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Teachers' Awareness and Understanding on Continuous and Comprehensive Evaluation (CCE) for Children with Hearing Impairment in Karnataka's Inclusive Schools

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Abstract

Inclusive education highlights the need for equitable evaluation practices that accommodate the diverse learning needs of all students, including children with hearing impairments. Continuous and Comprehensive Evaluation, as defined by educational policies such as the RTE Act 2009, is crucial for promoting inclusive assessment techniques. However, variations in awareness and comprehension among educators can mask effective implementation, particularly in inclusive settings. This study investigates the levels of awareness and conceptual understanding of CCE among primary and secondary school teachers in Karnataka, particularly in the context of educating children with hearing impairments. A descriptive survey method was used, involving 100 teachers from government and private schools across Karnataka. Awareness and understanding were measured using structured tool i.e. a questionnaire was developed and validated by 10 experts and the scores were analysed using descriptive statistics, stanine scores, and t-tests. Findings reveal that while most teachers showed an average awareness and understanding of CCE, significant differences exist between private and government school teachers. Teachers in private schools, especially those teaching at the secondary level, demonstrated greater awareness and a stronger grasp of the concepts compared to teachers in

government schools. However, when comparing primary and secondary teachers within either private or government schools, no significant differences were observed. The results show that the need for targeted professional development, especially in government schools, to strengthen teachers' competence in implementing CCE effectively in inclusive schools. Enhancing teachers' awareness and understanding of CCE will contribute to more equitable and learner-centric assessment practices for students with hearing impairments.

Keywords: Continuous and comprehensive evaluation, inclusive education, hearing impairment, teacher awareness and understanding

Introduction

Education is a process which aims at fostering the holistic development of learners, enabling them to become active, responsible, and productive members of society. The National Curriculum Framework (NCF, 2005), emphasizes that education should improve critical thinking, inquiry, and independent learning among students, helping them grow not just academically but also socially and emotionally. The education system of any country mirrors its societal values and aspirations, which change over time, which create a need of regular review and reform of curricula and assessment practices to remain relevant and effective (NCERT, 2005).

Evaluation is an important part of education because it helps guide learning while also measuring student outcomes. However, traditional exam systems have often focused mainly on academic achievements, neglecting other important areas like attitudes, values, and life skills.

This limits the overall development of students (NCERT, 2013). To overcome these limitations, the Continuous and Comprehensive Evaluation (CCE) approach was introduced. CCE provides an ongoing and inclusive assessment framework that addresses all areas of learning, cognitive, affective, and psychomotor (NCERT, 2013). CCE aims to reduce the pressure of summative exams, promote the development of a broad range of competencies, and cater to individual student needs, aligning with the goal of inclusive education.

For children with hearing impairment studying in mainstream schools, the implementation of CCE is particularly significant. Inclusive education mandates that these children receive equitable learning opportunities tailored to their diverse needs. Teachers, as key facilitators of learning and assessment, must possess a thorough understanding and positive perspectives toward CCE to ensure its effective implementation. However, research shows that many teachers struggle to adjust their evaluation methods to suit the needs of hearing-impaired students, often due to insufficient training, limited resources, and lack of support from school administration. (Sharma & Saini, 2020; Kumar, 2019).

Education in Karnataka has witnessed progressive reforms aimed at fostering inclusive learning environments for children with disabilities, including those with hearing impairment. The Karnataka State Government, following national guidelines like the Right to Education Act (2009) and the National Policy on Education, has actively supported inclusive education to help children with special needs join regular schools (Karnataka State Education Report, 2022). However, the effective implementation of Continuous and Comprehensive Evaluation (CCE), a key strategy introduced by the Central Board of Secondary Education (CBSE) to holistically assess learners, remains inconsistent across the state's schools. CCE is meant to evaluate not just

academic performance but also co-scholastic areas like life skills, attitudes, and values, supporting the overall growth of every child (NCERT, 2009). However, despite its promise, state-level education reports show that Karnataka faces several challenges in fully adopting CCE. Teachers often mention a lack of proper training, heavy workloads, and limited support from their schools as major obstacles, which leads to incomplete or surface-level evaluations (Karnataka Education Review, 2021; Singhal, 2012). These challenges are particularly acute in inclusive classrooms where children with hearing impairment require adapted assessment techniques and additional resources, which are often lacking.

