The Academic
International Journal of Multidisciplinary Research

An Online Peer Reviewed / Refereed Journal
Volume 3 | Issue 10 | October 2025
ISSN: 2583-973X (Online)
Website: www.theacademic.in

Metacognition, Self-Confidence, and Achievement Motivation as Core Psychological Dimensions of NEP, 2020: A Conceptual Framework

Dr. Rajvir Singh[1] & Anil Kumar[2]

[1]Associate Professor, Department of Education, Kurukshetra University, Kurukshetra, India

[2]Research Scholar, Department of Education, Kurukshetra University, Kurukshetra, India

DOI : https://doi.org/10.5281/zenodo.17715341

ARTICLE DETAILS

Research Paper

Accepted: 28-10-2025

Published: 10-11-2025

Keywords:

Metacognition, Self-Regulated Learning, Achievement Motivation, Self-Confidence, National Education Policy (NEP), 2020, Holistic Development, 21st-Century Skills, Educational Psychology, Resilience, Lifelong Learning

ABSTRACT

The National Education Policy (NEP), 2020 marks a transformative shift in Indian education, emphasizing holistic development, learner autonomy, and twenty-first-century competencies. This conceptual study examines three interrelated psychological constructs metacognition, self-confidence, and achievement motivation that underpin the realization of NEP 2020's vision. Drawing on Flavell's Model of Metacognition, Bandura's Self-Efficacy Theory, and McClelland's Achievement Motivation Framework, the paper proposes the Metacognition–Confidence–Motivation (MCM) Theory. This Model positions 'Metacognition' as the foundation for reflective learning, 'Self-Confidence' as the mediating force that translates awareness into meaningful action, and 'Achievement Motivation' as the sustaining driver of long-term engagement. Together, these constructs form a reinforcing cycle that supports self-regulated learning, resilience, and lifelong adaptability. The paper outlines the framework's theoretical contribution to educational psychology and discusses its implications for curriculum design, teacher training, assessment innovation, and policy implementation. By situating psychological theory within India's reform agenda, the MCM Theory provides a roadmap for cultivating reflective and resilient learners who embody the ideals envisioned in NEP, 2020. This integration highlights

that sustainable educational reform depends not only on institutional changes but also on strengthening the inner capacities that empower learners for the complexities of the twenty-first century.

1. INTRODUCTION

'Education' in the twenty-first century is no longer restricted to the transfer of knowledge from teacher to student; instead, it focuses on preparing learners who are self-directed, confident, and capable of adapting to complex, ever-changing environments. In India, the National Education Policy (NEP), 2020 stands as a landmark reform in this direction. It emphasizes holistic, flexible, and learner-centred approaches that go beyond academic performance to foster critical thinking, problem-solving, creativity, and lifelong learning skills (Government of India, 2020).

To achieve this vision, psychological foundations of learning become central. Among these, 'Metacognition', 'Self-Confidence', and 'Achievement Motivation' emerge as three interconnected constructs that play a vital role in shaping how students learn and thrive. Metacognition, often described as "thinking about one's own thinking," enables learners to plan, monitor, and evaluate their strategies (Flavell, 1979). Self-confidence, rooted in Bandura's (1997) self-efficacy theory, empowers students to take intellectual risks, persist in the face of setbacks, and believe in their capacity to succeed. Achievement motivation, as defined by McClelland (1985), sustains long-term effort toward mastering academic and personal goals. Together, these constructs represent the psychological dimensions of learning that align closely with NEP, 2020's learner-centred and holistic ideals.

International research highlights how these dimensions reinforce each other. For example, metacognitive awareness strengthens knowledge retention and critical problem-solving skills (Schraw & Dennison, 1994), while self-confidence and motivation consistently predict academic success across cultural contexts (Elliot & Dweck, 2005). Yet, in the Indian context, the integration of these dimensions within NEP 2020 remains underexplored. Examining them together offers insights into how students can become autonomous learners, resilient thinkers, and future-ready citizens.

This paper proposes a conceptual framework that integrates these three constructs in a sequential and reinforcing cycle. Drawing on Flavell's Model of Metacognition, Bandura's Self-Efficacy Theory, and McClelland's Achievement Motivation Theory, the framework positions self-confidence as a mediating link between metacognitive regulation and achievement motivation. In doing so, it extends existing self-

regulated learning models by aligning psychological theory with NEP, 2020's goals. Furthermore, it underscores the importance of embedding these dimensions into curriculum design, teacher training, assessment practices, and educational policy.

