



Double Blind Peer Reviewed Journal

SHODH PRATIGYA SHREE

An Annual National Journal of Multi-Disciplinary Area of DEI

शोध प्रतिज्ञा श्री

डीईआई की बहु-अनुशासनात्मक क्षेत्र की एक वार्षिक राष्ट्रीय पत्रिका

“हम शोध गुणवत्ता एवं शोध विकास के लिए हमेशा प्रतिबद्ध हैं”



Volume - I Issue – II

December 2022

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Prof. P.K. Kalra
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Prof. L.N. Koli
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Double Blind Peer Reviewed Journal

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CHIEF EDITOR'S MESSAGE



**Prof. L.N. Koli (D.Litt.)
Chief Editor**

Dear Readers,

It gives me much pleasure to publish 2nd issue of “Shodh Pratigya Shree (शोध प्रतिज्ञा श्री)” to you an “Online National Journal of Multi-Disciplinary Area” in the month of May 2023 of the edition of December 2022. The second issue of the journal is being released to mark this important milestone in the history of the University. There are only a few institutions in the country that have an ever-increasing Commitment towards providing a value-based system of quality education and the DEI is one of them. DEI is a name that reminds us at the very first instance about ‘values. A university that provides academic excellence to the students with relevance to the contemporary needs of this dynamic, competitive era – Today, when the fabric of the society is deteriorating, this University provides unique, innovative, comprehensive and value – based education to its students; contributing to the all-round development of the students, hence creating a well-rounded personality. In this way, at the later stage, shall contribute to the nation – building, as the youth of this country are torch bearers of development.

“Shodh Pratigya Shree (शोध प्रतिज्ञा श्री)” would like to show – case pertinent research outcomes in the domain of Multi-disciplinary research area which would be an eye opener for researchers as well as readers. With the expectation, this issue of the “Shodh Pratigya Shree (शोध प्रतिज्ञा श्री)” will serve the philosophies of the research to encourage the research practices while fulfilling social and academic obligation.

This journal my gratitude to one more step in our journey towards research and education in serious issues particularly at a time when India making sustained efforts to establish its growth momentum for long journey.

I congratulate the editorial team, advisory board, review board and contributors of “Shodh Pratigya Shree (शोध प्रतिज्ञा श्री)” for its wonderful endeavor in developing worthwhile reading materials. Wishing you all the very best and hoping to see quality research papers in future, I conclude with gratitude.

**Prof. L.N. Koli (D.Litt.)
Chief Editor
(University Coordinator)
University Post Graduate Studies and
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FROM THE EDITOR'S DESK

Dear Readers

Greeting's !!!

It is our great pleasure to welcome you to the 2nd online edition of the Double-Blind Refereed Peer Reviewed Journal "Shodh Pratigya Shree (शोध प्रतिज्ञा श्री)": An Annual Online National Journal of Multi-Disciplinary Area.

We are thankful to the contributors for their valuable contribution to make the Journal a Success. We are also grateful to the advisory board members, review panel and contributors for their support, without which the accomplishment of the journal would have been worthless. We value your association with us and welcome your comments and observations to improve the Journal.

Thank you.

Prof. L. N. Koli (D. Litt.)
(Chief Editor)

Dr. Anisha Satsangi
(Assistant Editor)
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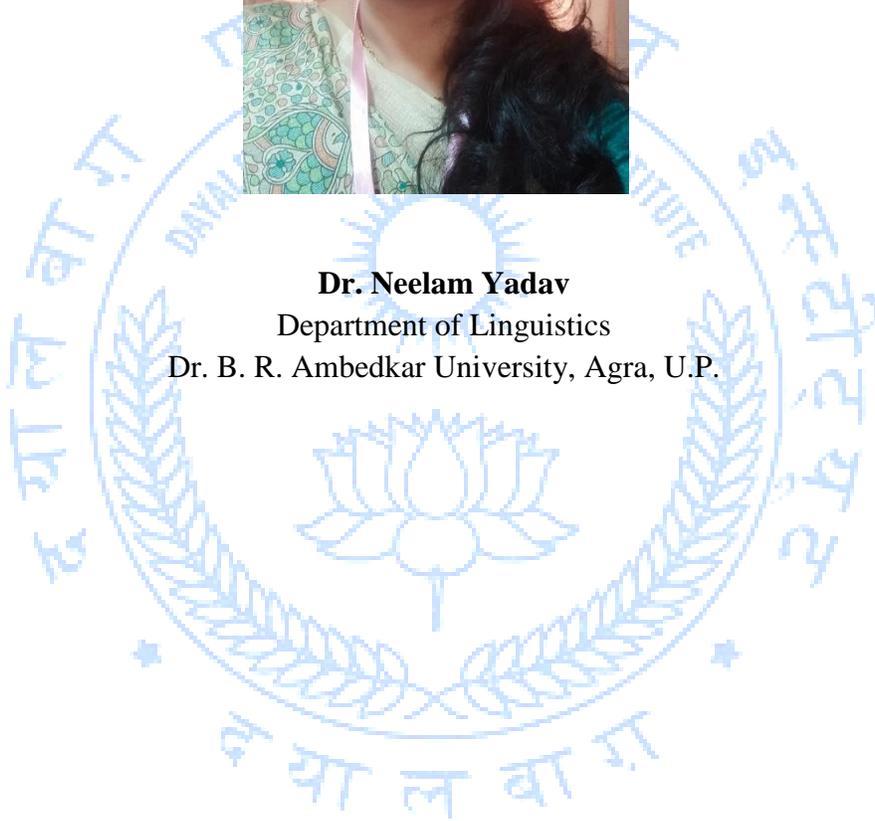
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RESEARCH METHODS IN APPLIED LINGUISTICS

Abstract

The paper deals with the Research Methods in Applied Linguistics that specifically focuses the Quantitative and Qualitative Data Collection methods and techniques collection while researching on languages or in language. If we talk about Applied Linguistics, it is the application of linguistic knowledge to specific language context like it includes the study of language in various settings (social, educational etc.). ,issues in language testing, teaching and learning of second or foreign language etc.

Key-Words: Applied Linguistics, Methods, Research, Research Questions, Approaches

Objective

The objective of the paper is to provide awareness and understanding of the Quantitative Data and Qualitative Data Collection methods and techniques in investigating languages from an applied linguistics perspective.

Introduction

Applied linguistics is an extensive interdisciplinary field of study. It gave emphases on language in use, relating our knowledge about languages with an understanding of how they are used in the actual world. Applied linguists work in varied research areas for instance second-language acquisition (SLA), teaching English as a second or other language (TESOL), workplace communication, language planning and policy, and language identity and gender, along with this applied linguists also work in related fields such as education, psychology, sociology, and anthropology, and language analysis is one of the important areas of research. SLA researchers, for instance, consider language errors commonly made by learners at different stages of learning and language development, or TESOL researchers study

in what way writing textbook supports learners develop their composition skills. A second important area in applied linguistics is exploring the circumstances and understandings of language use. For example, TESOL researchers might investigate how the classroom environment affects students' approaches toward language learning. Similarly, language identity researchers might consider how sexual minorities structure their identity through language. Thus, researchers investigate various issues. In essence, they have three choices: to use quantitative research, qualitative research, or to use both in what is termed mixed methods research.

Quantitative Data Collection

The most common instrument for collecting quantitative data is the test. Tests have several types for instance language test or psychological test. A frequent method of collecting quantitative data is through conducting a survey or investigation using some sort of questionnaire and is associated with experiments, surveys, with larger samples of people or observations. Rationally it is considered as *“overly simplistic, decontextualized, reductionist in*

terms of its generalizations, and failing to capture the meanings that actors attach to their lives and circumstances” (Brannen, 2005, p. 7). In doing quantitative research the consistency and rationality of the methods and instruments of measurement have to be measured. Reliability refers to “consistencies of data, scores or observations obtained using elicitation instruments, which can include a range of tools from standardized tests administered in educational settings to tasks completed by participants in a research study” (Chalhoub-Deville, 2006, p. 2). Reliability is denoted by Rasinger as “measure repeatedly delivering the same (or near same) results” (Litosseliti, 2010, p. 55).

Sampling in the Quantitative research

Sampling is the first step in data collection, it means to find a representative group of speakers and linguistic elements from which we draw our research and data analysis. The most frequent questions asked by beginner researchers before starting investigation are:

- How many people should be included in the study?
- How large should the sample be?
- What sort informants should be selected?

