

ISSN (P) : 2347-5676
ISSN (O) : 2582-2357

Journal of Research in Education

(A Peer Reviewed and Refereed Bi-annual Journal)
(SJIF Impact Factor 5.573)



**St. Xavier's College of Education
(Autonomous)**

P.O. Digha Ghat, Patna - 800 011 (Bihar)

Vol.12 No.1

June, 2024

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(A Peer Reviewed and Refereed Bi-annual Journal)

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St. Xavier's College of Education

(Autonomous)

Digha Ghat, Patna, Bihar - 800011

VOL.12, No.1 | JUNE, 2024

JOURNAL OF RESEARCH IN EDUCATION

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EDITORIAL



Dear Readers,

Welcome to the Journal of Research in Education, where we explore innovative insights and critical analyses in education. This edition brings together diverse studies that challenge conventional thinking and offer new perspectives. We hope these contributions inspire educators, researchers, and policymakers to advance the future of learning.

Prof. Ignatius highlights the topic "Beti Bachao, Beti Padhao: Transforming the Landscape of Girls Education in India" and enumerates that "Beti Bachao Beti Padhao" (BBBP) is a transformative initiative that has significantly impacted the landscape of girl education in India. Launched in 2015 by the Government of India, this campaign addresses critical issues such as declining child-sex ratios, gender-based discrimination, and barriers to education for girls. By focusing on the twin goals of saving and educating the girl child, BBBP aims to empower girls and promote gender equality.

The program has sparked a nationwide movement, encouraging communities to prioritize the education and well-being of girls. It has led to increased female literacy rates, higher school enrollment numbers, and greater societal awareness of the importance of educating girls. Beyond just education, BBBP challenges deep-

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seated cultural norms and promotes the value of girls in every aspect of life. As India progresses, "Beti Bachao Beti Padhao" remains a cornerstone in the journey toward a more just and equitable society.

Nivedita Raj and Dr. Madhu Singh on the topic "Exploring Metacognitive Strategies Awareness in Aspiring Elementary Teachers" exhaustively presents that exploring metacognitive reading strategies in aspiring elementary teachers is crucial for fostering effective teaching and learning. Metacognition, or the awareness and control of one's thinking processes, plays a vital role in reading comprehension. Aspiring teachers who understand and utilize these strategies can better guide their students to become active, self-regulated readers.

By integrating metacognitive strategies into their teaching, these future educators can help students monitor their understanding, identify challenges, and employ techniques to overcome them. This approach not only improves reading comprehension but also cultivates lifelong learning skills. Moreover, teachers who are aware of their metacognitive processes are better equipped to model these strategies in the classroom, leading to a more reflective and adaptive learning environment.

Fostering metacognitive awareness in teacher training programs is essential for developing educators who can effectively nurture critical thinking and independent learning in their students, laying the foundation for academic success and beyond.

Anitha Mascarenhas, in her most exciting topic on "Subjective Happiness as a Mediator between Perceived Stress and Resistance to Change among College Teachers" explains in the article that subjective happiness plays a crucial role in how college teachers cope with stress and adapt to change. As a mediator, it influences the relationship between perceived stress and resistance to change. Teachers who experience higher levels of subjective happiness are better equipped to manage stress, making

them more open to embracing changes in their professional environment. Conversely, those with lower happiness levels may find stress more overwhelming, leading to greater resistance to change. Understanding this dynamic highlights the importance of promoting well-being among educators to foster resilience and adaptability in the face of evolving educational demands.

On the other hand, Dr. Lishin Joshi enumerates in the title "Transforming Higher Education in India: A Critical Analysis of the National Education Policy 2020" that The National Education Policy (NEP) 2020 marks a significant shift in India's higher education landscape, aiming to foster holistic and multidisciplinary learning. By emphasizing flexibility, innovation, and inclusivity, NEP 2020 seeks to break down traditional silos and promote critical thinking. The policy's focus on research, digital learning, and global standards positions India to compete on an international stage. However, its implementation presents challenges, such as aligning diverse institutional capacities and ensuring equitable access. A critical analysis of NEP 2020 underscores its potential to transform higher education, while also highlighting the need for careful execution to achieve its ambitious goals.

Kumari Ayushi in her most exciting topic on "Cybersecurity Awareness and Social Media Usage among Secondary School Students: A Comprehensive Analysis" presents that cybersecurity awareness is essential for secondary school students navigating the digital world, particularly in their use of social media. This demographic is highly active online but often lacks the knowledge to protect themselves from cyber threats like phishing, identity theft, and cyberbullying. A comprehensive analysis of their social media usage highlights the need for targeted education on safe online practices. By promoting cybersecurity awareness in schools, students can be better equipped to recognize risks, safeguard their personal information, and use social media responsibly. This proactive approach is crucial in fostering a safer and more

informed generation of digital citizens.

Lalita Tirkey and Dr. Nimisha Srivastava in the title “Attitude of Secondary School Tribal Students towards Parental Involvement in their Studies” mention that the attitude of secondary school tribal students towards parental involvement in their studies is a critical factor in their academic success. Many tribal students appreciate and value their parents' support, recognizing its importance in motivating them to perform better. However, challenges such as cultural differences, language barriers, and parents' limited educational background can sometimes hinder effective involvement. Understanding these students' perspectives is essential for creating strategies that foster positive parental engagement, tailored to the unique needs of tribal communities. Encouraging and facilitating parental involvement can bridge gaps and empower tribal students to achieve their full academic potential.

Dr. Madhuri Kumari in her topic entitled “उच्चतर माध्यमिक कक्षाओं के छात्र एवं छात्राओं में पर्यावरण के प्रति जागरूकता का अध्ययन” elaborates that awareness of the environment among higher secondary school students is crucial for fostering a generation that is conscious of ecological issues and committed to sustainable practices. A study on this awareness highlights students' understanding of environmental challenges like climate change, pollution, and conservation. However, it also reveals gaps in knowledge and action, underscoring the need for enhanced environmental education. By integrating comprehensive environmental studies into the curriculum, schools can empower students to become proactive stewards of the planet. Cultivating this awareness at an early age is essential for addressing global environmental concerns and ensuring a sustainable future.

In the final article by Dr. Anita Shrivastava, Dr. Saroj Sinha and Tulika Sinha entitled “ An Empirical Study on Ayushmaan Bharat Yojna With Special Reference to Lok Bayak Jai Prakash

Hospital, Patna” sheds light on the effectiveness of this ambitious healthcare initiative. The study examines how the scheme has improved access to quality healthcare for the underprivileged, particularly in a critical institution like LNJP Hospital. Findings highlight increased patient satisfaction and better healthcare delivery but also reveal challenges such as resource constraints and administrative hurdles. This analysis underscores the importance of continuous evaluation and strategic enhancements to ensure Ayushman Bharat Yojana fulfils its potential in transforming healthcare accessibility and outcomes across India.

As we conclude this edition of our educational journal, we extend our heartfelt thanks to our contributors and readers. May the insights and research shared inspire you and enrich your understanding of education. Happy reading, and we look forward to your continued engagement in our future issues.

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1

Beti Bachao, Beti Padhao: Transforming the Landscape of Girl Education in India

Abstract

Beti Bachao, Beti Padhao (BBBP) is a premier initiative began by the Government of India in 2015 aiming to addressing the alarming decline in the child sex ratio (CSR) and promoting the empowerment of girls through education. The program's primary objectives are to prevent gender-biased sex-selective elimination, ensure the survival and protection of the girl child, and encourage her education and participation in social and economic life.

BBBP operates through a multi-faceted approach that involves awareness campaigns, community mobilization, and strict enforcement of laws against prenatal sex determination. It collaborates with various stakeholders, including state governments, local communities, and civil society organizations, to foster an environment where girls are valued and nurtured. The campaign has made significant strides in changing societal attitudes towards girls. Enrolment rates of girls in schools have increased, and there is a marked improvement in their retention and performance. Additionally, BBBP has brought attention to issues such as child marriage, dowry, and violence against girls, creating a broader impact on gender equality. Challenges remain, particularly in deeply entrenched patriarchal regions where cultural norms continue to hinder progress. However, the success stories from different parts of the country serve as a testament to the campaign's potential. By leveraging media, innovative

outreach programs, and the commitment of local leaders, BBBP is gradually transforming the landscape of girl education and empowerment in India. Above all, Beti Bachao, Beti Padhao is not just a program but a movement that aims to create a future where every girl can aspire, achieve, and thrive, contributing to a more inclusive and equitable society.

Key Words: *Beti Bachao, Beti Padhao, Girl Education, Gender Equality, Women Empowerment*

Introduction

The "Beti Bachao, Beti Padhao" (BBBP) scheme is a social campaign started by the Government of India in January 2015. The primary objective of this initiative is to address the declining child sex ratio (CSR) and to promote the education and empowerment of girls. The name "Beti Bachao, Beti Padhao" translates to "Save the daughter, Educate the daughter," summarising the dual goals of protecting girls and ensuring they receive a proper education. This program marks a significant step towards gender equality and aims to transform the socio-cultural mindset towards girls in India.

Historical Perspective

Historically, India has faced severe gender discrimination and a strong preference for male children. This preference has been deeply rooted in various socio-economic and cultural factors. Practices such as dowry, patriarchy, and son preference have led to discriminatory behaviors against girls, including female infanticide, neglect, and lack of educational opportunities. These practices have resulted in a skewed sex ratio, with significant disparities in the number of males and females in certain regions.

The problem was exacerbated by advancements in medical technology that allowed for sex-selective abortions, leading to an alarming decline in the child sex ratio. The 2011 Census of India highlighted a disturbing trend with a child sex ratio of 919 girls per 1,000 boys. This declining ratio became a national concern, prompting the government to take immediate action.

Objectives of the Social Campaign

The BBBP scheme has three major objectives:

Prevention of gender-biased sex-selective elimination:

This involves strict enforcement of laws against prenatal sex determination and the implementation of awareness campaigns to change societal attitudes towards the girl child.

Ensuring survival and protection of the girl child:

This includes improving health and nutrition services for girls, ensuring their safety and protection from all forms of violence and exploitation.

Ensuring education and participation of the girl child:

This aims to provide quality education for girls, encourage their participation in sports and extracurricular activities, and create opportunities for them to pursue higher education and vocational training.

Implementation Strategies:

The BBBP scheme is a multi-sectoral initiative, involving coordinated efforts from various government departments and agencies at the national, state, and district levels. The key implementation strategies include:

- **Mass Communication Campaigns:** These campaigns are designed to raise awareness about the importance of girl child education and gender equality. They utilize various media platforms such as television, radio, print media, and social media to reach a wide audience.
- **Community Mobilization and Participation:** Engaging community leaders, local organizations, and citizens in spreading the message of BBBP. This includes organizing village-level meetings, rallies, and cultural programs to promote the value of girls.
- **Strict Enforcement of Laws:** Strengthening the implementation of the Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act, 1994, to prevent sex-selective abortions. This involves regular monitoring, inspections, and stringent action against violators.
- **Capacity Building and Training:** Training government officials, healthcare providers, and educators on gender-sensitive practices and the importance of girl child education and protection.
- **Financial Incentives and Schemes:** Providing financial support and incentives to families for the education and welfare of girl children. This includes scholarships, free education, and conditional cash transfers.

Impact on Girl Education:

Since its inception, the BBBP scheme has made significant strides in improving the landscape of girl education in India. Some notable impacts include:

- **Increased Enrolment Rates:** There has been a noticeable increase in the enrolment of girls in primary and secondary schools. The scheme

has motivated parents to send their daughters to school, reducing dropout rates and ensuring continuity in education.

- **Improved Attendance and Retention:** Efforts to create a safe and conducive learning environment, along with provisions for scholarships and mid-day meals, have contributed to improved attendance and retention rates among girls.
- **Enhanced Infrastructure:** The BBBP scheme has led to the development of better school infrastructure, including separate toilets for girls, access to clean drinking water, and improved classroom facilities. These measures have made schools more girl-friendly.
- **Promotion of Higher Education:** The scheme encourages girls to pursue higher education and vocational training. Special initiatives and scholarships have been introduced to support girls in completing their education and acquiring necessary skills for employment.
- **Change in Societal Attitudes:** The mass communication campaigns and community mobilization efforts have contributed to a gradual change in societal attitudes towards girls. There is a growing recognition of the importance of educating girls and treating them with respect and equality.

Challenges of the Scheme

1. Implementation Issues

- **Lack of Awareness:** In many regions, there is insufficient awareness about the scheme, leading to low participation and impact.
- **Cultural Resistance:** Deep-rooted patriarchal attitudes and cultural biases against girl children persist, making it difficult to change mindsets.
- **Resource Allocation:** The distribution and utilization of funds have often been criticized. Some states have reported mismanagement or insufficient allocation of resources.

2. Monitoring and Evaluation

- **Inadequate Data Collection:** There is often a lack of reliable data to monitor the program's progress effectively. This makes it challenging to measure impact and identify areas needing improvement.
- **Performance Metrics:** The absence of clear and standardized performance metrics makes it difficult to assess the effectiveness of various interventions under the scheme.

3. Socio-Economic Factors

- **Economic Constraints:** Families facing economic hardships might prioritize the education of boys over girls, seeing it as a more secure investment for the future.
- **Gender Disparities in Education:** Despite efforts, girls still face significant barriers to accessing quality education, including safety concerns, lack of proper sanitation facilities in schools, and long travel distances.

4. Coordination Among Stakeholders

- **Inter-departmental Coordination:** Effective implementation requires collaboration between various government departments (education, health, and social welfare). Poor coordination can lead to fragmented efforts and reduced impact.
- **Community Involvement:** The success of the program heavily relies on community involvement and support. Engaging local leaders and influencers is crucial but often challenging.

5. Sustainability and Long-term Impact

- **Continuous Effort:** Changing societal attitudes and improving the status of girls require sustained efforts over a long period. Short-term initiatives may not lead to lasting changes.
- **Scalability:** Successfully scaling the program across diverse regions with varying socio-economic conditions remains a significant challenge.

6. Legislation and Enforcement

- **Weak Enforcement:** Existing laws against gender-based discrimination and sex-selective abortions need stronger enforcement. Without this, cultural and societal biases continue to undermine the program's objectives.

7. Awareness and Advocacy

- **Media and Outreach:** Effective use of media and outreach programs to spread awareness and promote the scheme's objectives is crucial. However, inconsistent messaging and limited reach can hinder these efforts.

Successful Stories of the Scheme

Despite the challenges, there have been numerous success stories that highlight the transformative impact of the BBBP scheme:

- **Haryana:** Haryana, a state with one of the lowest child sex ratios, has shown remarkable improvement under the BBBP scheme. The state has implemented various initiatives, such as the "Selfie with Daughter" campaign, to promote the value of girls. As a result, there has been a significant increase in the enrolment of girls in schools and a positive change in societal attitudes.
- **Rajasthan:** In Rajasthan, the BBBP scheme has led to a substantial increase in the enrolment of girls in secondary schools. The state has focused on improving school infrastructure, providing scholarships, and raising awareness about the importance of girl child education.
- **Madhya Pradesh:** The "Ladli Laxmi Yojana" in Madhya Pradesh, which is aligned with the BBBP scheme, has been successful in promoting girl child education and empowerment. The program provides financial incentives to families for the education and welfare of girl children, resulting in increased enrolment and retention rates.

Role of Non-Governmental Organizations (NGOs)

NGOs have played a crucial role in supporting and complementing the efforts of the BBBP scheme. They have been actively involved in community mobilization, awareness campaigns, capacity building, and providing direct support to girls and their families. Some notable NGOs working in this field include:

- **Pratham:** Pratham is a leading education NGO that has collaborated with the government to improve the quality of education for girls. Their programs focus on enhancing learning outcomes, reducing dropouts, and promoting gender equality.
- **Save the Children:** Save the Children has been working to ensure access to education and protection for girls in India. Their initiatives include creating safe learning environments, providing scholarships, and advocating for policy changes to support girl child education.
- **CRY (Child Rights and You):** CRY has been actively involved in promoting the rights of children, including girls, through education and protection programs. Their efforts aim to create an enabling environment for girls to thrive and succeed.

Suggestions to Improve the Project

Improving the Beti Bachao Beti Padhao (BBBP) initiative requires a comprehensive and multifaceted approach. These are some the constructive paths to enhance the effectiveness and impact of the project: -

1. Enhancing Awareness and Outreach

- **Community Engagement:** Conduct regular community meetings and workshops to raise awareness about the importance of gender equality and girls' education. Involve local leaders, influencers, and grassroots organizations.
- **Media Campaigns:** Utilize various media platforms, including social media, radio, television, and print, to run continuous awareness campaigns highlighting success stories and the importance of the initiative.

2. Improving Implementation and Monitoring

- **Transparent Fund Allocation:** Ensure transparent and efficient allocation of funds. Regular audits and public disclosures of fund utilization can help build trust and accountability.
- **Robust Data Collection:** Develop a robust data collection system to track progress, identify gaps, and make data-driven decisions. Regularly update and review data to monitor the initiative's impact.

