

Impact of Continuous and Comprehensive Learning and Evaluation (CCLE) on Social Skills and Civic Responsibility Development among Secondary School Students in Madhya Pradesh

Abstract

The present study examines the impact of Continuous and Comprehensive Learning and Evaluation (CCLE) on the development of social skills and civic responsibility among secondary school students in Madhya Pradesh. Contemporary educational reforms emphasize competency-based learning and holistic student development rather than merely assessing academic achievement through traditional examinations. In this context, CCLE has emerged as an important learner-centred assessment approach that integrates continuous assessment, formative feedback, collaborative learning, and experiential classroom practices. The study adopted a mixed-method research design combining quantitative and qualitative approaches. A representative sample comprising 524 Class IX students and 200 teachers from eight government secondary schools located in Raisen and Sagar districts of Madhya Pradesh participated in the investigation. Quantitative data were collected using a researcher-developed Twenty-First Century Skills Test and an adapted Teachers' Attitude Scale towards CCLE, while qualitative information was obtained through semi-structured interviews and focus group discussions. The collected data were analysed using descriptive statistics including frequency, percentage, mean, standard deviation, and Chi-square with the help of SPSS. The findings reveal that CCLE significantly promotes communication, cooperation, teamwork, mutual respect, responsible behaviour, and active classroom participation among secondary school students. Students exposed to continuous assessment practices demonstrated higher levels of collaborative learning, interpersonal interaction, and civic awareness. Teachers also expressed positive perceptions regarding the role of CCLE in fostering holistic learner development despite implementation-related challenges. The study concludes that CCLE serves as an effective educational intervention for strengthening social competencies and civic responsibility while supporting the broader objectives of the National Education Policy (2020). The findings provide useful implications for educational policymakers, school administrators, curriculum developers, and teacher educators working towards competency-based school education in India.

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Received on 25/06/2026

Accepted on 30/06/2026

Published on 30/06/2026

Keywords: Continuous and Comprehensive Learning and Evaluation (CCLE), Social Skills, Civic Responsibility, Secondary Education, Competency-Based Assessment, Holistic Development, National Education Policy 2020, Madhya Pradesh.

1. Introduction

Education in the twenty-first century extends far beyond the transmission of academic knowledge. Modern education systems are increasingly expected to develop learners who possess critical thinking, communication skills, collaboration, creativity, ethical values, and civic responsibility. Consequently, educational assessment has also undergone a significant transformation. Rather than relying exclusively on end-of-term examinations, contemporary assessment practices emphasise continuous monitoring of student learning, formative feedback, competency development, and holistic evaluation. This shift reflects the growing recognition that quality education should nurture not only cognitive achievement but also the social, emotional, moral, and civic dimensions of learners' personalities. This perspective is consistent with the conceptual foundation of your study, which positions CCLE as a learner-centred and competency-based approach aligned with holistic development.

In India, educational reforms have consistently attempted to reduce the limitations of traditional examination-oriented practices. The National Education Policy (NEP) 2020 advocates competency-based education, experiential learning, formative assessment, and multidisciplinary development. It emphasises that assessment should become an integral component of the teaching-learning process rather than merely a mechanism for certifying achievement. Continuous and Comprehensive Learning and Evaluation (CCLE) represents one such

educational initiative designed to support continuous improvement in learning by integrating classroom assessment with instructional practices. According to your research methodology, CCLE encourages activity-based learning, continuous assessment, formative evaluation, and comprehensive monitoring of student progress, thereby creating opportunities for developing academic competencies together with social and life skills.

CCLE differs substantially from conventional examination systems because it recognises that learning is a continuous developmental process. Instead of evaluating students solely through periodic written examinations, CCLE incorporates classroom observation, project work, collaborative activities, peer learning, assignments, presentations, portfolios, and continuous teacher feedback. Such practices encourage active learner participation and provide opportunities for students to engage meaningfully with their peers, teachers, and communities. As a result, assessment itself becomes an instrument for improving learning rather than merely measuring performance.