Our sampling decisions affect the required arrangements, scheduling and timetable and costs of the project.

Sample, population, and representatives

Sample is the group of participants whom the researcher actually examines while researching. Here, population meant for the

group of people whom the study is about, and the sample is a subset of the population that is *representative* of the entire population. The strength of the conclusions we can induce from the results obtained from a selected small group depends on how accurately the specific sample represents the larger population.

How large should the sample be?

A range of between one to ten percent of with a minimum of hundred participants can be taken as a Rule of Thumb or it should have a normal distribution called statistical consideration. Under sample composition we can identify any distinct sub groups that may behave differently in advance or under reverse approach first approximate the expected magnitude of results then determine the sample size. We must leave a decent margin for unforeseen or unplanned circumstances.

Questionnaire Survey

When as a researcher the researcher opt for the questionnaire method he/she no longer relies on observation but rather on the self-reports of individuals, for instance specific questions are structured to get the response from the selected respondents regarding their behavior, attitude, beliefs, language and so on. What respondents choose to say is their privilege.

In Questionnaire Survey, on one hand main methodological issues are to sample the participants to design and administer the research tool, while on the other hand it is easy to conduct, extremely versatile and capable of gathering a large amount of information quickly in a form that is readily

processable, are the positive points of questionnaires.

Three types of data can be yielded from the Questionnaires, factual questions like finding certain facts about the respondents such as demographic characteristic, occupation, residential location, marital and socio-economic status, educational level etc. Behavioral questions like finding out what the respondents are doing, have done in the past, habits, lifestyles, focusing on action and personal history, and Attitudinal questions like finding out what people think, covering attitudes, opinions, beliefs, interests and values. The choice of words in a questionnaire is extremely important. If you require specific information, use of words should be very clear and specific. While designing a questionnaire question wording is perhaps the most challenging aspect.

The format of the Questionnaire

Another important facet of questionnaire is its format. The main parts of the questionnaire are *Title* for identifying the domain of investigation, providing initial orientation, activating relative background knowledge and content expectations, *General introduction* that describes the purpose, sponsoring/conducting organization, emphasizing that there's no right or wrong answer, promising confidentiality, requesting honest answers, saying 'thank you'. *Specific instructions* explains how respondents should answer the questions. *Questionnaire items that* illustrates main body of questionnaire with the use of different type faces and font styles. *Additional information* includes a contact name with a phone number or

address. We can include a note of promising to send a summary of findings, inviting for follow-up interviews and *Final 'thank you'*. *Length* of the questionnaire depends on how important the topic of the questionnaire is for the respondents. Dörneyi agrees on a four-page well-designed questionnaire that takes half an hour to be completed.

Structure of the Questionnaire

Along with the careful choice of words in questions, the researcher should also careful to the structuring of questions. If we talk about the complexity and length of questions, it should be short and simple, but sometimes this is not possible. For instance in a complex sentence, the researcher needs to heed that which part of the structure should come first, for example:

- a. If you took someone's pen by mistake, would you be sorry?
- b. Would you be sorry, if you took someone's pen by mistake?

Judd and Kidder (1986) underlined the importance of placing qualifications and conditions first that is question (a) is preferable to question(b) because by structuring the key idea to the last you save formulating an answer prematurely. If in the questionnaire design there is any such question that asks for alternative, then the alternatives should be made very clear to the respondent, and 'unwarranted assumptions' should also be avoided.

Developing and Piloting the Questionnaire

Developing and piloting questionnaire is a stepwise process. We can draw up a pool of imagination to create as many potential

items as we can think of in respect of questionnaire preparation, and the sources for drawing such ideas can be qualitative, exploratory data gathered in interviews or student essays focusing on the content of the questionnaire or we can go through Established/published questionnaires in the concerned area.

Strategies for Informants' Cooperation

During the conduction of the survey, administrators should be like a business-man of cloths. He/ she must be friendly with the respondents for breaking the ice, and the overall conduct should be professional. The Surveyor's or researcher's behavior while conducting survey must exhibit his/her keen involvement in the concerned project and show an obvious *interest* in the outcome.

The surveyor should also communicate the purpose and significance of the survey he/she is conducting along with the reason of the selection of these participants with assurance of confidentiality. The surveyor /researcher should also clear their doubts if any, and after getting their cooperation he/she must express their gratefulness for the participants' cooperation.

Strength and Weakness of Questionnaire

On one hand, in quantitative data collection, it is easy to collect a huge amount of information in less than an hour that is straightforward and fast process. It can be used with a variety of people in various situations aiming variety of themes. If the respondent is not willing to be exposed, unrecognizability can be maintained. On the

other hand, it can produce unreliable and invalid data. It is not very much suitable for probing into an issue deeply, consequently it turns into superficial data. In this method of data collection the researcher might face respondent's literacy problems or social biasedness of the respondents.

Qualitative Data Collection

The term 'qualitative research' is a broad term used to refer to a complex and evolving research methodology. It is rooted in a number of different disciplines including applied linguistics, primarily anthropology, sociology, and philosophy, and now in almost all fields of social science inquiry. Qualitative research is really difficult to give an exact definition as it has no clear-cut set of methods and has "no theory or paradigm that is distinctly its own..." (Denzin & Lincoln, 2005, p. 7). And then they concluded "Qualitative research is many things to many people" (p. 10). However, there are some atypical features that need to be mentioned. The foremost feature of qualitative research is its evolving nature, i.e. no facet of the research design is projected, the study is springy and open to new details that may appear during the course. The investigation starts without assumptions dogged beforehand but gradually the focus of research becomes more relevant and the investigative concepts are formed during the process of research. Another characteristic feature is the nature of qualitative data. That kind of research works with plenty of data converted into a textual form. The common aim of all types of qualitative methods is to decode a set of meanings in the phenomena in question, so

it is necessary for the data to include rich and complex details. Subsequently, these approaches use a wide variety of data collection methods, such as observation, interviews, open-response questionnaire items, verbal reports, diaries, and discourse analysis. As Miles and Huberman (1994, p. 7) point out, “The researcher is essentially the main ‘measurement device’ in the study. It is related with ethnography, case study, and narrative inquiry, with a smaller number of participants but fuller and more all-inclusive accounts from each one. **Gall et al. (1996) listed under their section on qualitative research such things as case studies, along with a list of 16 research traditions that are typically referred to as qualitative research. Among these are methods such as ethnography, protocol analysis, and discourse analysis—all commonly used methods in applied linguistics.** Richards (2005) concludes “qualitative and quantitative data do not inhabit different worlds. They are different ways of recording observations of the same world” (pp. 3-6). In the same context, Miles and Huberman (1994) state that all data are qualitative because they refer to “essences of people, objects and situations” (p. 9).

Qualitative research is operative effective in reconnoitering new areas by reviewing and elucidating a phenomenon in details. It does not rely on previous knowledge and empirical findings. The methods are used for interpreting highly multifarious matters. The participant sensitivity of the research is a major factor in deciding the main points of the phenomenon requiring special attention as it gives preliminary guidelines validated by the respondents. Thus, to base the

research on such substantiation we avoid knowledgeable construction focusing on the fact of the matter.

Quality criteria in qualitative research

Setting quality standards in qualitative research is challenging because the study is subjective, conversational and context-specific., i.e. “truth” is conditional and “facts” subjectivised (Morse & Richards, 2002). There are three rudimentary quality factors to be considered in qualitative research: - Insipid data – the quality of the analysis depends on the quality of the original data. If the data is not interesting, then we will obtain stereotypical results and “close to common sense”, as Seale et. al. point out (Dörnyei, 2007, p. 55).; - Another important factor is the quality of the researcher, who is the “Control Centre”, “the instrument”, responsible for the whole procedure.; - Anecdotalism and the lack of quality safeguards – Usually researchers are limited in their presenting examples of the data that has led them to conclusions. Silverman, Miles and Huberman consider that the whole process and report could be put to doubt for there are not any essential safeguards against a biased conclusion (Dörnyei, 2007, p. 56).

