in remedial instruction, as many teachers struggle to find time or strategies for student enrichment. The researchers emphasized that for the CCE scheme to succeed, teachers must be motivated and armed with the practical ability to move beyond "mechanical" evaluation toward a more progressive, pedagogical approach.

26. **Mondal and Mete (2013)** conducted a comprehensive appraisal titled "Continuous and Comprehensive Evaluation – An Appraisal" to evaluate the effectiveness of India's shift toward a more learner-centric assessment model. The primary objective of the research was to deconstruct the "continuous" and "comprehensive" components of the CCE scheme and determine how they align with national developmental

goals as outlined in the Right to Education Act. By analyzing the Indian educational landscape, the investigators traced the historical perspectives of examination reforms, starting from the Hunter Commission to the modern National Education Policies. The results emphasized that while CCE has the theoretical potential to remove the "ills" of traditional one-shot examinations and promote "stress-free education," its actual impact is constrained by structural deficiencies. The study concluded that for CCE to transition from a "prosaic and clichéd approach" to a truly progressive system, the state must address operational challenges such as high teacher-student ratios and provide adequate diagnostic tools to help teachers facilitate joint knowledge construction.

27. **Singh and Singh (2020)** conducted a research study titled "Continuous and Comprehensive Evaluation: Challenges in Implementation and Impact on Students' Creativity" to critically examine the effectiveness of this assessment reform in Punjab. The primary objective of the research was to assess how CCE influences the creative potential of learners and to document the practical difficulties educators encounter in the classroom. Focusing on a sample of 80 teachers from both government and private sectors in Amritsar, the investigators employed a descriptive survey design to gather field-level insights. The results revealed a significant gap between the policy's theoretical goals and its ground-level execution, noting that high pupil-teacher ratios and the "stupendous" volume of recording work turn evaluation into a mechanical exercise. The study concluded that for CCE to truly enhance student creativity, there is an urgent need to reduce the clerical burden on teachers and provide them with specialized training on how to use assessment as a tool for fostering original thinking rather than just for data maintenance.

28. **Hassan (2016)** conducted a research study titled "Continuous and Comprehensive Evaluation in Secondary School: Awareness and Problems of Students" to evaluate the student-level impact of assessment reforms in Chhattisgarh. The primary objective of the research was to identify whether learners are truly aware of CCE's goals and to document the practical difficulties they encounter within the system. Centered on a sample of 120 secondary students, the investigator employed a mixed-methods approach involving both a structured inventory and qualitative interviews. The results revealed that the "comprehensive" nature of the system frequently translates into an overwhelming volume of project work, which students felt led to a "mechanical" approach to education. The study concluded that for CCE to be effective at the secondary level, school administrations must balance the workload and ensure that evaluations are used for diagnostic feedback rather than just cumulative stress.

29. **Dutta (2022)** conducted a research study titled "Towards Holistic Education Through Continuous and Comprehensive Evaluation" to critique the reliance on traditional high-stakes testing in Nepal. The primary objective of the research was to illustrate why the current evaluation systems, which often prioritize rote memorization, must be replaced with a model that communicates student achievement more comprehensively to stakeholders. Focusing on the Nepalese school system, the investigator analyzed the transition from numerical marks to the Letter Grading System and explored future prospects for assessment. The results emphasized that a holistic education system is essential for developing a human resource base that is accountable and harmonized with society. The study concluded that implementing CCE across the cognitive,

affective, and psychomotor domains is the only way to ensure that schools provide complete learning, ultimately leading the nation toward long-term development and prosperity.