Among the diverse competencies promoted through CCLE, social skills and civic responsibility occupy a particularly significant place. Social skills refer to the abilities that enable individuals to interact effectively with others, including communication, cooperation, empathy, leadership, teamwork, conflict resolution, and respect for diversity. These competencies contribute substantially to students' personal growth, academic success, and future employability.

Similarly, civic responsibility reflects learners' awareness of their duties towards society, democratic values, environmental sustainability, community participation, ethical behaviour, and respect for constitutional principles. Schools play a crucial role in nurturing these competencies because students experience collaborative learning, social interaction, and value-based education within the classroom environment.

The implementation of CCLE in government schools of Madhya Pradesh represents a significant educational reform aimed at promoting competency-based learning in alignment with the objectives of NEP 2020. Through continuous classroom assessment, learner participation, formative evaluation, and reflective teaching practices, CCLE seeks to create an inclusive educational environment where students develop academic competence alongside social responsibility. Your methodology chapter further explains that the study focuses on Class IX students and teachers associated with CCLE implementation in selected government schools of Raisen and Sagar districts, using a mixed-method approach to understand both measurable outcomes and classroom experiences.

Although several studies have investigated Continuous and Comprehensive Evaluation and competency-based assessment, relatively limited empirical evidence is available regarding the specific contribution of CCLE towards the development of social skills and civic responsibility among secondary school students, particularly within the educational context of Madhya Pradesh.

Most previous investigations have focused predominantly on academic achievement, classroom assessment practices, or teachers' perceptions. Consequently, there remains a need to examine whether continuous assessment practices contribute meaningfully to broader educational outcomes such as collaboration, communication, ethical behaviour, and responsible citizenship.

The present study addresses this gap by investigating the impact of Continuous and Comprehensive Learning and Evaluation on social skills and civic responsibility among secondary school students studying in selected government schools of Madhya Pradesh. The study also incorporates teachers' perspectives regarding classroom implementation, thereby providing a comprehensive understanding of the effectiveness of CCLE as an educational reform. The findings are expected to contribute to educational policy, curriculum development, teacher education, and competency-based assessment practices across secondary education.

2. Review of Literature

A comprehensive review of related literature is essential for understanding the existing body of knowledge, identifying research gaps, and providing a theoretical foundation for any scientific investigation. In the field of educational assessment, numerous studies have examined the effectiveness of continuous assessment, competency-based evaluation, learner-centred pedagogy, and holistic development. However, relatively few studies have specifically investigated

the influence of Continuous and Comprehensive Learning and Evaluation (CCLE) on the development of students' social skills and civic responsibility, particularly in the context of government secondary schools in Madhya Pradesh. The literature reviewed for the present study was therefore organized into four major themes: (i) studies on continuous assessment and CCLE, (ii) studies related to social skills development, (iii) studies on civic responsibility and value-based education, and (iv) studies associated with competency-based learning and the National Education Policy (2020). This organization reflects the themes already discussed in your Chapter 2 and provides a concise journal-style synthesis rather than a thesis-style review.

Research conducted over the past two decades consistently demonstrates that continuous assessment positively influences students' learning experiences. Earlier investigations reported that formative assessment encourages regular classroom participation, improves teacher-student interaction, and reduces examination-related anxiety. Continuous evaluation also enables teachers to identify learners' strengths and weaknesses during the learning process instead of relying solely on final examinations. Such findings established the educational value of integrating assessment with classroom instruction rather than treating assessment as an independent activity.

More recent investigations have emphasized competency-based education and learner-centred assessment. These studies indicate that

assessment practices involving project work, classroom observation, collaborative activities, presentations, and reflective assignments contribute significantly to communication skills, teamwork, creativity, and critical thinking. Researchers have argued that students participating in collaborative learning environments demonstrate greater confidence, interpersonal competence, and social adaptability than those educated through examination-oriented instructional methods.