Qualitative data collection

Qualitative data collection and analysis are not two distinct segments but are often globular and overlapping. It is difficult to decide whether a method refers to data collection or data analysis or a combined design – grounded theory and case studies are examples of this vagueness. Qualitative procedures leading to the generation of a set

of data are ethnography, one-to-one interviews, focus group interviews, introspection, case studies, diary studies and research journals (Dörnyei, 2007, p. 124). In contrast to quantitative research, qualitative studies are concerned with describing and presenting individual aspects of the phenomenon in question. Thus, the main goal of sampling is centering on people who can be prospective providers of various understanding of the concern reconnoitered, so that ample of rich data would be collected. A qualitative research has to be a “purposeful” sampling with a strategy in accordance with the object of study. The process of sampling is desirable to remain open for a long time so that it could be exchanged with the gathering and investigation of primary accounts thus supplementary data is provided. The recurrent process of “moving back and forth” is referred to as “iteration” (Dörnyei, 2007, p. 126). The process should continue until we reach “saturation”. Glaser and Strauss (1967) described this as “the point when additional data do not seem to develop the concepts any further but simply repeat what previous informants have already revealed. In other words, saturation is the point when the researcher becomes “empirically confident” (Dörnyei, 2007, p. 127). The most common tactics for achieving “saturation” are: consistent sampling, i.e. selecting participants with similar features; distinctive sampling, i.e. participants sharing features typical with respect to the research focus; criterion sampling, maximum variation sampling, extreme/ deviant case sampling, critical case sampling, convenience sampling, etc.

Qualitative data analysis

The analysis of qualitative data is seen as characterized by great diversity and there are several principles that are considered indispensable for the mastery of the process. The first point to stress is “the language-based nature of the analysis”, i.e. the data is transformed into words. The second principle defines the “iterative” and “non-linear” nature of the analysis, i.e. the researcher can bring the required changes in the data collection, analysis and elucidation depending on the outcomes. “saturation” is considered the crucial for the data analysis and the process should stop in lack of new ideas, themes and topics evolving. The analysis has to be flexible to allow new ideas to emerge and flow liberally without any restrictions of traditional dealings. However, challengers of that approach assert that only systematic procedures help in accomplishing effective conclusions. The last indispensable principle underlying the qualitative data analysis is the use of “general analysis” or it is often termed as “qualitative content analysis” as opposed to the use of specific methodology.

Qualitative content analysis

The roots of content analysis can be found in a quantitative analytical method of examining written texts that requires the counting of words, phrases, or grammatical structures that are grouped under specific categories. However, the categories in the content analysis are not predetermined but are obtained by inductive reasoning from the collected data (Dörnyei, 2007, p. 245). Qualitative content analysis is a deeper level of analysis and interpretation of the underlying meaning of the data. There are four phases of content analysis: 1)

transcribing the data, 2) pre-coding and coding – pre-coding replications form our concepts about the data and would lead to creating the themes of the project. Dörnyei argues that “*all the qualitative coding techniques are aimed at reducing or simplifying the data while highlighting special features of certain data segments in order to link them to broader topics or concepts*” (2007, p. 250). Coding should be accompanied by some investigative tools that can help to cultivate the final themes, the most useful of which is writing memos. These analytic memos are the sources that will give escalation to the main conclusions. The process of construing the data and illustrating conclusions integrate taking account of everything we have, evaluating the collected patterns, concepts and ideas, and selecting the final themes which to develop in detail (see for example Mazahir, Yaseen & Siddiqui, 2019)

Strength and Weakness of Qualitative Data

On one hand, in short, if we talk about strength of qualitative data it is exploratory in nature, makes sense of complex issues, often answers **interrogations and flexible in nature as required when things go wrong, and thus provide rich material for the research report. On the other hand, lack of methodological accuracy can be counted as one of its weaknesses, along with this it is time consuming and labor-intensive.**

Conclusion

To sum up, the paper aims at providing a brief overview of the quantitative and qualitative methods of applied linguistics. Research involves collecting data, analyzing it and making inferences from analysis. It is

attempted to provide a general description of qualitative, quantitative method of research. In short, quantitative research has strengths that are incontrovertible – it is organized, controlled, involving accurate depths resulting in consistent and generalized results. The two methods can be complimentary to each other, thus providing higher quality results and better comprehension of a phenomenon. Quality criteria in quantitative research are validity and reliability. The logical way to do research includes generating the research questions, choosing the design, then the method and the instruments allowing for the questions to be answered. The main and most frequently used tool and data collection method is the use of questionnaire surveys. The efficiency of questionnaires is their foremost strength for they make it possible for a large amount of data to be collected and processed for a very short time. Qualitative data collection and analysis are not two separate phases but are often circular and overlap. Various data collection methods are considered: ethnography, interviews, focus groups interviews, introspection, case studies and research journals. Qualitative content analysis is a deeper level of analysis and interpretation of the underlying meaning of the data. Except, Strengths and weaknesses of both the methods are also focused briefly.

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MINI SMART CITIES WITH SOLAR – URBAN WATER MANAGEMENT

Abstract

The resources are limited and the populations of the metropolis cities are increasing day by day. For proper distribution of resources there is a need of smart cities which is under planning and progressing. This paper is proposing the mini smart cities having the basic amenities with proper distribution especially for water management. It includes electricity generation using solar radiation and transportation using waterways. So three basic amenities i.e. water, electricity and transport which are the three major issues from last few decades are on the same track. This track or canal based system will also define the borders and security of the metropolis cities. It will also check the uneven growth of the metro cities to an extent and thus helps in successfully implementation of master plan for proper distribution of limited resources.

1.0 Introduction

With the advancement of nation growth and development metropolis cities are also developing. Most of the urban cities are not following the city master plan which makes the city life quite hectic due to uneven and irregular growth. Due to this sustainable development is not possible result in lack of basic facilities such as proper transportation, safe and secure societies, unheigeinic environment and uneven distribution of resources. Along with this uneven distribution of metro cities is difficult to manage and it always creates a problem due to air pollution, water pollution and noise pollution. This unsustainable development creates burden on government in terms of providing basic facilities and it also effected financially and socially to an extent.

Now the government is also planning to develop smart cities having all the basic amenities as well as standard life along with sufficient jobs and opportunities. They are planning for smart cities which are very difficult to achieve as to develop a new metro city a large infrastructure is required

which took years to accomplish. This required not only lots of planning as a master plan but also it requires great political will power to implement the policy. In this regard we are providing a basic plan as a mini smart city with basic as well as modern amenities. This proposed with a vision that in the upcoming future fooding of 500 million people of the world within 20-25 years is very difficult task and at the same time availability of drinking and raw water will also be a very big challenge. This can only be overcome by proper distribution of limited resources by developing mini smart cities which are self dependent in terms of water and food as well as in transportation, energy and job security.

In the current environment if water supply would stop only for two days due to any reason then metro life would generally stops completely in terms of residentially as well as commercially. People are generally aware about storage of food for atleast 1-2 weeks in case of emergency such as in Covid-19 but not so much aware about conservation of water as it is available easily uptill now and

is totally dependent on government. It is impossible to view the life of metros without water and for future proper distribution of water is required as 50% of water at present wasted in transportation due to leakage pipelines and 80% of water available at residential place is wasted due over usage and odd practices. This means we are using only 10% of the supplied water. We are proposing the smart cities with major and basic facilities i.e. Water followed by transportation, food, electricity, green environment, pure and refresh air, social and cultural life, tourism, job opportunities and proper distribution of land for residential societies, commercial parks and agricultural practices including conservation of Fauna and Flora. Followed by Water, Transportation is also plays a very big part in nation economy. Waterways can plays a big role in future smart city as uneven distribution of roads produce adverse effect on environment to a great extent. In the current scenario we can see a newly constructed road suddenly dig out due to odd practices by the government missionary due to absence of master plan within a month or two or within a year of its construction. Surely this is not a sustainable development. Such roads have to construct again for propter transportation and this unsustainable development result in unorganized metro city. If the future cities will be majorly based on water ways there would be no need to dig out roads as in present scenario. For this we are proposing a proper canal system for transportation which will work as waterways and will run on solar electricity. This will also provide conservation and storage of water and such

water channels can also be used as an infrastructure for treatment of water using advanced techniques.

2.0 Classification of Water

Water is naturally available in the world having natural transportation means such as rivers; lakes water fall, rain and storage in ponds, lagoons and ocean etc.

It can be categorized in number of ways such as pure and impure water, natural and treated water, primary, secondary and tertiary water, grey water, distilled water and new water. In impure water it can be categorized as commercially waste water and residential waste water, effluent water and sewage water, chemically treated water and organic treated water. It can be further sub categorized as drinking water or non-drinking water.