3. Strengthening Education and Health Infrastructure

- **Educational Facilities:** Improve the quality of educational facilities, especially in rural areas. Ensure schools have proper sanitation facilities, safe transportation, and sufficient educational resources.
- **Health Services:** Strengthen health services, including prenatal and postnatal care, to improve maternal and child health. Ensure access to affordable healthcare and nutrition for girls.

4. Addressing Socio-Economic Barriers

- **Financial Incentives:** Provide scholarships, stipends, and other financial incentives to encourage families to educate their daughters. Implement conditional cash transfer programs to support girls' education and health.
- **Economic Empowerment:** Promote economic empowerment programs for women, including skill development and employment opportunities, to reduce economic dependence and enhance the value of girls.

5. Enhancing Legislation and Enforcement

- **Strict Enforcement:** Strengthen the enforcement of existing laws against gender-based discrimination, sex-selective abortions, and other related issues. Implement stricter penalties for violations.

- **Legal Support:** Provide legal aid and support to families and individuals fighting against gender-based discrimination and violence.

6. Fostering Gender Sensitization

- **Curriculum Integration:** Integrate gender sensitization programs into school curriculums to educate children from a young age about gender equality and respect.
- **Training Programs:** Conduct regular gender sensitization training for teachers, healthcare providers, law enforcement officials, and government employees to ensure they are equipped to support the initiative effectively.

7. Strengthening Coordination and Partnerships

- **Inter-departmental Collaboration:** Foster better coordination among different government departments (education, health, social welfare) to ensure cohesive and comprehensive implementation.
- **Public-Private Partnerships:** Encourage partnerships with private sector organizations, NGOs, and international agencies to leverage additional resources, expertise, and innovative solutions.

8. Promoting Long-term Sustainability

- **Continuous Engagement:** Ensure continuous engagement with communities and stakeholders to maintain momentum and support for the initiative.
- **Monitoring and Evaluation:** Establish a robust monitoring and evaluation framework to assess the long-term impact of the program and make necessary adjustments. Regularly publish progress reports and case studies to share learnings and best practices.

9. Empowering Girls Directly

- **Leadership Programs:** Develop leadership and mentorship programs for girls to build their confidence, skills, and aspirations.
- **Digital Literacy:** Promote digital literacy and access to technology for girls to enhance their learning opportunities and future prospects.

Future Potential Prospects of the Scheme

The future of the Beti Bachao Beti Padhao (BBBP) scheme of the Government of India will likely be shaped by several factors and trends. Here are some potential future directions and considerations for the scheme:

1. Enhanced Focus on Education and Skills Development

- **Quality Education:** Increased emphasis on improving the quality of education for girls, including access to STEM (Science, Technology, Engineering, and Mathematics) education, digital literacy, and vocational training.
- **Scholarships and Financial Aid:** Expansion of scholarship programs and financial aid to ensure that economic barriers do not prevent girls from pursuing higher education and skill development.

2. Strengthened Monitoring and Evaluation

- **Data-Driven Approaches:** Implementation of more sophisticated data collection and analysis tools to monitor the progress and impact of the scheme. This includes tracking metrics such as enrollment rates, dropout rates, and academic performance of girls.
- **Feedback Mechanisms:** Establishing robust feedback mechanisms to gather inputs from beneficiaries and stakeholders, allowing for continuous improvement of the program.

3. Greater Community Involvement and Awareness

- **Grassroots Movements:** Encouraging and supporting grassroots movements that advocate for gender equality and girls' education. Engaging local leaders and influencers to champion the cause.
- **Innovative Campaigns:** Leveraging technology and innovative communication strategies to raise awareness and change societal attitudes towards girls. This could include social media campaigns, mobile apps, and community radio programs.

4. Policy and Legislative Reforms

- **Strengthening Laws:** Enhancing and strictly enforcing laws against gender-based discrimination, child marriage, and sex-selective abortions. Introducing new policies to protect and empower girls.
- **Gender Budgeting:** Allocating dedicated resources in government budgets to support initiatives aimed at improving the status of girls and women.

5. Public-Private Partnerships

- **Corporate Social Responsibility (CSR):** Encouraging private sector participation through CSR initiatives aimed at promoting girls' education and empowerment.

- **Collaborative Projects:** Partnering with NGOs, international organizations, and private companies to leverage additional resources, expertise, and innovative solutions.

6. Focus on Health and Nutrition

- **Comprehensive Health Programs:** Integrating health and nutrition programs with educational initiatives to ensure the overall well-being of girls. This includes access to reproductive health services, mental health support, and nutritional supplements.
- **Awareness on Health Issues:** Conducting awareness campaigns on critical health issues affecting girls, such as menstrual hygiene, to break taboos and ensure informed and healthy practices.

7. Economic Empowerment of Women

- **Skill Development and Employment:** Providing skill development programs and employment opportunities for young women to ensure economic independence and empowerment.
- **Entrepreneurship Support:** Encouraging and supporting female entrepreneurship through training, mentorship, and access to credit and markets.

8. Integration with Other Government Programs

- **Holistic Approach:** Integrating the BBBP scheme with other government programs aimed at poverty alleviation, rural development, and women's empowerment to create a more holistic and sustainable impact.
- **Synergy with Education Programs:** Collaborating with initiatives like Samagra Shiksha Abhiyan to ensure seamless delivery of educational services to girls.

9. Long-Term Vision and Sustainability

- **Sustainable Development Goals (SDGs):** Aligning the scheme's objectives with the United Nations Sustainable Development Goals, particularly those related to gender equality, quality education, and good health and well-being.
- **Long-Term Planning:** Developing long-term strategies to ensure the sustainability of the program, with a focus on creating lasting behavioral and societal changes.

Conclusion

The "Beti Bachao, Beti Padhao" scheme has been a significant step towards transforming the landscape of girl education in India. By addressing the issues of gender bias, promoting girl child education, and ensuring their protection and empowerment, the scheme has brought about positive changes in many parts of the country. However, sustained efforts, collaboration, and commitment from all stakeholders are essential to achieve the goal of gender equality and empower every girl child to realize her full potential. The journey towards a gender-equal society is ongoing, and initiatives like BBBP play a crucial role in shaping a brighter future for girls in India.

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2

Exploring Metacognitive Reading Strategies Awareness in Aspiring Elementary Teachers

Abstract

Metacognition, defined as "thinking about thinking," is also referred to as knowledge about knowledge. In educational psychology, metacognition is an abstract and complex concept that encompasses the knowledge and control one has over their thought processes and learning activities. Some strategies highlighted by researchers include planning, previewing, predicting, skimming and scanning, remembering difficult words, guessing, re-reading, translating, note-taking, highlighting major information, commenting, summarising, paraphrasing, differentiating main ideas from supporting ideas, visualising, thinking aloud, associating, adjusting the pace of reading, checking understanding of the text, making inferences, and verifying guesses and predictions.

This study aims to assess the metacognitive awareness, perception, and use of reading strategies among prospective elementary teachers when reading their academic texts. It seeks to find the correlation between the dimensions of metacognitive awareness, specifically Global Strategies, Problem-solving Strategies, and Support Strategies. The findings reveal a highly significant correlation between these dimensions of metacognitive awareness in reading strategies.

Keywords: Metacognitive Awareness, Reading Strategies, Global Reading Strategies, Problem-Solving Strategies, Support Reading Strategies

Introduction

Students learn through reading text material or study material that is relevant to their needs and requirements. Learning through cognitive abilities and reading skills suited to their potential helps students sustain knowledge for their benefit and apply it as needed. In this process, a learner demonstrates their potential for managing skills such as time, stress levels, reading strategies, cognitive ability, retention, adaptability, visualization, and inferencing. According to Carrell (1989) and Zhang (2001), reading is an interactive cognitive process where the reader forms hypotheses, tests predictions, and constructs meaning using their knowledge of vocabulary and language. Anderson (2002) referred to a reader's awareness of monitoring, and regulation of reading strategies as metacognitive awareness.

Metacognition: Theory and Concept

Flavell (1971) used the term meta-memory in the context of an individual's ability to manage and monitor the input, storage, search, and retrieval of the contents of his memory. He implied that metacognition is intentional, conscious, foresighted, purposeful, and aimed at achieving a goal or outcome. In his article (1976) the term metacognition was first formally used in the title of his paper. He states that metacognition comprises both monitoring and regulation.

John H. Flavell (1976) coined the concept of Metacognition. He is regarded as its originator, and has done pioneering work on it [Palennari, et. al. (2018), Livingston, 1997)]. Etymologically, meta means "beyond" and cognition means "intellectual process" (such as perception, memory, thinking and language) through which information is obtained, processed, transformed, stored, retrieved, and used (Ashman and Conway, 1997). Metacognition, therefore, means "beyond cognition". Paris and Winograd (1990) decoded meta-cognition as having two vital predominances: self-appraisal and self-management of cognition.

John Flavell also identified three "metas" that children acquire over time about information storage and retrieval. These were: firstly, the child learns to identify situations in which intentional, conscious storage of certain information may be useful at some time in the future; secondly, the child learns to store any information that may be related to active problem-solving, and have it ready to retrieve as per

the need; and thirdly, the child learns making deliberate systematic searches for information that may help solve a problem, even when the need for it is yet unforeseen.

The first attempt to generate a formal model of metacognition was presented by Flavell (1979). He acknowledged the significance of metacognition in a wide range of applications that included reading, oral skills, language acquisition, memory, attention, self-instruction, social interactions, writing, personality development and education.

Metacognitive strategies are in line with set goals and objectives of the students with an understanding of the content or subject matter while connecting the past knowledge with the present or new knowledge and encoding them for the future in their memories (Paris & Jacob, 1984:2083-2093). The students must know the strategies for planning, monitoring and evaluating their reading assignments. In a nutshell, metacognition involves thinking about thinking, self-awareness, management, memory, and learning strategies.

Concept of Metacognitive Reading Strategies

Reading plays a pivotal role in every individual's life and it is an equally important skill that lays meaning to words read. Reading makes a person visualize the printed symbol and reconnect it with the sound or pronunciation it is associated with. It makes one conscious of what one is to deliver. It enlarges the horizon of our experience, knowledge, reflective skills, and critical skills and provides a platform to rest our curious minds. Metacognition encourages a learner to monitor his skills and strategies involved in his understanding of his learning in an organized manner. Metacognitive learners do their work more efficiently and effectively. They are self-regulated learners using the right strategies at the right moment. They identify learning blocks and change strategies to overcome the obstacles to attain the goal. Metacognitive skills differentiate between a lay reader and a skilled reader.

It is a teacher's responsibility to help students inculcate metacognitive skills so that they become skilled learners and active thinkers. Since teachers mould the students and shape their future it becomes essential to know the thought process of the teachers themselves. This requires teachers to introspect their own reading and learning patterns. A study indicated that the participants reported a high use of problem-solving and a moderate use of global and support strategies. Besides, problem-solving strategies positively correlated and predicted literal as well as higher-order comprehension (Ghaith,

2019). When teachers know what reading strategies students use and how frequently in pre-active, active and post-active stages and the reason behind their specific use, the reading strategies may be in tandem with individual differences, individual needs and individual problems.

Metacognition incorporates planning, monitoring and evaluation. It is a step-by-step process.

- **Planning before reading:** Students should be aware of the task at hand, and being aware of their thought process to connect with the topic, is primary towards developing metacognitive awareness.
- **Monitoring the contextual passage:** Students should monitor the task at hand relating connections, execution and performance, inferences, and predictions. They should know whether the content requires to be broken down into smaller passages for better understanding.
- **Evaluation of reflection post reading:** Students should evaluate their reading by the expected goal. They should be able to relate to their previous thought before reading and post-reading. They should be able to connect with the author's perspective thereby reorienting their thinking skills.

When our thought process is conscious, purposeful and goal-oriented we indulge in the regulation of our cognition that is metacognition. In the teaching and learning transaction, it is an essential component today where we are guiding our students towards higher-order thinking sans rote learning. Today teachers have an important role-play in the teaching-learning transaction since they immediately connect to the students and their thought process in the classrooms every day. They make understanding easier through their skills of questioning, reflecting and feedback. They are vital in providing a learning environment conducive to metacognitive thinking thereby applying metacognitive strategies in day-to-day teaching and learning transactions.

The usage of Metacognitive skills projects two aspects of reading. First is cognition about reading and second is text comprehension. The ongoing utilisation and practice of the metacognitive skills distinguishes between a skilled reader and a beginning reader. Paris and Jacobs (1984) differentiated the skilled readers as being conscious of activities that required thinking, flexible strategies, and periodic self-monitoring. They are aware of the topic, look through the passage

forward and backward and also monitor their understanding as they read through. These skills are not utilised by beginning readers or poor readers. The novice readers are unaware of these strategies and they overlook the necessity of their usage. According to Jacobs & Paris (1987), it is “reportable, conscious awareness about the cognitive aspects of thinking”

Review of Related Literature

A review of the different research suggests that higher-level learners had metacognitive awareness of reading strategies at different levels (Khatri, 2021). Cognitive strategies were more frequently used by the learners and on the other hand the supportive strategies were used the least, high use of problem-solving and moderate use of the global and support strategies was also reported. The problem-solving strategies positively correlated with higher-order comprehension (Ghaith & Sanyoura, 2019). Cohen (1990) opines that reading strategies are mental processes consciously chosen by the readers to further utilise in accomplishing the reading tasks at hand. Children who were more aware of the nature of reading tasks also scored higher on tests of reading comprehension and the informed instructions in the classroom could enhance both awareness and comprehension skills (Paris & Jacobs, 1984).

Pinninti (2016) revealed that the frequency and the purpose of reading strategies were influenced by the stage of reading. Children who were more aware of the nature of reading tasks also scored higher on tests of reading comprehension and found a significant, direct, positive correlation between total metacognition and total teacher competency scores (Kapadia & Garg, 2012). This indicated that the metacognition of students was related to teachers' technical competencies such as communication skills, evaluation ability, classroom management, mastery over content and ability to organise information.

The more one reads, the more they become aware of the context they are interacting through thereby becoming aware of their cognitive capacities and developing their potential of metacognitive awareness for reading strategies suitable to their individuality.

The Rationale of the Study

Despite extensive research highlighting the importance of metacognitive strategies in reading, there remains a gap in understanding how prospective elementary teachers engage with these strategies. As future educators, their ability to effectively employ and model metacognitive

reading strategies is crucial for fostering these skills in their students. The transition from theoretical knowledge to practical application is vital, especially in the formative years of education.

Previous studies, such as those by Anderson (2002), Mokhtari and Reichard (2002), and others, have established the foundational role of metacognitive awareness in reading comprehension and academic performance. However, limited research specifically focuses on prospective elementary teachers, a group that plays a pivotal role in early education. Understanding their level of metacognitive awareness and their use of reading strategies can provide valuable insights into teacher education programs and highlight areas for improvement.

Moreover, given the evolving educational landscape and the increasing emphasis on self-regulated learning, it is essential to equip future teachers with the necessary skills to manage their reading strategies effectively. This study aims to fill this gap by assessing the metacognitive awareness of reading strategies among prospective elementary teachers and exploring the relationships between different types of reading strategies. The findings will not only contribute to the existing body of literature but also inform the design of targeted interventions and training programs to enhance the metacognitive skills of future educators.

In summary, this study addresses a critical need to evaluate and enhance the metacognitive awareness of reading strategies among prospective elementary teachers, ensuring they are well-prepared to support their future students in becoming proficient and independent readers.

Research Objectives

- To determine the level of Metacognitive awareness of reading strategies among prospective elementary teachers.
- To find the significant relationship between Global Reading Strategies and Problem-Solving Strategies of Metacognitive Awareness among prospective elementary teachers.
- To find the significant relationship between Global Reading Strategies and Support Reading Strategies of Metacognitive Awareness among prospective elementary teachers.
- To find the significant relationship between Problem-solving and Support Reading strategies of Metacognitive Awareness among prospective elementary teachers..

Null Hypotheses

- There is no significant relationship between global reading strategies and problem-solving strategies within the context of metacognitive awareness among prospective elementary teachers.
- There is no significant relationship between global reading strategies and support reading strategies within the context of metacognitive awareness among prospective elementary teachers.
- There is no significant relationship between problem-solving strategies and support reading strategies within the context of metacognitive awareness among prospective elementary teachers.

Methodology

Method: A descriptive survey method was used in this study.

Research tool: For this study, the translated and adapted version of the Metacognitive Awareness of Reading Strategies Inventory (MARSI) Version 1.0 (2002) by Kouider Mokhtari and Carla Reichard was administered to D.El.Ed. students in the Bhojpur District through a Google Form. This scale evaluates three metacognitive strategies:

- a) Global Reading Strategies which are generalised, intentional reading strategies that help set the purpose of reading and meaning-making in the reader.
- b) Problem-solving strategies that help students navigate through the text skilfully so that the reader can overcome problems when the reading of the text becomes difficult
- c) Support Reading Strategies that help the reader use reference materials notes or other media to help gain a better understanding of the text.