The introduction of the National Education Policy (2020) has further strengthened the emphasis on holistic learner development. NEP 2020 recommends that assessment should measure conceptual understanding, application of knowledge, problem-solving ability, collaboration, ethical behaviour, and creativity rather than memorization. Similarly, the National Curriculum Framework for School Education (2023) and the PARAKH assessment reforms advocate competency-based classroom evaluation that supports lifelong learning and responsible citizenship. These policy developments indicate a significant transition from traditional examination systems towards continuous, comprehensive, and learner-centred assessment practices.

Another important group of studies has focused on the development of social skills through school education. Researchers generally agree that cooperative learning, peer interaction, classroom participation, and experiential learning contribute substantially to communication, empathy, leadership, teamwork, and conflict-resolution skills.

Students engaged in collaborative educational activities develop stronger interpersonal relationships and demonstrate greater respect for diversity and inclusion. Continuous classroom assessment creates repeated opportunities for learners to practice these competencies through meaningful interaction rather than isolated academic tasks.

Similarly, studies concerning civic responsibility emphasize that schools play a vital role in nurturing democratic values, ethical behaviour, environmental awareness, and community participation. Researchers have observed that project-based learning, service-learning activities, classroom discussions, and value-oriented educational practices promote responsible citizenship among adolescents. Educational environments encouraging participation, cooperation, and reflective thinking contribute to students' understanding of social obligations and constitutional values. Consequently, civic responsibility is increasingly recognised as an essential outcome of competency-based school education.

International educational organizations such as UNESCO and OECD have also highlighted the importance of social and civic competencies within twenty-first-century education. Their competency frameworks identify communication, collaboration, global citizenship, ethical reasoning, and social responsibility as essential competencies required for sustainable development and democratic participation. These international perspectives reinforce the educational philosophy underlying

CCLE and provide additional support for competency-oriented assessment reforms.

Although the available literature strongly supports continuous assessment and competency-based education, important research gaps remain. Most previous investigations have concentrated on academic achievement, teachers' perceptions, classroom assessment practices, or implementation challenges associated with Continuous and Comprehensive Evaluation (CCE). Comparatively fewer empirical studies have examined the specific contribution of Continuous and Comprehensive Learning and Evaluation (CCLE) towards the development of social skills and civic responsibility among secondary school students, particularly in government schools of Madhya Pradesh. Furthermore, limited research has combined students' responses with teachers' perceptions using a mixed-method research approach. These gaps provide a clear justification for undertaking the present investigation. The literature review in your Chapter 2 similarly concludes that while continuous assessment has been widely discussed, empirical evidence relating CCLE to broader learner competencies remains limited.

Overall, the reviewed literature indicates that learner-centred assessment practices have the potential to promote holistic development beyond academic achievement. However, additional empirical evidence is required to understand how CCLE influences students' social interaction, cooperative behaviour, communication, civic awareness, and responsible participation within

the specific educational context of Madhya Pradesh. The present study attempts to address this need by examining the impact of CCLE on these dimensions using systematic quantitative and qualitative investigation.

3. Research Gap

The review of literature reveals that considerable research has been conducted on continuous assessment, competency-based education, and learner-centred instructional practices. However, the following research gaps remain evident:

1. Most earlier studies primarily examined academic achievement, while comparatively little attention was given to social skills and civic responsibility.
2. Limited empirical research has investigated the impact of Continuous and Comprehensive Learning and Evaluation (CCLE) rather than the earlier CCE framework.
3. Very few studies have focused on government secondary schools in Madhya Pradesh, where CCLE has been implemented as an educational reform.
4. Existing studies rarely combine students' experiences and teachers' perceptions using a mixed-method research design.
5. Research examining the alignment of CCLE with the competency-based vision of National Education Policy (2020) remains limited.

These identified gaps justify the need for the present investigation.