Classification of Water

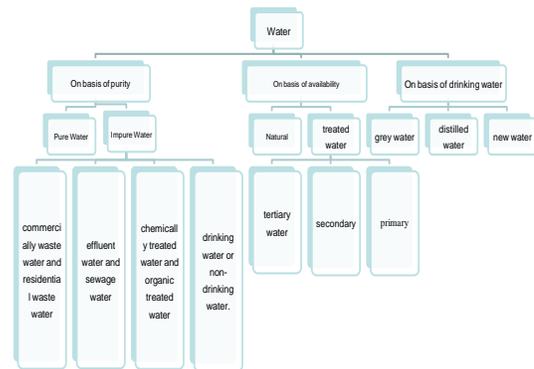


Fig: Classification of water

As of now 70% of supplied water is used for agriculture purpose and 20% of it are used for industrial purpose and remaining 10% of the supplied water is used by Municipal Corporation for further supply at homes and

societies. On the basis of usage the water can also be categorized as agriculture water, industrial water or municipal water. Grey water is suitable for agriculture and distilled water is suitable for industrial purpose and treated water also known as new water is generally used by Municipal Corporation for water supply at home.

3.0 Increasing Population Density in Metro City

In India population density in metro cities is increasing with a pace. Here we are considering different cities of India and abroad for comparing the population density and requirement of land for future mini metro cities. The population of one of the city of Uttar Pradesh i.e. Agra which is also known for various historical and cultural places and one of them is Taj Mahal. Earlier it was known as Agra-nagar i.e. area near to Vrindavan having number water bodies and forest area including lakes and ponds. But along with it presently Agra is also known for other negative factors such as transportation, urban land and water pollution, hospitality, fooding and lodging including safety etc. The government is working as per master plan and the city is growing of their own in an irregular way leads to uneven distribution of resources which is reducing natural water bodies and related resources very rapidly. The city centre is spreaded from Sadar Bazaar to Dayalbagh and even more. Hospitals and Educational institutions are spreaded all over the city which shows that the city is not growing as per city master plan and is not effective uptill now. The commercial area is spreaded from Sikandra to nunhai, Rambagh

which is growing in an unorganised way. This generally creates burden on transport system, water supply system and even on electric supply requirements. May be possible such irregularities are manageable at present but for a long run it will create problem and needs long term solutions.

The present population density of Agra region is 1100 persons per kilometre square out of total population of Agra city is 40 lakhs having a land area of around 121 kilometer square and located at 560ft height above sea level. The total area of Agra district is around 4027 km².

Population Density 2021	
City/ State	Population Density (km ²)
Agra	1100
Singapore	8358
Delhi	11297
Karachi	24000
Kolkata	24306
Mumbai	25000
Monaco	26337
Dhaka	30093
Manila	71,263
Dharavi	277,136

Table: Population density of major places

In comparison to other metropolitan cities of India and abroad, Delhi a capital city of India having a population density of around 11297 km² which is around 10 times that of Agra region. Dhaka a capital city of Bangladesh have a population density of around 30093 per km² which is 3 times more of Delhi and 30 times than that of Agra at some places. Karachi a metro city of

Pakistan and Kolkata in India having a similar population density of 24000 per km². Few places of Mumbai in India have a population density of 83660 per km² followed by an average population density of around 25000 per km².

Dharavi, a place in Mumbai (India) has an area of just over 2.1 square kilometers and a population of about 1,000,000. With a population density of over 277,136/km². Dharavi is one of the most densely populated areas in the world. The population density in Singapore is 8358 per km². Singapore is the second most densely populated country in the world, by following Monaco, with 5.3 million people crammed onto the island. Monaco ranks number 214 in the list of countries (and dependencies) by population. The population density in Monaco is 26337 per km². With 71,263 people per square kilometer, Manila is the most densely populated city in the world.

4.0 Case Study: Importance of Agra (Uttar Pradesh, India)

Agra having coordinates 27° 18' N to 78° E is the second largest contributor to Yamuna's river pollution, after Delhi. At present the Yamuna River is one of the most polluted rivers in the world. Agra city is going through air pollution, land pollution, noise pollution and soil pollution also.

As per record less than 7% of the Agra district is under forest cover and as per norms at least 33% of land should be under forest and greenery. Also the Taj Mahal has faced significant damage due to air pollution and sewage discharge into the nearby

Yamuna river. It affected the beauty of Taj Mahal and city to a great extent.

Agra Municipal Corporation or Agra Nagar Nigam (AMC or ANN) is the Municipal Corporation which is responsible for the civic infrastructure and administration of the city of Agra. The Agra Development Authority (ADA), has responsibility to develop new housing, infrastructure and colonies in the city.

Agra has three primary sources for municipal water supply i.e. water treatment plants at Sikandra and Jeoni Mandi, and groundwater using tubewells. Since a large portion of the water demand is fulfilled from the Yamuna river, which is a highly polluted river having industrial effluents, water quality in Agra is usually poor, with unhealthy levels of chlorine required for purification. The city's groundwater is also unfit for drinking, and is saline which is high in fluoride content. Both sources breach CPCB standards.

To provide the city with adequate water supply, the Gangajal pipeline project has been initiated. It includes a 130 km long pipeline laid to bring Ganga water from Bulandshahr's Upper Ganga canal to Agra. The project has been launched, but has faced criticism due to frequent pipeline leakages. Apart from this, in the Smart City rankings, which are pan-India rankings for 100 cities which is released by the Ministry of Housing and Urban Affairs based on the progress/completion rate of Smart City projects, Agra ranked 1st, based on the rankings released based on work done by the department concerned under the Smart City project from 1 October 2019, to 1 March 2020.

The Taj Mahal in a city of agra was designated a UNESCO World Heritage site in 1983, and is one of the New Seven Wonders of the world. The complex is the most visited tourist spot in the India, attracting nearly 6.9 million visitors in 2018–19.

However, air pollution and other pollutions caused by emissions from foundries and other nearby factories and exhaust from motor vehicles has damaged the Taj, notably its marble façade. Perhaps most importantly, the 10,400 km² (4,000 sq mi) Taj Trapezium Zone has been created around the Taj Mahal and other nearby monuments where strict pollution restrictions are in place on industries, following a 1996 Supreme Court of India ruling.

From the cultural point of view Taj Mahotsav is a cultural festival and craft fair that was started in the year 1992 and has grown since then. The fair is held in a big field in Shilpgram, near the eastern gate of the Taj Mahal.

As of April 2021, Indigo operates regular flights between Agra airport and Mumbai, Ahmedabad, Bhopal and Bengaluru. The Agra Airport at Kheria is controlled by the Indian Air Force. The city of Agra is served by 7 Railway stations. Being a major tourist destination, Agra is also served by the luxury train Maharajas' Express. Bus services are run by the UPSRTC. Other para-transit modes include rickshaws. Polluting vehicles are not allowed near the Taj Mahal. Within the city, Mahatma Gandhi Marg is the main artery. It is a major junction of highways with three national highways and two expressways (Yamuna Expressway & Agra

Lucknow Expressway) originating from Agra.

A metro rail in agra has been introduced and Rail India Technical and Economic Service (RITES) had proposed 30 stations, 11 underground and 19 elevated, for two corridors of the Metro Rail in the city. The two lines are Sikandra to the Taj Mahal's east gate via Agra Fort and Agra Cantt to Kalindi Vihar.

Agra is also known for esteemed educational institutions and hospital industry. In the year 1823, Agra College, one of the oldest colleges in India was formed out of a Sanskrit school established by the Scindia rulers. Agra University (Dr. Bhimrao Ambedkar University) was established on 1 July 1927 and catered to colleges spread across the United Provinces, the Rajputana, the Central Provinces and almost to entire northern India. There are 10 institutes comprising various departments and around 700 Colleges are affiliated to this university. Dayalbagh Educational Institute, Radha Soami Satsang Sabha, started the Radhasoami Educational Institute, as a co-educational Middle School, open to all, on 1 January 1917. It became a Degree College in 1947, affiliated to Agra University. In 1975, it formulated a programme of undergraduate studies which received approbation from the Government of Uttar Pradesh and the University Grants Commission, as a result of which in 1981 the Ministry of Education, Government of India, conferred the status of an institution, deemed to be a University on the Dayalbagh Educational Institute, to implement the new scheme.