The tool has statements regarding what people do when they read academic or school-related materials such as textbooks, library books, etc. Each statement is followed by five numbers (1, 2, 3, 4, 5) whereby

- 1) means "I never or almost never do this." Reading and Reflection
- 2) means "I do this only occasionally."
- 3) means "I sometimes do this." (About 50% of the time.)
- 4) means "I usually do this."
- 5) means "I always or almost always do this."

There are no right or wrong answers to the statements in this inventory

Results and Discussion

1. Level of Metacognitive Awareness of Reading Strategies Among Prospective Elementary Teachers

Objective: To determine the level of metacognitive awareness of reading strategies among prospective elementary teachers.

Table 1: The level of Metacognitive Awareness of Reading Strategies among prospective elementary teachers.

Dimensions		Low	Moderate	High
Global Reading Strategies	Percentage	15.38%	73.51%	11.11%
	No.	18	86	13
Problem-Solving Strategies	Percentage	17.98%	67.52%	14.53%
	No.	21	80	17
Support Reading Strategies	Percentage	15.38%	69.24%	15.38%
	No.	18	81	18
Meta Cognitive Awareness Total	Percentage	16.24%	63.25%	20.51%
	No.	19	74	24

Table 1 presents the levels of Metacognitive Awareness of Reading Strategies among prospective elementary teachers, divided into three dimensions: Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies. Most prospective elementary teachers (73.51%) have a moderate level of global reading strategies awareness. A smaller proportion exhibit high awareness (11.11%), while a similar small proportion have low awareness (15.38%). Regarding Problem-Solving Strategies, the majority (67.52%) also fall into the moderate category for problem-solving strategies. There is a higher percentage of individuals with low awareness (17.98%) compared to high awareness (14.53%). Regarding global reading strategies, the distribution here is similar to the global reading strategies, with most teachers (69.24%) having a moderate level of awareness. The percentages for low and high awareness are equal (15.38%). Aggregating all dimensions, the majority of prospective elementary teachers (63.25%) have a moderate level of overall metacognitive awareness of reading strategies. Interestingly, the percentage of teachers with high awareness (20.51%) is higher than those with low awareness (16.24%).

2. Relationship Between Global Reading Strategies and Problem-Solving Strategies

Hypothesis 1: There is no significant relationship between global reading strategies and problem-solving strategies of metacognitive awareness among prospective elementary teachers.

Table 2: Correlations between Global reading strategies and Problem-solving strategies

		Global Reading	Problem-Solving
Global Reading	Pearson Correlation	1	.922**
	Sig. (2-tailed)		.000
	N	117	117
Problem-Solving	Pearson Correlation	.922**	1
	Sig. (2-tailed)	.000	
	N	117	117

**Correlation is significant at the 0.01 level (2-tailed)

The analysis presented in Table 2 indicates a statistically significant positive relationship between global reading strategies and problem-solving strategies among prospective elementary teachers. This is demonstrated by a correlation coefficient (r) of 0.992, which suggests an extremely strong positive correlation, and a p -value less than 0.01, indicating that the relationship is statistically significant at the 1% level. This means that as the use of global reading strategies increases, the use of problem-solving strategies also tends to increase significantly, and vice versa.

3. Relationship Between Global Reading Strategies and Support Reading Strategies

Hypothesis 2: There is no significant relationship between global reading strategies and support reading strategies of metacognitive awareness among prospective elementary teachers.

Table 3: Correlations between Global reading strategies and Support reading strategies

		Global Reading	Support Reading
Global Reading	Pearson Correlation	1	.907**
	Sig. (2-tailed)		.000
	N	117	117
Support Reading	Pearson Correlation	.907**	1
	Sig. (2-tailed)	.000	
	N	117	117

**Correlation is significant at the 0.01 level (2-tailed)

The analysis presented in Table 3 indicates that there is a statistically significant positive relationship between global reading strategies and support reading strategies among prospective elementary teachers. This is evidenced by a correlation coefficient (r) of 0.907, which suggests a strong positive correlation, and a p-value less than 0.01, indicating that the relationship is statistically significant at the 1% level. This means that as the use of global reading strategies increases, the use of support reading strategies also tends to increase significantly, and vice versa.

4. Relationship Between Problem-Solving Strategies and Support Reading Strategies

Hypothesis 3: There is no significant relationship between problem-solving strategies and support reading strategies of metacognitive awareness among prospective elementary teachers.

Table 4: Correlations between Problem-solving strategies and Support Reading Strategies

		Global Reading	Problem-Solving
Global Reading	Pearson Correlation	1	.892**
	Sig. (2-tailed)		.000
	N	117	117
Problem-Solving	Pearson Correlation	.892**	1
	Sig. (2-tailed)	.000	
	N	117	117

**Correlation is significant at the 0.01 level (2-tailed)

The analysis presented in Table 4 indicates a statistically significant positive relationship between problem-solving strategies and support reading strategies among prospective elementary teachers. This is demonstrated by a correlation coefficient (r) of 0.892, which suggests a strong positive correlation, and a p-value less than 0.01, indicating that the relationship is statistically significant at the 1% level. This implies that as the use of problem-solving strategies increases, the use of support reading strategies also tends to increase significantly, and vice versa.

Findings

The results show a highly significant correlation between the three dimensions of metacognitive awareness of reading strategies. Specifically,

there is a highly significant correlation between global reading strategies and problem-solving strategies, between global reading strategies and support reading strategies and between problem-solving strategies and support reading strategies.

Conclusion

This study indicates that metacognitive awareness of reading strategies significantly improves understanding and comprehension, thereby enhancing the reader's performance. Metacognitive awareness is crucial for teachers to master the content they need to convey to their students. It helps teachers manage information more effectively and guide their students in training their thought processes, making connections between skills and strategies to overcome challenges in reading.

Teachers, as researchers, can identify the strategies that are most suitable for each student or encourage students to reflect and identify the strategies that enhance their potential. In today's educational landscape, it is essential for prospective teachers to self-regulate and be aware of metacognitive strategies to excel in their performance.

Moreover, fostering metacognitive awareness in reading strategies empowers teachers to create a more adaptive and personalized learning environment. By understanding and applying these strategies, teachers can better address diverse learning needs, promote critical thinking, and support lifelong learning skills in their students. Ultimately, this enhances not only academic success but also the overall cognitive development of both teachers and students.

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3

Subjective Happiness as a Mediator between Perceived Stress and Resistance to Change among College Teachers

Abstract

A subjectively happy person is a mentally healthy person and irrespective of life's hurdles they still are happy and possess increased psychological well-being. This study investigated the mediating role of subjective happiness on the relationship between perceived stress and resistance to change among college teachers. A correlational study was done to determine the relationship between the three variables, and the results showed that subjective happiness is negatively correlated with perceived stress and resistance to change. On the other hand, resistance to change is negatively correlated with subjective happiness but has a positive relationship with perceived stress. A mediation analysis was carried out to determine the mediation effect of subjective happiness on perceived stress and resistance to change. The results showed that there is a mediating effect and that subjective happiness completely mediates the relationship between perceived stress and resistance to change. The findings of this study state that it is important to focus upon subjective happiness in order for teachers to avoid resisting to change and for diminished appraisal of events as stressful.

Key Words: Happiness, Perceived Stress, Resistance, Change, Well-Being

Introduction

*“Resolve to keep happy, and your joy and
you shall form an invincible host against difficulties”*

Helen Keller.

A subjectively happy person is a mentally healthy person and irrespective of life's hurdles they still are happy and possess increased psychological well-being (Lyubomirsky & Lepper, 1999). Change exists and is inevitable and, in a world, where the rate of change is now faster than it has ever been there will be resistance to change wherever it occurs (Caruth & Caruth, 2013). Because change is inevitable a person's response to the change in their environment matters a great deal for them to be mentally happy and not think of change as problematic and so that change can be implemented successfully (Dupuy, 2002). Positive emotions increase one's satisfaction in life and one is satisfied not because they feel good but because they develop resources for living well (Cohn et al., 2009). When one responds to change in a positive manner, no matter how challenging or stressful it is, they do not perceive it to be so and they know that they are bigger than the challenge in front of them and are able to carry them out with confidence yielding positive outcomes. Positive emotions widen an individual's instantaneous thought-action repertoire (Fredrickson, 2004). This leads to the assumption that, how happy one reports themselves to be, will determine their appraisal of events and responses towards change and this will have an impact on the outcome and productivity in a dynamic environment.

When there exists an organizational change, employees' subjective responses to change and Resistance to Change attitudes account for a substantial proportion of the variance in employee well-being (Rafferty & Jimmieson, 2016). The same can be applied to employees in higher-educational institutions. Changes in the teaching-learning practices are frequently resisted by members of the faculty (Caruth & Caruth, 2013). Teachers in higher educational institutions face constant changes in their work environment as they need to educate different generations which require them to cope with these changes to stay happy. Positive psychological capital and positive emotions may be important in countering potential dysfunctional attitudes and behaviors relevant for change (Avey et al., 2008). Hence, it is important to know what influences appraisal of events as stressful and peoples change resistance behaviours.

All this narrows down to the three main variables of this study, they are, Resistance to Change, Subjective Happiness and Perceived Stress with College Teachers being the sample population.

Resistance to Change

With change come our own responses to change. When educational change occurs or is sought, teachers do not all react in the same manner. Researchers have studied about gender, subject specialisation, and personal change orientations, for example, can all influence how teachers respond to specific educational changes and change in general. The age and stage of profession of teachers are two of the most significant variables. Considering age differences, research shows that today's young teachers are eager and mainly positive persons early in their careers, who have mastered the adaptation required for generational survival in an occupational and social environment marked by rising change. Most instructors focus their remaining energy and rewards on a more relaxed sense of accomplishment within the classroom as their bodies begin to deteriorate, their experiences of repetitive educational change wear them down, and imminent retirement lessens the grip that others have over them (Hargreaves, 2005).

In the meantime, during the middle years of teaching, instructors maintain but temper some of their enthusiasm, and with developing confidence, competence, and a sense of security, they are able to be open to but selective about the change proposals they adopt.

Subjective Happiness

Happiness is defined as positive emotional well-being in its simplest form, and it is used interchangeably to represent one's subjective well-being (SWB) (Jalloh et al., 2014). Subjective Happiness refers to the extent to which people can intuitively rate themselves as being happy or unhappy.

Teachers' health has long been a source of concern for educational systems around the world. Furthermore, study findings – particularly in the field of positive psychology – show that high levels of happiness are linked to extra benefits that improve teachers' professional performance (Rahm & Heise, 2019). Therefore, we can say that a happy teacher would be a content and competent one bringing out the best in her students by being an example and mirroring her happiness and positivity allowing their students to explore various fields of knowledge.

Perceived Stress

Selye (1976), also known as ‘the father of stress research’, defines stress as the “non-specific response of the body to any demand.” In this study Perceived Stress can be referred to as those emotional responses which occur due to the demands of one's job; e.g, workload and competence.

The main stressors that teachers generally have and are also proven by many research scholars are job-role conflict, job burnout, inadequate reward policy, work overload, dual roles (work and home), personal development stressors, and/or organizational climate stressors.

This study considers various areas of change such as institutional change, change in position, adjustments, role changes, and any minor or major changes that would have taken place among these higher education teachers in the recent past.

A study on teacher mental health proves that teacher mental health may contribute to the resilience of teachers who choose to stay in the profession (Gray et al., 2017). There is wide scope for research among teachers in the higher education institutions as not many researches have been found among higher education teachers as compared to elementary and secondary school teachers which enhance the need for this study.

Reviewing the many different stressors faced by college teachers, this study aims to address whether Subjective Happiness influences teacher's Perceived Stress and Resistance to Change. It aims to create awareness on whether Subjective Happiness intervenes between Perceived Stress and Resistance to Change among College Teachers. When a change exists in the work environment of college teachers, they perceive it as stressful and either accept or resist the changes. Subjective Happiness of the teachers is what actually influences this is the assumption of this study. Negative emotions expressed towards change in other words, resisting change negatively has an impact on the subjective well-being (which is the broader term for happiness). Employee well-being is influenced by the responses to change in particular (Rafferty & Jimmieson, 2016).

Need for the Study

As mentioned earlier, due to the dynamic roles of higher-educational institution teachers along with their increased workload and competence that they have to keep up to it is important to study how they adapt to changes that exist in their work environment and with their roles. And as we now know that employee well-being (which is also a broader term for subjective happiness) is linked to their subjective experiences of change and that teacher happiness contributes to better performance of teachers we can see that this study is of great significance to educational institutions in managing the mental well-being of their staff members and also in maintaining their happiness and satisfaction at the workplace.

Thus, this research study aims to throw light upon the relationship between three variables, i.e, Resistance to Change, Perceived Stress and Subjective Happiness among College Teachers and how Subjective Happiness plays a mediating role between Perceived Stress and Resistance to Change. Moreover, no studies have been done to determine the relationship or connection between these three variables which makes clear that a knowledge gap exists.

Objectives

- 1) To assess the relationship between Subjective Happiness, Perceived Stress and Resistance to Change
- 2) To determine the mediating effect of Subjective Happiness on Perceived Stress and Resistance to Change

Hypothesis

H1: Subjective Happiness mediates between Perceived Stress and Resistance to Change among College Teachers.

Design

The research design used in this study is correlational research design, as the study aims to find out and describe the relationship between the three variables, i.e, Subjective Happiness, Perceived Stress and Resistance to change in which Resistance to Change is considered as the dependent variable, Perceived Stress is the independent variable and Subjective Happiness is considered as the mediating variable in which a mediation analysis is done to determine whether Subjective Happiness mediates and the correlations among the variables are determined.

Sampling Design

Convenient Sampling design is used for this study as the study is done given a time constraint and considering the pandemic situation where movement or physical meeting was restricted. Sample size taken for this study is 90 consisting of pre-university college, degree college and masters degree college teachers from different colleges/ institutions across Karnataka.

Tools Used

Tools refer to those standardized tests that were used for collecting the data from the sample population for the study. Three tools were used for this study, they are: Subjective Happiness Scale, Perceived Stress Scale and the Resistance to Change Scale.

Subjective Happiness Scale by Lyubomirsky and Heidi Lepper: The Subjective Happiness Scale is a new four-item questionnaire that assesses overall subjective happiness. The alphas ranged from 0.79 to 0.94 (M = 0.86) and the M was 0.86.

Perceived Stress Scale by Sheldon Cohen: The Perceived Stress Scale (PSS-10) is a 10-item standard stress assessment questionnaire that was developed in 1983 to assess how stressful situations in one's life are perceived. Cronbach's alpha: Perceived Helplessness: $\alpha = 0.85$, Perceived Self-efficacy: $\alpha = 0.82$

Resistance to Change Scale by Shaul Oreg: The Resistance to Change Scale is a 17-item questionnaire that assesses an individual's tendency to oppose change. The Resistance to Change Scale predicted people's affective reactions to the move as well as their functioning at work. The scale's coefficient alpha was .79.

Statistical Techniques used: Statistical analysis refers to the science of collecting data to uncover the patterns and trends that the study aims to analyse. Inferential Mediation Analysis and Correlation Analysis was conducted to assess the data. The Statistical Package for Social Sciences was used to analyse the data in this study and the Process Macro v 3.5 was used to determine the mediation effect.

Results and Discussion:

Correlation Analysis:

To analyse the link between each variable, a Pearson correlation coefficient was calculated. Figure 1 shows that Subjective Happiness is negatively correlated with Resistance to Change and Perceived Stress and Resistance to Change is negatively correlated with Subjective Happiness and slightly positively correlated with Perceived Stress.

Table 1:

Correlation Analysis which indicates the relationship between variables

Variables		Subjective Happiness	Resistance to Change	Perceived Stress
Subjective Happiness	Pearson Correlation	1	-.321**	-.399**
	Sig. (2-tailed)		.002	.000
	N	90	90	90
Resistance to Change	Pearson Correlation	-.321**	1	.190
	Sig. (2-tailed)	.002		0.073
	N	90	90	90

Perceived Stress		-.399**	190	1
		.000	0.073	
		90	90	90

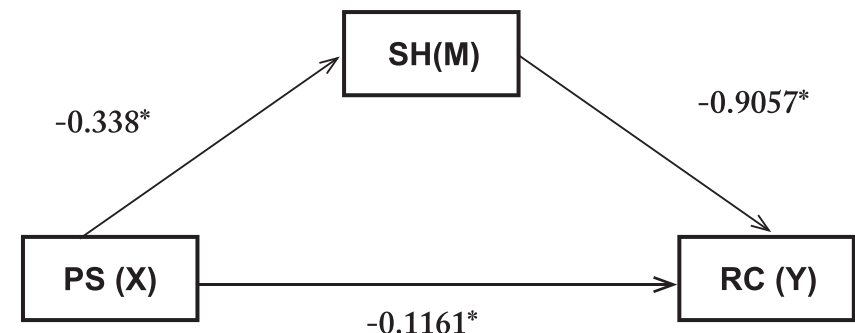
Mediation Analysis

The following is the report of the mediation analysis of Subjective Happiness (M) on Perceived Stress (X) on Resistance to Change (Y).

