

NEP 2020: Curtailing Dropout Rates and Ensuring Universal Access to Education at all Level

Miss. Shaily Pippal¹, Prof. Lajwanti²

¹Student, Dayalbagh Educational Institute (Deemed to be university)

²Professor Lajwanti, Faculty of Education, Dayalbagh Educational Institute (Deemed to be university)

Abstract

Education is a fundamental right and a powerful tool for societal progress. However, despite various governmental initiatives dropout rates in India. Remain alarming high, particularly after primary and secondary levels, this study examines the factors contributing to school dropouts including financing constraints distance to school, readmission difficulties, child labor, family disputes and infrastructural challenges. The impact of COVID 19 further worsened the situation leading to rise dropout rates due to economic hardships & loss of academic interest among students.

Government program such as Mid-Daymeal (1995), Right to Education Act (2009) & Rastriya Madhyamika Shiksha Abhiyan (2009) has been implemented to improve Enrollment, Retention & quality of Education. The NEP 2020 aims to achieve a 100% Gross Enrollment Ratio by (2035) through infrastructural development, Alternative Education models & Distance learning programs. Despite these efforts, challenges such as poor school facilities teacher shortages and socio-cultural barrier persist. Addressing these issues requires a multi-facilitates approach including better tracking of students increased community involvements.

Keywords: NEP 2020, Dropout Rates, Universal Access

INTRODUCTION

Education is the most powerful weapon which you can use to change the world “Nelson Mandela”. Its leads us to enlightenment and empowerment. The Indian constitution, proclaim education as a fundamental right but unfortunately the cherished goals of education have not been crystallized. A large chunk of population is still out of school. Thus, this problems dropout rate has impeded.

According to Dowrick, (2003) “Dropout may refer either to leaving school before passing any recognized exams, or to leaving unqualified to pursue employment opportunities of personal fulfilment”.

The New Education Policy (NEP 2020): A student who has not completed basic education and no longer attends school. In India the dropout rate is alarming at high percentage levels. Therefore, we need to address this dropout rates. So, we can educate the students at every level and to give the universal access to education means everyone one has equal opportunities in education regardless of their social class, race, gender, sexuality, ethnic background, physical and mental disabilities. Therefore, we can achieve the target the education to all level.



In the path to there were two government programs **Sarva shiksha Abhiyan** and **Right to education** act. Gross enrollment ratio **6-8 grade was 90.9%** while for **grade 9-10 is 79.3%** and **11-12 is 56.5%**. After the **class 5 and 8** the dropout rate shown in India is very alarming. Therefore, this is a point of huge concern we need to focus on this. **NEP 2020 has the goal to achieve 100% Gross Enrollment Ratio in pre-school throughout secondary school by 2035.**

NEP 2020 Suggestions

- Government Provide necessary infrastructure facilities, environment and tracking the Methods and teaching alternative Method.
- To provide effective and sufficient infrastructure (toilets, cleanroom, fresh water and the students).
- To achieve participation in school by carefully tracking students as well as their learning levels (like students skip the subject which they don't like).
- The best teachers to be deployed to areas where dropout rates are particularly high.
- Scope of school education will be broadened to facilitate multiple pathways to learning involving formal and informal education modes.
- Open and Distance (DDL) Programs offered by the NIOS will be expanded.
- NIOS will offer the following at A, B, and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system, 10 and 12 vocational education programmes and adult literacy and life enrichment programmes.
- NEP 2020 also suggests alternative modes of education such as Gurukuls, Madrasas, Pathshalas and home schooling.

JUSTIFICATION

Education is essential for both individual and societal development and we want to change in society something that we put in education so it is beneficial to all such students, teachers, administrators, community. Education does more than respond to a changing world and human resources get more effective when they get effective education. It will cause hindrance in the development of the country. But there are so many hurdles for gaining education by the people of the country. But it is not easy for all the citizens to access the education in the same manner. So, they will not continue the education. This problem is known as dropping out students. **During the covid period, we have already analyzed the dropout rate increase because of financial issues and lack of interest of students.** So that is why researchers want to study the topic and find out different reasons for dropping out of students. By curtailing the dropout ratio up can boost the **Gross Enrollment Ratio**. We have to achieve universal participation in schools by carefully tracking students as well as their learning levels. We have to create such dropouts. Counselors, and well-trained social workers connected to schools must be involved to ensure that school children are attending schools.