Along with this number of government private educational institutes are also

available in agra known for its educational activities.

5.0 Smart City Initiative

The government is eagerly working on smart city in which agra is one of them. Agra Smart City vision is based on the aspirations of its people and the analytical assessment of the strengths, weaknesses, opportunities and threats for the city. The list of citizen suggestions included themes such as “tourist-friendly”, “memorable”, “livable”, “culturally-vibrant”, “economically-vibrant”, “protect and celebrate heritage”, “urban mobility”, and “sustainable”. The vision statement for Agra Smart City is: “City of Taj – where history is preserved, environment is pristine, infrastructure is world- class, and opportunity is plenty – a safe place to live, a great place to tour.” Smart Cities Mission is an urban renewal, retrofitting, and extension program of the Government of India launched in 2015 with the mission of improving the infrastructure and quality of living offered by cities.

It was envisioned that each smart city would create an Area Based Development plan to rejuvenate an existing location through retrofitting or redevelopment or develop a greenfield location. The Pan-city plan would leverage smart solutions for city wide infrastructure to improve the infrastructure and services available to all citizens.

Agra was selected as smart city in September 2016 in the third round of the Smart Cities Challenge. The smart city proposal for Agra includes INR 2,133 core makeover plans. 2,250 acres of area around Taj Mahal, Agra Fort, and other parts of the city will be covered under the project.

To understand the city's development priorities, FGDs and meetings were held with academicians, technical institutes, industry associations, hoteliers' association, doctors' association, vendor association, AFMEC, tourists, NGOs, SHGs, and other local groups. Discussions were held with government agencies to identify the needs of the city.

6.0 Conservation of Water Resources

Rivers are the heart and soul of India. In other words it is the lifeline of the social and cultural of people of India. India is a water rich country having a 4% of world's water resources and having a 18% of world's population (India- WRIS wiki 2015). Rain water is also available seasonably having a huge potential for mass water storage. In India around 468 billion litres of water from rain and other resources is wasted out.

An average daily consumption or need of water is around 3000-4000 gallon per person per month i.e around 15000 gallon for a family of four per month. Or we can say an average of 500 litres per person per day. It should be noted that an average of 80% water is wasted in transportation, leakage or mishandling.

If each person wasted minimum of 100 litres of water per day, the amount of wasted water will be enormous in a country of 150 Crore people i.e.15000 litres of water per day. In other words if each person can save atleast 100 litres of water per day, the nation can save 15000 litre of water per day. This means there is a value of each and every drop wasted in our homes. This will also be

a field of research to reduce water wastage at home as present tap system is not efficient although it guarantee the clear water in comparison to an open channel of water resource.

7.0 Methodology: Mini Smart Cities

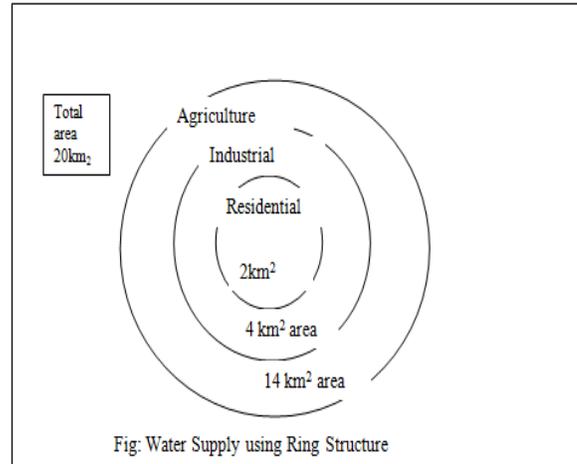
Smart cities should not be endless cities as in present cities. If the limit of a metro city is not defined it will be difficult for proper development as per master plan. A large smart city will be a time consuming process as no city can be become viable within a years. It took years to develop at its own pace. Also the cost and investment related to this is a major concern. Suitable living environment and ecology along with nature is a very complex procedure. That's why we can start from mini smart cities having less investment, easy to maintain and monitor. Well developed in transportation along with electricity requirements and market availability. It should have good working environment and for both business and service.

The mini smart city will be more feasible as it has pre selected and limited area for development. First time a fully developed city will be possible in a developing country from a last few decades. This leads the path from developing nation to the developed nation and recognized globally by approaching advanced and newly techniques.

We are proposing an hypothetical approach in which the availability of water should be systematic. The major points are as follows:

1. The size of the smart city should be well defined and limited. It can further

designed in a decentralized way for proper distribution of resources. The mini smart city size can vary as per availability of land from 2km^2 to 20km^2 .



2. Canal based open channel system should be preferred for both the purposes. These channels allow the fresh water for the city in an organized and controlled way. The part of same channel can also be used to treat the water and allow taking out the effluent water in an organized way. Partial treatment of water can also be done using channels and remaining can be done using STP connected with channels.
3. The metro cities are densely populated as discussed before. The smart cities would be more densely populated and design should consider the same. Mumbai population density is around 25000 per km^2 . So for minimum size mini smart city of small size of 2km^2 50,000 population density can be designed as per today's metro city.
4. For better planning and governance decentralized mini smart cities should be prefer.

5. For 50000 population 25 MLD water will be needed per day for an average consumption of 500 litres per person per day.
6. For 2km² area smart city a circular channel is proposed around the city having a circumference of 3.14 KM of trapezoidal canal size of 43m wide and 35m wide at bottom with a height of 6.4 m. To completely fill this canal less than 1 MLD is required. So wasted grey water from city can easily fill this canal daily which can be further treated.
7. This canal will be of multiple usage i.e. for water supply to the city, for pre treatment of effluent water or wasted water from city. This can also be used for transportation as waterways and electricity generation and mass storage.

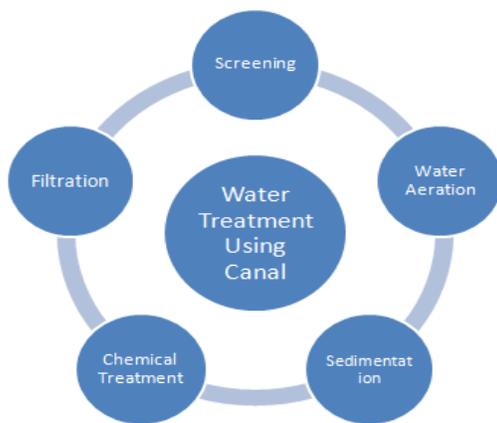
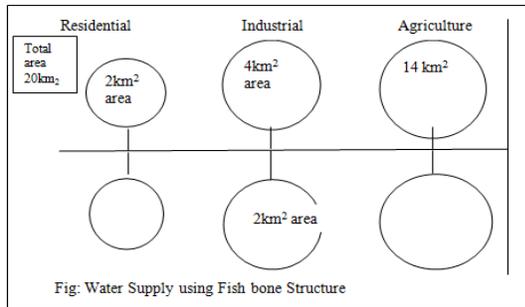


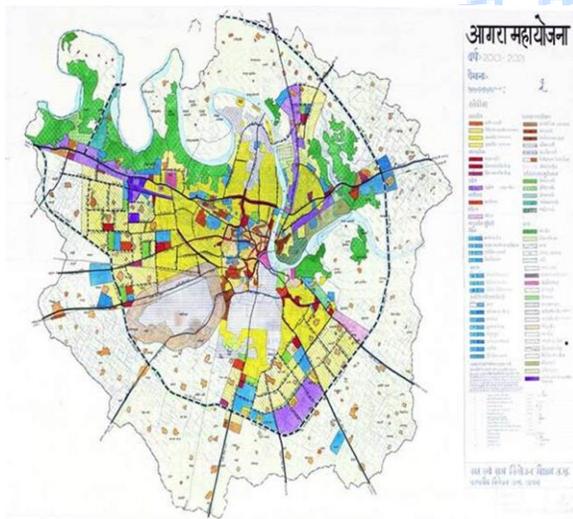
Fig: Water Treatment and mass storage Using Canal

8. Small water treatment plants can also be used in homes and society which treat most of the wasted water near home. The government can also make it by compulsory laws similar to that of septic plant.
9. Online softwares such as SCADA easily able to monitor each and every drop of water.