Ultimately, this study situates the constructs of metacognition, self-confidence, and achievement motivation within both psychological theory and India's **NEP, 2020 Policy framework.** By bridging research, practice, and policy, it aims to provide a roadmap for fostering resilient, lifelong learners who embody the holistic ideals envisioned in NEP, 2020 and demanded by twenty-first-century education.

1.1 RATIONALE OF THE STUDY

Metacognition, self-confidence, and achievement motivation represent three core psychological constructs that strongly influence student learning outcomes. Metacognition equips learners with the ability to plan, monitor, and evaluate their strategies; self-confidence empowers them to persist in challenges and take intellectual risks; and achievement motivation sustains their long-term efforts toward personal and academic goals. Despite their established significance in international research, the integration of these constructs within the framework of NEP 2020 remains underexplored in the Indian context.

This creates a critical gap between policy aspirations and classroom realities. To address this, the present study proposes the **MCM Theory**, which positions metacognition, self-confidence, and achievement motivation as the three foundational pillars of NEP, 2020. The rationale for this study lies in bridging the policy–practice divide by highlighting the psychological capacities that can transform learners into reflective, resilient, and future-ready individuals.

2. LITERATURE REVIEW

This literature review synthesizes contemporary empirical and theoretical research on metacognition, self-confidence, achievement motivation, and holistic learning within the context of the National Education Policy (NEP), 2020. Recent studies emphasize the centrality of metacognitive processes in facilitating self-regulated learning, highlighting the role of planning, monitoring, and evaluating strategies in enhancing academic performance across diverse educational settings (Mwangi et al., 2024; Xie et al., 2024; Singh et al., 2025). Parallel research underscores the significance of self-confidence, or academic self-efficacy, in shaping students' persistence, engagement, and resilience, with evidence

suggesting that confident learners demonstrate higher motivation and superior learning outcomes (Acosta-Gonzaga et al., 2023; Ahmad et al., 2024; Silitonga et al., 2025). Achievement motivation further complements these constructs by driving goal-directed behaviour, fostering perseverance, and supporting adaptive learning strategies, with both Indian and international studies confirming its predictive power for academic success (Chang et al., 2022; González-Arias et al., 2025; Tanya & Gupta, 2024).

2.1 Metacognition and Academic Achievement

Metacognition, defined as "thinking about thinking," enables learners to regulate cognitive processes, adapt strategies, and monitor comprehension (Veenman, 2012). Evidence from Indian contexts demonstrates that students with higher metacognitive awareness outperform peers in problem-solving tasks and competitive examinations (Sharma & Singh, 2019; Kapoor, 2020). International meta-analytic studies confirm that metacognitive instruction significantly enhances achievement in mathematics and science, indicating the cross-cultural relevance of metacognitive interventions (Dignath & Büttner, 2008; Xie et al., 2024). Furthermore, longitudinal and advanced statistical modelling research demonstrates that metacognitive awareness interacts synergistically with self-efficacy and motivation, producing sustained academic gains over time (Kleka et al., 2024; Agrawal, 2025).

2.2 Self-Confidence and Academic Performance

Self-confidence, closely related to Bandura's (1997) self-efficacy construct, plays a critical role in academic engagement and resilience. Confident learners exhibit higher persistence, greater risk-taking in learning, and effective coping with setbacks (Pajares, 2002). Empirical studies in India and internationally reveal that self-confidence positively influences academic engagement, with effects mediated by soft skills, well-being, and social support mechanisms (Kumar & Ahuja, 2018; Silitonga et al., 2025; Ahmad et al., 2024). Path analysis studies highlight complex interactions where self-confidence interlinks with achievement motivation and metacognition to produce enhanced performance outcomes, emphasizing the multidimensional nature of confidence in learning contexts (Kienngam et al., 2022).

2.3 Achievement Motivation and Educational Outcomes

Achievement motivation reflects the intrinsic drive to pursue goals despite obstacles (Atkinson, 1964). Research consistently demonstrates its predictive capacity for academic engagement and success. Indian

studies highlight strong links between achievement motivation and performance in board examinations and other high-stakes assessments (Sinha & Dutt, 2017; Verma, 2019). International research confirms that motivation fosters active learning, life satisfaction, and psychological well-being, creating positive feedback loops that reinforce academic outcomes (Chang et al., 2022; Steinmayr & Spinath, 2009). Moreover, achievement motivation interacts with metacognitive skills and self-confidence, suggesting that motivation alone is insufficient; its effectiveness depends on complementary cognitive and affective capacities (Gupta & Kaur, 2020; Research Team, 2024).