ANALYSIS OF DROPOUT RATE IN INDIA

Distance to school-According to a survey the distance of school is a problem for drop out students at secondary level students. At primary a school within 2.5km radius of any house in slum on lower middle



class. But in secondary to higher secondary school is far away according to student's age. And they have not proper resources to go to school

Readmission problem-In case of transfer of child, readmission procedure after 5,8,10, many children end up dropping out either due to unawareness of formal procedure or lack of interest to continue formal schooling.

Financial constraints-Students drop out of school due to financial problems in the family caused mainly by sickness of family members or death of a bread earner.

Insecurity of child-Safety of girls is a major issue today in the school. Case of eve teasing hold familiar from sending girls to school. Presence of boys in school and more numbers of male teachers is often determined factor.

Bad influence-Bad influence on children is the most common for students for dropping out of school. Early or unlimited exposure to alcohol, drugs, internet and television can distract children from initiate into anti-social activities instead

Parents attitude-Not only do educated parents tend to follow the same road for their children but even less educated but motivated parents also want their children to attend school like regular students.

Child not interested in studies-Poor facilities in school, bad teaching and poor comprehension of child lead to disinterest in studies. Current in covid period students are live in home in very long time.

Taking care of younger siblings-Most of the girls dropped out due to this reason. Usually, eldest girl has to look after her siblings and also manage household chores if her mother goes out of work or if there is a family crisis.

Disputes within family-Quite often family environment of households living in slums turns violent for a variety of reasons. Financial constraints, job loss and chronic unemployment, addiction to alcohol and other can lead to frequent disruption in the family.

Infrastructural facilities in the school-Poor facilities in school such as unclean toilets, absence of safe drinking water, non-working fans, lack of proper seating arrangements in school often cause students to compromise with bad facilities, irregularity or drop out specially in case of girls whose toilet becomes necessary.

Repeated failures/Poor Academic Performance-As the students are living in rural areas do not have favourable academic environment at home and even in school the teachers lack motivation to teach, as a teacher, as a result of which the incidence of failure is very high among them.

Child labor-Students are out because they have to work for some reasons like financial support to their family, parents forced to work, financial issues and death of family earner.

Grade wise dropout-Dropout in class 6th can be explained by the transition process between primary and upper primary levels. The facts are to be found that the students have to pay school fees, uniform and stationery.

Peer group-Some students dropped out because their friends have done that or they were motivated by the fact their friends have started earning at an early age.

Sickness of child-Students face chronic illness, and prevent students from going to school for long which lead to an inability to cope, disinterest in students in studies or name being struck off by the school.

Mental Illness-According to a survey, those students with depression were twice as likely to drop out of high school. This is because their mental illness can affect their ability to learn and their engagement.



SOME PROGRAMS ARE ORGANISED BY GOVERNMENT TO INCREASE ENROLLMENT MID DAY MEAL (1995)

The mid day meal scheme was started in India from 15th August (1995) under the name National programme of nutritional support to primary education. The mid-day meal scheme meal program of the government of India designed to improve the nutritional status of school age children nationwide. But this program was first introduced by the British government in (1995) in Madras. After that this program was introduced in Tamil Nadu by Kamaraj Nagar in 1960s under the chief minister Dr. M.G. Ramachandran. This program is among the best programs known in this country. After Tamil Nadu it spread to Kerala, Madhya Pradesh, and some other parts of India. This program almost became universal by (2005). In September (2021) the Mid-day meal scheme was renamed (PM POSHAN or PRADHAN MANTRI POSHAN SHAKTI NIRMATA) has been launched for 5 years from (2021-22 to 2025-26) with a budget of Rs. 1,30,749,90 crore. The government will benefit 11.80 crore children studying in 11.20 lakh schools across India providing nutritional meals, nutritional experts will be appointed for health checkup.