10. Wasting of fresh water and supply in sewages is a great loss for the environment where scarcity of water is common in many places.
11. 2km² area canal can easily supply water for 50000 people extended upto 5lakhs people and 20km² area canal of given size can feed 5 lakhs people easily and can be extended upto 50 lakhs people..
12. These canals can be modified for used as waterways as a water metro.
13. 2km² area can be used as residential areas, and surrounding 4km² area can be used as industrial area and remaining 14km² area can be used as agriculture areas. The distribution of water can also be done in the same proportions.
14. The entire city surrounded canal should be connected with main canal which is further connected with large water body.
15. Along with canals solar modules can be used which generates electricity as well as save almost 30% of water from evaporation.
16. In a smart city decentralized mini smart cities of about 10-100 in numbers can be planned as per requirement. This will act as sectors which help in allocation of resources.
17. The schematic figure is shown below which shows the canal layout line diagram for water supply, pre water treatment. and for waterways as a water metro.



18. The proposed master plan- 2031 layout is also shown below which is under finalization process and yet to be final :



Here ring road around the city has been planned and similar to that a canal adjacent to it is being proposed with a vision to save and monitor supply water that will also provide an alternative transportation means which is economical and eco friendly having a multipurpose solutions.

8.0 Result and Conclusion

Water is one of major resources of nature and we have proposed the suggestion for the planning of same. We proposed a design of hypothetical mini smart city with especially focused on water distribution and transportation. By adopting these techniques wastage of water will be reduced and water

management will be improved. An alternative transportation system with less complexity is also introduced. This can be added by solar for electricity generation.

Future Scope

Land is limited and going to be expensive as in Singapore. For proper use of land and available resources urban master plan as smart city is must.

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HINDENBURG REPORT ON ADANI GROUP: A NEUTRAL ANALYSIS OF FRAUD ALLEGATIONS AND IMPLICATIONS ON THE ADANI GROUP

Abstract

Adani Group, owned by Billionaire Gautam Adani has been under fire for about half-a-decade, more so because of the allegations that it is backed by the Indian PM Mr. Narendra Modi. The company has been garnering substantial fame over this political affiliation, and has been under political radar for long.

However, on January 24, 2023, a US based Research Firm "Hindenburg Research LLC" sparked a new row, when they published a 98 pages report on the Adani Group titled as "Adani Group: How the World's Richest Man Is Pulling The Largest Con In Corporate History", accusing them of involving in fraud accounting process, stock price manipulation, money laundering & many more. This report had such a huge impact on Gautam Adani that his wealth eroded by \$134 billion from the market value.

This study aims to analyse the allegations made by the Hindenburg Research from a neutral viewpoint. It also aims to assess the further implications of this report on the Adani Group & the Indian Economy.

Keywords: Adani, Hindenburg, stock manipulation, accounting.

DETAILED ANALYSIS OF THE REPORT

On 24 Jan 2023, Hindenburg Research LLC published a 98 pages report where they made huge allegations against the Adani Group. The main motive behind this is a finance tactic that has been used by this Group, so that they can earn profit. This finance tactic is known as "Short Positioning" or "Short Selling". As per this;

1. First, the Research Group targets a company, and then takes a short-position on it.
2. And then by whatever the amount the company falls, that is the profit earned by Hindenburg.

In a simpler way, Short Position is an investing technique where a person borrows

some shares of the company which he feels has an overrated share price, sells them at high price, and when the share price falls, he buys back the share at lower price & returns it to the actual shareholder, actually making a profit.

In their report, Hindenburg raised 6 major points, which are as follows:

Point 1: Adani violates SEBI's rules by holding more shares than prescribed.

SEBI says that in a public company, at least 25% holding must be public.

For instance, suppose a company launches their IPO, then its founders and promoters can't hold more than 75% of the company's holding 25% has to be with the public.

But Hindenburg says that 75% in the Adani Group companies are held by Adani Group & its promoters, but the rest are also owned by them by way of their shell companies.

Point 2: Back in the 2000's, Ketan Parekh fooled the stock market & in 2003, SEBI banned him for 14 years from trading in the Stock market.

Hindenburg claims that with the help of companies linked to Ketan Parekh, Adani increased the price of his shares.

Point 3: Hindenburg says that Adani doesn't show some transactions in their Books of Accounts. And some transactions that it shows don't have any basis or value.

Point 4: A company as big as Adani is audited by a small company having only 11 employees. This company is so small that its officer entis just Rs.32,000/-.

Point 5: The Adani Group has changed 5 CFO's in the last 8 years. Hindenburg calls this as a key red flag & a manipulation in accounting practices.

Point 6: Research houses don't research Adani. Mutual funds don't invest in Adani Group, which shows something is fishy with the company.

Hindenburg Group too came under the target of the ruling party of India, calling the group fraud & manipulative in itself.

In response, Adani Group denied the allegations in the report, and called it "baseless and defamatory." The company emphasized that it adheres completely to all laws and regulations in India and maintains the highest levels of ethical and environmental standards.

ANALYSIS OF THE CLAIMS

● **Jumping over the results:** One aspect of the claims made by Hindenburg appears to exhibit signs of exaggeration. Specifically, Hindenburg sought to demonstrate that the Adani Group received minimal attention from analysts. To support this claim, Hindenburg conducted a comparative analysis of one Adani company against another company of similar size and assessed the number of analysts who had researched these entities. The analysis revealed that Adani Green had only been covered by one analyst, whereas Bajaj Finance, with a comparable market capitalization to Adani Green, had been analyzed by 33 analysts.

Furthermore, it is noteworthy that Adani Ports has received attention from 22 analysts, while Mahindra & Mahindra has been covered by 48 analysts. Hindenburg's analysis has led them to contend that Adani is not receiving analyst coverage or invest or interest, suggesting that there maybe something a miss with the company. However, to substantiate this claim, Hindenburg should have restricted the analysis to firms within the same sector for a fair comparison. Comparing a renewable energy company like Adani Greentoa financial firm such as Bajaj Finance is not an equitable comparison. Similarly, Adani Ports is a company that operates ports while Mahindra & Mahindra produces automobiles.

Another point raised by Hindenburg is that a corporation as significant as the Adani Group is being audited by a relatively small firm, Shah Dhandharia & Co., which has a modest

workforce of 11 employees and pays a monthly office rent of only Rs. 32,000. Hindenburg further alleges that the auditors are predominantly in their twenties and are partaking in fraudulent activities. It is important to note, however, that the Institute of Chartered Accountants of India (ICAI) has granted the auditors the authority to conduct audits. Moreover, the size of a firm or the amount of rent paid for office space is not indicative of fraudulent or unethical behavior on the part of the company.

● **Ambiguity in the Indian Financial Laws:** Moreover, the report alleges that Adani is using their resources to inflate the value of their own companies and conceal their losses. It is worth noting that every company is expected to comply with certain accounting standards, and the Indian Accounting Standard 24 defines the rules for related party transactions. As an example, TATA is a conglomerate operating in a diverse range of industries. If TATA Power wishes to develop software and engages TCS to create it, then this will be regarded as a related party transaction. However, it is not illegal to conduct such transactions. Nonetheless, it is necessary to disclose this information to stakeholders to ensure transparency and accountability.

For example, if 80% to 90% of TCS's business is coming from TATA's companies only, then as an investor, as a bank and as a regulator, you must know that the money here is rolling within the same company. Because it may happen that you are an investor of TCS and not of TATA Power, and if TATA Power faces some problem tomorrow, then it would impact

TCS too, because TCS is over dependent on TATA companies only.

Thus, Disclosures play a critical role in ensuring transparency and accountability.

In the case of Adani, it is worth noting that Vinod Adani, Gautam Adani's brother, established Krunal Trade & Investment Company, which provided a loan of Rs. 1171 Crores to Sun Borne, a real estate firm, in 2009. In 2020,

Sun Borne provided Adani Enterprises with a loan of Rs. 984 Crores, and Adani duly disclosed this information as a related party transaction.

However, the Hindenburg report contends that Adani must also report Krunal Trade & Investment Company as a related party transaction, despite the absence of any direct transactions between Adani and Krunal Traders. The report assumes that the relationship between Adani Enterprises and Krunal Traders must be disclosed. However, according to accounting standards, just because Vinod Adani established Krunal Traders, this does not automatically classify the transaction as a related party transaction.

Nevertheless, there is some ambiguity as to what exactly constitutes a related party transaction, and the responsible authorities need to further explain the meaning of "related – party transactions".