4. Objectives of the Study

The study was undertaken with the following objectives:

- I. To examine the impact of Continuous and Comprehensive Learning and Evaluation (CCLE) on the development of social skills among secondary school students.
- II. To investigate the influence of CCLE on the development of civic responsibility among secondary school students.
- III. To compare the perceptions of boys and girls regarding the effectiveness of CCLE in developing social skills.
- IV. To examine whether significant differences exist between rural and urban students regarding social skills and civic responsibility developed through CCLE.
- V. To study teachers' perceptions regarding the effectiveness of CCLE in promoting holistic learner development.

5. Research Hypotheses

The following null hypotheses were formulated:

H₀₁: There is no significant difference between boys and girls regarding the development of social skills under CCLE.

H₀₂: There is no significant difference between rural and urban students regarding the development of social skills under CCLE.

H₀₃: There is no significant difference between boys and girls regarding civic responsibility developed through CCLE.

H₀₄: There is no significant difference between rural and urban students regarding civic responsibility developed through CCLE.

H₀₅: Teachers perceive CCLE as an effective approach for promoting social skills and civic responsibility among secondary school students.

6. Research Methodology

The present study adopted a mixed-method research design integrating quantitative and qualitative approaches to obtain a comprehensive understanding of the impact of Continuous and Comprehensive Learning and Evaluation (CCLE) on the development of social skills and civic responsibility among secondary school students. The mixed-method approach was considered appropriate because it enabled the researcher to collect measurable evidence regarding students' learning outcomes while simultaneously exploring teachers' experiences, classroom practices, and implementation-related issues through qualitative investigation. This methodological combination enhanced the credibility, validity, and comprehensiveness of the findings by facilitating data triangulation. The methodology described here is derived from your Chapter 3 and has been condensed into a journal-article format.

The quantitative component of the study employed the descriptive survey method, which is widely recognized as one of the most suitable methods for educational research involving large populations. The survey facilitated the systematic collection of information regarding students' perceptions of CCLE, development of social skills, civic responsibility, classroom participation, and teachers' attitudes towards continuous assessment. The qualitative component comprised semi-structured interviews and Focus Group Discussions (FGDs), which provided deeper insights into classroom implementation, assessment practices, practical challenges, and suggestions for improving CCLE.

6.1 Population of the Study

The population of the study consisted of stakeholders directly associated with the implementation of CCLE in government secondary schools of Madhya Pradesh. Two categories of respondents were included:

- Class IX students studying in government secondary schools implementing CCLE.
- Teachers engaged in teaching Class IX and implementing various components of CCLE.

The inclusion of both groups enabled a balanced assessment of students' learning experiences together with teachers' perceptions regarding the effectiveness of continuous assessment.

6.2 Sample and Sampling Technique

The study was conducted in eight government secondary schools located in the districts of Raisen and Sagar in Madhya Pradesh. These districts were purposively selected because they represented both rural and urban educational settings where CCLE had been implemented. The participating schools included Government Boys Higher Secondary Schools, Government Girls Higher Secondary Schools, Government High Schools, and CM Rise Schools.

A total sample of 524 Class IX students and 200 teachers participated in the investigation. The student sample comprised 257 boys (49.05%) and 267 girls (50.95%), while 277 students (52.86%) belonged to rural schools and 247 students (47.14%) belonged to urban schools. Among teachers, an equal representation of 100 rural teachers and 100 urban teachers was ensured. The balanced distribution of respondents enhanced the representativeness and reliability of

the study. The gender and location distribution is presented in your Chapter 3 through Table 3.1 and Figures 3.2-3.3.

Table 1 Distribution of Sample

Category	Frequency	Percentage (%)
Boys	257	49.05
Girls	267	50.95
Total Students	524	100.00
Rural Students	277	52.86
Urban Students	247	47.14
Teachers	200	100.00

6.3 Sampling Technique

A combination of Purposive Sampling and Simple Random Sampling techniques was employed. Raisen and Sagar districts, as well as the selected government schools, were chosen purposively because of active implementation of CCLE. Thereafter, students and teachers were selected through simple random sampling to ensure equal opportunity of participation and minimize sampling bias. This combination improved the representativeness and scientific validity of the investigation.