Without evaluation, strategies designed specifically for these children with hearing impairment within the CCE system, it becomes difficult to properly assess their progress and overall development. This lack of tailored assessment can hold back understanding and supporting their unique learning needs. In this context, it's really important to understand how aware teachers are and how well they understand implementing CCE for children with hearing impairments. By looking at the perspectives of both primary and secondary school teachers in Karnataka, this study seeks to find the gaps and challenges in how CCE is currently being used. This information can help design better training programs for teachers. Ultimately, improving teachers' skills and the support they get will lead to fairer and more effective evaluations, ensuring that children with hearing impairments can grow and learn fully in inclusive mainstream schools.

Need for the Research

Teachers frequently find it difficult to tailor CCE for students with hearing impairments. Currently, there is limited empirical research focused specifically on teachers' awareness, understanding, and perspectives of CCE as applied to children with hearing impairment in Karnataka's inclusive schools. Understanding these teacher perspectives is crucial because teachers are central to successful implementation. Teachers' attitudes and knowledge have a direct impact on how well they evaluate students, which in turn affects the learning outcomes for children with hearing impairments. This research is important to uncover where teachers may lack preparation and what challenges exist in applying CCE in inclusive classrooms. By looking at the perspectives of both primary and secondary school teachers, the study aims to identify specific areas where training and resources are needed. The results will help policymakers and educators create focused strategies to improve CCE practices, making assessments fairer and more effective for children with hearing impairments.

Aim

To assess the awareness and understanding of Continuous and Comprehensive Evaluation (CCE) for children with hearing impairment among primary and secondary school teachers in government and private inclusive schools of Karnataka.

Objectives

1. To assess the level of teachers' awareness of CCE for children with hearing impairment in inclusive schools of Karnataka.

2. To assess the level of teachers' understanding of CCE for children with hearing impairment in inclusive schools of Karnataka.
3. To compare the awareness of CCE among teachers across school type (primary vs. secondary) and management type (government vs. private) for children with hearing impairment in inclusive schools of Karnataka.
4. To compare the understanding of CCE among teachers across school type (primary vs. secondary) and management type (government vs. private) for children with hearing impairment in inclusive schools of Karnataka.

Research Questions

1. What percentage of teachers show high, medium, and low levels of awareness of CCE for children with hearing impairment in inclusive schools of Karnataka?
2. What percentage of teachers show high, medium, and low levels of understanding of CCE for children with hearing impairment in inclusive schools of Karnataka?

Hypotheses

1. There is no significant difference in the awareness of CCE for children with hearing impairment between primary and secondary inclusive school teachers in Karnataka.
2. There is no significant difference in the awareness of CCE for children with hearing impairment between government and private inclusive school teachers in Karnataka.
3. There is no significant difference in the understanding of CCE for children with hearing impairment between primary and secondary inclusive school teachers in Karnataka.

4. There is no significant difference in the understanding of CCE for children with hearing impairment between government and private inclusive school teachers in Karnataka.

Statement of the Problem

Teachers' Awareness and Understanding on Continuous and Comprehensive Evaluation (CCE) for Children with Hearing Impairment in Karnataka's Inclusive Schools.

Inclusion Criteria

Participants in this study are selected based on the following criteria:

- Teachers currently working in government or private **inclusive schools** in Karnataka.
- Teachers who are **engaged in primary or secondary education**.
- Teachers who have **at least one year of experience** in teaching children with hearing impairment in an inclusive setting.
- Teachers who **consent to participate** voluntarily in the study.

Exclusion Criteria

- Teachers work exclusively in **special schools**.
- Teachers have **no direct experience** teaching children with hearing impairment.
- They have **less than one year** of teaching experience in inclusive classrooms.
- They are **unwilling to provide informed consent** for participation.

Delimitations of the Study

- The study is **geographically limited to Mysore district** in the state of Karnataka.

- The study focuses exclusively on **primary and secondary school teachers** working in **inclusive mainstream schools** that have children with hearing impairment.

Method

Research Design: This study employed a quantitative survey-based research design to investigate teachers' awareness, understanding regarding the Continuous and Comprehensive Evaluation (CCE) system for children with hearing impairment.

Participants: Participants were purposively selected based on their experience working with children with hearing impairments. From this purposively identified pool, a total of 100 inclusive school teachers from various educational institutions were randomly invited to participate in the study. Among these, 50 were primary school teachers, and 50 were secondary school teachers. All participants had a minimum of one year of teaching experience with hearing-impaired students in inclusive settings.