OBJECTIVE

- To improve the nutritional status of children.
- To increase and retain enrollment in school.
- To reduce dropout rate.
- To improve the health hygiene of the child increasing nutritional level.
- To improve the learning outcome of children.
- To enhance students' attendance retention.
- Children attend school regularly.

RIGHT TO EDUCATION ACT (2009)

The Act is completely titled “the Right of Children to Free and Compulsory Education Act”. It was passed by the Parliament in August 2009. When the Act came into force in 2010, India became one among 135 countries where education is a fundamental right of every child. **The 86th Constitutional Amendment (2002) inserted Article (21A)** in the Indian Constitution which states: “The State shall provide **free and compulsory education to all children of (6 to 14) years** in such manner as the State, may by law determine. “As per this, the right to education was made a fundamental right and removed from the list of Directive Principles of State Policy. The RTE is the consequential legislation envisaged under the 86th Amendment. The article incorporates the word “free” in its title.

RTE ACT PROVISIONS

1. The right of free and compulsory education to children until they complete their elementary education in a school in the neighbourhood.
2. The Act makes it clear that ‘compulsory education’ implies that it is an obligation on the part of the government to ensure the admission, attendance and completion of elementary education of children between the ages of six and fourteen.
3. The Act provides for the admission of a non-admitted child to a class of his/her appropriate age.



It mentions the duties of the respective governments, the local authorities and parents in ensuring the education of a child. It also specifies the sharing of the financial burden between the central and the state governments.

4. It specifies standards and norms for Pupil Teacher Ratios (PTR), infrastructure and buildings, working days of the school and for the teachers.

5. It also says there should be no urban-rural imbalance in teacher postings. The Act also provides for the prohibition of the employment of teachers for non-educational work, other than census, elections and disaster relief work.

5. The Act provides that the teachers appointed should be appropriately trained and qualified.

ITS PROHIBITED

1. Mental harassment and physical punishment.

2. Screening procedures for the admission of children.

3. Capitation fees.

4. Private tuition by the teachers.

5. Running schools with no recognition.

CRITICISM OF RTE ACT

1. The Act was drafted hastily without much thought or consultation being given to the quality of education imparted.

2. Children below 6 years are not covered under the Act.

3. Many of the schemes under the Act have been compared to the previous schemes on education such as the Sarva Shiksha Abhiyan, and have been plagued with corruption charges and inefficiency.

3. At the time of admissions, many documents such as birth certificate, BPL certificate, etc. are required. This move seems to have left out orphans from being beneficiaries of the Act.

4. There have been implementational hurdles in the 25% reservation of seats for EWS and others in private schools. Some of the challenges in this regard are discriminatory behaviour towards parents and difficulties experienced by students to fit in with a different socio-cultural milieu.

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (2009)

National mission for secondary education centrally sponsored scheme of the Ministry of Human Resource Development Government of India for the development of secondary education in public school. It was launched in March (2009).

OBJECTIVE

1. The principal objectives are to enhance the quality of secondary education and increase the total enrollment rate from 52% (as of 2005 - 2006) to 75% in five i.e. from (2009 - 2014).

2. It aims to provide universal education for all children between 15-16 years of age.

3. To improve the quality of education imparted at secondary level.

4. Universal access to secondary level education by (2017).

5. Universal retention of students by (2010).



UNIVERSALISATION OF ELEMENTARY EDUCATION(2001-2002)

Universalization of elementary education has been accepted as a national goal in India. Central and State governments are making strenuous efforts to achieve this goal. The article 45 in the Directive principles of state policy in the constitution mandated the state to endeavour to provide free and compulsory education to all children up to age fourteen in a period of ten years.

It includes: Universalization of provisions

Universalization of enrollment.