● **Adani Group's Debt: A Serious Red Flag:** The claims made against the Adani group carry significant implications, as any one of the allegations, if proven true, could suggest fraudulent practices. One such claim suggests that despite multiple charges against the Adani group and on going

investigations by central agencies, the group somehow manages to evade conviction. While it is true that some of Adani's cases have been dismissed due to a lack of evidence, the absence of evidence does not necessarily imply that the allegations are baseless. However, it is the responsibility of the relevant authorities to find and provide the necessary proof to substantiate the accusations made against Adani.

The issue of alleged links between Adani Group and Ketan Parekh, and accusations of stock price manipulation, have also come under scrutiny. Earlier, the Adani Group was charged by the Securities and Exchange

Board of India (SEBI) for its association with Parekh. In 1999, SEBI reported that Adani Company had sold its shares to Ketan Parekh for "Circular Trading". Circular Trading is a method where sell orders are placed at inflated prices and matched with buy orders from fake accounts, artificially raising stock prices. In contrast, regular trading involves price matching, where sellers and buyers agree on a price before executing an order. Despite the allegations,

Adani Group's shares have experienced a significant increase in value from 2020 onwards.

Name of Stock	Price on 16 Mar 2020 (before COVID crash)	Price on 23 Jan 2023 (Before Hindenburg Report)	% Change
Adani Enterprises	140.4	3506.65	2397%
Adani Ports	284	779.5	174%
Adani Gas	117	3998.35	3317%
Adani Power	30.3	279.10	821%
Adani Transmission	194	2798.60	1343%
Adani Green Energy	128	2005.45	1467%

The rapid increase in Adani's share price within two years raises suspicions due to the company's past association with Ketan Parekh. It appears that the practice that Adani was prosecuted for in 1999, involving circular trading with Parekh, may be happening again in 2023. However, such claims remain speculative as Hindenburg has no concrete evidence to support them. Nevertheless, Adani's growth has been remarkable and exponential, elevating his

wealth from being the 600th richest person in the world before 2014 to the third richest person prior to this report. This impressive progress can be attributed to the company's debt management strategy.

The Hindenburg report has raised serious concerns regarding Adani Group's debt strategy, which it considers the most significant red flag. When a company seeks a loan, it can pledge or mortgage its shares as

collateral. For instance, to obtain a loan of Rs. 1000 Crores, a minimum of Rs. 2000 Crores worth of shares must be mortgaged. This means that the company is granted a loan worth 50% of the shares' value. If Adani has manipulated share prices and artificially increased their value, banks that have loaned money to Adani have no actual value; they only have the inflated value of

the shares. This practice raises the question of whether Adani's debt strategy is sustainable or whether it could result in severe consequences for the company and its stakeholders.

IMPACT OF HINDENBURG REPORT ON ADANI GROUP

Name of Stock	Price on 23 Jan (before Hindenburg Report)	Price on 23 Feb (One month after the report)
Adani Enterprises	3443.05	1380
Adani Ports	778.35	539.50
Adani Total Gas	3939	791.35
Adani Power	275.45	156.05
Adani Transmission	2744.95	749.75
Adani Green Energy	1986.7	512.1

(The prices include only the opening price, collected from NSE)

Adani Group's shares were in freefall after the publication of the Hindenburg Report. The shares of the listed Adani companies fell by more than 50%, and were consistently facing the lower circuit for the next one week.

Besides this, the following consequences were faced by the Adani Group:

1. Adani Group, a prominent Indian conglomerate, had planned to launch its follow-on public offer (FPO) worth Rs. 20,000 Crore in the market, which was oversubscribed by 112%. However, after the

publication of the Hindenburg Report, the Adani Group decided to cancel its FPO.

2. The Adani Group suffered a significant loss of over Rs 12 lakh crore within a month of the Hindenburg Report's release, i.e. by February 24, due to significant stock market sell-off.

3. The Market Capitalisation (m-cap) of Adani Group decreased by over 60% in a month. Approximately Rs 12 lakh crore less than the market value of Rs 19.2 lakh crore on January 24, the market capitalization of Adani equities on February 24 was at Rs 7,15,986.97 crore on the BSE.

4. Life Insurance Corporation of India's (LIC) investment in Adani Group also experienced a significant slump. The value of LIC's investment in the listed Adani Group stocks was Rs 56,142 crore on January 27, which plunged to nearly Rs 27,000 crore by the end of February 23.

5. The combined market value of LIC's investments in seven Adani stocks, namely the flagship Adani Enterprises, Adani Green Energy, Adani Ports and SEZ, Adani Total Gas, Adani Power Transmission, Ambuja Cements, and ACC, plunged to Rs 33,242 crore as of February 23 from Rs 82,970 crore as of December 31, 2022.

6. Gautam Adani, the Chairman of Adani Group, who was ranked as the 3rd richest person in the world by Forbes, is currently at the 25th position as of April 28. His current wealth amounts to \$46.5 billion. After the publication of the Hindenburg Report, his wealth eroded by over \$107 billion.

CONCLUSION

The Hindenburg report on Adani Group raised several red flags regarding its business practices and corporate governance. The report alleged various irregularities, such as over-inflated valuations, circular trading, and links to Ketan Parekh, which resulted in artificially boosting the stock prices. These allegations led to heavy sell-offs of Adani Group's stocks, with the market capitalization plummeting by over 60% in just one month. The cancellation of the FPO worth Rs.

20,000 crore and the significant loss of market value by LIC's investments in Adani Group also indicate a lack of investor confidence in the group. Furthermore, Gautam Adani's drastic decline in wealth and ranking among the world's richest people is another indication of the impact of the Hindenburg report. Overall, the Hindenburg report on Adani Group raises several questions about corporate governance and transparency, which need to be addressed by the company to regain investor confidence and sustain its growth in the long run. While the question as to who is speaking the truth remains there, it is the responsibility of the concerned authorities to restore investors' faith in the economic system.

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कला क्षेत्र में शोध समस्याएं व चुनौतियाँ

व्यक्ति अपने आसपास के वातावरण, बुद्धि तथा अनुभवों से ज्ञान प्राप्त करता है। सामान्य रूप से तथ्यों और सिद्धांतों की सही जानकारी ही ज्ञान का आधार होती है। जिज्ञासा, आत्म-अभिव्यक्ति, शिक्षण, परिश्रम, आदि ज्ञान के भंडार को बढ़ाने में व्यक्ति की सहायता करते हैं। व्यक्ति की जिज्ञासा के कारण उसके ज्ञान वृद्धि की मात्रा बढ़ती जाती है और इसी जिज्ञासा के कारण व्यक्ति ज्ञान प्राप्त करने के लिए सुनियोजित तथा स्वयं व्यवस्थित प्रयास करता है। यह प्रयास अनुसंधान का रूप धारण कर लेते हैं। इस प्रकार ज्ञान और अनुसंधान की यह प्रक्रिया अनवरत क्रियान्वित रहती है।

अनुसंधान शब्द को अंग्रेजी भाषा में रिसर्च (Research) कहा जाता है। 'Re' शब्द का हिंदी अनुवाद पुनः अथवा बार-बार होता है। तथा 'search' शब्द का हिंदी अनुवाद खोज करना अथवा खोजना होता है। अतः अनुसंधान वह प्रक्रिया है, जिसके द्वारा अनुसंधानकर्ता किसी विषय को बार-बार खोजता है, जिसके माध्यम से वह उस के विषय में विभिन्न समकों/डाटा को एकत्रित करता है तथा अनेक विश्लेषण के आधार पर विषय में अपना निष्कर्ष निकालता है।

रेडमेन और मोरी के अनुसार – "नवीन ज्ञानार्जन के लिए प्रणालीबद्ध प्रयास अनुसंधान है।"

कला अनुसंधान का उद्देश्य दृश्य, श्रव्य, प्रदर्शन और शिल्प कौशल को मूर्त तथा अमूर्त दोनों गुणों को उजागर करना है, तथा ऐतिहासिक, सांस्कृतिक तथा सामाजिक अनुसंधान परिणामों का रिकॉर्ड, व्यवस्थित, सुरक्षित और प्रसारित करने के लिए भी आवश्यक है।