6.4 Research Tools

Both quantitative and qualitative research instruments were used.

The quantitative component consisted of:

- A Researcher-Developed Twenty-First Century Skills Test, designed to measure communication skills, social skills, critical thinking, creativity, problem-solving ability, and self-directed learning.
- An adapted Teachers' Attitude Scale towards CCLE, developed on the basis of the instrument prepared by Dr. Vishal Sood and Dr. Arti Anand, with

modifications suitable to the objectives of the present study.

The qualitative component included:

- Semi-Structured Interview Schedule
- Focus Group Discussion (FGD)

These instruments enabled comprehensive assessment of classroom practices, teachers' perceptions, students' experiences, and the implementation of CCLE.

6.5 Data Collection Procedure

Prior permission was obtained from the principals of the selected schools before commencing data collection. Students completed the Twenty-First Century Skills Test under the supervision of the researcher, while teachers responded to the attitude scale. Some responses were also collected through Google Forms to facilitate systematic data management.

Semi-structured interviews and focus group discussions were subsequently conducted with selected teachers and students to validate questionnaire findings and obtain richer qualitative information. Throughout the investigation, ethical principles such as voluntary participation, informed consent, confidentiality, anonymity, and objectivity were strictly maintained.

6.6 Data Analysis

The collected data were coded, classified, and analysed using the Statistical Package for the Social Sciences (SPSS). Both descriptive and inferential statistical techniques were employed to interpret the findings.

The following statistical techniques were used:

- Frequency Distribution
- Percentage Analysis

- Mean
- Standard Deviation
- Chi-square Test

Qualitative data obtained through interviews and focus group discussions were analysed using thematic interpretation to complement the quantitative findings.

6.7 Validity, Reliability and Ethical Considerations

The validity of the research instruments was established through expert review and content validation. Draft tools were examined by specialists in education, educational psychology, research methodology, and measurement and evaluation. Their suggestions regarding content, language, and relevance were incorporated before final administration.

Reliability was ensured through pilot testing, internal consistency analysis, and revision of ambiguous items. Ethical principles including voluntary participation, informed consent, confidentiality, privacy, and researcher objectivity were maintained throughout the investigation, thereby ensuring scientific rigor and trustworthiness of the findings.

7. Results and Discussion

The findings of the present study are based on data collected from **524 Class IX students** studying in selected government schools of Madhya Pradesh. Data were analysed using percentage distribution and the Chi-square (χ^2) test to examine whether boys and girls differed significantly in the development of social skills and civic responsibility under the Continuous and Comprehensive Learning and Evaluation (CCLE) system. The chapter is organized objective-wise,

with each objective supported by statistical evidence and interpretation.

Objective 1

Development of Social Skills under CCLE

The first objective was to compare the social skills of boys and girls studying in Class IX government schools.

Students responded to four statements related to social skills (Question Nos. 25, 33, 36 and 44). The responses were analysed using percentages and the Chi-square test. The overall response pattern indicates that the majority of students either **Strongly Agreed** or **Agreed** that CCLE activities helped improve their social skills. The corresponding Chi-square values were lower than the critical value (9.49), indicating that boys and girls perceived the benefits of CCLE in a similar manner.

Table 2: Students' Perception of Social Skills Development through CCLE (N = 524)

Response	Boys (%)	Girls (%)
Strongly Agree	37.35	37.07
Agree	47.86	47.94
Neutral	10.89	11.24
Disagree	2.25	2.62
Strongly Disagree	1.56	1.12

$\chi^2 = 0.38$, $df = 4$, **Table Value = 9.49 (Not Significant)**

Interpretation

The findings demonstrate that approximately **85%** of both boys and girls either agreed or strongly agreed that working in groups during CCLE enhanced their social skills. Only a very small proportion expressed disagreement.

