



# Navigating Educational Reform: A Critical Look at CCE Implementation in Secondary Schools of Kerala

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## Abstract

*Continuous and Comprehensive Evaluation (CCE) has been heralded as a transformative educational reform worldwide, promising a departure from traditional examination-centric learning towards a more holistic approach. Kerala, known for its progressive stance in education, adopted CCE with the aim of fostering student-centric learning and holistic development. However, the implementation of CCE in Kerala has been met with both acclaim and criticism. In Kerala, secondary education plays a pivotal role in shaping students' academic trajectories and life outcomes. This paper undertakes a critical examination of CCE implementation in secondary schools of Kerala which is imperative for understanding the dynamics of educational reform in the state. This research article traces the journey of CCE implementation in Kerala, its successes, challenges, and implications for educational reform.*

**Index terms:** *Continuous and Comprehensive Evaluation (CCE), evaluation, Kerala, education*

## 1. Introduction

Educational reform is a perennial endeavour, driven by the aspiration to enhance learning outcomes and foster holistic development among students. Continuous and Comprehensive Evaluation (CCE) emerged as a paradigm shift in educational assessment, emphasizing the continuous evaluation of students' progress and a holistic approach to learning (Singh, 2016). Kerala, often lauded for its achievements in education, embarked on the journey of CCE implementation with high hopes for revolutionizing its education system. However, the road to reform is fraught with challenges and complexities, necessitating a critical examination of CCE implementation in Kerala.

### 1.1 The Concept of Continuous and Comprehensive Evaluation

The concept of Continuous and Comprehensive Evaluation explores the fundamental principles of CCE, including continuous assessment, holistic evaluation, and learner-centered pedagogy (Yagnamurthy, 2017). This system emphasizes regular assessment and comprehensive evaluation of students' performance throughout the academic year. CCE refers to a system of school-based evaluation of students that covers all aspects of students' development. The 'continuous' aspect of CCE takes care for continual and periodicity of evaluation. Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation. Periodicity means assessment of performance done frequently at the end of unit/term (summative) using criterion referenced tests and employing multiple techniques of evaluation (Kothari & Thomas, 2012).

Comprehensive' aspect of CCE implies assessment to cover all aspects of a child's personality in an integrative manner (Sharma, 2020). It includes assessment in scholastic as well as co-scholastic aspects of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include co-curricular and personal social qualities, interest, attitudes and values.

## 1.2 CCE in Kerala

CCE in Kerala encompasses both scholastic and co-scholastic aspects, ensuring a balanced focus on academic achievements and the development of life skills, values, and attitudes. Regular formative assessments, including quizzes, projects, and practicals, along with summative evaluations, contribute to a thorough understanding of a student's progress. To ensure a smooth transition for curriculum revision and the implementation of innovative practices, the state has developed the Kerala Curriculum Framework (KCF, 2007). This framework was created following consultations with academicians, teacher and student organizations, non-governmental organizations, and the general public, aligning with the National Curriculum Framework (2005). CCE also encourages the active involvement of teachers, students, and parents in the educational process, thereby promoting a collaborative and dynamic educational framework in the state. It is widely expected that CCE has the potential to revolutionize assessment practices in secondary education.

## 1.3 Objectives of the study

To study the implementation of CCE in Secondary schools in Kerala with respect to:

- (a) Development of scholastic and co-scholastic areas of students
- (b) Modification of teaching methods according to learner's performance
- (c) Modification of learning behaviour of students
- (d) Fostering a supportive and student-friendly learning environment

## 2. Research Methodology

The study was carried out in Kottayam district in the state of Kerala. From among the secondary schools in Kottayam district, 10 schools were randomly selected. All secondary level teachers of these schools formed sample of study. A total of 80 teachers formed the sample of the study. The Survey method was used for the present study. A questionnaire comprising of 20 questions on implementation of CCE in secondary schools was used for the study. Questions on how CCE was being implemented, whether assessment of all scholastic and co-scholastics aspects was taken care of, the extent to which CCE has achieved its intended goals of holistic student development and continuous assessment, what problems were being faced while its implementation and suggestions for the same were included in the questionnaire. Items were designed based on concept and characteristics of CCE given by SCERT Teachers' Handbook. The tool was validated by three experts and three teachers and as per their suggestions necessary modifications were made. Unstructured interview was also used for collecting data from teachers. The questionnaire on CCE was given to the secondary level teachers of the selected schools. Unstructured interview was also conducted with few teachers.