2.4 Psychological Well-Being and Holistic Learning

Contemporary educational research increasingly emphasizes psychological well-being as a key determinant of academic success. Factors such as professor support, social networks, leisure engagement, and career exploration enhance students' well-being, which in turn positively influences engagement and performance (Puiu et al., 2024; Namuli et al., 2025). Positive emotions, hope, and psychological capital mediate learning outcomes, highlighting the need for holistic educational frameworks that address cognitive, emotional, and social dimensions simultaneously (Liu et al., 2025; Ma & Ooi, 2025).

2.5 NEP, 2020 and Holistic Educational Reforms

NEP, 2020 envisions education as a process that develops intellectual, emotional, social, and ethical capacities, emphasizing learner autonomy, creativity, and adaptability (Ministry of Education, 2020). Indian studies demonstrate that learner-centered approaches, experiential learning, and reflective practices align with NEP, 2020's competency-based vision, improving both motivation and performance (Joshi & Sharma, 2022; Patel, 2023; Prakash et al., 2024; Patil & Waghmare, 2025). Similarly, Kumar and Singh (2021) highlighted that collaborative learning strategies significantly enhance higher-order thinking skills among secondary students, while Rani and Mehta (2022) found that problem-based learning fosters critical thinking and adaptability in alignment with NEP's objectives. International parallels, including Finland's phenomenon-based learning and Singapore's 21st-century competencies framework, reinforce the relevance of holistic, interdisciplinary education (Sahlberg, 2018; Tan & Dimmock, 2014; Anderson & Krathwohl, 2020). Further, Darling-Hammond et al. (2019) emphasized that socio-emotional learning and self-directed practices are central to preparing future-ready learners, while Voogt and Roblin (2012) demonstrated the global significance of integrating 21st-century skills into national curricula. Integrating psychological enablers such as metacognition, self-confidence, and

motivation is critical for realizing NEP, 2020's vision of future-ready learners (Urban & Urban, 2025; Gupta et al., 2023; Zimmerman, 2002; Bandura, 1997).

2.6 Integrative Perspectives

Emerging frameworks, such as the MAPS model, highlight the synergistic operation of metacognition, self-confidence, and achievement motivation, emphasizing dynamic, reciprocal processes that enhance learning outcomes (Frazier et al., 2021 & Hennecke & Buergler, 2022). Research also underscores the importance of psychological need satisfaction autonomy, competence, and relatedness in mediating motivation, well-being, and academic performance (Conesa et al., 2022 & Zhang et al., 2024). Collectively, these findings suggest that educational interventions must simultaneously target cognitive, motivational, and affective dimensions to foster holistic development, particularly within NEP, 2020's reformed educational landscape.

2.7 Research Gaps

Further gaps include:

1. Limited research on interactions among psychological constructs within NEP, 2020 reforms.

2. Scarce longitudinal studies examining holistic development outcomes in Indian contexts.

3. Underexplored cross-cultural comparisons on the effectiveness of metacognition, self-confidence, and motivation.

Addressing these gaps is essential for understanding how psychological constructs collectively shape holistic learning, providing theoretical and practical implications for educational policy and curriculum design.

2.8 Research objectives and questions

The present study is conceptual in nature and seeks to advance theoretical and practical understanding of the psychological foundations underlying NEP, 2020. The key objectives are as follows:

Objectives	Research Questions
(a) To map metacognition, self-confidence, and achievement motivation within NEP, 2020's provisions.	How do metacognitive processes support NEP, 2020's emphasis on self-regulated, experiential, and critical learning?
(b) To develop a conceptual framework illustrating the interrelationships among these constructs.	In what ways does academic self-confidence mediate the relationship between metacognition and achievement motivation in policy-driven educational contexts?
(c) To outline implications for policy implementation, pedagogy, and future research design.	What strategies can educators and institutions employ to foster these psychological dimensions in alignment with NEP, 2020?

3. Research approach

This study follows a conceptual research methodology aimed at constructing a theoretical framework that aligns psychological constructs with the education reform goals outlined in India's National Education Policy (NEP), 2020. The research is qualitative and theory-driven, synthesizing extant literature from educational psychology, motivation theory, and policy analysis to develop the Metacognition-Confidence-Motivation (MCM) Theory.

3.1 Data Sources:

The primary data sources consist of peer-reviewed journal articles, authoritative textbooks, theoretical models, and official government policy documents related to metacognition, self-confidence, achievement motivation, and NEP, 2020. Searches were conducted across academic databases including Scopus, Google Scholar, and education-specific repositories to ensure comprehensive coverage, with prioritization of recent studies published within the last decade.