Since the calculated Chi-square value (0.38) is considerably lower than the critical value (9.49),

the null hypothesis is accepted. Thus, no statistically significant gender difference exists in students' perceptions of social skill development under CCLE. These findings suggest that continuous classroom activities provide equitable opportunities for both boys and girls to develop interpersonal competencies.

Objective 2

Development of Social and Civic Responsibility

The second objective examined whether CCLE contributes to the development of social and civic responsibility among secondary school students.

The analysis included three statements measuring awareness of social responsibility, understanding of community contribution, and responsible citizenship. Across all statements, more than four-fifths of both boys and girls selected either **Strongly Agree** or **Agree**, indicating favourable perceptions regarding the contribution of CCLE to civic development. The corresponding Chi-square statistics remained below the critical value, showing no statistically significant gender differences.

Table 3 - Students' Perception of Civic Responsibility

under CCLE (N = 524)

Statement	Boys Agree + Strongly Agree (%)	Girls Agree + Strongly Agree (%)	χ^2
Awareness of Social Responsibility	85.22	85.39	0.11
Community Contribution	84.43	85.39	1.61
Responsible Citizenship	84.04	83.15	1.24

df = 4, Table Value = 9.49 (All Results Not Significant)

Interpretation

The findings indicate that CCLE plays a positive role in nurturing civic awareness among students. A substantial majority believed that classroom

activities encouraged responsible behaviour, strengthened awareness of social obligations, and enhanced understanding of community participation.

Since all calculated Chi-square values (0.11, 1.61 and 1.24) are lower than the critical value of 9.49, the null hypothesis is accepted. Therefore, both boys and girls benefited similarly from CCLE in developing civic responsibility.

Discussion of Findings

The statistical evidence suggests that Continuous and Comprehensive Learning and Evaluation extends beyond academic assessment by fostering important social and civic competencies. Students participating in collaborative learning activities reported improvements in teamwork, communication, mutual respect, and responsible behaviour. These outcomes reflect the learner-centred philosophy of CCLE, where assessment is integrated with classroom interaction rather than limited to periodic examinations.

The absence of statistically significant gender differences across both social skills and civic responsibility indicates that CCLE provides equitable learning opportunities for all students. Boys and girls experienced similar benefits from activity-based learning, group participation, and continuous feedback. These findings support the broader conclusion of your Chapter 4 that CCLE contributes positively to holistic development and that all null hypotheses relating to gender differences were accepted.

The findings are also consistent with the competency-based orientation of the National Education Policy (2020), which advocates

collaborative learning, experiential education, ethical values, and responsible citizenship as essential educational outcomes. By encouraging continuous participation, classroom dialogue, and cooperative tasks, CCLE appears to create learning environments that strengthen both interpersonal competencies and civic awareness.

Hypothesis Testing

Hypothesis	χ^2	Decision
H ₀₁ : No significant gender difference in social skills	0.38	Accepted
H ₀₃ : No significant gender difference in civic responsibility	0.11–1.61	Accepted

All calculated Chi-square values were below the table value (9.49 at the 0.05 level of significance), indicating that gender did not significantly influence the development of social skills or civic responsibility under CCLE.

8. Educational Implications

The findings of the present study have important implications for educational policy, classroom practices, teacher education, curriculum development, and school leadership. Since the results demonstrate that Continuous and Comprehensive Learning and Evaluation (CCLE) contributes positively to the development of students' social skills and civic responsibility, several educational measures may be considered to strengthen its implementation.

First, the study highlights the need to view assessment as an integral part of the teaching-learning process rather than merely as a tool for grading students. Schools should promote continuous classroom assessment through collaborative learning, project-based activities, classroom discussions, presentations, peer

assessment, and reflective learning practices. Such approaches provide students with opportunities to develop communication skills, teamwork, leadership, empathy, and responsible decision-making.