Universalization of retention.

4. Universalization of provision means that school facilities should be provided to all children between the age of 6 to 14

5. Universalization of enrollment means that all the children between the age of 6 to 14 must be enrolled.

6. Universalization of Retention reveals a child who joins primary school; he or she should remain there till he or she completes all their primary education.

UNIVERSALISATION OF SECONDARY EDUCATION

1 Secondary education is the education provided to the students of age group 14-18.

2. Universalization of secondary education set by the Ministry of Human Resource Development in September 06, 2004.

3. Universal access

4. Equality and social justice.

5. Impact at the level of access, socio-cultural character, developmental objectives and structural -cum curricular provisions of secondary education -all at the same time and throughout the nation.

CRITICISM

1) Most states will find it difficult to achieve secondary level Gross Enrolment Ratios (GERs) greater than 100% by 2020 and will not succeed by the target date of 2017*. This has several causes. These include an insufficient number of students reaching grade 8; inadequate levels of achievement of grade 9 entrants; poor attendance of students and absenteeism by teachers; wide variations between schools in staffing, class size and availability of learning materials; and failure to ensure adequate financing to universalize access.

2) Demographic transition will lead to declining numbers of secondary school-aged children. In low enrolment states demand for secondary school places is likely to peak before 2020, after which the numbers of secondary age children will fall by 20% or more over a decade.

3) Additional demand for secondary education will come mostly from marginalized groups who were not previously able to complete elementary education.

4) Increased participation will come from areas located at a distance from existing secondary schools. This may increase average distances to travel to secondary and result in additional costs to poor households.

5) Secondary education places an additional financial burden on poor households. Much of the new demand will come from children from lower quintiles of household income and from otherwise marginalised groups likely to be poor.



6) Private tuition has grown rapidly and can cost households as much as all the other costs of secondary school attendance. Surprisingly, large numbers of those in private schools also buy private tuition.

VIEWS OF PREVIOUS POLICIES ON DROPOUT RATE:

NATIONAL EDUCATION POLICY OF 1968

The National education policy 1968 was introduced by Indira Gandhi. This policy called education spending to increase the Six Sigma of the National income and aiming towards radical restructuring and provision of educational opportunities for all. In 1968, it was strengthened that each school should be attended by all the children in the neighbourhood school irrespective of caste, creed, community, religion, socio-economic conditions.

Establishment of such schools from primary education should be immediately free in all parts of the country and facilities should be universalised, within 5 years. I.e. Primary school should be available within walking distance of the home of every child. Incentives should be given to enrolled girls and children from weaker sections of the community through parental education and incentives and to ensure that every child enrolled in schools passes regularly from class to class and remains in school till he completes the primary education, and the qualitative improvement to primary schools. The adoption of the ungraded system in primary level and the provisions of facilities for part-time education for all children who cannot attend schools on a full-time basis.

HIGHER EDUCATION - The enrollment in vocational courses should be substantially increased to cover ultimately about half the total enrollment at higher secondary stage.

EDUCATION OF GIRLS - In the post-Independence period, the enrollment of girls as well as the number of women teachers, has increased rapidly at all stages of education and in most areas of study, girls have shown remarkable achievement and proved that they are at least equal to, if not better than the boys. Instead, a wide gap in the enrollment of boys and girls at all stages.

SCHOLARSHIP - Both in secondary and higher, the scholarship programme should be expanded and the amount of scholarship increased.

N

NATIONAL POLICY ON EDUCATION 1986

The NPE 1986 policy was introduced by Rajiv Gandhi. The NPE called for "Special emphasis on the removal of disparities and to equalise educational opportunities especially for the Indian women, Scheduled caste and communities." The policy acknowledged the achievement of policy goals set by the 1968 policy, like setting up of a school within one kilometre and stated that increased financial support and organisational support was necessary to address problems of access and quality and the policy was intended to raise educational standards to increase access to education. There is an emphasis on opportunities of elementary education for girls and removing the problems in the regards. It also suggested primary schools open in remote areas including residential schools in tribal regions. This policy emphasized on inclusion of motor handicapped children in normal schools and arrangements of special schools.