The relationship between Perceived Stress and Resistance to Change was mediated by Subjective Happiness. As Figure 1 illustrates, the standardized regression coefficient between Perceived Stress and Subjective Happiness was statistically significant, as was the standardized regression coefficient between Subjective Happiness and Resistance to Change. The standardized indirect effect was $(-.338)(-.9057) = .3061$. We tested the significance of this indirect effect using bootstrapping procedures. Unstandardized indirect effects were computed for each of 5,000 bootstrapped samples, and the 95% confidence interval was computed by determining the indirect effects at the 2.5th and 97.5th percentiles. The bootstrapped unstandardized direct effect was .1906 and the unstandardized indirect effect was 0.3061, and the 95% confidence interval ranged from .21, 1.28. Thus, the indirect effect was statistically significant.

Figure I:

Standardised Regression Coefficients for the Relationship Between Perceived Stress (PS) and Resistance to Change (RC) as mediated by Subjective Happiness (SH):



C = 0.1906

C' = -0.1161

Discussion

The aim of the study was to determine the mediation effect of subjective happiness between perceived stress and resistance to change among college teachers. A sample of 90 college teachers participated in this study which includes teachers from various fields of academic study, mainly with expertise in Humanities, Commerce, Science, English Language, Second Language and Mathematics and Technology.

The correlation analysis proves that subjective happiness is negatively correlated with perceived stress and resistance to change. This means that when subjective happiness increases resistance to change decreases and perceived stress too decreases. Stress was found to have negative relationships with growing mind, self-esteem, and happiness in a study by Hwang and Lee (2018). They found that stress has a detrimental impact on growth attitude, self-esteem, and happiness, according to the findings of their mediation study. Employees' positive psychological capital and positive emotions, according to Avey et al., (2008), positive emotions may be important in overcoming potential dysfunctional attitudes and behaviours essential to organisational change. Another study by Schiffrin & Nelson (2008) taking a sample of 100 college students found that participants who reported higher levels of stress were less happy than those who reported lower levels of stress and linear correlations between happiness and perceived stress were significant indicating that there was an inverse relationship between perceived stress and happiness.

Resistance to change is negatively correlated with subjective happiness but has a positive correlation with perceived stress. When there is increased resistance to change, there is decreased intuitive happiness, and this can show that perceived stress too would have increased. A study done by Takavoli (2010) coincides with the results of this study and it proposes that negative responses to change are a result of negative perceptions about the results of or outcomes of organizational change, the positive responses may result from appraisals of events in a positive way and these findings support that positive correlation between perceived stress and resistance to change.

The mediation analysis of this study reports that there exists a mediation effect of subjective happiness between perceived stress and resistance to change. A study by Schiffrin & Nelson (2008) examined the relationship between taking a sample of 100 college students. They found that participants who reported higher levels of stress were less happy than those who reported lower levels of stress and linear correlations between happiness and perceived stress were significant indicating that there was an inverse relationship between perceived stress and happiness. There exists no direct relationship between perceived stress and resistance to

change and no studies exist to prove the same. The two variables are linked through subjective happiness through complete mediation as proven by the indirect effect of perceived stress on resistance to change.

Conclusion

In summary, it can be concluded that the findings of this study were proven to be true that subjective happiness completely mediates the relationship between perceived stress and resistance to change. A sample of 90 participants were studied and the results were proved that if a person is subjectively happy or not, this will determine whether they are prone to perceiving events as stressful or any event as threatening than as taking the event as a challenge.

Recommendations

An exploration of age, gender and cultural differences of subjective happiness in relation to perceived stress and resistance to change would be beneficial to know if this model has an impact. A study on the acceptance of change than that of the resisting behaviours of change would be another possible field of study.

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4

Transforming Higher Education in India: A Critical Analysis of the National Education Policy 2020

Abstract

This study aims to investigate the potential advantages and obstacles of NEP 2020 in reshaping and modernizing the higher education landscape in the Indian Subcontinent. This research presents the National Education Policy 2020 on the Indian higher education landscape. With its challenges and key components the study highlights the significant potential of the National Education Policy 2020 to reshape higher education in India towards a student-centric, research-focused, and competency-driven model. While acknowledging the policy's ambitious goals and innovative strategies, the study also underscores the challenges of implementation, particularly in ensuring equitable access, maintaining quality standards, and fostering institutional autonomy. This study's findings can offer valuable insights for policymakers, educators, and stakeholders in the Indian higher education system, aiding in the implementation of NEP 2020 initiatives effectively. By integrating diverse methodologies and synthesizing findings, this study contributes novel perspectives to the discourse on educational reform, informing future research, policymaking, and practice in the field of higher education.

Keywords: Higher Education System, New Educational Policy, Higher Educational Institutions

Introduction

This study explores the transformative potential of the National Education Policy (NEP) 2020 on the landscape of higher education in India. By investigating the policy's objectives, implications, and implementation strategies, this study aims to uncover the opportunities and challenges presents for reshaping the higher education ecosystem (Thakur et al., 2023). The National Education Policy-2020 charts a course for modern education while honoring India's timeless traditions, culture, and values, envisioning a forward-looking nation (Saxena, 2021). With India's profound historical legacy in education, NEP 2020 emerges from extensive consultations across sectors, aiming to deliver skill-based, multi-disciplinary education to spur employment opportunities and achieve widespread student enrollment across educational institutions by 2030 (Govind,2020). Such ambitions necessitate substantial transformations in the existing conventional education framework. Through a comprehensive analysis of NEP 2020's provisions, including governance reforms, curriculum innovation, and quality assurance mechanisms, this research seeks to provide insights into the journey towards a student-centric, research-driven, and competency-based higher education system (Smitha, 2020). Ultimately, it endeavors to contribute to informed decision-making and effective policy implementation in the pursuit of educational excellence and societal advancement.

Objective

The study aims to review the NEP 2020 policy document, exploring its guidelines and proposals, while also shedding light on the vision of policymakers for the Indian higher education system.

Highlights of the National Educational Policy (2020)

- Higher education regulatory bodies such as UGC, AICTE, MCI, etc., will be amalgamated into the Higher Education Commission of India (HECI), serving as a singular regulatory authority for higher education institutions.
- National Accreditation Council (NAC) to enhance accreditation processes.
- To improve efficiency and transparency within regulatory bodies, they established distinct entities such as Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC), alongside a central coordinating body (HECI).
- The establishment of a National Research Foundation (NRF) aims to provide funding for research endeavors in universities and colleges.

- Consolidation of fragmented HEIs into two categories: Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC), with a target of campuses hosting over 3,000 students by 2040.
- Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education
- Multidisciplinary Universities will encompass two types: Research-intensive and Teaching-intensive Universities.
- Every existing college will transition into either a degree-granting autonomous college or become a Constituent College of a university, fully integrating into the university system.
- The Gross Enrolment Ratio in higher education, including vocational education, is set to increase from the current 26.3% in 2018 to 50% by 2035.
- HEIs demonstrating superior quality will receive additional incentives from the government.
- Higher education institutions (HEIs) will provide assistance to other HEIs in their advancement, involvement with the community, contributions to different professional fields, faculty enhancement within the higher education system, and aid to school education.
- Various designations such as deemed to be university, affiliating university, central university, etc., will be replaced by 'University' upon meeting specified criteria.
- Research will be integrated into undergraduate and postgraduate levels, promoting a holistic and interdisciplinary educational approach.
- Pedagogy in HEIs will prioritize skills like communication, presentation, research, and interdisciplinary thinking.
- An Academic Bank of Credit (ABC) will digitally store academic credits earned from recognized HEIs, facilitating degree awarding based on accumulated credits.
- Bachelor degrees will have multiple exit options, with the opportunity for one to two years of Master's study based on Bachelor degree duration and the option for Ph.D. for four-year Bachelor degree holders.
- Various degree structures, including two-year Master's with full research, one-year Master's for four-year Bachelor degree holders, and integrated Bachelor/Master degrees, will be available.

- HEIs will emphasize research and innovation through the establishment of startup incubation centers, technology development centers and interdisciplinary research centers, among others.
- Teaching and learning processes in HEIs will shift towards a student-centered approach.
- The Choice Based Credit System will be replaced by a more innovative and flexible Competency Based Credit System.
- Examination systems will transition from high-stakes examinations to a more continuous and comprehensive evaluation approach.
- HEIs will offer professional academic and career counseling services to support students' health and well-being.
- HEIs will support topic-centered clubs and activities organized by students, fostering a diverse range of interests.
- Student tours organized by higher education institutions (HEIs) across various regions of the country will not only promote tourism but also foster an understanding and appreciation of India's diversity, culture, traditions, and knowledge across different areas.
- Online Distance Learning (ODL) courses will be integrated into degree programs with credit recognition.
- Degree programs will incorporate in-class teaching, online teaching, and ODL components to achieve a balanced ratio and global standards.
- HE quality will be enhanced to attract international students, with credits earned abroad recognized for degree awards.
- The National Scholarship Portal will be expanded to support financially needy students, and private HEIs will be encouraged to offer more scholarships and financial aid.

Implication of National Educational Policy (2020) on the Indian Higher Education System

- The implementation of NEP 2020 could lead to a shift in decision-making roles within the higher education system, favoring qualified individuals with a track record of scholarly contributions and innovation. This move aims to enhance the quality and integrity of leadership positions, reducing the influence of bureaucratic and unqualified figures.
- Merit-based appointments for institutional leaders in research and innovation would address concerns of nepotism and incompetence in higher education bureaucracy. Requiring a minimum number of scholarly publications or patents ensures that leaders possess the necessary expertise and dedication to drive institutional excellence.

- The transformation of single-discipline colleges into multi-disciplinary autonomous institutions aims to promote local governance, innovation, and excellence while reducing corruption and bureaucratic constraints. Empowering colleges to chart their own courses fosters responsible leadership and innovation in higher education administration.
- By emphasizing research and innovation at undergraduate and postgraduate levels, NEP 2020 encourages creative thinking and the pursuit of novelty among students and faculty members. This approach cultivates a culture of innovation and intellectual curiosity within the academic community.
- Ensuring highly educated and competent Board of Governors (BoG) for autonomous institutions mitigates the risk of power misuse and promotes institutional accountability. Qualified individuals with proven capabilities are tasked with safeguarding the institution's interests and upholding regulatory standards.
- The responsibility for maintaining quality in higher education institutions (HEIs) lies with the Board of Governors, who must adhere to regulatory guidelines, set by the National Higher Education Regulatory Authority (NHERA). Transparent disclosure of outcomes and adherence to regulatory standards ensure accountability to stakeholders.
- The establishment of a single regulator, the National Higher Education Regulatory Authority (NHERA), streamlines regulation across all HEIs, ensuring financial probity, governance, and educational quality. Centralized oversight facilitates effective regulation and promotes transparency in institutional operations.
- NEP 2020 aims to eliminate the commercialization of education by mandating that HEIs operate on a not-for-profit basis. Surplus funds are reinvested in institutional development under the supervision of the Board of Governors, ensuring that education remains accessible and affordable.
- Private HEIs are encouraged to fulfill their social obligations through educational philanthropy, offering free ships and scholarships to deserving students. This model allows private institutions to recover costs while providing opportunities for talented students from diverse backgrounds.
- The provision of 20% free ships by private universities may lead to increased enrollment of bright and economically disadvantaged students, potentially shifting the balance of enrollment towards private institutions. This could result in overcrowding of meritorious students in private universities, impacting the dynamics of higher education.

- Transformation processes for public/government colleges aim to enhance capacity and autonomy, either as multi-disciplinary autonomous colleges or as constituent colleges of affiliating universities. These transformations seek to improve the quality and accessibility of education in public institutions.
- Private colleges undergo various transformation paths, including expansion to meet accreditation standards, clustering with similar institutions, or closure if unable to meet requirements. These transformations aim to enhance quality, sustainability, and accessibility in the private higher education sector.

Critical Analysis of National Education Policy (NEP) 2020

NEP- 2020 is a comprehensive framework designed to reform the Indian education system from elementary to higher education and vocational training. One of its notable strengths is the holistic and multidisciplinary approach it promotes, offering students the flexibility to choose subjects across streams, which fosters a well-rounded education. The policy emphasizes critical thinking, creativity, and experiential learning, which can better prepare students for real-world challenges. Furthermore, NEP 2020 recognizes the importance of Early Childhood Care and Education (ECCE) and aims to ensure that all children have access to quality early education by 2030, with a focus on foundational literacy and numeracy. In higher education, the policy aims to increase the Gross Enrollment Ratio to 50% by 2035, enhancing access to education. The establishment of large multidisciplinary universities and colleges is intended to eliminate fragmentation and promote diverse learning environments, while the Higher Education Commission of India (HECI) seeks to improve governance by providing more autonomy to institutions. Policy ensures inclusive and equitable education for all, with special attention to gender and socio-economically disadvantaged groups.

However, the implementation of NEP 2020 poses significant challenges. Resource constraints, including financial investment and infrastructure development, are major hurdles, especially in under-resourced areas. As education is a concurrent subject in India, the diverse political and administrative landscapes of different states could lead to uneven implementation. The three-language formula advocated by the policy lacks clarity, potentially causing confusion in linguistically diverse regions. Resistance to change from educational institutions and stakeholders accustomed to traditional methods could also impede the adoption of the proposed reforms. There are concerns that the policy could lead to increased privatization of education, affecting affordability and access for economically disadvantaged students. While NEP 2020 encourages the use of technology and online education, the digital

divide remains a significant challenge, with many students lacking access to necessary technology and internet connectivity. The proposed shift from rote learning to competency-based assessments requires extensive training for educators, which could be difficult to implement.

Despite these challenges, NEP 2020 presents opportunities to enhance global competitiveness by aligning education with international standards and focusing on 21st-century skills. Encouraging a research-driven culture and innovation in higher education institutions can lead to advancements in various fields and contribute to national development. The policy's emphasis on flexible learning pathways promotes lifelong learning, enabling individuals to reskill and up skill throughout their careers.

Conclusion

The National Education Policy of India 2020 aims to revolutionize higher education, emphasizing inclusivity, quality, and innovation. By promoting merit-based admissions, providing free-ships and scholarships, and appointing proven leaders, NEP-2020 seeks to ensure excellence while expanding access. It proposes the establishment of more Higher Education Institutions (HEIs) in underserved regions, enhancing financial support systems, and implementing flexible curricula that cater to diverse learning needs and career aspirations. This inclusivity extends to recognizing and valuing the role of vocational education, encouraging a blend of academic and vocational learning to create a more skilled and employable workforce. Institutions will evolve into autonomous colleges or constituent colleges, offering multidisciplinary programs and empowering students and faculty with greater autonomy and flexibility. Additionally, the policy highlights the importance of teacher training and professional development, ensuring that educators are well-equipped to deliver high-quality education and adapt to new pedagogical methods (Kumar, 2021).

A key component of NEP 2020 is the restructuring of the regulatory framework governing higher education. By introducing a single overarching regulator for higher education, the policy aims to simplify and streamline governance, reducing bureaucratic hurdles and fostering a more autonomous and accountable system (Khatak, 2022). This regulatory overhaul is intended to promote institutional flexibility, allowing HEIs to innovate and diversify their programs without being bogged down by rigid and outdated regulations. Furthermore, the NEP emphasizes the importance of research and innovation, proposing the establishment of a National Research Foundation to provide a robust framework for promoting and funding high-quality research across disciplines. Implementing the NEP requires increased academic, logistical, and financial commitments from all stakeholders to bring

about a significant change in the education system (Yenugu, 2022). Supported by the National Research Foundation, the transformation towards a student-centric, research-oriented, and competency-based system is set to unfold by 2030.

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5

Evaluating Cyber Security Awareness among Secondary School Students

Abstract

This study investigates the cybersecurity awareness among secondary school students. A sample of 162 students from both government and private schools was surveyed, focusing on their understanding of cybersecurity. Findings indicate a varied level of cybersecurity awareness, with 17.9% demonstrating high awareness, 65.43% moderate, and 16.67% low. Gender did not significantly impact awareness, but students who are in higher classes (11th grade) showed better awareness compared to their counterparts. The study underscores the need for targeted educational interventions to enhance cybersecurity awareness and promote responsible internet usage among students.