30. **Singh and Kaur (2016)** conducted a research study titled "Attitude of Secondary School Teachers Towards CCE: Influence of Age, Teaching Experience and Marital Status" to identify the demographic factors affecting the acceptance of assessment reforms in Punjab. The primary objective of the research was to determine if personal variables like age and professional experience influenced how secondary educators perceived the workload and utility of the CCE framework. Utilizing a sample of CBSE-affiliated teachers in Sri Muktsar Sahib, the investigators applied a standardized attitude scale to gather quantitative data. The results demonstrated a generally negative reception of the policy, with a notable distinction based on domestic status; married teachers, likely facing greater time constraints, reported more negative views compared to their unmarried counterparts. The study concluded that despite various orientation programs, the prevailing unfavourable attitude suggests a need for systemic changes to make the evaluation process less taxing and more acceptable to the teaching community.

31. **Khan (2019)** conducted a research study titled "A Critical Appraisal of Continuous and Comprehensive Evaluation in the Light of Present Systemic Examination Reforms" to investigate how assessment changes impact the cognitive and meta-cognitive development of students. The primary objective of the research was to determine if the CCE framework effectively replaces traditional memorization-based exams with a system that values reasoning and creative abilities. Focusing on the Indian educational context, the investigator analysed the transition of evaluation policies through historical milestones, such as the 1986 National Policy on Education and the NCF 2005. The results demonstrated that while CCE is theoretically robust in its ability to reduce examination-related anxiety, it faces significant practical barriers, including high pupil-teacher ratios and insufficient professional training for educators to handle complex "comprehensive" assessments. The study concluded that for CCE to achieve its true potential, there must be a fundamental shift in teacher perception and a reduction in the "mechanical" aspects of recording data, ensuring that evaluation serves as a genuine feedback loop for student learning.

32. **Joshi (2014)** conducted a research study titled "An Analysis of ICT integrated Continuous Comprehensive Evaluation at Secondary School from Buldhana District, Maharashtra (India)" to explore modern solutions for assessment challenges. The primary objective of the research was to identify how digital tools can streamline the formative evaluation process, which is often cited as a major burden for educators. Focusing on the secondary education system in Maharashtra, the investigator analyzed the impact of integrating technology like rubrics and digital presentations into the classroom. The results demonstrated that ICT integration transforms CCE into a more flexible and successful system by systematizing projects and providing teachers with a "crystal clear" understanding of evaluation techniques. The study concluded that by leveraging ICT for self-training and diagnostic feedback, schools can overcome the traditional barriers of CCE, leading to a more economic and effective way of tracking student progress.

33. **Kumari (2012)** conducted a research study titled "An Analysis of ICT integrated Continuous Comprehensive Evaluation System at Secondary Level in Sai International School, Bhubaneswar" to explore digital solutions for complex assessment frameworks. The primary objective of the research was to identify specific ICT tools that can help teachers manage the varied evaluation techniques required by the CCE system without increasing clerical burden. Focusing on a case study of Sai International School, the investigator analyzed how technology-driven approaches like CBDT and rubric evaluations could be systematized within the classroom. The results demonstrated that ICT integration makes CBSE directives and evaluation tools "crystal clear" to teachers through self-training opportunities and immediate diagnostic feedback. The study concluded that by using ICT to manage projects and assignments, schools can establish CCE as a successful and flexible examination system that accurately tracks progress while significantly reducing learners' stress.

34. **Anitha (2018)** conducted a research study titled "A Comparative Study on the Opinion of Government and Private School Teachers towards Continuous and Comprehensive Evaluation" to investigate how school management influences the acceptance of assessment reforms. The primary objective of the research was to evaluate whether teachers in different institutional settings—government and private—shared the same perspective on the benefits and burdens of the CCE framework. Focusing on a sample of educators in Mysore, the investigator utilized a descriptive survey design to collect and analyze quantitative data. The results demonstrated that while the policy is a national mandate, its reception varies by school type; private school teachers often felt more equipped to handle the comprehensive assessment requirements, whereas their counterparts in government schools were more critical of the administrative pressure. The study concluded that for CCE to be implemented uniformly and successfully, the government must address the specific infrastructural and training needs of public-sector teachers to align their practices with the holistic goals of the policy.