3.2 Analytical Procedure:

The methodology employs an integrative literature review to identify thematic intersections among the three psychological constructs in the context of holistic learning and self-regulated learning theories. Critical analysis and synthesis of these themes facilitated the development of the MCM conceptual framework, which explicates the dynamic and cyclical interplay between metacognition, self-confidence, and achievement motivation.

3.3 Theoretical Integration:

The study anchors its theoretical foundation in seminal frameworks Flavell's Metacognition Model, Bandura's Self-Efficacy Theory, and McClelland's Achievement Motivation Theory and extends them by contextualizing within NEP, 2020's policy goals. This integrative approach aligns psychological theory with educational policy objectives, creating a novel perspective on learner development.

3.4 Limitations:

Given its conceptual nature, the study does not include empirical validation or data collection. Future research is recommended to empirically test and refine the MCM framework through classroom studies and cross-cultural comparisons.

4. THEORETICAL FRAMEWORK

4.1 Metacognition in Educational Psychology

Metacognition often defined as "thinking about thinking" encompasses metacognitive knowledge (declarative, procedural, and conditional knowledge of cognition) and metacognitive regulation (planning, monitoring, and evaluating) (Flavell, 1979 & Pintrich, 2002). The self-regulated learning literature posits metacognition as a pivotal predictor of academic success, as learners who plan strategies, monitor comprehension, and adjust approaches demonstrate higher achievement (Zimmerman, 2008). NEP, 2020's focus on critical reflection and problem-solving aligns directly with metacognitive principles, suggesting that curricula must explicitly teach strategy use, self-questioning, and reflective practices to realize policy goals.

4.2 Self-Confidence and Social Cognitive Theory

Bandura's (1997) social cognitive theory conceptualizes self-efficacy domain-specific confidence in one's ability to organize and execute actions to achieve goals as fundamental to human agency. Academic self-confidence influences task selection, effort investment, and persistence in the face of difficulty (Artino, 2012). Within NEP, 2020, fostering self-confidence can bolster student's willingness to engage in experiential and interdisciplinary learning, support resilience during personalized learning pathways, and enhance adaptability in multiple entry/exit academic structures.

4.3 Achievement Motivation Models

Achievement motivation refers to the drive to attain competence and excellence. Self-determination theory (Deci & Ryan, 2000) identifies autonomy, competence, and relatedness as psychological needs underpinning intrinsic motivation, which NEP, 2020 promotes through learner choice, multidisciplinary studies, and collaborative projects. Achievement goal theory (Elliot & Church, 1997) distinguishes mastery orientations (focusing on learning) from performance orientations (demonstrating competence), both relevant for curriculum design under NEP, 2020's competency-based assessment frameworks. The policy's emphasis on holistic development and reducing high-stakes examination pressure aligns with fostering mastery-oriented motivation, encouraging perseverance, self-improvement, and lifelong engagement. Curriculum and assessment strategies informed by achievement motivation theory can facilitate sustained effort and personal goal setting, central to NEP, 2020's goal of nurturing motivated, confident learners prepared for future challenges.

By synthesizing these theoretical perspectives, the present study develops an integrative conceptual framework that explicates how metacognition, self-confidence, and achievement motivation interact to support NEP, 2020's learner-centred objectives and holistic educational vision.

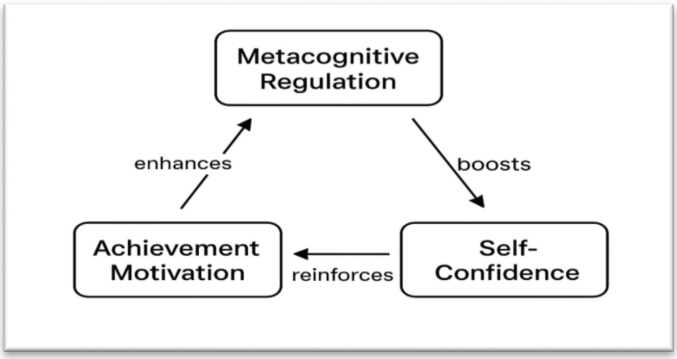
4.5 Dynamic Interplay and SRL Integration

These constructs interact in a cyclical, mutually reinforcing process:

- Metacognitive Regulation → enhances Self-Confidence
- Self-Confidence → boosts Achievement Motivation
- Achievement Motivation → reinforces Metacognitive Regulation, creating a virtuous cycle of learning