Keywords: Internet, Cyber Security, Awareness Secondary School Students

Introduction

In the digital age, cybersecurity and responsible internet usage are crucial for safeguarding personal information and ensuring a secure online environment. Platforms like Facebook, WhatsApp, Twitter, Instagram, Chat GPT have revolutionized education by breaking down barriers related to distance, time, and cost. They play a key role at all levels of education, from primary to higher education, helping students with assignments, projects, and staying updated. However, as technology evolves, so do its risks, making cybersecurity an important issue. Studies have highlighted concerns about careless internet use impact on students, including issues like addiction due to parental neglect and the rise of cyber bullying. Chang and Golightly (2023) in their paper explored cyber security issues for teenagers, focusing on social media's impact and the lack of awareness about digital privacy. It identified seven motivations for hacking, including emotional, financial, and political reasons, and emphasizes children's vulnerability to cyber threats. The study highlights various hacking methods and advocates for enhanced privacy measures and a proactive approach to online safety, stressing the importance of being well-informed to protect oneself online. Kaur and Saini (2023) addressed the rise of cyber bullying due to increased internet and social media use. It evaluated Indian government measures like help lines and legal actions against cyber bullying. The review highlights anonymity and psychological factors as key contributors to cyber bullying and suggests that adolescents who intervene can help mitigate its effects. Social acceptance is identified as crucial in reducing cyber bullying vulnerability.

This study aims to explore how secondary school students use internet and how aware they are of cybersecurity. Adolescents use various platforms extensively, but their understanding of online dangers and safe practices is often unclear. The research involves surveys to assess students' knowledge and behaviours regarding cyber security.

Significance of the Study

The significance of this study lies in the widespread use of digital technology and the surprising lack of cybersecurity awareness among young people. Many students are active online but don't fully understand how to protect themselves from cyber threats. This research aims to:

- Improve protection against online dangers by boosting awareness.
- Help students keep their personal and sensitive information safe.
- Encourage responsible and ethical behavior online.
- Reduce cybersecurity risks in schools.

Statement of the problem

With the growing use of internet among students, it is crucial to understand their level of cybersecurity awareness. The research looks into how well students recognize and manage online threats and how informed they are about safe online practices.

Operational Definitions

- **Awareness of Cybersecurity:** This refers to students' understanding of safe online practices and cybersecurity rules, measured through a special test.
- **Secondary School Students:** Students in classes IX and XI.

Research Objectives

- To find the level of cyber security awareness of the secondary school students.
- To find the significant difference in the mean scores of Awareness of secondary school students towards cyber security on the basis of gender.
- To find the significant difference in the mean scores of Awareness of secondary school students towards cyber security on the basis of class in which they study.

Null Hypotheses

- Ho1.** There is no significant difference in the mean scores of Awareness of secondary school students towards cyber security on the basis of gender.
- Ho2.** There is significant difference in the mean scores of Awareness of secondary school students towards cyber security on the basis of class in which they study.

Scope of the Study

This research focuses on secondary school students in Patna, specifically those in classes IX and XI, with a sample of 162 students.

Research Method used in the Study

Considering the multidimensional nature of the problem under investigation, the study uses survey method to get a detailed understanding of students' cybersecurity awareness.

Population of the Study

In this study, the population comprises of Secondary school students of Patna.

Sample of the Study

162 Secondary school students of Patna is the sample of the present study.

Tools used for the Study

For this study on "Awareness towards Cyber Security and Attitude toward the Use of Social Media," the following tools were used:

- Personal Data Sheet
- Self-constructed and validated Cyber Security Awareness Test (CSAT)

Findings: -

The survey revealed the following insights regarding cybersecurity awareness:

Table no. 1 Level of Awareness towards Cyber Security

Variable	Types	High	Moderate	Low
Gender	Boys (56)	12 (21.43%)	33 (58.93%)	11 (19.64%)
	Girls (106)	19 (17.92%)	71 (66.98%)	16 (15.09%)
Class	9th (110)	20 (18.18%)	73 (66.36%)	17 (15.45%)
	11th (52)	11 (21.15%)	29 (55.77%)	12 (23.08%)
Total	162	29 (17.9%)	160 (65.43%)	27 (16.67%)

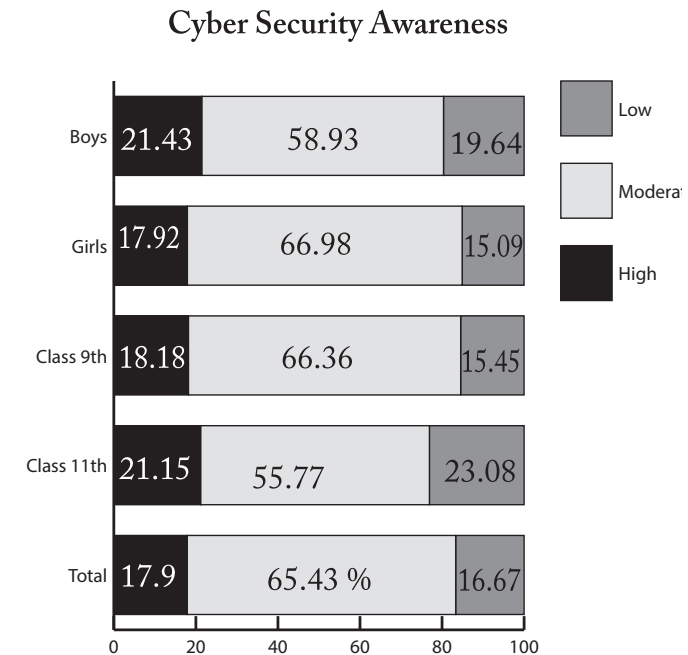
The data from Table 1 indicates that among 162 secondary school students, 17.9% have high, 65.43% have moderate, and 16.67% have low awareness of cyber security.

When comparing cyber security awareness by gender, among 56 boys, 21.43% have high, 58.93% have moderate, and 19.64% have low awareness. In contrast, among 106 girls, 17.92% have high, 66.98% have moderate, and 15.09% have low awareness.

Regarding class level, among 110 9th-grade students, 18.18% have high, 66.36% have moderate, and 15.45% have low awareness. Among 52 11th-grade students, 21.15% have high, 55.77% have moderate, and 23.08% have low awareness.

Regarding class level, among 110 9th-grade students, 18.18% have high, 66.36% have moderate, and 15.45% have low awareness. Among 52 11th-grade students, 21.15% have high, 55.77% have moderate, and 23.08% have low awareness.

Figure 1 Graphical representation of Level of Awareness towards Cyber Security



Ho1. There is no significant difference in the mean scores of Awareness of secondary school students towards cyber security on the basis of gender.

Table 2 Difference in Cyber Security Awareness of Students on the basis of Gender

On the basis of Gender					
Gender	N	Mean	SD	t-ratio	Remarks
Boys	56	14.77	6.012	0.419	NS*
Girls	106	14.38	5.434		

Table 2 indicates that the t-ratio is 0.419, which is below the table value of 1.98 at the 0.05 significance level. Thus, the null hypothesis is accepted, suggesting no significant difference in cyber security awareness between male and female students.

Ho2. There is significant difference in the mean scores of Awareness of secondary school students towards cyber security on the basis of class in which they study.

Table 3 Difference in Cyber Security Awareness of Students on the basis of Class

On the basis of Gender					
Class	N	Mean	SD	t-ratio	Remarks
9 th	110	13.25	5.408	4.401	S*
11 th	52	17.19	5.157		

Table 3 reveals that the t-ratio is 4.401, which is higher than the table value of 1.98 at the 0.05 significance level. Therefore, the null hypothesis is rejected, indicating a significant difference in cyber security awareness between 9th and 11th grade students, with 11th graders showing better awareness.

Discussion

The findings reveal a predominant average attitude towards social media, with students primarily using it for entertainment and educational purposes. The popularity of YouTube for educational content aligns with previous studies. Gender differences in attitudes were contrary to earlier findings suggesting boys' predominant use of social media.

Findings Related to Cyber Security

A) Percentage Analysis

- **Among 162 secondary school students:** 17.9% have high, 65.43% have moderate, and 16.67% have low awareness of cyber security.
- **By gender:** Among 56 boys, 21.43% have high, 58.93% have moderate, and 19.64% have low awareness. Among 106 girls, 17.92% have high, 66.98% have moderate, and 15.09% have low awareness.
- **By class:** Among 110 9th-grade students, 18.18% have high, 66.36% have moderate, and 15.45% have low awareness. Among 52 11th-grade students, 21.15% have high, 55.77% have moderate, and 23.08% have low awareness.

B) Findings and Discussion on Hypotheses Related to Cyber Security

- **Gender wise:** No significant difference in cyber security awareness between boys and girls.
- **Class wise:** Significant difference observed; 11th-grade students (mean score 17.19) have higher cyber security awareness than 9th-grade students (mean score 13.25).

Implications on Education

- **Enhanced Cybersecurity Education:** Schools should develop tailored cybersecurity education programs to address gaps in awareness, particularly in government schools and lower-class levels.
- **Digital Citizenship Development:** Curriculum should integrate digital citizenship principles to promote ethical online conduct and responsible social media use.
- **Parental and School Collaboration:** Involving parents in cybersecurity education and fostering school-wide initiatives can enhance students' understanding of online safety.
- **Curriculum Development:** Interactive and experiential learning activities should be incorporated into the curriculum to engage students in practical cybersecurity and social media awareness exercises.
- **Technological Resilience:** Educators and policymakers must focus on developing a technologically resilient generation by addressing both cybersecurity knowledge and responsible social media usage.

Recommendations

Based on the research findings on secondary school students' cyber security awareness and social media use, the following recommendations are proposed:

- **Cyber Security Education:** Introduce comprehensive programs in schools to improve students' understanding of online threats, safe practices, and cyberbullying prevention.
- **Digital Literacy:** Integrate digital literacy into the curriculum to help students navigate the digital world responsibly and critically assess online information.
- **Teacher Training:** Provide continuous training for teachers on social media trends and cyber threats to better support and guide students.
- **Research-Based Policies:** Develop and implement school policies based on ongoing research to balance safety with a positive online environment.
- **Peer Mentorship:** Establish peer mentorship programs to encourage responsible social media use and foster a supportive online community within schools.
- **Digital Citizenship:** Include digital citizenship topics in the curriculum to teach ethical online behaviour, respect for privacy, and the impact of online actions.

These measures aim to address social media challenges and improve cyber security awareness, ensuring a safer online experience for students.

Conclusion

The study highlights a significant need for improved cybersecurity education and responsible social media practices among secondary school students. By addressing the identified gaps and implementing targeted educational strategies, stakeholders can better prepare students for the digital age, ensuring they navigate online spaces securely and ethically.

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The National Institute of Standards and Technology (NIST) Cybersecurity Framework: <https://www.nist.gov/cyberframework> The Cybersecurity and Infrastructure Security Agency (CISA): <https://www.cisa.gov/>



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6

Attitude of Secondary School Tribal Students towards Parental Involvement in their Studies

Abstract

Education is an important virtue for all human life. Parental involvement is extremely important in a student's life. Parental Involvement has a positive influence on students' academic success. Parents are responsible for encouraging the students who are studying in secondary schools for better performance. Adolescents need care and support of their parents in their academic studies. Students believe their parents give them all the required resources to succeed in school.

The main purpose of the study was to find the significant difference in the attitude of Secondary School Tribal Students towards Parental Involvement based on their gender, board and stream (arts and science) The researcher used a survey method to conduct this study. The sample size was 150 secondary tribal students using a Simple Random Technique. A self-constructed and validated tool on Attitude of Secondary School Tribal Students towards Parental Involvement was used by the researcher. The interpretation of data was done by computing the t-test. The findings of the study revealed that there was a significant difference in the attitude of students towards Parental

Involvement based on school board and stream (Art & Science). The result indicates that JAC Board students and students belonging to Art Stream had shown more positive responses towards their parental involvement than their counterparts.

Keywords: Attitude, Secondary School, Tribal, Parental Involvement

Introduction

Education is an essential human virtue. It is one of the primary agents of transformation toward development, progress, prosperity and well-being. Education plays an important role in the progress of an individual's mind and head and also in the progress of society and the country. The need for improved levels of educational participation is well recognized for overall progress. Ignorance and poverty are major speed breakers in swiftly developing India and can be overcome easily through education (Purohit & Iswar Patel, 2022).

Parental Involvement plays a major role in the educational success of students. Parental Involvement improves student's achievement.

The term Parental Involvement generally refers to parents' participation in the entire educational process (Dor, 2012). Parental Involvement refers to the mutual relationship between the parents and schools to improve children's education experience and academic performance (Li Pamela, 2023). Parents play an important role in their children's academic lives, particularly, the school (Balaji, 2021).

Parental Involvement has a significant role in developing the psychological and academic behavior of the children. It has been recognized that parents are the primary agents in influencing children's lives. Parents support their children to become more confident, sociable, optimistic and hard-working. Parents' words of appreciation and motivation may inspire their children for better performance in their studies (Gogoi, 2017). Parental involvement refers to parents' involvement in their children's education to promote academic improvement and participation (Jafarov, 2015). Parental Involvement has a positive influence on students' academic success. According to Shaver and Walls (1908) Students with high levels of parental involvement are better at academic success. When parents are actively involved, there is evidence of improved emotional development and conduct.

Parental involvement includes a wide range of activities and interactions. The most crucial job for parents is to be involved in their children's academic studies. Parents' engagement involves a beneficial association with students' academic studies (Topor, Keane, Shelton, Calkings, 2010).

Parents are responsible for encouraging the students who are studying in secondary schools for better performance. Adolescents need care, understanding, appreciation, encouragement and support of their parents in their academic studies. Secondary school students have positive attitude towards parents and school relationships. In the family, students have sensitive and respectful involvement with the parents (Kumar,2019). As per definition, attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation (Suman, 2019).

Attitude is generally a positive or negative emotion and thought, which is related to humans, objects, facts or events (Agir, 2019). Attitude plays an important role in developing positive and negative behavior. Secondary school children have both positive and negative attitudes and behaviors toward their parents since they are always advising and inspiring them in their studies. Students believe that their parents are the backbone of the family, providing a positive environment for learning and growth. Some of the parents pay very little attention to the students (Kumar,2019). There is a dynamic relationship between parents and students because parents are always ready to help the students and create an appropriate environment for the students' studies (Yildiz & Kiziltas, 2018).

Tribes of Jharkhand

Jharkhand is a land of Tribals since ancient times. Jharkhand is known for its diversity of tribes. Presently, Jharkhand has 32 tribes of tribal communities. They are Asur, Baiga, Banjar, Bathudi, Bedia, Bihia, Birhor, Chero, ChikBaraik, Gond, Gorait, Ho, Karmali, Kharwar, Khond, Kisan, Kora, Korwa, Lohra, Mahli, Mal Paharia, Munda, Oraon, Parhaiya, Santhal, DauriaPaharia, Savar, Bhumij, Kol, Karwar & Kharia.

Educational Status of Tribals in India

The overall literacy rate among India's Scheduled Tribes was determined to be 59 %. The level of schooling is significantly lower. Girls in tribes have substantially lower education levels than boys. The Indian government launched numerous measures to improve these numbers, but all of them failed due to a lack of educational awareness among parents in the majority of Scheduled Tribes (STs) groups. STs in India have low levels of schooling due to a lack of awareness.

According to Census 2001, 33.6 percent of tribal literates are either uneducated or have received education below the primary level. The proportion of literates with primary and middle school education is 28.6 percent and 17.7 percent, respectively. Only 16.5 percent of the population has completed metric/secondary education (Chowdhury, A.; Roul, S. K.; Jayanta, K. M., 2022).

Significance of the Study

Parents' influence and support can have a significant impact on their children's personal and educational development. Parents are the child's first instructors, and they have the opportunity to foster their child's development while also guiding their education. Parental involvement necessitates a dedication to their child's well-being. It comprises a variety of activities to help and expand a child's learning at home and school. But in tribal communities, parents are not very aware irrespective of their wards' education. In such cases, students do not get much support from their parents. This crucial situation directly affects the academic performance of the students. There is a huge need for parental support and cooperation to instill a positive attitude among pupils. As a result, children will benefit from a good environment that promotes academic learning and success. Therefore, the researcher has made the effort to study the Attitude of Secondary School Tribal Students towards Parental Involvement in their studies.

Statement of the Problem

Attitude of Secondary School Tribal Students towards Parental Involvement in their Studies.

Operational Definitions

Attitude - An attitude refers to a set of emotions, beliefs and behaviors towards a particular object, person, thing or event. The investigator has used the term to study the attitude of secondary school tribal students toward parental involvement in their studies.

Secondary School Students – The investigator refers to grade 11th and 12th students studying in secondary schools as per the structure NEP-2020.

Parental Involvement- Parental Involvement refers to the parental support, care, guidance, appreciation, encouragement, high ambition, full commitment and active participation in the intellectual as well as human development of their children.

Objectives

- To find the significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of gender.
- To find the significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of school board (JAC and CBSE).

- To find the significant difference in the mean scores of secondary school tribal students' attitude toward Parental Involvement in their studies on the basis of stream (Arts and Science).
- To find the significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of the nature of family (Joint Family and Nuclear Family).