35. **Herkal (2016)** conducted a research study titled "Continuous and Comprehensive Evaluation: A Philosophical Study" to address the systemic imbalance in the Indian examination system. The primary objective of the research was to advocate for a shift toward "holistic education," which demands the development of all aspects of an individual's personality beyond mere academic marks. Focusing on the philosophical underpinnings of learning, the investigator analyzed how the current focus on cognitive aspects alone creates immense stress and neglects the processes of learning. The results emphasized that the integration of CCE into the school curriculum is essential for evaluating the "whole child" and improving the quality of human resources for the future. The study concluded that treating evaluation as an integral part of the teaching-learning process—rather than an end-of-year event—is the only way to realize the effectiveness of modern pedagogy and promote true standards in school education.

36. **Maheswari and Baskaran (2018)** conducted a research study titled "A Study on Impact on Continuous Comprehensive Evaluation among the Students of Secondary Classes from Kancheepuram" to examine how assessment reforms affect the academic and personal growth of learners. The primary objective of the research was to evaluate the transition from traditional, hierarchical examination methods to a more developmental, school-based assessment model. Focusing on a sample of secondary students in Kancheepuram, the

investigators explored the impact of the CBSE-mandated CCE framework. The results demonstrated that while the scheme is instrumental in fostering multiple facets of a student's personality, its success is dependent on systemic changes. The study concluded that for CCE to be truly impactful, schools must move toward a relationship where teachers and students are co-participants, supported by adequate resources and a clear understanding of assessment aims among both students and parents.

37. **Prabha and Kumar (2015)** conducted a research study titled "Teachers' Opinions on Effectiveness of Continuous and Comprehensive Evaluation (CCE) in India" to evaluate the ground-level impact of assessment reforms on classroom quality. The primary objective of the research was to determine if the transition to a continuous assessment model had achieved its goal of improving pedagogical standards and student learning. Centered on a sample of 100 CBSE-affiliated teachers in Delhi, the investigators utilized a survey design to gather quantitative data on professional perceptions. The results demonstrated a significant disconnect between policy intentions and classroom reality, with a vast majority of educators reporting that the "comprehensive" requirements resulted in an overwhelming clerical burden rather than instructional improvement. The study concluded that for CCE to be effective, it must be better integrated with daily teaching practices and supported by adequate materials and collaborative opportunities, rather than being treated as a separate, data-heavy administrative mandate.

Year	Author(s)	Study Title	Sample & Level	Methodology	Major Findings
2022	Dutta	Towards Holistic Education Through CCE	Nepalese school system	Analysis of transition to Letter Grading System	Essential reform to replace rote memorization with complete learning across cognitive/affective domains.
2021	Katoch	Perception of School Teachers Towards CCE	School-level teachers in India	Descriptive analysis of teacher feedback	Positive outlook; the framework is essential for modernization and supporting students with learning difficulties.

2020	Rao & Rao	CCE Evaluation Procedures in Secondary Education	Secondary education system in Andhra Pradesh	Descriptive analysis of evaluation tools (portfolios/projects)	CCE reduces exam anxiety and recognizes diverse aptitudes but requires better balance with teaching time.
2018	Samson & Solabarrieta	Improving Evaluation of Students: A Metaevaluation	442 secondary school teachers in Kerala	Survey tool measuring universal evaluation attributes	Significant shortcomings in practice indicate the scheme has not yet achieved holistic student assessment.
2018	Berry et al.	Failure of Frequent Assessment: Evaluation of India's CCE	500 government schools in Haryana	Randomized controlled trial with econometric modeling	The program failed to improve test scores because teachers focused on mechanical completion of sheets.
2017	Raina & Verma	Teachers' Attitude towards CCE	144 CBSE school teachers in Jammu	Statistical analysis (t-tests/ANOVA) of attitude scale data	Teachers view CCE as a theoretical improvement but feel uncertainty regarding practical implementation.
2016	Singh & Pany	CCE: A Paradigm Shift in Evaluation	Conceptual study of the Indian educational context	Systematic analytical approach	CCE serves as a diagnostic tool that fosters a fear-free atmosphere across three developmental domains.
2016	Cyril & Jeyasekaran	Attitude Towards CCE of High School Students	99 high school students in Dindigul, Tamil Nadu	Survey methodology with a validated attitude scale	CCE identifies diverse talents; favorability is higher among urban students and those in private schools.