Tool: The primary tool used for data collection in this study was a researcher-developed questionnaire designed to assess the awareness and understanding of primary and secondary school teachers in both government and private schools i.e. inclusive schools, regarding the implementation of Continuous and Comprehensive Evaluation (CCE) for children with hearing impairment in inclusive schools.

A structured objective-type questionnaire was developed by the researcher. The questionnaire with 30 items (i.e. 10 items on awareness & 20 items on Understanding) was constructed after an extensive review of relevant literature, including the CCE Manual (2010)

published by the Central Board of Secondary Education (CBSE), which outlines the principles and practices of Continuous and Comprehensive Evaluation (CCE) across school levels nationally. Even though the CCE Manual was created mainly for CBSE schools, its key ideas match the national education reforms and have shaped how CCE is put into practice in schools following the Karnataka state syllabus. Karnataka's state education board follows frameworks consistent with the National Curriculum Framework and inclusive education policies, making the CBSE manual a useful reference for this study.

The questionnaire consists of 30 objective (multiple-choice) items designed (i.e. awareness is 10 and understanding 20 questions) to assess two key dimensions among primary and secondary inclusive school teachers:

Awareness: Basic knowledge about CCE, including its meaning, introduction, implementation, and evaluation aspects.

Understanding: Deeper comprehension of CCE's critical attributes, purposes, examples, and importance.

The items were framed using simple and clear language to ensure ease of comprehension and to avoid ambiguity. The questionnaire is structured into two parts corresponding to the areas mentioned above, facilitating a systematic assessment of teachers' awareness and understanding regarding the implementation of CCE for children with hearing impairment in inclusive classrooms within Karnataka's state syllabus schools.

Tool Construction and Validation

To make sure the content was valid, a group of 10 experts, 5 special educators and 5 experienced inclusive school teachers familiar with CCE and working with hearing-impaired

children, reviewed the tools. Their feedback helped improve the clarity and relevance of the questions. For reliability, internal consistency was checked using Cronbach's alpha, with the awareness scale scoring 0.74 and the understanding scale 0.81, showing acceptable to good reliability for this study. These measures ensured the tools were valid and reliable for assessing teachers' awareness and understanding of CCE.

Procedure for Data Collection

After validation of tool, the data were collected personally by the researcher from inclusive schools across Mysore district, Karnataka. Prior permission was obtained from the school heads, and the purpose of the study was explained to all participants. The researcher established rapport with the teachers and clarified the objectives and instructions related to the questionnaire. The structured tool on awareness and understanding of Continuous and Comprehensive Evaluation (CCE) was then administered to 100 teachers, 50 from primary and 50 from secondary levels, working in both government and private inclusive schools. Respondents were given sufficient time to complete the questionnaire at their convenience. The researcher ensured that participation was voluntary and that responses would remain confidential. After data collection, the data were scored, tabulated, and prepared for statistical analysis.

Scoring: The questionnaire consisted of 30 objective (multiple-choice) items, with 10 items assessing awareness and 20 items assessing understanding. Each correct response was awarded 1 mark, while each incorrect response received 0 marks. No negative marking was applied.

Domains to Assess for Awareness, understanding on CCE for children with Hearing Impairment:

The table below shows the key concepts that guided the creation of items measuring teachers' awareness and understanding of CCE for children with hearing impairment. While the data was analysed as overall scores, the questions were carefully spread across these domains to cover all important aspects.

Table 1

Domains to Assess for Awareness, Understanding on CCE for Children with Hearing Impairment

Area	Sub-Areas to Assess	Description
1. Awareness	Basic Knowledge of CCE	Assess teachers' fundamental awareness of CCE, including: <ul style="list-style-type: none"> - Meaning and core objectives of CCE - Introduction of CCE in schools - General implementation strategies - Evaluation aspects of CCE - Impact of CCE on students with hearing impairments (HI).
	Introduction and History of CCE in India	Teachers should be aware of how CCE was introduced in India and its relevance to inclusive

		education, particularly in Karnataka, where the system is implemented.
	CCE Techniques (Oral, Written, Practical, Project Work, Class Work)	This assesses teachers' familiarity with various evaluation techniques and their specific implementation within inclusive classrooms for students with hearing impairments.
	Inclusive Education and CCE for Children with Hearing Impairments	Teachers' awareness of how CCE is adapted for children with hearing impairments. Do they know about the special methods or adjustments needed to support these students in an inclusive classroom?
2. Understanding	Deep Understanding of CCE's Purposes	To evaluate, how well teachers understand the main features and goals of CCE, including its role in supporting students' overall growth, academically, socially, and emotionally. - The importance of ongoing assessment versus summative exams - Regular feedback and its importance for students with hearing impairments.