Hypotheses

- There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of gender.
- There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of the school board (JAC and CBSE).
- There is no significant difference in the mean scores of secondary school tribal students' attitude towards parental involvement in their studies on the basis of the stream (Arts and Science).
- There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of the nature of family (Joint Family and Nuclear Family).

Methodology

Method used: The researcher has used the Descriptive Survey method based on the objectives of the study.

Population of the study: The population for the study consists of all the 11th and 12th Secondary School Tribal Students belonging to Gumla and Ranchi District of Jharkhand

Tool used- Self-constructed and validated Scale on Tribal Students' Attitudes towards Parental Involvement was used for the study.

Sample: The sample consists of 150 Secondary School Tribal Students from the population.

Hypotheses Testing and Data Analysis

Ho1. There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of gender.

Table - 1 Mean Score Difference between Male and Female Tribal Students

Parental Involvement	Gender	N	Mean	Std. Deviation	t-test	Level of Significance
	Male	82	118.06	12.675	.385	NS
	Female	68	118.84	11.996		

(At. 0.05 level of Significance, the table value of 't' is 1.96)

It is inferred from Table -1 that the calculated 't' value of .385 is not significant at a 0.05 level of significance. So, the null hypothesis is accepted. Hence, there is no significant difference between Male and Female Secondary Tribal Students' attitude towards Parental Involvement in their studies.

Ho2. There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of the school board (JAC and CBSE).

Table - 2 Mean Score Difference between JAC and CBSE Board Tribal Students

Parental Involvement	Board	N	Mean	Std. Deviation	t-test	Level of Significance
	JAC	98	120.66	13.362	3.571	S
	CBSE	52	114.17	8.775		

(At. 0.01 level of Significance, the table value of 't' is 2.57)

It is inferred from Table 2 that the calculated 't' value of 3.571 is significant at a 0.01 level of significance. So, the null hypothesis is rejected. Hence, there is a significant difference between JAC and CBSE secondary tribal students' attitude towards Parental Involvement. The table reveals that the mean score of JAC Board students is 120.66 which is significantly higher than that of CBSE Board students whose mean score is 114.17. Therefore, it may be said that the students who belong to the JAC Board have a better attitude towards parental involvement in their studies.

Ho3. There is no significant difference in the mean scores of secondary school tribal students' attitude towards parental involvement in their studies on the basis of stream (Arts and Science)

Table - 3 Mean Score Difference between Arts Stream and Science Stream Tribal Students

Parental Involvement	Stream	N	Mean	Std. Deviation	t-test	Level of Significance
	Arts	94	121.36	11.035	3.976	S
	Science	56	113.46	12.908		

(At. 0.01 level of Significance, the table value of 't' is 2.57)

It is inferred from Table -3 that the calculated value of 3.976 is significant at a 0.01 level of significance. So, the null hypothesis is rejected. Hence, there is a significant difference between Arts and Science Stream of Secondary Tribal Students' attitude towards Parental Involvement. Further, it can be said that the mean score of Arts Stream students is 121.36 which is significantly higher than that of Science Stream students whose mean score is 113.47. Therefore, it may be said that the students who belong to the Arts stream have a better attitude towards Parental Involvement in their studies.

Ho4. There is no significant difference in the mean scores of secondary school tribal students' attitude towards Parental Involvement in their studies on the basis of the nature of the family (Joint Family and Nuclear Family).

Table - 5 Mean Score Difference between Joint and Nuclear Family Tribal Students

Parental Involvement	Family Type	N	Mean	Std. Deviation	t- test	Level of Significance
	Joint Family	57	120.63	13.015	1.736	NS
	Nuclear	93	117.05	11.767		

(At. 0.05 level of Significance, the table value of 't' is 1.96)

It is inferred from Table 5 that the calculated 't' value of 1.736 is not significant at a 0.05 level of significance. So, the null hypothesis is accepted. Hence, there is no significant difference between Joint and Nuclear families of secondary school tribal students' attitude towards Parental Involvement in their studies.

Results and Discussion

The study aimed to assess whether there was a significant difference between male and female secondary school tribal students regarding their attitudes towards parental involvement in their studies. The findings revealed no significant difference in attitudes between the genders. Both male and female students exhibited similar attitudes toward parental involvement.

The study indicates that students from the JAC Board exhibit a more favorable attitude towards parental involvement in their studies compared to their CBSE Board counterparts. The results reveal a significant difference in attitudes between the two groups, with JAC Board students showing higher mean scores. This difference is attributed to greater parental awareness of government policies and increased involvement in guiding their children. As a result, JAC Board students benefit from more proactive parental engagement, which contributes to their more positive attitude towards parental involvement in their education.

The goal of this study was to examine the difference in attitudes toward parental involvement between tribal secondary school students in the Arts stream and those in the Science stream. The findings indicate that Arts stream students have more favorable attitudes towards their parents' involvement in their studies. This positive attitude among Arts students is attributed to better parent-child relationships, consistent communication, regular attendance at parent-teacher meetings, and greater awareness of school rules and academic expectations. As a result, these parents are more motivated and confident in guiding their children towards academic success.

The objective of the study was to determine whether there is a significant difference in attitudes toward parental involvement between secondary school tribal students from joint families and those from nuclear families. The results indicate that students from both types of family structures exhibit similar attitudes towards parental involvement in their studies.

Conclusion

The data interpretation reveals that there is no significant difference in attitudes towards parental involvement in studies among secondary school tribal students based on gender or family type (Joint versus Nuclear Families). However, significant differences are observed when considering students' board and academic stream.

This variance in attitudes may be attributed to the rapidly evolving education policies and systems, which have increased parental awareness and involvement. Parents are now better guided by school teachers and administrators, contributing to improved student performance. Additionally, rural tribal parents are developing stronger relationships and support systems within their families, creating a more

conducive environment for their children's education. Through regular communication, active participation in parent-teacher meetings, and heightened awareness of school regulations, these parents are increasingly motivated and engaged in supporting their children's academic success.

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उच्चतर माध्यमिक कक्षाओं के छात्र एवं छात्राओं में पर्यावरण के प्रति जागरूकता का अध्ययन: सहरसा नगर निगम के विशेष संदर्भ में

सार

पर्यावरण मानव जीवन का एक अभिन्न अंग है। मनुष्य चाहकर भी इससे अपने आपको अलग नहीं कर सकता। जन्म से लेकर मृत्यु तक व्यक्ति पर्यावरण में ही अपने सभी कर्तव्यों को पूर्ण करता है। प्रस्तुत अध्ययन में पर्यावरणीय गतिविधियों का मानव पर प्रभाव को स्पष्ट किया गया है। जिस पर्यावरण में हम रहते हैं, खाते हैं, पीते हैं अर्थात् अपनी दिनचर्या पूर्ण करते हैं, वह आज दूषित हो गया है। मानव स्वार्थवश आज पर्यावरण को क्षति पहुंचाकर अपने ही पैरों पर कुल्हाड़ी मार रहा है। वह इस बात से अनभिज्ञ है कि उसके कारण भावी पीढ़ी कितना प्रभावित होगी। यही कारण है कि राष्ट्रीय शिक्षा नीति २०२० स्कूली पाठ्यक्रम में पर्यावरण जागरूकता और इसके संरक्षण व सतत् विकास के प्रति संवेदनशीलता के उचित एकीकरण पर जोर देती है। प्रस्तुत अध्ययन से स्पष्ट होता है कि उच्चतर माध्यमिक कक्षाओं के छात्र एवं छात्राओं व कला एवं विज्ञान वर्ग के विद्यार्थियों की पर्यावरण के प्रति जागरूकता के बीच कोई सार्थक अंतर नहीं है।

मूल शब्द: पर्यावरण, पर्यावरणीय गतिविधियां, पर्यावरण जागरूकता, राष्ट्रीय शिक्षा नीति, संरक्षण, संवेदनशीलता।

प्रस्तावना: पर्यावरण जीवन का आधार व अभिन्न अंग है। अतः हम अपने इस अंग को सुरक्षित रखें तभी हम अच्छे जीवन की कल्पना कर सकते हैं। पर्यावरण व्यक्ति के हर पहलू पर अपना स्पष्ट प्रभाव छोड़ता है। दिन-प्रतिदिन के कार्य हम इसी पर्यावरण में करते हैं। हमारा यह नैतिक कर्तव्य है कि हम अपने इस पर्यावरण के प्रति सजग और सचेत हो। जीवों का अपना भौतिक एवं रासायनिक अस्तित्व होता है। वे स्वयं नियंत्रित एवं स्वयं चालित होते हुये भी अपने चारों ओर विद्यमान पर्यावरण पर निर्भर होते हैं। जीवों के चारों ओर उपस्थित समस्त कारक जो उन्हें प्रभावित करते हैं वातावरण का सृजन करते हैं। वस्तुतः वातावरण एवं जीव एक ही सिक्के के दो पहलू हैं एवं एक दूसरे के पूरक हैं। एक के बगैर दूसरे की कल्पना करना असंभव है, क्योंकि जीवों का अस्तित्व उसके चारों ओर पाए जाने वाले वातावरण पर आधारित है (जोशी, 2022)।

किसी भी समाज या देश में परिवर्तन या जन चेतना का सबसे सफल माध्यम शिक्षा ही रही है। यही कारण है कि पृथ्वी पर पर्यावरण की रक्षा के लिए पर्यावरण शिक्षा को विभिन्न स्तर के पाठ्यक्रम में शामिल की गई है। यूनेस्को कार्य समिति (1970) तथा मानव पर्यावरण पर स्टॉकहोम (1972) में आयोजित अंतरराष्ट्रीय सम्मेलन में भी पर्यावरण अध्ययन कार्यक्रम पर जोर देने की बात कही गई है। यूनेस्को के अंतरराष्ट्रीय पर्यावरण सम्मेलन (1977) में पर्यावरण अध्ययन के उद्देश्यों का प्रतिपादन किया गया। इसके साथ-साथ राष्ट्रीय स्तर पर भी पर्यावरण संरक्षण के लिए विभिन्न आयोग व समितियों के द्वारा पाठ्यक्रम में भारतीय सांस्कृतिक एवं मूल्यपरक शिक्षा को सम्मिलित करने का सुझाव दिया गया (UNESCO, 1976)(जोशी, 2022)।

राष्ट्रीय शिक्षा नीति, 1986 (संशोधित 1992) में पर्यावरण संरक्षण को एक कोर विषय के रूप में शामिल किया गया। 2006 में सुप्रीम कोर्ट के निर्देश के आलोक में पर्यावरण शिक्षा को स्नातक

स्तर पर भी सम्मिलित किया गया। राष्ट्रीय शिक्षा नीति 2020 में पर्यावरणीय मुद्दों और बहुविषयकता के माध्यम से संभावित खतरों से पर्यावरण को संरक्षित करने के तरीकों और साधनों को जोड़ने का लक्ष्य रखा गया है (सिंह, 2020)।

संबंधित साहित्यों का अध्ययन:

मिश्रा (2022) ने अपने शोध “ए स्टडी ऑफ एनवायरमेंटल अवेयरनेस इन सेकेंडरी स्कूल स्टूडेंट्स ऑफ छत्तीसगढ़ बेस्ड ऑन कल्चर, टाइप ऑफ स्कूल एंड जेंडर” में पाया कि छत्तीसगढ़ के माध्यमिक विद्यालय के छात्रों में पर्यावरण जागरूकता (72%) के लिए संस्कृति, लिंग और स्कूल के प्रकार ने महत्वपूर्ण योगदान दिया है।

देवी (2022) ने अपने शोध विषय “उच्च माध्यमिक स्तर के विद्यार्थियों के बीच पर्यावरणीय सामाजिक चेतना का तुलनात्मक अध्ययन” में इस निष्कर्ष पर पहुंचा कि प्रयागराज जिले के उच्च माध्यमिक स्तर के विद्यार्थियों के बीच पर्यावरणीय सामाजिक चेतना का समग्र स्तर काफी अधिक है। यहां के ग्रामीण एवं शहरी छात्रों के बीच पर्यावरणीय सामाजिक चेतना का एक सामान्य स्तर है, जबकि विज्ञान और कला के छात्रों के बीच कोई महत्वपूर्ण अंतर नहीं है, परंतु यह स्तर लड़कों की अपेक्षा लड़कियों में अधिक है।

सैनी एवं मेधवाल (2022) ने अपने शोध विषय “माध्यमिक स्तर पर अध्ययनरत विद्यार्थियों का पर्यावरण शिक्षा के प्रति जागरूकता का अध्ययन” में इस निष्कर्ष पर पहुंचा कि सरकारी विद्यालयों के छात्रों का पर्यावरण शिक्षा के प्रति जागरूकता निजी विद्यालयों के साथियों से अधिक है।

पारीक (2022) ने अपने शोध “पर्यावरण शिक्षा को माध्यमिक पाठ्यक्रम में अनिवार्य रूप से जोड़ने से विद्यार्थियों की पर्यावरण जागरूकता पर पड़ने वाले प्रभाव का अध्ययन” में यह निष्कर्ष निकाला गया कि पर्यावरण शिक्षा को पाठ्यक्रम में अनिवार्य रूप से जोड़ना सरकारी व निजी विद्यालयों में अध्ययनरत छात्र-छात्राओं में पर्यावरण जागरूकता को विकसित करने में सहायक है।

यादव और कुमार (2022) ने अपने शोध “अयोध्या जिले में स्नातक स्तर के छात्र-छात्राओं का पर्यावरण के प्रति जागरूकता का एक अध्ययन” में इस निष्कर्ष पर पहुंचा कि पर्यावरण जागरूकता के प्रति छात्राओं की तुलना में छात्र अधिक जागरूक हैं। छात्रों का पर्यावरण के प्रति दृष्टिकोण छात्राओं की तुलना में अधिक अच्छा है।

कुमार (2021) ने अपने शोध “उच्चतर माध्यमिक युवा स्नातक स्तर के छात्र-छात्राओं के पर्यावरण प्रदूषण के प्रति जागरूकता- एक अध्ययन” में इस निष्कर्ष पर पहुंचे कि मानव पर्यावरण शिक्षा के प्रति संवेदनशील बने तथा पर्यावरण संरक्षण व संवर्धन के प्रति पहले से अधिक क्रियाशील बने। पर्यावरण शिक्षा के नवीन प्रत्यय पर जोर देकर अनिवार्य किया जाय।

वरमुला और देवेन्द्र (2021) ने अपने शोध “ए स्टडी ऑफ द एनवायरमेंटल अवेयरनेस ऑफ सेकेंडरी ग्रेड स्टूडेंट्स” में पाया कि माध्यमिक विद्यालयों में नामांकित लड़कों और लड़कियों में पर्यावरण जागरूकता में कोई महत्वपूर्ण अंतर नहीं है, लेकिन सरकारी विद्यालयों के छात्रों की तुलना में निजी विद्यालयों के छात्रों में पर्यावरण जागरूकता और नैतिकता अधिक दिखाई देती है।

शाहिदुल्ला (2020) ने अपने शोध “ए स्टडी ऑफ एनवायरमेंटल अवेयरनेस एमंग द सेकेंडरी स्कूल स्टूडेंट्स” में 10वीं कक्षा के छात्रों में पर्यावरण जागरूकता का आकलन किया। उन्होंने 10वीं कक्षा के छात्रों और छात्राओं की पर्यावरण जागरूकता में कोई महत्वपूर्ण अंतर नहीं पाया।

सिंह (2020) ने अपने लेख “पर्यावरण पर नई दृष्टि जरूरी” में कहा कि बहुविषयक पढ़ाई पर्यावरण समझ विकसित करने में मददगार होती है।

डैनियलराजा (2019) ने अपने शोध “ए स्टडी ऑफ एनवायरमेंट अवेयरनेस अहफ स्टूडेंट्स एट हायर सेकेंडरी लेवल” में इस निष्कर्ष पर पहुंचा कि छात्रों का वैज्ञानिक दृष्टिकोण उच्च स्तर का है। जबकि पर्यावरण जागरूकता में छात्रों की उपलब्धि उच्च कोटि की नहीं पायी गयी।

शर्मा (2018) ने अपने शोध “ए स्टडी ऑन द एनवायरमेंटल अवेयरनेस एमंग द सेकेंडरी स्कूल स्टूडेंट्स इन गोलाघाट डिस्ट्रिक्ट ऑफ असम” में पाया कि हाई स्कूल के लड़के और लड़कियों के बीच पर्यावरण जागरूकता में कोई महत्वपूर्ण अंतर नहीं है। इसी प्रकार के सरकारी और निजी माध्यमिक विद्यालयों के छात्रों में भी पर्यावरण जागरूकता के प्रति उनके दृष्टिकोण में महत्वपूर्ण अंतर नहीं है। परन्तु शहरी और ग्रामीण हाई स्कूल के छात्रों की पर्यावरण जागरूकता में महत्वपूर्ण अंतर पाया गया।