2016	Hassan	CCE: Awareness and Problems of Students	120 secondary students in Chhattisgarh	Mixed-methods approach (inventory and interviews)	System translates into an overwhelming volume of project work, making education feel "mechanical".
2016	Singh & Kaur	Attitude of Secondary Teachers Towards CCE	CBSE-affiliated teachers in Sri Muksar Sahib, Punjab	Standardized attitude scale	Reception is generally negative; married teachers view the policy more unfavorably due to time constraints.
2015	Prabha & Kumar	Teachers' Opinions on Effectiveness of CCE	100 CBSE-affiliated teachers in Delhi	Survey design for quantitative data	A disconnect exists between policy and reality; most teachers report an overwhelming clerical burden.
2014	Mazumdar	Analysis of Attitude of Secondary Teachers	120 secondary school teachers in Kamrup, Assam	Descriptive survey with standardized attitude scale	Private school environments facilitate a more positive transition; specialized training is needed for high-density classes.
2014	Netragaonkar	Implementation of CCE at Secondary Level	Secondary school teachers and administrators in Maharashtra	Descriptive survey with questionnaire and interviews	CCE significantly increased non-teaching workload; teachers require simplified digital record-keeping tools.
2014	Chopra & Bhatia	Practices of Teachers' in Implementing CCE	20 TGTs (English) in government/p	Classroom observation checklist	Teachers struggle with remedial instruction and often fall back on

			private schools in Delhi		mechanical evaluation methods.
2014	Joshi	ICT integrated CCE at Secondary School	Secondary education system in Buldhana, Maharashtra	Analysis of ICT integration (rubrics/digital presentations)	Digital tools transform CCE into a flexible system and provide teachers with a clearer understanding of techniques.
2013	Mondal & Mete	CCE – An Appraisal	General appraisal of the Indian educational landscape	Historical and conceptual appraisal	Theoretically sound, but impact is constrained by high teacher-student ratios and structural deficiencies.
2012	Kothari & Thomas	Implementation of CCE in Kerala	Government upper primary school teachers in Kerala	Descriptive survey	Implementation is problematic due to systemic issues like insufficient training and heavy record-keeping.
2012	Sonawane & Isave	Study the CCE Scheme at Secondary School	60 secondary school teachers in Pune, Maharashtra	Descriptive survey with structured questionnaire	A significant gap exists between theory and practice; heavy documentation detracts from actual teaching time.
2012	Singhal	Continuous and Comprehensive Evaluation: Students' Attitude	200 secondary school students in Delhi	Descriptive survey with standardized attitude scale	Students prefer CCE for distributing workload, but implementation quality is much higher in private schools.

2012	Kumari	ICT integrated CCE System at Secondary Level	Case study of Sai International School, Bhubaneswar	Analysis of technology-driven approaches (rubrics/CBD T)	ICT integration helps teachers manage evaluation techniques without increasing clerical burden.
2011	Sivakumar et al.	Students Attitude Towards CCE	Students from 7 upper primary schools in Tamil Nadu	Descriptive survey with standardized attitude scale	Student attitudes vary; lack of traditional exam pressure can lead to a decrease in learner motivation.