Evaluating Children with Hearing Impairments	Teachers' understanding of how to evaluate children with hearing impairments using CCE techniques, such as oral, written, and practical assessments. Do teachers know how to adapt these evaluation methods to cater to the specific needs of HI students?
Differentiated Assessments	How well do teachers understand the necessity of differentiating assessments for students with disabilities (e.g., hearing impairments)?
The Role of Formative and Summative Assessments in CCE	Teachers' understanding of the balance between ongoing formative assessments and traditional summative assessments in CCE, and how these methods can be applied effectively to students with hearing impairments.
Understanding of Academic Challenges in CCE	How do teachers perceive the challenges of evaluating students with hearing impairments within CCE frameworks (oral, written, project, practical)?

Results and Discussion

Teachers' Awareness about CCE: Teachers' awareness of CCE refers to their knowledge of its concept, objectives, and basic framework. Studies in Karnataka indicate that while many

teachers are aware of the CCE policy, the depth of their knowledge varies depending on factors such as school type, management, and professional training (Rani, 2017; Sharma & Faiz, 2019). This awareness forms the foundation for effective implementation, especially in inclusive classrooms involving children with hearing impairments.

Table 2

Scores of Primary and Secondary School Teachers on Awareness about CCE for Children with Hearing Impairments

Teachers	Total No. of Teachers	No. of Items	Min Score	Max Score	Mean	Standard Deviation (S.D.)
Total Teachers	100	10	3	9	5.98	1.18
Primary School Teachers	50	10	3	9	6.00	1.23
Secondary School Teachers	50	10	3	9	5.96	1.14
Primary Government Teachers	25	10	3	9	5.68	1.03
Primary Private Teachers	25	10	4	9	6.32	0.92

Secondary	25	10	3	9	5.84	0.93
Government						
Teachers						
Secondary Private	25	10	4	9	6.08	0.83
Teachers						

Analysis of Awareness Scores Among Teachers

The data collected from 100 teachers across primary and secondary schools in Karnataka shows a moderate level of awareness about Continuous and Comprehensive Evaluation (CCE) for children with hearing impairment, with an overall mean of 5.98 (SD = 1.18). Primary (Mean = 6.00, SD = 1.23) and secondary teachers (Mean = 5.96, SD = 1.14) show nearly identical awareness levels. Government and private school teachers show notable differences. Primary government school teachers scored the lowest (Mean = 5.68, SD = 1.03), while primary private school teachers had a higher and more consistent mean (6.32, SD = 0.92). A similar pattern was seen in secondary schools: government teachers scored lower (5.84) than private teachers (6.08), indicating private school teachers generally have better awareness of CCE for children with hearing impairment. These findings align with earlier research showing that teachers' awareness of CCE depends on professional training and school context (Rani, 2017; Sharma & Faiz, 2019; Krishnan, 2021; Raghavendra & Shetty, 2020).

The individual awareness scores of teachers were entered and analysed using SPSS. Using standard stanine score interpretation, the scores were converted into stanine scores and grouped into three broad awareness levels for easier interpretation: Low Awareness (Stanine 1–

3), Average Awareness (Stanine 4–6), and High Awareness (Stanine 7–9), corresponding to below-average, average, and above-average performance.