धन्या और पंकजम (2017) ने अपने शोध “एनवायरमेंटल अवेयरनेस एमंग सेकेंडरी स्कूल स्टूडेंट्स” रिपोर्ट में बताया कि सरकारी माध्यमिक विद्यालयों में नामांकित छात्रों में पर्यावरण जागरूकता की तुलना में निजी माध्यमिक विद्यालयों के छात्रों में पर्यावरण जागरूकता काफी अधिक थी। यह भी देखा गया कि ईको-क्लब के छात्रों में पर्यावरण के प्रति जागरूकता अन्य छात्रों की तुलना में अधिक थी।

बिन्ह नगा (2016) ने अपने शोध “एनवायरमेंटल अवेयरनेस ऑफ सेकेंडरी स्कूल स्टूडेंट्स इन होनी” में बताया कि माध्यमिक विद्यालय के छात्रों में पर्यावरण जागरूकता, लिंग और उस क्षेत्र से प्रभावित नहीं थी जहाँ स्कूल स्थित है।

मलिक (2015) ने अपने शोध “पर्यावरण शिक्षा के प्रति जागरूकता एवं अभिवृत्ति का संस्थान प्रकार के संदर्भ में तुलनात्मक अध्ययन” में बताया कि अनुदानित एवं स्ववित्त पोषित संस्थानों में अध्ययनरत बी. एड. के विद्यार्थियों के बीच पर्यावरण शिक्षा के प्रति जागरूकता एवं अभिवृत्ति में सार्थक अंतर पाया गया।

अध्ययन का औचित्य:

पर्यावरण की समस्या केवल हमारे देश की समस्या नहीं बल्कि आज यह एक वैश्विक समस्या बन चुकी है। आज विश्व भर के पर्यावरण विशेषज्ञ, बुद्धिजीवी, राजनेता और सरकारें इस समस्या से जूझ रहे हैं और बिगड़ते हुए पर्यावरण की समस्या को सुलझाने का प्रयास कर रहे हैं। इस समस्या का दो ही समाधान है जन-जन तक पर्यावरण के विषय में जानकारी प्रदान करना और नैतिक

चेतना पैदा करना। जब तक समाज में पर्यावरण के विषय में जागरूकता नहीं लाई जाएगी, तब तक पर्यावरण को सुरक्षा प्रदान नहीं की जा सकती। उक्त कार्य तब तक कोई एक व्यक्ति या सरकार भी नहीं कर सकती जब तक पूरे मानव-समाज अपनी जिम्मेदारी समझकर इसके लिए प्रयास नहीं करेगा। पर्यावरण शिक्षा के माध्यम से मानव को पर्यावरण के प्रति संवेदनशील बनाया जा सकता है।

अभी तक ज्ञात शोधों के आधार पर कहा जा सकता है कि प्रदूषण आज के युग में सबसे भयंकर समस्या है क्योंकि पर्यावरण विनाश इसी तरह चलता रहा तो मानव जीवन संकटग्रस्त हो जाएगा। पर्यावरण ह्रास का मानवीय स्वास्थ्य एवं कार्य क्षमता पर कुप्रभाव पड़ा है। अतः पर्यावरण का अध्ययन अत्यंत महत्वपूर्ण है। उनके प्रबंधन एवं नियोजन क्षेत्रीय पारिस्थितिकी के अनुसार होते हैं। प्रदूषण की समस्या से लड़ने की रणनीति तैयार करने के लिए संयुक्त राष्ट्र संघ के तत्वाधान में अनेक सम्मेलन हुए हैं। 1972 में स्टॉकहोम में, 1985 में वियाना में, 1987 में मॉन्ट्रियल में, 1993 में रियोडिजेनेरो में, क्योटो संधि- 1997, पृथ्वी सम्मेलन-2002, मॉन्ट्रियल सम्मेलन-2005 (कनाडा) में आयोजित किये गये। राष्ट्रीय एवं अंतर्राष्ट्रीय स्तर पर अनेक संस्थाएं एवं संगठन विश्व समुदाय में पर्यावरण चेतना जागृत करने की दिशा में संलग्न है (त्रिपाठी, 2005)।

समस्या कथन:

उपरोक्त समस्याओं को दृष्टिगत करते हुए प्रस्तुत अध्ययन का शीर्षक निम्न है: “उच्चतर माध्यमिक कक्षाओं के छात्र एवं छात्राओं में पर्यावरण के प्रति जागरूकता का अध्ययन: सहरसा नगर निगम के विशेष संदर्भ में।”

उद्देश्य:

प्रस्तुत शोध अध्ययन के उद्देश्य निम्न प्रकार हैं:

1. छात्र एवं छात्राओं में पर्यावरण के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

2. कला एवं विज्ञान वर्ग के विद्यार्थियों में पर्यावरण के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

परिकल्पना:

प्रस्तुत शोध के उद्देश्यों को ध्यान में रखते हुए निम्नलिखित परिकल्पनाएं निर्मित की गई हैं:

1. छात्र एवं छात्राओं में पर्यावरण के प्रति जागरूकता में कोई सार्थक अंतर नहीं है।
2. कला एवं विज्ञान वर्ग के विद्यार्थियों में पर्यावरण के प्रति जागरूकता में कोई सार्थक अंतर नहीं है।

सीमांकन:

वर्तमान अध्ययन में उच्चतर माध्यमिक स्तर के विद्यार्थियों में पर्यावरण जागरूकता के प्रति अध्ययन का प्रयास किया गया है, परंतु उसकी कुछ सीमाएं हैं, जो निम्नलिखित हैं:

- **परिक्षेत्र-** अध्ययन के लिए सहरसा नगर निगम में स्थित पांच उच्चतर माध्यमिक विद्यालयों का चयन किया गया है।
- **विद्यालय-** प्रस्तुत अध्ययन में बिहार सरकार के राजकीय और राजकीयकृत उच्चतर माध्यमिक विद्यालयों को लिया गया है।
- **न्यादर्श-** न्यादर्श के रूप में विद्यार्थियों की संख्या 100 लिया गया है।
- **कक्षा-** कला वर्ग एवं विज्ञान वर्ग के कक्षाओं (11वीं एवं 12वीं) के विद्यार्थियों की संख्या 50-50 है, जिसमें 25-25 छात्र एवं 25-25 छात्राएं हैं।
- **भाषा-** प्रस्तुत अध्ययन हिन्दी माध्यम वाले उच्चतर माध्यमिक विद्यालय तक ही सीमित हैं।

शोध प्रविधि:

प्रस्तुत अध्ययन में मात्रात्मक विधि का प्रयोग किया गया है।

क. जनसंख्या: सहरसा नगर निगम में स्थित बिहार सरकार के राजकीय और राजकीयकृत उच्चतर माध्यमिक विद्यालयों में पढ़ने वाले 11 वीं और 12 वीं कक्षा के कला एवं विज्ञान वर्ग के समस्त विद्यार्थी।

ख. न्यादर्श: इस अध्ययन हेतु सहरसा नगर निगम के 5 उच्चतर माध्यमिक विद्यालयों से 100 छात्र-छात्राओं का चयन यादृच्छिक विधि द्वारा किया गया।

ग. उपकरण: अध्ययन हेतु उच्चतर माध्यमिक कक्षाओं के छात्र-छात्राओं की पर्यावरण जागरूकता के मापन हेतु स्वनिर्मित प्रश्नावली का प्रयोग किया गया है।

घ. सांख्यिकीय प्रविधियां: अध्ययन में एकत्रित आंकड़ों का विश्लेषण करने हेतु मध्यमान, मानक विचलन और टी- परीक्षण का प्रयोग किया गया।

आंकड़ों का संकलन, परिणाम और विश्लेषण:

प्रस्तुत अध्ययन को संपन्न करने हेतु पर्यावरण के प्रति जागरूकता की परीक्षा के लिए 99वीं एवं 92वीं कक्षा के कला एवं विज्ञान वर्ग के छात्र एवं छात्राओं का प्रतिचयन किया गया।

प्रस्तुत अध्ययन में प्रयोज्यों ने अपनी व्यक्तिगत क्षमता के आधार पर प्राप्तांक प्राप्त किये। प्राप्तांकों की गणना करने पर जो परिणाम प्राप्त हुआ उसे निम्न सारणी के माध्यम से दर्शाया गया है:

सारणी:1; छात्र और छात्राओं की पर्यावरण जागरूकता के सांख्यिकीय मानक।

विद्यार्थी	N	M	S.D.	t-ratio
छात्र	50	43.02	3.87	0.855
छात्रा	50	42.30	4.52	

सारणी:2; विज्ञान एवं कला के विद्यार्थियों की पर्यावरण जागरूकता के सांख्यिकीय मानक।

विद्यार्थी	N	M	S.D.	t-ratio
विज्ञान संकाय	50	42.80	4.9	0.045
कला संकाय	50	42.48	3.41	

सारणी-2 के अवलोकन से स्पष्ट है कि कला एवं विज्ञान वर्ग के विद्यार्थियों का पर्यावरण के प्रति जागरूकता परीक्षण के आधार पर प्राप्त प्राप्तांकों का मध्यमान, मानक विचलन व टी- अनुपात ज्ञात किया गया। कला वर्ग के विद्यार्थियों का मध्यमान 42.48, मानक विचलन 3.41 है जबकि विज्ञान वर्ग के विद्यार्थियों का मध्यमान 42.8, मानक विचलन 4.9 है। ज-अनुपात 0.045 है। इनके विश्लेषण से ज्ञात हुआ कि कला एवं विज्ञान वर्ग के विद्यार्थियों में पर्यावरण के प्रति जागरूकता में सार्थक अंतर नहीं है। अर्थात् कला एवं विज्ञान वर्ग के विद्यार्थियों की पर्यावरण के प्रति जागरूकता में समानता है।

उपर्युक्त विवरण से स्पष्ट है कि इस शोध कार्य के उद्देश्य “उच्चतर माध्यमिक स्तर के विद्यार्थियों में पर्यावरण के प्रति जागरूकता” की पूर्ति प्रस्तुत अध्ययन कार्य द्वारा की गई है। शोध से जो आंकड़े प्राप्त हुए हैं, उनसे सिद्ध होता है कि कला और विज्ञान वर्ग के विद्यार्थियों में पर्यावरण के प्रति जागरूकता के बीच कोई सार्थक अंतर नहीं है। अतः यहां शोधार्थी द्वारा निर्मित शून्य परिकल्पना स्वीकृत हुई। छात्र एवं छात्राओं की पर्यावरण के प्रति जागरूकता में कोई सार्थक अंतर नहीं पाया गया।

निष्कर्ष:

पर्यावरण जीवन का अभिन्न अंग है। अतः हम अपने इस अंग को सुरक्षित रखें तभी हम अच्छे जीवन की कल्पना कर सकते हैं। पर्यावरण व्यक्ति के हर पहलू पर अपना स्पष्ट प्रभाव छोड़ता है। दिन-प्रतिदिन के कार्य हम इसी पर्यावरण में करते हैं। हमारा यह नैतिक कर्तव्य है कि हम अपने पर्यावरण के प्रति सजग और सचेत हों।

अध्ययन परिणामों की विवेचना से स्पष्ट है कि छात्र-छात्राओं और विज्ञान वर्ग के छात्र एवं छात्राओं में पर्यावरण के प्रति जागरूकता में कोई विशेष अंतर नहीं है। इसी प्रकार कला वर्ग के छात्र एवं छात्राओं में भी पर्यावरण के प्रति जागरूकता में मामूली अंतर है।

अध्ययन में शहरी क्षेत्रों के विद्यालयों से न्यादर्शों को संकलित किया गया है और परीक्षण के समय विद्यार्थियों की आयु सामाजिक स्थिति, वंशानुक्रम, स्वास्थ्य आदि बुद्धि को प्रभावित करने वाले तत्वों पर ध्यान नहीं दिया है।

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8

An Emperical Study on “Ayushman Bharat Yojna with Special Reference to Lok Nayak Jai Prakash Hospital, Patna

Abstract

“Right to health” is central to exercise the basic human rights. However, our constitution is yet to recognize health as a fundamental right. Since the submission of Bhore Committee report (1946), efforts are made by central/state Governments to provide health care through countrywide network of three tier health-care institutions and various national health programs. Success stories of eradication of smallpox, dracunculiasis, regional elimination of leprosy, neonatal tetanus, controlling diseases such as malaria/other vector-borne diseases, and reduction in maternal/infant mortality are few of its achievements.

However, the system has failed to provide quality curative and rehabilitative care to the masses, especially in remote areas leading to inequality and inequity in access of health care.

In India, around 6% do not seek health care due to financial reasons, and among those who do, experiences are often financially catastrophic

and impoverishing. Therefore, it is good to see some positive steps being taken in the recent times to address this issue—National Health Policy (NHP) 2017 and Ayushman Bharat initiative, both of which are critical to attain the Universal Health Coverage (UHC) – also the theme of world health day 2018 and Sustainable Development Goals (SDGs) – to which India is a signatory and stands committed to achieve.

Keyword: Health - Care, Catastrophic, Diseases, Sustainable Development

Introduction

Considered one of the world’s largest healthcare schemes, Ayushman Bharat Yojna aims to extend coverage to over 50 crore Indian Citizens, especially those from economically weaker sections. Launched in September 2018, PMJAY provides health insurance plans with a maximum sum insured amount of Rs 5 lakh. The government health insurance scheme covers most medical treatment costs, medications, diagnostics, and pre-hospitalisation expenses. Moreover, it offers cashless hospitalisation services through the Ayushman health card, usable at any empanelled hospital nationwide. Beneficiaries can access hospitalization for necessary treatment by presenting their PMJAY e- card. Ayushman Bharat Yojna is very crucial Government initiative to provide healthcare access to the lower sections of the society. It was launched with the ambition to provide economical healthcare to approx. 500 million economically weaker Indian citizens. Ayushman Bharat is a part of Universal healthcare programme initiated with the major objectives to increase the 3A’s of healthcare services, i.e., the accessibility, availability and affordability of the primary, the secondary and the tertiary healthcare services in India. Ayushman Bharat scheme is segmented into two major segments in order to achieve the above objectives. The first being Health and wellness centres and the second one being National Health Protection Scheme. The Ayushman Bharat Yojna – National Health Protection Scheme has now been renamed Pradhan Mantri Jan Arogya Yojna. This plans to make secondary and tertiary healthcare completely cashless for the underprivileged section of society. The PMJAY beneficiaries get an Ayushman card to avail of the services at an empanelled hospital, public or private, anywhere in the country, with Ayushman Bharat Yojna, one can enjoy the benefit of walking into a hospital and obtaining cashless treatment.

Table 1: The Ayushman Bharat Yojna Scheme

Review of Literature:

Features	Details
Name of the Scheme	Ayushman Bharat PradhanMantri Jan ArogyaYojna (ABPM-JAY) or Ayushman Bharat National Health Protection Scheme (NHPS)
Launch date for PMJAY	September 23, 2018
Coverage (per family)	Rs 5 lakh/year
Procedures covered	1,400 procedures
Pre-hospitalisation expenses Coverage	Up to 3 days
Post – hospitalisation expenses coverage	Up to 15 days
Website	https://www.pmjay.gov.in/
Helpline Numbers	1800-111-565 or 14555
Email ID	Ayushmanbharat.csc@gmail.com

- **According to Borde & Borgave (2020)** Ayushman Bharat Yojna is a multifaceted concept. The researchers believe that universal healthcare is the need of the hour, in order to develop a society having better and healthy standards of living and a strong nation. The study indicates that demographic parameters are important in strategic decision-making and tactical implementation of universal healthcare schemes.
- **Angell et al. (2019)** analyses and gives crucial replications, suggestions, and a path ahead for successful and speedy implementation of the Ayushman Bharat Program. The design and execution of ABP must be done correctly. The initiative might be a step towards reforming the Indian healthcare system and moving India closer to achieving universal health coverage if completely implemented and reinforced with other interferences.
- **Gupta et al. (2019)** reviewed that the research based on "AB-PMJAY" provides a crucial analysis of the full scheme and all of its parts in a single document. This work was authorised by the PM-JAY office. From the government's perspective, it offers insightful information on the demands and application of the policy. This political article also discusses the shortcomings of the nation's decentralised healthcare system, which was set up by

previous administrations, and how it has been rectified. This document serves as the foundation for all review papers and information disseminated to the public.

- **Lahariya (2018)** describes the pathway established by the PM-JAY Yojana and gives an overview of all the terms and conditions of the scheme. It discusses the plan being looked at for creating 150,000 health and wellness centres by the year 2022 in order to provide complete primary health care. A SWOT analysis of ABP and how it seeks to offer financial protection for secondary and tertiary level hospitalisation as part of the National Health Protection Scheme (NHPS) is also included in this paper.

Objectives of the Study:

- To analyse the level of awareness about Ayushman Bharat Yojna among people in Patna.
- To know the extent of medical facilities and services accessible to the people of Patna, Bihar.
- To analyse the present problems of medical services provided to the people in LNJP, Patna.