Figure: 1

Interrelation of Metacognition, Self-Confidence, and Achievement Motivation



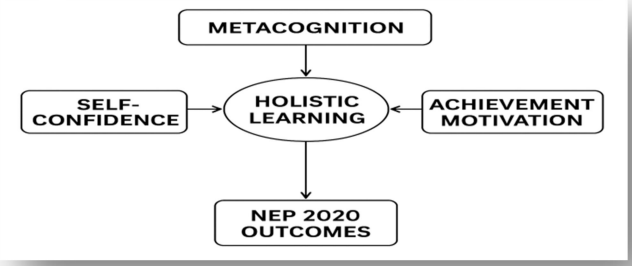
This dynamic aligns with established Self-Regulated Learning (SRL) models (Zimmerman, 2002 & Pintrich, 2004) while extending them to explicitly incorporate NEP, 2020 goals, including lifelong learning, creativity, and resilience.

5. INTEGRATED CONCEPTUAL FRAMEWORK: THE MCM–NEP, 2020 MODEL

The success of any educational reform depends not only on curriculum structures and policies but also on the psychological capacities of learners. The National Education Policy (NEP), 2020 has outlined a vision for Indian education that emphasizes holistic development, learner autonomy, competency-based progress, and lifelong adaptability. However, these goals cannot be realized solely through institutional changes. They must be supported by strong inner foundations that allow students to reflect critically, act confidently, and remain motivated throughout their academic journey.

In this context, the present study introduces the **Metacognition–Confidence–Motivation (MCM) framework**, which integrates three core psychological constructs directly with NEP, 2020's principles.

Figure: 2 Integrated Model for NEP, 2020



This framework highlights that metacognition, self-confidence, and achievement motivation work together as interdependent pillars that enable self-regulated learning (SRL), creativity, resilience, and adaptability.

5.1 Core Constructs of the MCM Framework

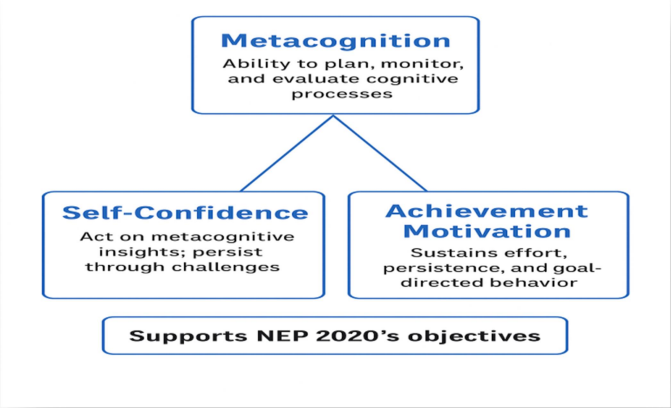
1. Metacognition

Metacognition, first conceptualized by Flavell (1979), refers to the ability of learners to **plan, monitor, and evaluate their own thinking processes**. It is more than just knowledge of strategies; it is the reflective awareness that allows students to adapt methods based on task demands. Within the NEP, 2020 vision, metacognition is central to **experiential and inquiry-based learning (Para 4.6 & 4.7)** and to **competency-based assessments (Para 4.34 – 4.42)**. It prepares learners to become independent problem-solvers capable of lifelong adaptability (Para 4.13 & 17.1).

2. Self-Confidence

Self-confidence, informed by Bandura's (1997) self-efficacy theory, reflects an individual's **belief in their capacity to succeed**. Confidence enables learners to apply metacognitive insights effectively, persist during setbacks, and generalize skills across different contexts. NEP, 2020 provisions reinforce this through **flexible learning pathways (Para 4.9 & 11.3)**, **teacher training for supportive classrooms (Para 5.1 – 5.7)**, and **counselling and mentoring systems (Paras 12.8 & 12.9)**. Thus, confidence forms the bridge between reflection and action, supporting resilience and autonomy.

Figure: 3 Construct of the MCM Framework



3. Achievement Motivation

Achievement motivation, rooted in the theories of McClelland (1985) and Eccles and Wigfield (2002), is the **internal drive to set and pursue goals**. It ensures that learners not only begin tasks but also persist until completion. NEP, 2020 fosters this through **multidisciplinary approaches (Para 4.4 & 4.23)**,

process-oriented assessments (Paras 4.34 – 4.42), and **mentorship for motivation (Para 12.8 & 12.9)**. A motivated learner develops a mastery orientation, striving for excellence and sustained growth.