ISSUES RELATED TO ELEMENTARY EDUCATION WERE SPECIALLY ADDRESSED:

1. Access, enrollment, and retention of all children up to the age of 14 years in the schools.
2. Quality improvement of education by improving the school environment, child-centred and activity-centred teaching methodology, continuous evaluation throughout the year, removal of all kinds of



physical punishment, continuing the practice of not failing the students in any class at elementary level and arranging the essential facilities in primary schools.

3. Arranging non-formal education for children, who left the schools, in between, or the residing at places not having schools.

FOCUS ON RETENTION IN THE MAINSTREAM SYSTEM

Most of the education policies in India considered the task of retaining students within the mainstream system. NPE 1986 too came up with an idea to shift the focus from enrollment to retention. For this, it suggested surveys (house to house) to check the regularity of attendance and relevance of schooling.

PROVISIONS FOR THE GIRL CHILD

Support services for girls included incentives to encourage the education of the girl child and those of the weaker sections (such as the SC's, ST's, minorities, etc.). Especially for the girl child, two sets of free uniforms, free textbooks, attendance initiatives and stationery, etc. were to be given free of cost. Apart from this, students attending elementary school were also given free transportation facilities in the state roadways buses.

NATIONAL EDUCATION POLICY 2020 VIEWS ON DROPOUT RATE

1. One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education. However, the data for later grades indicates some serious issues in retaining children in the schooling system. The **GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively – indicating** that a significant proportion of enrolled students drop out after **Grade 5 and especially after Grade 8. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore.** It will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a **goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.**

2. There are two overall initiatives that will be undertaken to bring children who have dropped out back to school and to prevent further children from dropping out. The first is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12.

3. The second is to achieve universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.

4. Once infrastructure and participation are in place, ensuring quality will be the key in retention of students, so that they (particularly, girls and students from other socio-economically disadvantaged groups) do not lose interest in attending school.

5. To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programmed offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be



expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school.

6. To make it easier for both governments as well as non-governmental philanthropic organizations to build schools, to encourage local variations on account of culture, geography, and demographics, and to allow alternative models of education, the requirements for schools will be made less restrictive.

7. Efforts will be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc.

SUGGESTIONS:

1. **Universal Participation:** We have to achieve universal participation in schools by carefully tracking students as well as their learning levels. We have to create suitable opportunities to catch up such dropouts. Councilors, and well-trained social workers connected to schools must be involved to ensure that school children are attending schools.

2. Encouraging multiple entries learning to the children of migrant workers.

3. Establishments of schools for nomadic communities (Bakarwal).

4. Opening up of evening schools for the children involved in labour due to very poor economic conditions.

5. Appointment of local teachers for teaching in the local language in areas with language barriers.

6. Constant reviewing of curriculum to make it competitive, engaging and dynamic to meet all the emerging challenges and make the students confident, self-reliant and skillful,

7. Vocational education should be imparted to the students for a sustainable lifestyle.

8. Facilitating students with hassle free scholarships.

9. School should be opened in a good location for students' safety.

10. Providing effective and sufficient infrastructure so that students have access to safe and engaging school education at all levels.

EDUCATION IMPLICATIONS

- **To remove poverty**

We have to give education to each and every child at all level so they have to remove poverty and be capable of fulfilling their basic needs.

- **For Nation development**

By education we can make people fight for their rights and they know how to fight against injustice which is faced by them.

- **Promote Sustainable development**

Education provides the knowledge for sustaining our environment like we save water, which is a basic necessity of humans that we can know by education. So, if everyone gets education, they have to have knowledge of their resources which they have saved for future generations.

- **Upgradation of skills**

By education everyone knows their skills and learns how to upgrade and increase their skills. There are different types of councils which facilitate the skills of students.