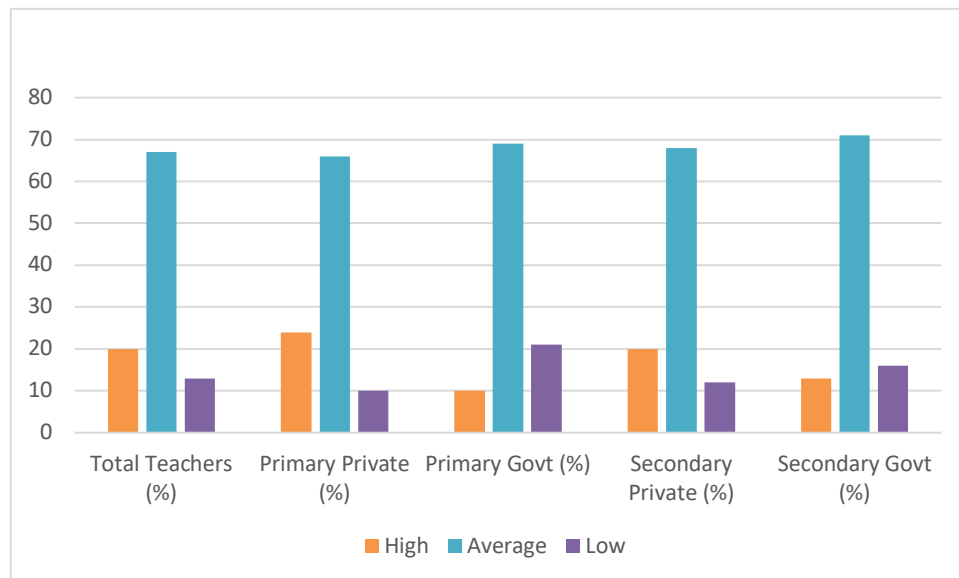
Table 3

Teachers’ Levels of Awareness about CCE for Children with Hearing Impairments

Awareness Level	Total Teachers (%)	Primary Private (%)	Primary Govt (%)	Secondary Private (%)	Secondary Govt (%)
High	20.0	24.0	10.0	20.0	13.0
Average	67.0	66.0	69.0	68.0	71.0
Low	13.0	10.0	21.0	12.0	16.0

Figure 1

Percentage of Teachers’ Levels of Awareness about CCE for Children with Hearing Impairments



The results show that most teachers (67%) had an average awareness of CCE for children with hearing impairment. Primary private teachers had the highest proportion in the high-awareness category (24%), while primary government teachers had the highest proportion in low awareness (21%). Secondary private teachers scored 20% high and 12% low, and secondary government teachers scored 13% high and 16% low. Overall, private school teachers, especially at the primary level, tend to be more aware than government school teachers.

Table 4

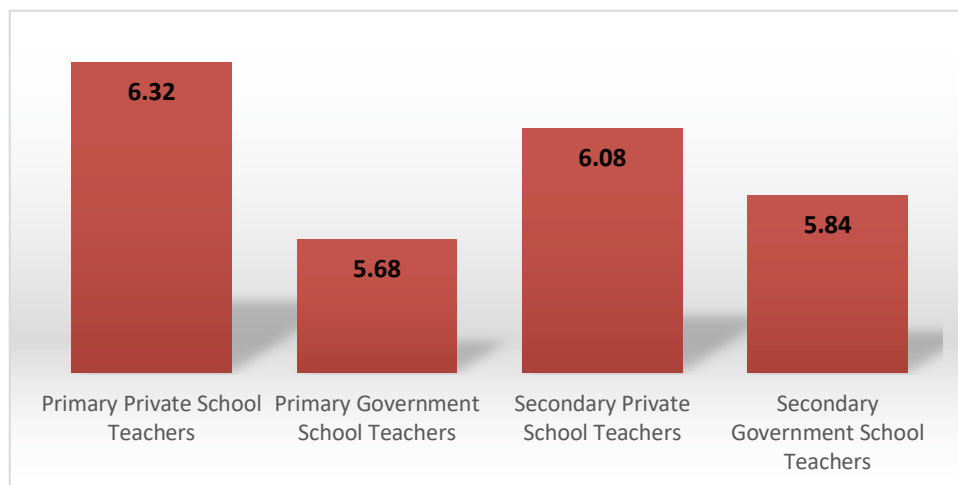
Comparison of Teachers' Awareness Scores on CCE (t-test Results) for Children with Hearing Impairments

S. No.	Comparison Groups	t-value	Sig. (2-tailed)
1	Primary Private vs Primary Government	2.15	0.037
2	Secondary Private vs Secondary Government	2.10	0.040
3	Primary vs Secondary (Private)	0.75	0.460
4	Primary vs Secondary (Government)	0.50	0.620

Note: Significant at 0.05 level

Figure 2

Awareness of CCE for Children with Hearing Impairment amongst Private and Government School Teachers



The t-test results indicate a significant difference between private and government teachers at both primary and secondary levels ($p < 0.05$), showing that private school teachers have higher awareness of CCE for children with hearing impairment. No significant difference was found between primary and secondary teachers within the same school management type. These findings emphasize the need for targeted training programs, especially for government school teachers, to improve CCE implementation.