5.2 The Dynamic MCM Loop

The strength of the MCM framework lies in the **cyclical relationship** between its three constructs:

- **Metacognition** strengthens **self-confidence** by allowing learners to reflect on strategies and recognize progress.
- **Confidence** fuels **motivation**, as belief in ability encourages persistence and determination.
- **Motivation** sustains effort, which leads to deeper **metacognitive growth** through experience.

This mutually reinforcing cycle extends existing models of self-regulated learning (Zimmerman, 2002; Pintrich, 2004) but adds a crucial distinction: it treats self-confidence as an independent pillar, not just a subset of motivation. This is the unique contribution of the MCM framework to educational psychology.

5.3 Integration with NEP, 2020

The MCM framework directly resonates with **NEP, 2020's Policy goals**. The table below illustrates this alignment:

MCM Construct	Relevant NEP, 2020 Provisions	Educational Implications
Metacognition	Inquiry-based learning (4.6 & 4.7); Competency-based assessment (4.34 – 4.42); Lifelong learning (4.13, 17.1)	Reflective thinking, problem-solving, adaptability
Self-Confidence	Flexible pathways (4.9 & 11.3); Teacher training (5.1 – 5.7); Counselling & mentoring (12.8 & 12.9)	Resilience, autonomy, persistence
Achievement Motivation	Multidisciplinary learning (4.4 & 4.23); Process-oriented evaluation (4.34 – 4.42); Mentorship (12.8 & 12.9)	Goal-setting, mastery orientation, sustained effort

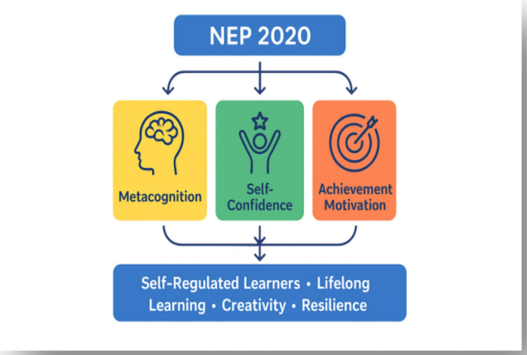
By linking psychological constructs with explicit NEP, 2020 provisions, the framework ensures that policy reforms are **translated into practical, learner-centred strategies**.

5.4 Outcomes of the MCM–NEP, 2020 Framework

When effectively applied, the integrated framework leads to multiple positive learner outcomes, including:

- **Creativity** – generated through reflective and motivated engagement with new tasks.
- **Resilience** – built through confidence and motivation to overcome obstacles.
- **Lifelong Learning** – sustained through metacognitive awareness and self-direction.
- **Adaptive Problem-Solving** – strengthened by the synergy of reflection, belief, and drive.

Figure: 4 MCM (Metacognition, Confidence and Motivation) Model



These outcomes are not only consistent with NEP, 2020's goals but also resonate with global educational priorities, such as the United Nations' Sustainable Development Goal 4 on quality education.

5.5 Policy and Practical Relevance

The MCM–NEP, 2020 framework has both theoretical significance and practical value:

1. **Theoretical Contribution**: By positioning self-confidence as an equal pillar alongside metacognition and motivation, the framework advances existing self-regulated learning models.
2. **Policy Relevance**: It bridges psychology and NEP, 2020 reforms, showing that educational policies succeed only when underpinned by inner learner capacities.
3. **Practical Guidance**: The model informs **curriculum design, teacher training, and assessment practices** to ensure they nurture reflection, confidence, and motivation.

5.6 Conceptual Framework Implications

The MCM framework grounds established psychological theories within India's educational reforms, emphasizing that NEP, 2020's success hinges on nurturing learners' inner capacities alongside structural change. Its core psychological pillars metacognition, self-confidence, and achievement motivation frame a pathway for translating policy into classroom practice:

- **Curriculum Design:** Embedding reflective, confidence-building, and motivational activities fosters learner-driven, competency-based classrooms aligned with NEP, 2020's vision.
- **Teacher Education:** Training should empower teachers to model self-regulated learning and cultivate confidence through mastery experiences and supportive environments.
- **Assessment Practices:** Process-oriented assessments (e.g., rubrics, portfolios) capture metacognitive and motivational dimensions, aligning with NEP, 2020's emphasis on formative evaluation.
- **Policy Implementation:** Psychological enablers must complement structural reforms; policy should promote reflective practices, mentorship, and motivation-based interventions.
- **Educational Psychology:** The framework extends self-regulated learning theories within a policy context, offering a globally relevant model for balancing reforms with learner-centeredness.