### 3. Objectives –

1. To assess the attitude and perception of teachers toward the implementation of CCE.
2. To identify the practical challenges and systemic hurdles faced by educators in the classroom
3. To analyze the impact of CCE on student motivation, anxiety levels, and holistic development
4. To compare the effectiveness of CCE implementation between government and private school sectors

### 4. Methodology

This meta-analysis methodology was developed in a manner that would allow the rigorous and systematic synthesis of the existing body of empirical research on Continuous and Comprehensive Evaluation (CCE) practices in the Indian school education system. The research process was informed by the PRISMA (Preferred Reporting Items to Systematic Reviews and Meta-Analyses) guidelines, and included a multi-stage process that started with an extensive search of multiple international and national academic databases, such as ERIC, Scopus, Google Scholar, JSTOR, and SpringerLink. In order to ensure high levels of quality and relevancy, a set of inclusion criteria was followed: only the peer-reviewed empirical research published in English no earlier than 15 years ago was included in the study, which guaranteed that the findings are relevant to the modern educational environment and current policies changes like the Right to Education (RTE) Act and NCF-2005. The ultimate sample of studies was a broad geographical coverage within India, covering states like Kerala, Tamil Nadu, Maharashtra, Assam, West Bengal, and Punjab offering a wide focus of both government and privately-owned schools. A mixed-method data analysis stage was used to ensure the breadth and depth of implementation challenges were captured. Quantitative synthesis was done to cluster the findings of different standardized research instruments such as attitude scales, descriptive surveys and specialized CCE scales, which assessed the effect of the system on student anxiety, and teacher workload. In line with this, a

qualitative thematic analysis to investigate the consistent impressions and dilemmas encountered by the stakeholders was undertaken, with distinct challenges of the clerical load and institutional backing being identified in this case. The integration of these disparate data points by a systematic analysis procedure was aimed at closing the gap between the theoretical policy aspirations and classroom realities at the ground level and finally assess CCE as a diagnostic and remedial instrument of holistic growth.

## 5. Findings and Discussion

When it comes to what teachers think and feel, research says that teachers have their thoughts about Continuous and Comprehensive Evaluation or CCE for short. Teachers believe that CCE is a way to improve education and help students who are struggling like Katoch said back in 2021. Even though teachers like the idea of CCE they are not really sure if they can make it work in their classrooms. Research by Raina and Verma in 2017 found that teachers think CCE is an idea but they do not know how to use it when they are teaching. Teachers often have a time understanding what CCE is all about and how to use it correctly so they feel like they are not ready to teach real students. The type of person a teacher is can also affect how they feel about CCE. For example, a study by Singh and Kaur in 2016 found that married teachers often do not like CCE because they have a lot of work to do at home and not enough time for their job.

Despite all these problems some teachers still think that CCE is a way to help students learn and grow. These teachers think that CCE is a tool that can help students develop in all areas of life and that is why they like CCE because CCE can really help students.

The research shows that teachers are spending much time on paperwork and not enough time on actual teaching. Sonawane and Isave found out in 2012 that teachers have to do a lot of documentation and record-keeping which takes away from the time they have to teach. This is a problem because teachers have to do so much administrative work that they do not have time to think about how to teach their students in a meaningful way.

The problem is made worse by the fact that there are many students for each teacher and teachers do not get the training they need to do their jobs well. Kothari and Thomas saw this in 2012. As a result, teachers often cannot use activity-based evaluations. Give their students the extra help they need.

Berry and some other people showed in 2018 that some Continuous and Comprehensive Evaluation programs did not help students learn more because teachers were just filling out evaluation sheets without using the information to help their students. Netragaonkar found out in 2014 that the system is good, for students. It gives teachers a lot more work to do that is not related to teaching.

The impact of CCE on learners is a story with two sides. It helps students feel better because they do not have to worry much about exams. The CCE system also helps teachers see what students are good at outside of class like in sports or music. Rao and Rao found this out in 2020. Students like the CCE system because it does not give them much work at one time and they can try to do better if they make mistakes. Singhal found this out in 2012.