## 3. Results and Discussion

The data collected using the questionnaire was analysed using percentage analysis. To evaluate the implementation of Continuous and Comprehensive Evaluation (CCE) in secondary schools in Kerala, the items of the questionnaire were categorised and analysed under four heads: Development of Scholastic and Co-scholastic areas of students, Modification of teaching methods according to learner's performance, Modification of learning behaviour of students and CCE as a student friendly system of evaluation.

- (a) Development of Scholastic and Co-scholastic areas of students

100% teachers agreed that CCE helps in the development of scholastic and co-scholastic areas of students. This is possible by providing a holistic assessment approach that includes academic performance as well as life skills, attitudes, and extracurricular activities. This method enables personalized learning, allowing teachers to tailor their strategies to individual needs, thereby addressing academic gaps and enhancing understanding. By focusing on regular feedback, CCE reduces exam-related stress and promotes a growth mindset, encouraging students to actively engage in their learning. The integration of co-scholastic activities under CCE broadens students' skills in areas such as leadership, teamwork, and creativity, contributing to their overall personality development. This balanced approach helps prepare students for a variety of challenges, supporting their growth into well-rounded individuals.

(b) Modification of teaching methods according to learner's performance

All the teachers agreed that CCE enables teachers to modify and improve teaching according to learners' performance. CCE empowers teachers to adapt and enhance their teaching methods based on ongoing assessment of student performance. By regularly tracking students' progress through various formative assessments, teachers gain valuable insights into individual learning needs, strengths, and areas for improvement. This real-time feedback allows them to adjust instructional strategies, modify lesson plans, and provide targeted support to address specific learning gaps. As a result, CCE facilitates a more responsive and personalized approach to teaching, ensuring that educational practices are aligned with the diverse needs of students and effectively fostering their academic and personal growth.

(c) Modification of learning behaviour of students

All the teachers were of the opinion that CCE provides the platform for active involvement of students in their learning through formative assessment. The activities pertaining to scholastic and co-scholastic areas ultimately result into behavior modification of the learner. CCE provides opportunities of improvement in learning through diagnosis and remediation. CCE helps modify students' learning behavior by providing regular feedback that helps them understand their strengths and areas for improvement. This frequent assessment encourages students to actively engage with their learning process and develop self-awareness regarding their academic progress. Additionally, CCE's emphasis on diverse evaluation methods fosters adaptability and a growth mindset, prompting students to refine their study habits and learning strategies.

(d) Fostering a supportive and student-friendly learning environment

All the teachers agreed CCE as a supportive and student-friendly system of evaluation that provides proper and continuous feedback to teachers, students as well as parents. It offers a more supportive and less stressful approach compared to traditional methods. Its emphasis on regular, formative assessments instead of high-stakes exams helps reduce anxiety and fosters a more balanced learning experience. CCE helps in making decisions for future regarding choice of subjects, courses and careers. By focusing on ongoing feedback and multiple aspects of student development—academic performance, life skills, and co-scholastic activities—CCE promotes a more holistic view of student progress and encourages a positive and engaging learning environment.

#### 4. Conclusion

The implementation of Continuous and Comprehensive Evaluation (CCE) in secondary schools in Kerala represents a significant shift towards a more holistic and student-centered approach to education. By integrating regular assessments that encompass both scholastic and co-scholastic areas, CCE not only alleviates the stress associated with traditional examinations but also fosters a more comprehensive understanding of student development. This approach enables teachers to tailor their instruction to meet individual learning needs, encourages students to engage actively with their learning, and promotes a growth mindset. Overall, CCE's emphasis on continuous feedback and diverse evaluation methods supports a balanced educational experience that aligns with modern educational goals, ultimately contributing to the more effective and equitable development of students.

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