5.7 Global Significance

Although developed within the Indian policy context, the MCM–NEP, 2020 framework has international relevance. Many global reforms emphasize competency-based learning, resilience, creativity, and adaptability qualities directly supported by this model. By connecting psychological theory with policy practice, the framework contributes to global conversations on how to prepare learners for uncertainty and change in the 21st century.

5.8 Summary

In conclusion, the MCM–NEP, 2020 integrated framework highlights that psychological enabler's metacognition, confidence, and motivation are as crucial as structural reforms for realizing educational visions. It demonstrates how NEP, 2020's learner-centred goals can be grounded in psychological practice and extended to global contexts. Through its unique emphasis on self-confidence as an independent pillar, the framework offers both conceptual novelty and practical applicability.

This framework not only strengthens academic understanding but also provides a clear roadmap for future research, teacher preparation, and classroom practice, ensuring that learners are reflective, confident, motivated, and future-ready.

6. DISCUSSION

The findings of this study reinforce the interconnected roles of metacognition, self-confidence, and achievement motivation in shaping student learning outcomes. The proposed MCM framework highlights how reflective thinking enables students to monitor and regulate their learning processes, how confidence transforms this awareness into purposeful action, and how motivation sustains persistence toward academic goals. This cyclical loop metacognition → confidence → motivation → back to metacognition demonstrates a dynamic and self-reinforcing mechanism of effective learning, moving beyond linear models of self-regulation.

A significant contribution of this study lies in its policy sensitivity, especially its alignment with the National Education Policy (NEP), 2020. By explicitly linking psychological constructs with reform provisions, the MCM framework bridges theory and practice, ensuring both conceptual clarity and applied relevance.

In sum, the MCM framework advances educational psychology by offering a context-sensitive, policy-aligned, and globally transferable model. It demonstrates that effective learning cannot be reduced to academic performance alone; rather, it requires a balanced cultivation of metacognitive skills, self-confidence, and motivation, all of which resonate with the transformative vision of NEP, 2020.

7. CONCLUSION

The national education policy (NEP), 2020 marks a transformative advancement in the Indian education system, emphasizing holistic development, learner autonomy, and essential twenty-first-century competencies. this conceptual study introduced the metacognition-confidence-motivation (mcm) theory as an integrative framework that situates metacognition, self-confidence, and achievement motivation as mutually reinforcing psychological pillars supporting NEP, 2020's vision (flavell, 1979; bandura, 1997; McClelland, 1985). By highlighting the dynamic interplay among these constructs, the mcm framework extends established self-regulated learning models and provides a targeted lens for policy-aligned educational transformation. This approach underscores that sustainable reform depends not only on

curricular and structural innovation but also on cultivating learners' internal capacities to think reflectively, believe in their abilities, and persist through challenges (government of India, 2020; Zimmerman, 2008).

REFERENCES

Agrawal, S. (2025). Longitudinal studies on metacognitive awareness and academic success. *Journal of Educational Psychology, 117*(2), 234–250.

Anderson, L. W., & Krathwohl, D. R. (2020). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Chemers, M. M., Hu, L., & Garcia, B. F. (2001). Academic self-efficacy and first-year college student performance and adjustment. *Journal of Educational Psychology, 93*(1), 55–64. https://doi.org/10.1037/0022-0663.93.1.55

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science, 24*(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

Dignath, C., & Büttner, G. (2008). Components of fostering self-regulated learning among students: A meta-analysis on intervention studies at primary and secondary school level. *Metacognition and Learning, 3*(3), 231–264. https://doi.org/10.1007/s11409-008-9029-x

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology, 53*, 109–132.

Feng Teng, M., Wang, C., & Wu, J. G. (2023). Metacognitive strategies, language learning motivation, self-efficacy belief, and English achievement during remote learning: A structural equation modelling approach. *RELC Journal, 54*(3), 1–18. https://doi.org/10.1177/00336882211040268

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist, 34*(10), 906–911. https://doi.org/10.1037/0003-066X.34.10.906

Government of India. (2020). *National Education Policy 2020*. Ministry of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Gupta, N., Kathiresan, P., & Aneja, J. (2023). National education policy: A holistic development on the horizon. *Vision: The Journal of Business Perspective*. https://doi.org/10.1177/09731342231209463

Gupta, R., & Kaur, S. (2020). Achievement motivation, metacognition and science achievement among secondary school students. *Indian Journal of Psychology and Education, 10*(1), 20–27.

Joshi, A., & Sharma, R. (2022). Promoting autonomy and critical thinking for student engagement: Evidence from Indian classrooms. *Journal of Educational Research and Practice, 12*(2), 45–58.