Teachers' understanding about Continuous and Comprehensive Evaluation (CCE)

Teachers' understanding of CCE goes beyond knowing the concept, it includes a clear grasp of its philosophy and application in inclusive classrooms. Studies in Karnataka indicate that while teachers generally have positive attitudes about including children with hearing impairments, their understanding and implementation of CCE vary depending on factors such as school type and professional background (Akshatha, Bhat, & Ravi, 2024). Judicial and policy decisions, such as the Karnataka High Court ruling in March 2024, emphasize ongoing school-based assessments aligned with the Right to Education (RTE) Act (Karnataka High Court, 2024).

Recent surveys also indicate that student learning outcomes lag behind expected levels, highlighting the importance of evaluating teachers' understanding of CCE (Ministry of Education, 2025).

Table 5

Scores of Primary and Secondary School Teachers on understanding about CCE for Children with Hearing Impairments

Teachers	Total No. of Teachers	No. of Items	Min Score	Max Score	Mean	Standard Deviation (S.D.)
Total Teachers	100	20	4	17	12.1	2.70
Primary School Teachers	50	20	4	15	12.1	2.20
Secondary School Teachers	50	20	4	17	12.1	3.00
Primary Government Teachers	25	20	5	14	11.0	2.00
Primary Private Teachers	25	20	7	15	13.2	1.80
Secondary Government Teachers	25	20	4	12	9.6	1.90

Secondary Private	25	20	7	17	14.6	2.20
Teachers						

The data indicate that teachers' understanding of CCE for children with hearing impairment varies across school type and management. Overall, teachers demonstrated a moderate level of understanding ($M = 12.1$, $SD = 2.70$). Primary and secondary teachers had similar overall mean scores (Primary: $M = 12.1$, $SD = 2.20$; Secondary: $M = 12.1$, $SD = 3.00$), suggesting that teaching level alone does not strongly influence understanding. Private school teachers showed better understanding than government school teachers, likely due to professional development opportunities and access to resources.

The individual understanding scores of teachers were entered and analysed using SPSS. Using standard stanine score interpretation, the scores were converted into stanine scores and grouped into three broad awareness levels for easier interpretation: Low Awareness (Stanine 1–3), Average Awareness (Stanine 4–6), and High Awareness (Stanine 7–9), corresponding to below-average, average, and above-average performance.

Table 6

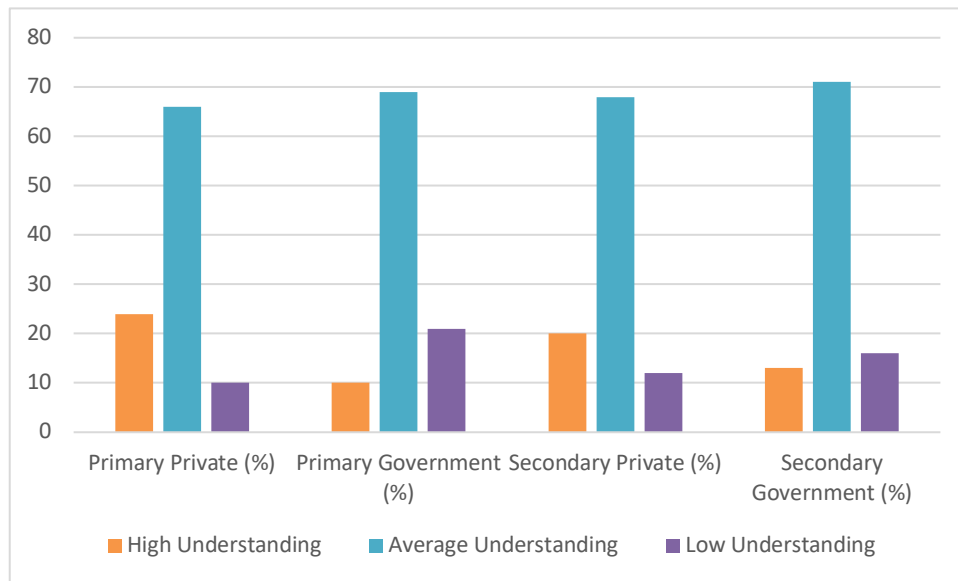
Teachers' Levels of Understanding about CCE for Children with Hearing Impairments