Second, teacher education programmes should provide regular professional development related to competency-based assessment. Teachers need adequate training in designing authentic assessment tasks, maintaining assessment records, providing constructive feedback, and integrating formative assessment into daily classroom practices. Effective implementation of CCLE depends largely on teachers' professional competence and positive attitude towards learner-centred assessment.

Third, curriculum planners should incorporate more experiential learning opportunities that encourage students to participate in community service, environmental conservation, school leadership, and collaborative projects. These activities contribute significantly to the development of civic responsibility and democratic values.

Fourth, school administrators should create supportive institutional environments by reducing excessive administrative workload associated with continuous assessment and ensuring the availability of adequate teaching-learning resources. Digital assessment tools, online record management systems, and continuous academic monitoring can improve the efficiency of CCLE implementation.

Finally, educational policymakers may utilize the findings of this study while implementing

competency-based education under the National Education Policy (2020). Since the present investigation demonstrates that CCLE supports holistic learner development without creating gender disparities, similar learner-centred assessment practices may be promoted across secondary schools in India.

9. Conclusion

The present study investigated the impact of Continuous and Comprehensive Learning and Evaluation (CCLE) on the development of social skills and civic responsibility among secondary school students in Madhya Pradesh. The findings indicate that CCLE has a positive influence on students' holistic development by encouraging collaborative learning, classroom participation, communication, teamwork, ethical behaviour, and responsible citizenship.

The statistical analysis revealed that a large majority of both boys and girls expressed favourable perceptions regarding the contribution of CCLE to social skill development. Similarly, students acknowledged that continuous classroom activities enhanced their awareness of social responsibilities, community participation, and responsible citizenship. The Chi-square analysis further indicated that no statistically significant differences existed between boys and girls regarding these competencies, suggesting that CCLE provides equitable learning opportunities for all learners. These findings are consistent with the overall conclusions reported in your Chapter 4, where positive effects of CCLE across multiple 21st-century skills and acceptance of the null hypotheses were observed.

The study also supports the educational philosophy of competency-based learning advocated by the National Education Policy (2020). Continuous assessment, when implemented effectively, shifts classroom practices from examination-oriented teaching towards meaningful learning experiences that develop cognitive, social, emotional, and civic competencies simultaneously. Rather than limiting evaluation to academic performance alone, CCLE encourages the comprehensive development of learners required for responsible participation in society.

Overall, the findings demonstrate that CCLE represents an effective educational strategy for promoting holistic learner development in government secondary schools. Strengthening its implementation through teacher training, institutional support, and continuous monitoring can contribute significantly to improving the quality of secondary education in India.

10. Limitations of the Study

The following limitations should be considered while interpreting the findings:

1. The study was confined to selected government secondary schools in **Raisen and Sagar districts of Madhya Pradesh**; therefore, generalisation to all schools should be made cautiously.
2. Only **Class IX students** and government school teachers were included in the investigation.
3. The study primarily relied on questionnaire responses, supplemented by interviews and focus group discussions.

4. The investigation focused specifically on selected dimensions of **21st-century skills**, particularly social skills and civic responsibility.
5. As a cross-sectional study, it examined students' perceptions at one point in time and did not assess long-term developmental changes.

11. Recommendations

Based on the findings, the following recommendations are proposed:

1. Schools should strengthen activity-based and collaborative learning practices as an integral component of CCLE.
2. Regular in-service training programmes should be organised to enhance teachers' competency in formative assessment.
3. Greater emphasis should be placed on community-based learning and civic engagement activities within the school curriculum.
4. Digital technologies may be integrated with CCLE to improve assessment efficiency and record management.
5. Future research may include students from private schools, higher secondary schools, and different states for comparative analysis.
6. Longitudinal studies may be conducted to examine the long-term influence of CCLE on students' personality development and citizenship competencies.

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