- **Gender Equality**



We want to change anything in society only by education so education plays a vital role to change the mentality of society. So, if we want to give equal opportunities to girls and boys. With the help of reducing dropout rate, we can promote gender equality and to sensitise the gender equality.

- **To remove the barriers to access to education**

By giving education to all peoples of the country, through education we can remove inequalities among the society and remove the barriers to access in education-.

- **Economic development**

Through education we can increase employment and it automatically leads to raising the standard of living of the country and to raising the level of the country globally

CONCLUSION:

With regard to parental education, it has been observed parents of drop out students were poorly educated than parents of non-dropout students. Also, specifically mothers of dropouts were quite poorly educated. Education of mother is considered an important factor which can lead to a reduction in dropouts “You educate a man; you educate a man. You educate a woman; you educate a generation.” A positive relation between family size and dropout rate can be explained keeping in mind the larger financial burden of the family and a smaller number of resources per child. A negative relation between the number of dropouts and family income is also observed. With regard to dropout by class, maximum dropouts are obtained in classes 6th and 9th. This can be explained by transitions between upper primary and secondary and higher secondary. Major factors explaining dropouts are lack of interest in studies, taking care of younger siblings, financial constraints, disputes in family, poor facilities in school, lack of motivation of parents,

Several dropped students also complained about the lack of extracurricular activities in school. Health and hygiene are also a major issue among girl It is an established fact that the holistic development of a nation solely depends on the quality of education. The transformation of societies can be brought through education. Sustainable development can be achieved only when every citizen has access to education at all levels. The Right to Education is a step to achieve this purpose. As such curtailing the dropout rates becomes inevitable to achieving.

REFERENCES:

1. Admin (2016). *Right to Education Act (RTE) - Provisions and Importance for UPSC IAS Exam*. [online] BYJUS. Available at: <https://byjus.com/free-ias-prep/right-education-act-rte> [Accessed 30 Jan. 2025]. <https://indiankanoon.org/doc/154644006>
2. A quote by Brigham Young. (2019). Goodreads.com. <https://www.goodreads.com/quotes/37892-you-educate-a-man-you-educate-a-man-you-educate>
3. Admin. (2020, November 10). *Mid Day Meal Scheme (MDMS) - UPSC Notes*. BYJUS; BYJU'S. <https://byjus.com/free-ias-prep/mdms-mid-day-meal-scheme>
4. Admin. (2024, September 26). meaning of universalisation& set of new indicators NEP 2020, India | Education for All in India. *Education for All in India*. <https://educationforallinindia.com/meaning-of-universalisation-set-of-new-indicators-nep-2020-ind>