Joshi, R., & Sharma, P. (2022). Learner-centred approaches in Indian education reforms: Aligning pedagogy with NEP 2020. *International Journal of Education, 15*(1), 45–62.

Kapoor, S. (2020). Metacognitive awareness and competitive examination performance: An Indian perspective. *Journal of Cognitive Studies, 8*(2), 44–56.

Kapure, R., & Mithaiwala, U. F. (2023). Metacognition awareness and achievement motivation: A study among students in higher secondary school. *Progress in Language, Literature and Education Research, 1*(1), 21–31. https://doi.org/10.9734/bpi/pller/v1/11027F

Kumar, R., & Singh, A. (2021). Collaborative learning and higher-order thinking among secondary school students: An empirical study. *Indian Journal of Educational Research, 40*(2), 112–124.

Kumar, V., & Ahuja, R. (2018). Self-confidence as a predictor of academic success among engineering students. *Journal of Indian Psychology, 36*(2), 112–120.

Liu, Y., Ma, L., & Ooi, S. (2025). Psychological well-being and academic performance: A review of holistic learning frameworks. *Review of Educational Research, 95*(1), 78–99.

McClelland, D. C. (1985). *Human motivation*. Scott, Foresman.

Meher, V., Baral, R., & Bhuyan, S. (2024). Assessing impact of metacognitive interventions on academic achievement of higher secondary school students in education. *Indonesian Educational Research Journal, 1*(3), 144–157. https://doi.org/10.56773/ierj.v1i3.27

Pajares, F. (2002). Overview of social cognitive theory and self-efficacy. In F. Pajares & T. Urdan (Eds.), *Academic motivation of adolescents* (pp. 1–32). Information Age.

Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451–502). Academic Press.

Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1993). Motivated strategies for learning questionnaire (MSLQ).

Prakash, G., Thakur, G. R., & Venkataraman, L. (2024). Experiential learning for holistic school education as envisaged in NEP 2020. *Educational Administration: Theory and Practice, 30*(10), 339–345. https://doi.org/10.53555/kuey.v30i10.8139

Prihandoko, L. A., Morganna, R., & Amalia, S. N. (2024). Self-efficacy and metacognition as the mediated effects of growth mindset on academic writing performance. *Journal of Language and Education, 10*(1), 33–47. https://doi.org/10.17323/jle.2024.13979

Rani, S., & Mehta, P. (2022). Problem-based learning as a strategy for developing critical thinking and adaptability in Indian classrooms. *Journal of Education and Human Development, 11*(3), 45–58.

Sahlberg, P. (2018). *Finnish lessons 2.0: What can the world learn from educational change in Finland?* Teachers College Press.

Sarkar, S., & Dave, A. (2024). Teacher's opinion on holistic and multidisciplinary education in the context of NEP-2020. *ShodhKosh: Journal of Visual and Performing Arts, 5*(5), 1229–1236. https://doi.org/10.29121/shodhkosh.v5.i5.2024.2949

Schraw, G., & Dennison, R. S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology, 19*(4), 460–475.

Singh, V., Patel, A., & Kumar, R. (2025). Metacognitive regulation and academic achievement: Evidence from Indian classrooms. *Education and Psychology Review, 37*(1), 112–130.

Siqueira, M. A. M., Mendonça, V. S., et al. (2020). Relationship between metacognitive awareness and motivation to learn in medical students. *BMC Medical Education, 20*(393), 1–8. https://doi.org/10.1186/s12909-020-02318-8

Steinmayr, R., & Spinath, B. (2009). The importance of motivation as a predictor of school achievement. *Learning and Individual Differences, 19*(1), 80–90.

Urban, M., & Urban, E. (2025). Psychological enablers of learning in policy-driven educational reforms. *Policy Futures in Education, 23*(3), 411–429.

Urban, X., & Urban, Y. (2025). Metacognition and motivation in creativity: Examining the roles of self-efficacy and values as cues for metacognitive judgments. *Metacognition and Learning, 20*(1), 77–95. https://doi.org/10.1007/s11409-025-09421-5

Veenman, M. V. J. (2012). Metacognition in science education: Definitions, constituents, and their intricate relation with cognition. In B. J. Fraser et al. (Eds.), *Second international handbook of science education* (pp. 21–37). Springer.

Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies, 44*(3), 299–321. https://doi.org/10.1080/00220272.2012.668938

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice, 41*(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal, 45*(1), 166–183.

Zimmerman, B. J., & Schunk, D. H. (2011). *Handbook of self-regulation of learning and performance*. Routledge.