CCE is not all good. Sometimes students do not try hard because they do not have to take a big test. Sivakumar and his team found this out in 2011. They think we need to find a way to keep students in learning. Hassan found out in 2016 that the CCE system can give students much project work. This makes students feel like they are just doing work and not really learning. The CCE system is supposed to be helpful. It can be too much, for students. The CCE system can make students feel like they are just going through the motions of CCE.

Lastly, there is a difference in how well schools are doing with Continuous and Comprehensive Evaluation or CCE. Some teachers in schools feel they can handle the new way of assessing students better. Teachers in government schools are not very happy with the way things are being done. They think the people in charge are putting too much pressure on them. Anitha found this out in 2018. Lallawmzuali and Martin also saw the thing in 2020. They said teachers in schools like the new CCE system more than teachers in government schools. Mazumdar found out in 2014 that private schools are doing a job with CCE. This is because they have support from their school. So, for CCE to work everywhere the government needs to help teachers in government schools. These Continuous and Comprehensive Evaluation systems need to be supported in government schools. The government should help these teachers get the training they need and fix the problems with the buildings. This will help them teach their students in a way that meets the goals set by the country. The government needs to help teachers in government schools with things, like overcrowding and poor infrastructure so they can do their job better with the Comprehensive Evaluation system.

### **Key Analysis of Findings**

**Student Impact:** CCE is known for making students feel less anxious about exams and for creating a learning atmosphere where students do not fear exams. It helps teachers find out what students are good at. It makes students learn in a better way not just by memorizing things.. Some studies say that without exams students might not be as motivated to learn and they often feel overwhelmed by the amount of project work they have to do.

**Teacher Challenges:** One thing that keeps coming up in studies is that teachers have to do a lot of paperwork. Many teachers say that keeping records takes away from the time they have to teach. Teachers also say that they do not get training to make CCE work and there are too many students for each teacher. Sometimes the school system is not set up to help CCE work well.

**Institutional Disparities:** There is a difference between private schools and government schools. Private schools usually make it easier for students to adjust to CCE because they have facilities. Students in cities like CCE more than students in rural areas.

**Role of Technology:** Studies on using computers and technology in education show that digital tools like lists and digital presentations can make CCE more flexible and help teachers evaluate students without having to do so much paperwork. CCE can really benefit from the use of technology such as tools, like rubrics and

digital presentations to make the system more flexible and to help teachers manage the way they evaluate students, which is a key part of CCE.

## 6. Conclusion –

The Continuous and Comprehensive Evaluation (CCE) system was designed as a transformative, progressive framework intended to shift Indian education from a rote-learning, exam-centric model toward a more holistic and less stress-oriented approach. By integrating cognitive, affective, and psychomotor domains into the assessment process, CCE aims to accommodate diverse student abilities and provide continuous feedback through formative and summative methods. Despite this robust theoretical foundation, empirical research consistently highlights a persistent "policy-practice gap" that prevents the system from realizing its full pedagogical potential in the classroom.

The major hurdle identified across multiple studies is that the "comprehensive" component of the scheme has largely been reduced to a mechanical, administrative obligation. Teachers often face an overwhelming clerical burden due to excessive record-keeping and documentation requirements, which frequently detracts from actual instructional time and meaningful student engagement. Furthermore, while CCE has successfully contributed to reducing examination-related anxiety among students, its overall efficacy is severely constrained by systemic challenges such as high pupil-teacher ratios, inadequate infrastructure, and a lack of sustained, practical professional training.

A significant disparity also exists between different school sectors; research indicates that private schools often facilitate a smoother transition to CCE than government institutions, which struggle with more acute resource limitations and administrative pressures. Consequently, the intended diagnostic benefits of the system are often lost in the quest for clerical conformity. To ensure that CCE functions as a true developmental tool, it is essential to streamline reporting through digital mechanisms, provide teachers with hands-on pedagogical training, and reorient assessment practices toward activity-based learning that supports the "whole child" rather than just data maintenance.

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