Research Methodology:

Designing a research methodology for studying the Ayushman Bharat Yojana involves several key steps and considerations: It is based on the combination of primary and secondary data. For the collection of primary data, the use of direct interview and questionnaire has been done. Secondary data have been collected from various Government websites and publications. In addition to above, newspaper articles, reports, websites and other forms of publications were also referred for the study.

Hypotheses:

- Ayushman Bharat Yojna ensures equal access of healthcare to the lower sections of the society as compared to upper sections of the society.
- People of Patna are aware about Ayushman Bharat Yojna and are taking benefits from it.
- The current medical services provided in LNJP hospital is up to the required level.

Insights of the Study:

Ayushman Bharat Yojana is significant because it's one of India's most ambitious healthcare initiatives, aiming to provide health coverage to millions of vulnerable families. Understanding its implementation, impact on public health, challenges faced, and effectiveness can offer insights into healthcare policy-making, public welfare, and social development.

Focusing on LNJP Hospital within the context of studying the Ayushman Bharat Yojana offers several specific insights:

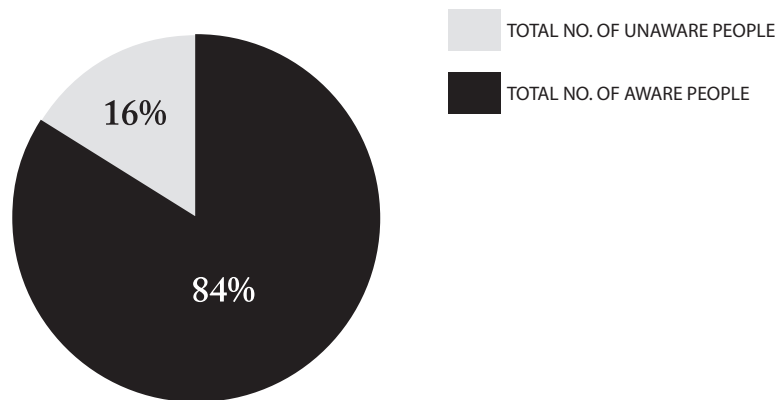
- **Healthcare Infrastructure Utilization:** Analyzing how LNJP Hospital, as a key healthcare facility in Patna, has been utilized by beneficiaries of the Ayushman Bharat scheme. This includes assessing the volume and types of services availed by patients covered under the scheme.
- **Financial Impact on LNJP Hospital:** Investigating the financial implications of Ayushman Bharat for LNJP Hospital, such as changes in revenue streams, reimbursement rates, and overall financial sustainability. Understanding how the hospital's finances have been affected can inform resource allocation and management strategies.
- **Quality of Care Delivered:** Assessing the quality of healthcare services provided by LNJP Hospital to Ayushman Bharat beneficiaries. This involves evaluating factors such as waiting times, patient satisfaction, adherence to treatment protocols, and clinical outcomes.
- **Equity and Access:** Examining whether Ayushman Bharat has improved access to LNJP Hospital services for marginalized and underserved populations in Patna. This includes assessing any changes in patient demographics and disparities in healthcare utilization patterns.
- **Challenges and Opportunities:** Identifying the challenges faced by LNJP Hospital in implementing Ayushman Bharat and leveraging opportunities for enhancing service delivery. This may involve addressing issues such as infrastructure constraints, staff capacity, and administrative hurdles.
- **Collaboration with Private Providers:** Investigating the role of LNJP Hospital in collaborating with private healthcare providers empanelled under Ayushman Bharat. Understanding the dynamics of these partnerships can shed light on strategies for optimizing resource utilization and improving patient care.

Data Analysis:

Table 2:- Annual Income structure of people aware about Ayushman Bharat Yojna in LNJP hospital

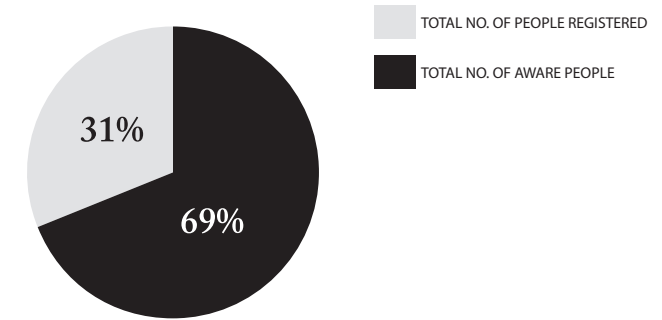
Occupation	Annual Income
Labour	5400
Labour	3600
Labour	6000
Aasha Worker	48000
Electrician	48000
No Job	
Farming	100000
Private Job	50000
Loan Financer	180000
Cook	19800
Painter	180000
Farming	100000

Figure 1: People Awareness about Ayushman Bharat Yojna in LNJP hospital.



The above data shows the level of awareness among the people about Ayushman Bharat Yojna which is one of the main objectives of the study. This shows that quite a good number of people are aware about the Yojna.

Figure 2: People Aware Vs. People Registered under ABP



Registration under Ayushman Bharat Scheme (N=50)

The above chart reflects a picture in which quite a good number of people are unaware about Ayushman Bharat Yojna though they are registered through it with the help of either any family member or any Government agent. The study also showed quite a good number of people who are registered in Ayushman Bharat Yojna through LNJP hospital whose infrastructure and management both are friendly with the patients and hence made registration process easier.

Table 2. Analysing the problems faced in accessing Ayushman Bharat Yojna benefits

Services	Problems Faced
Emergency Care	More Waiting Hours
Inpatient Care	Less Availability of Beds
Surgery	Not all Surgeries are covered under Ayushman Bharat Yojna
Diognostic services	Diagnosis without Ayushman card is considered as non-availability of card and treated as General
Intense Care	No Acute Problems Were Noticed
Medical Specialities	Behaviour Of Some Employees Put a Concern

The above table shows the current problems faced by people while taking the benefits of Ayushman Bharat Yojna. The analysis brought us to the conclusion that being the largest populated country in the world, it is not easy to implement any scheme on the ground level but Ayushman Bharat Yojna is one of the finest implempted schemes

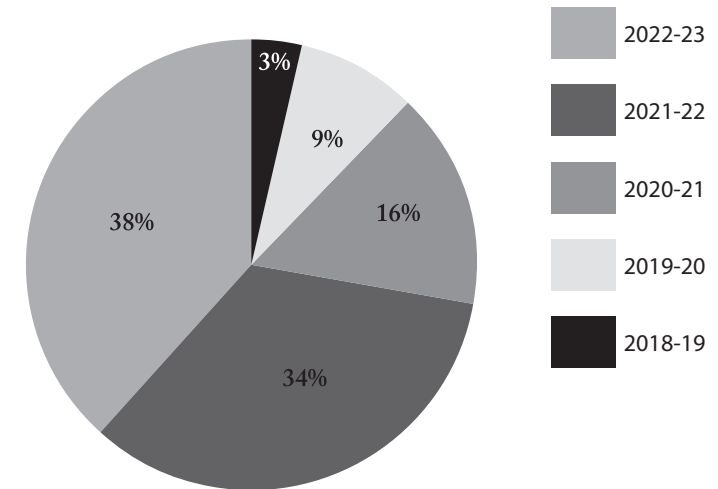
in India. The problems involved in it are very marginal in context of the benefits it is providing to the people. The management of LNJP hospital appeared to be very punctual towards the problem faced by the people in there. This analysis fulfils the third objective of the study i.e., analysing the current problems in medical services faced by the people in LNJP.

Findings of the Study

- **Population Composition:** The people involved in the sample population coming from different districts, shows the level of less availability of hospitals in other districts and less poverty level in Patna district as compared to other districts. People were mostly between the age of 20 years to 70 years comprising of both males and females.
- **Occupational Structure:** The study revealed that the occupational structure of the chosen sample were mostly low level. The highest income as shown in above data found to be 1lakh per annum. They mostly work as a farmer or a daily wage earner; apart from this they also do some basic chores to sustain their life. This study again showed the significance of this type of schemes in India where approximately 60% population resides in villages and are dependent on farming.
- **Impact on Healthcare Access:** Several people who were unable to get best medical facilities in the absence of money were now able to attain it. On the contrary the hospital still needs to develop so many advanced features in it, for e.g. better facility for x-rays as it is an orthopaedic hospital, having a grievance centre for complains etc.
- **Health Outcomes:** Studying the effect of the scheme on health outcomes such as reduced mortality rates, improved disease management, and better health indicators.
- **Financial Protection:** Analyzing the extent to which the scheme provides financial protection to beneficiaries by reducing out-of-pocket expenditures on healthcare. The increased number of Ayushman card in the financial year shows the increasing awareness and utilization of the scheme that shows the decreasing pocket expenditure of people in diseases.
- **Quality of Care:** The whole study gave a positive outcome on quality of care; the management of LNJP hospital shows a warm gesture and compassion towards every patient.

Figure 3: Year wise Ayushman Card Analysis

NO. OF AYUSHMAN CARDS CREATED

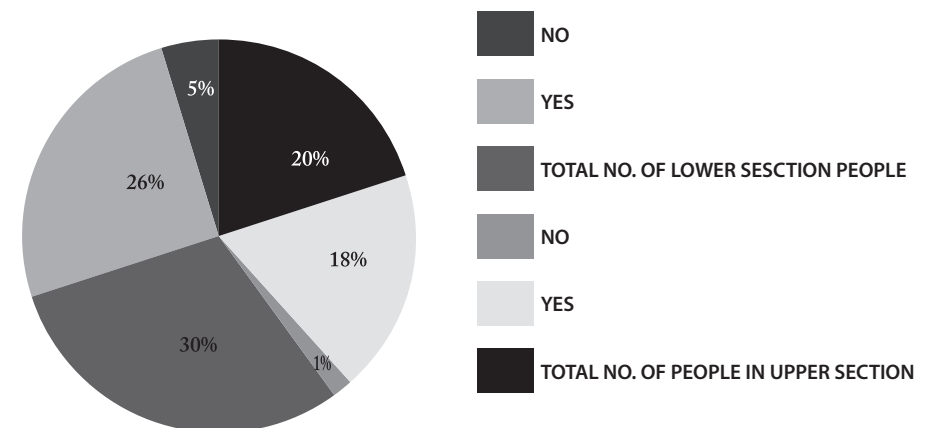


Analysis of Hypotheses:

Hypothesis 1 : Ayushman Bharat Yojna ensures equal access of healthcare to the lower sections of the society as compared to upper sections of the society.

Figure 4: Access to Healthcare

ACCESS TO HEALTHCARE



The above chart depicts the access to healthcare to both the sections of the society. It gives a clear picture that the hypotheses assumed was accurate. The p-value test is used to analyse the data that shows that around 88 people out of 100 agreed to say that they get equal access to health care while around 12 people says that they don't get equal access. The composition of people saying yes is more near to the mean i.e. 50. Hence the hypotheses is correct with 5% level of significance.

Figure 5: Graphical Representation Of P- Value Test :-

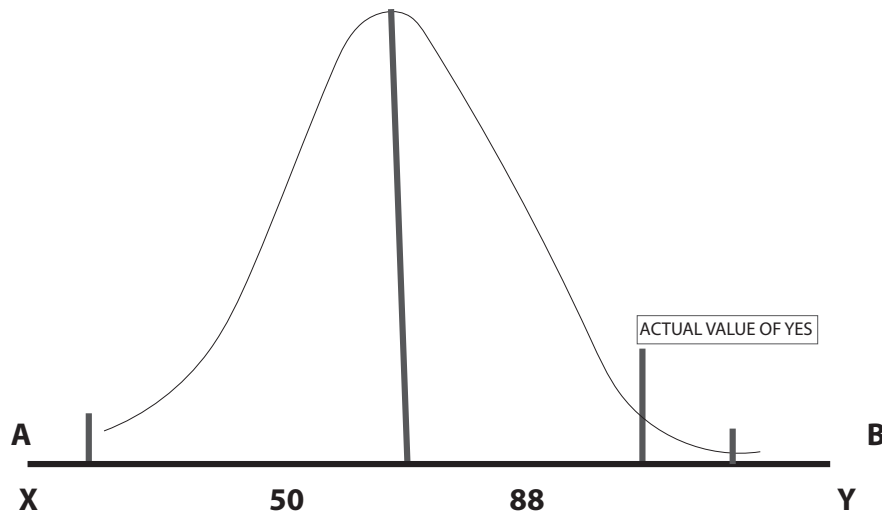


Table 3

Total No. Of People In Upper Section	Yes	No	Total No. Of Lower Section People	Yes	No
40	37	3	60	51	9

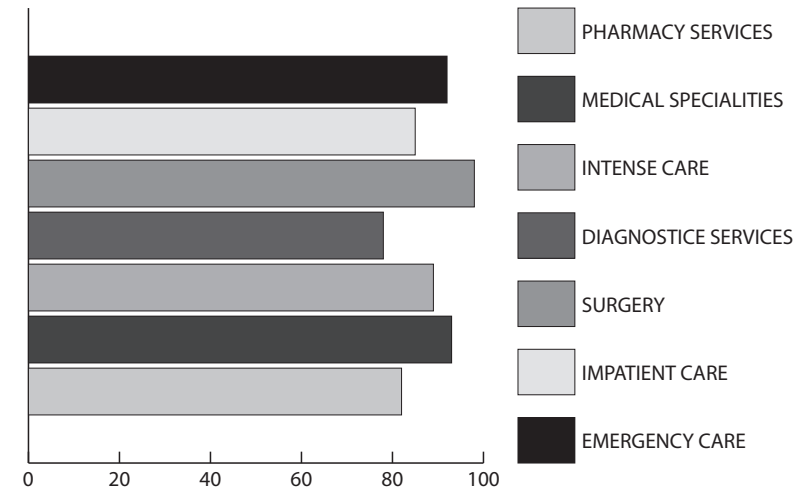
Hypothesis 2: People of Patna are aware about Ayushman Bharat Yojna and are taking benefits from it.

The study done on Ayushman Bharat Yojna with special reference to LNJP hospital It was found that more than 60% of people are aware about the yojna and are registered through different means e.g. aanganwadi sevika, door to door campaign, relatives, even their employers This shows that the hypotheses taken is accurate with 5% level of significance.

Hypothesis 3: The current medical services provided in LNJP hospital are up to the required level.

Figure 6: Quality of Medical Services

QUALITY OF SERVICES



The above graph shows a clear picture that the services provided under Ayushman Bharat Yojna in LNJP hospital is up to the required level. People using these benefits gave their answers in the favour of services of LNJP. Hence since the entire response was more than the mean value the third hypothesis is also considered to be correct with 5% level of significance.

Conclusion

This paper highlights the challenges faced and potential solutions for the effective implementation of the Ayushman Bharat Yojna at LNJP Hospital Patna. Despite its noble objectives, the scheme has encountered obstacles such as bureaucratic hurdles, inadequate infrastructure, and limited awareness among beneficiaries

Administrative streamlining involves simplifying enrollment procedures, expediting reimbursement processes, and implementing robust monitoring mechanisms. Infrastructure enhancement entails upgrading facilities, procuring necessary equipment, and recruiting additional staff to meet the growing demand for healthcare services. Outreach programs aim to raise awareness about the scheme and empower beneficiaries to utilize its benefits through community engagement activities, health education sessions, and mobile clinics.

By implementing these measures, LNJP Hospital Patna can overcome existing barriers and fulfill the vision of the Ayushman Bharat Yojna to provide accessible and quality healthcare to all citizens. This comprehensive approach not only addresses current shortcomings but also lays the foundation for a more equitable and efficient healthcare system, thereby improving the health outcomes and well-being of the community served by the hospital.

Complex administrative procedures and delays in reimbursement processes have hindered the smooth implementation of the Ayushman Bharat Yojna at LNJP Hospital Patna.

Insufficient facilities, equipment, and human resources have compromised the delivery of healthcare services, leading to suboptimal outcomes for patients.

Many eligible beneficiaries remain unaware of their entitlements under the scheme, resulting in underutilization of services and missed opportunities for healthcare access.

The hospital may face challenges in acquiring and maintaining essential medical equipment such as ventilators, dialysis machines, or MRI scanners, impacting the quality and timeliness of diagnostic and treatment services.

❖ **Suggestions:**

- **Public-Private Partnerships:** Collaborating with private healthcare providers can supplement the capacity of public hospitals, reduce waiting times, and improve service quality.
- **Healthcare Technology Integration:** Implementing electronic health records, telemedicine services, and digital payment systems can streamline processes, enhance patient experience, and facilitate better monitoring of healthcare outcomes.
- **Capacity Building:** Providing training and skill development opportunities for healthcare professionals can ensure a competent workforce capable of delivering high-quality care and managing complex cases effectively.

By addressing these challenges and implementing the suggested measures, LNJP Hospital Patna can optimize its participation in the Ayushman Bharat Yojna, ultimately improving healthcare access and outcomes for the population it serves.

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