Level of Understanding	Total Teachers (%)	Primary Private (%)	Primary Government (%)	Secondary Private (%)	Secondary Government (%)
High Understanding	20.0	24.0	10.0	20.0	13.0

Average	67.0	66.0	69.0	68.0	71.0
Understanding					
Low	13.0	10.0	21.0	12.0	16.0
Understanding					
Total	100	100	100	100	100

Figure 3

Percentage of School Teachers at Different Levels of Understanding About CCE for Children with Hearing Impairment



The results show that most teachers (67%) had an average understanding of CCE for children with hearing impairment, while 20% demonstrated high understanding and 13% low understanding. Private school teachers consistently scored higher than government school teachers.

Figure 4

Mean Scores of Government and Private School Teachers (Primary and Secondary) on Understanding about CCE for Children with Hearing Impairments

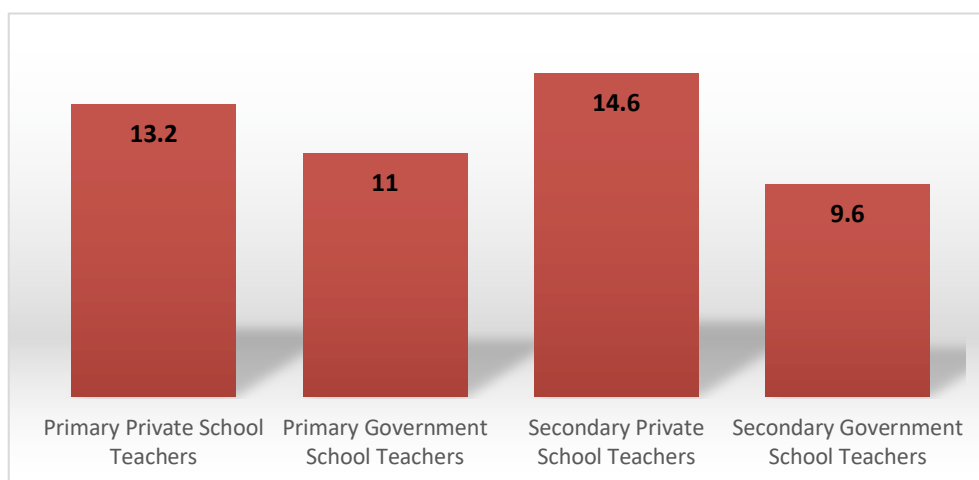


Table 7

Comparison of Teachers' Understanding Scores on CCE (t-test Results) for Children with Hearing Impairments

S. No.	Comparison Groups	t-value	Sig. (2-tailed)
1	Primary Private vs Primary Government.	4.09	0.000
2	Secondary Private vs Secondary Government	8.60	0.000
3	Primary vs Secondary (Private)	-2.46	0.017
4	Primary vs Secondary (Government)	2.54	0.014

The t-test results indicate a significant difference between private and government teachers at both primary and secondary levels ($p < 0.001$), with private school teachers showing a deeper understanding of CCE for children with hearing impairment. Differences between

primary and secondary teachers within the same management type were also significant, reflecting variation across school levels (Sen & Chakraborty, 2017). *These findings emphasize the importance of targeted professional development programs, particularly for government school teachers, to strengthen understanding and effective implementation of CCE for children with hearing impairment in inclusive classrooms (NCERT, 2016).*

Educational Implications

The findings of this study highlight the importance of focused professional development to improve both awareness and understanding of Continuous and Comprehensive Evaluation (CCE) for children with hearing impairment among school teachers, especially those in government schools. Well-designed training sessions, workshops, and mentoring can help teachers better grasp the goals and key aspects of CCE for children with hearing impairment, as well as how to apply it in practice, ultimately strengthening their ability to implement it effectively. Improved awareness and understanding will facilitate the adoption of continuous, competency-based, and child-centered assessment practices, especially in inclusive classrooms serving children with hearing impairments. The study also points out differences between private and government school teachers, showing that fair access to training, support from schools, and teaching resources is crucial to close these gaps. Strengthening teachers' capacities in both awareness and understanding will promote holistic learning, reduce exam-related stress, and foster an inclusive, effective, and competency-based educational environment for all students.

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