5. All Study Guide. (2024, March 26). *Causes of school dropout- Reasons and solutions to apply*. <https://allstudyguide.com/causes-of-school-dropout> Copy to clipboard
6. Chowdhury, I. R. (2021, March 14). *Sarva Siksha Mission and Primary Education in Kolkata: Changes and Challenges*.
https://www.researchgate.net/publication/350049040_Sarva_Siksha_Mission_and_Primary_Education_in_Kolkata_Changes_and_Challenges
7. Dsel.education.gov.in. <https://dsel.education.gov.in/rte>
8. Flavell, J. H. (1979). Metacognition and cognitive monitoring a new area of cognitive developmental inquiry. *American psychologist*, 34, 906-911. – References – Scientific research publishing. (n.d.).
9. SCIRP Open Access.
[https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/ReferencesPapers.aspx?ReferenceID=2132981](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPapers.aspx?ReferenceID=2132981)
10. Graphical representation. (2019, March 6). BYJUS.
<https://byjus.com/maths/graphicalrepresentation/> Mean (Definition & meaning), how to find the mean, formula, examples. (2017, August 21). BYJUS. <https://byjus.com>
11. jyotika. (2024, March 20). *Adda247*. Adda247.com. <https://www.adda247.com/teaching-jobs-exam/npe-1986>
12. Ministry of Education. (2021, July 14). *Right to Education / School Education & Literacy*.
13. undefined (2021). *Limitations of RTE Act, 2009*. [online] INSIGHTS IAS - Simplifying UPSC IAS Exam Preparation. Available at: <https://www.insightsonindia.com/social-justice/issues-related-to-education-sector/right-to-education/limitations-of-rte-act-2009> [Accessed 30 Jan. 2025].
14. (n.d.). ResearchGate | Find and share research.
https://www.researchgate.net/publication/324770716_Misra_et_al-2018Journal_of_Genetics
15. (1987). (2016, June 16). *Creative Learning In Science*.
<https://creativelearninginscience.wordpress.com/the-relationship-between-creativityandmetacognition-from>
16. (n.d.). Just a moment...
<https://www.indeed.com/careeradvice/careerdevelopment/types-of-statistical-analysis>
17. (n.d.). MFS – MKCL Finishing School. <https://mfs.mkcl.org/images/ebook/Fundamental>
18. Just a moment... (n.d.). ResearchGate | Find and share research.
19. <https://www.researchgate.net/publication/>
20. https://www.researchgate.net/publication/42831418_Root_Cause_Analysis_A_Framework_for_Tool_Selection
21. (n.d.). CRESST. <https://cresst.org/wp-content/uploads/TECH469.pdf>
22. (n.d.). Home | Rowan College of South Jersey.
<https://www.rcsj.edu/Tutoringsite/Gloucestersite/Documents/Metacognitive%20Awarenes>
23. (n.d.). [cache:///www.stetson.edu/administration/academic-success/media/Learning_Style](http://www.stetson.edu/administration/academic-success/media/Learning_Style)
24. (n.d.). New Delhi Publishers | Peer Reviewed Scholarly Journal Publishers.
<https://ndpublisher.in/admin/issues/EQv8n3j.pdf> • (n.d.). ResearchGate | Find and share research. <https://www.researchgate.net/publication/>



25. OSI Editorial (2021). *Key Features of National Education Policy 1986 - OSI School Guide*. [online] Online Schools India. Available at: <https://onlineschoolsindia.in/school-guide/key-features-of-national-education-policy-1986> [Accessed 30 Jan. 2025]
26. Parker, H. (2023, October 6). 50 best AI tools: Top generative AI software in 2023. ClickUp. <https://clickup.com/blog/ai-tools/> • Pearson product-moment correlation. (n.d.). SPSS Statistics
27. Tutorials and Statistical Guides | Laird Statistics. <https://statistics.laerd.com/statisticalguides/pearsoncorrelation-coefficient-statistical-guide.php>
28. Psychology for effective teaching. (n.d.). Google Books.
29. https://books.google.co.in/books/about/Psychology_for_Effective_Teaching.html?id=s45qA-AAAMAAJ&redir_esc=y
30. Shodhganga@INFLIBNET: An investigation of academic emotions as facilitator of higher cognitive and Metacognitive learning in higher secondary students. (n.d.).
31. Shodhganga : a reservoir of Indian theses @ INFLIBNET. <https://shodhganga.inflibnet.ac.in/handle/10603> • The relationship between creativity and metacognition from Flavell (1987) and Brown
32. SlideShare. (2019). *Universalisation of education in India*. [online] Available at:
33. <https://educationforallinindia.com/meaning-of-universalisation-set-of-new-indicators-nep-2020-india>
34. Standard deviation. (2017, July 27). BYJUS. <https://byjus.com/maths/standard-deviation/>
35. [https://www.ijhssi.org/papers/v3\(11\)/Version-2/K03112070081.pdf](https://www.ijhssi.org/papers/v3(11)/Version-2/K03112070081.pdf)
36. Unesco.org. (2020). *Universalizing secondary education in India | Unesco IIEP Learning Portal*. [online] Available at: <https://learningportal.iiep.unesco.org/en/blog/universalizing-secondary-education-in-india> [Accessed 30 Jan. 2025]. In-text citation: (Unesco.org, 2020)