कला अनुसंधान द्वारा कला का संरक्षण तथा कलाकारों का प्रोत्साहन वर्धन होता है। यह आने वाली पीढ़ियों को प्रसारित करने हेतु आवश्यक है संरक्षण तथा प्रोत्साहन के अभाव में ऐसी कलाओं का अस्तित्व ही आज नष्ट होने की कगार पर है साथ ही उस कला को हम तक पहुंचाने वाले कुछ ही चुनिंदा कलाकार हैं। शोधार्थियों व कलाकारों के सामने आज जो सबसे बड़ी समस्या जीविकापार्जन की है। कला व्यक्ति विशेष में अमूल्य व विशिष्ट कौशल को प्रदर्शित करने की क्षमता देती है। यह क्षमता उसमें मौलिक, सामाजिक तथा आध्यात्मिक गुणों का संचार करती है।

परिचय – व्यक्ति अपने आसपास के वातावरण से ज्ञान प्राप्त करता है। सामान्य रूप से तथ्यों और सिद्धांतों की

सही जानकारी ही ज्ञान का आधार होती है। जिज्ञासा, अभिव्यक्ति, शिक्षण, परिश्रम मनन आदि ज्ञान के भंडार को बढ़ाने में व्यक्ति की सहायता करते हैं। इसी जिज्ञासा के कारण व्यक्ति ज्ञान प्राप्त करने के लिए सुनियोजित तथा व्यवस्थित प्रयास करता है। ये प्रयास ही अनुसंधान का रूप धारण करते हैं। इस प्रकार ज्ञान और अनुसंधान की यह प्रक्रिया अनवरत क्रियान्वित रहती है। अनुसंधान मानव को प्रगति पथ पर अग्रसर करते हैं। हमारी सभ्यता, संस्कृति तथा समाज का विकास अनुसंधानों के फलस्वरूप ही हो सका है। अनुसंधान नए सत्य की खोज द्वारा अज्ञानता क्षेत्र को समाप्त कर, कार्य करने की श्रेष्ठ विधियां तथा उत्तम परिणाम प्रदान करते हैं।

अनुसंधान का अर्थ – अनुसंधान शब्द को अंग्रेजी भाषा में (Research) रिसर्च कहा जाता है। Re (रि) शब्द का हिंदी अनुवाद पुनः अथवा बार-बार होता है तथा search (सर्च) शब्द का हिंदी अनुवाद खोज करना अथवा खोजना होता है। अतः अनुसंधान वह प्रक्रिया है, जिसके द्वारा अनुसंधानकर्ता किसी विषय को बार-बार खोजता है, जिसके माध्यम से वह उसके विषय में विभिन्न समकों/डाटा को एकत्रित करता है तथा अनेक विश्लेषण के आधार पर उसके विषय में अपना निष्कर्ष निकालता है। अर्थात् उपलब्ध समकों/डाटा की तह में पहुंचकर कुछ निष्कर्ष निकालना नए सिद्धांतों की खोज करना तथा प्राप्त समकों का विश्लेषण करना ही अनुसंधान कहलाता है।

अनुसंधान की परिभाषाएँ :-

रेडमेन के अनुसार – "अनुसंधान नवीन ज्ञान प्राप्त करने का एक व्यवस्थित प्रयास है।"

सी.सी.क्राफोर्ड के अनुसार – "अनुसंधान किसी समस्या के अच्छे समाधान के लिए क्रमबद्ध तथा शुद्ध चिंतन

एवं विशिष्ट उपकरणों के प्रयोग की एक विधि है।"

पी.एम.कुंक के अनुसार – "किसी समस्या के संदर्भ में ईमानदारी, विस्तार तथा बुद्धिमानी से तथ्यों, उनके

अर्थ तथा उपयोगिता की खोज करना ही अनुसंधान है"

जॉन वेस्ट के अनुसार – "अनुसंधान ऐसी व्यवस्थित प्रक्रिया है जो नई खोज करती है तथा संकलित एवं

संगठित ज्ञान का विकास करती है।”

रेडमेन और मोरी के अनुसार – “नवीन ज्ञानार्जन के लिए प्रणालीबद्ध प्रयास अनुसंधान है”

अनुसंधान में किसी समस्या का वैज्ञानिक ढंग से अन्वेषण किया जाता है। वैज्ञानिक विधि सदैव क्रमबद्ध सोद्देश्यपूर्ण तथा सुनियोजित होती है। इस आधार पर कहा जा सकता है कि अनुसंधान की सम्पूर्ण प्रक्रिया तार्किक प्रक्रिया है।

अनुसंधान का क्षेत्र व्यापक है तथा प्रत्येक क्षेत्र में नित्य नवीन अनुसंधानों की आवश्यकता रहती है। कला के अंतर्गत दृश्य कला के क्षेत्र में भी नित्य नवीन अनुसंधानों से ऐतिहासिक सभ्यता संस्कृति व लोक कलाओं को जानने हेतु पोषित होते रहे हैं।

दृश्य कला, कला का वह रूप है जो प्रकृति में पहले से ही निहित है।

प्लेटो के अनुसार :- “कला सत्य की अनुकृति है”

कला एक ऐसा सौंदर्यपूर्ण कौशल है, जिसमें व्यक्ति, प्रकृति की अनुभूति कर अपनी अभिव्यक्ति हेतु मानवचित चेतना के अभ्यास द्वारा प्राप्त करता है।

संसार में जितने प्रकार के मानसिक कार्य हैं उतनी ही अलग कलाएँ हैं अतः काम करने के ढंग को कला कहते हैं। कला आवश्यकता, उपयोगिता तथा इच्छा पूर्ति हेतु उद्भवित हुई। **शुक्राचार्य** ने अपने “**शुक्र नीतिसार**” में कला और विज्ञान की चर्चा की है और इनकी अलग अलग सूचियाँ दी हैं, मगर कहीं भी कला या विज्ञान की परिभाषा नहीं दी, किंतु एक स्थान पर कला और विज्ञान में एक श्लोक के माध्यम से भेद स्पष्ट किया है।

यद् यत् स्याद् वाचिक सम्यक् कर्म विद्यावभिसंज्ञकम् ।

शक्तो यूको पियत् क कर्तुं कला सज्जन्तु तत् स्मृतम् ॥

अर्थात् वह जो शब्दों के माध्यम से सभी को पूरी तरह समझाया जा सकता है वह विज्ञान है, लेकिन वह जो गूंगा भी बता सके अथवा अभिव्यक्ति कर सके वह कला है।

कला शिक्षा बालक के शारीरिक मानसिक नैतिक एवं संवेगात्मक विकास में योगदान करती है। विद्यालय शिक्षा में विभिन्न स्तरों पर इसके मूल्य को अनुभव किया

जा सकता है। कला सीखने की परिस्थितियाँ निर्मित करती है कला भावनात्मक प्रवृत्ति को जगा कर गत्यात्मक प्रतियुत्तरों के लिए प्रेरित करती है और विभिन्न ज्ञानेंद्रियों में सहभागिता लाती है कला पूर्ण परिपक्वता तक वृद्धि करने के हेतु नैसर्गिकता का पोषण करती है। मौलिक कार्य चिंतन और मूल्यांकन पर बल देती है। कलात्मक कार्य में हमारी ज्ञानेंद्रियाँ अधिक सक्रियता से कार्य करती हैं इसलिए यह हमारी चेतना शक्ति के विकास में सहायक है। आंखों को प्रशिक्षित करने का अवसर कला प्रदान करती है आंखों के माध्यम से कलाकार वस्तु के बाहरी रूप की बनावट रंग मात्रा आदि का प्रत्यक्ष निरीक्षण करता है इन कार्यों से सौंदर्यात्मक चेतना का विकास होता है सौंदर्यात्मक चेतना बालक के सर्वांगीण विकास हेतु आवश्यक है अतः इस चेतना का विकास बालक के प्रारंभिक जीवन से ही होना चाहिए।

कला क्षेत्र में शोध समस्याएं व चुनौतियाँ – कला के क्षेत्र में अन्य विषयों की भांति ही अनेक समस्याएं हैं, जो इस प्रकार हैं

कला की शिक्षा के प्रति उदासीनता – कला बालकों को सीखने और सिखाने के लिए महत्वपूर्ण संसाधन है प्रारंभिक शिक्षा से ही बालकों को रटने पर जोर दिया जाता है विद्यालयों में अन्य विषय की भांति कला शिक्षा के प्रति सजगता नहीं बरती जाती, विद्यालयों में कला के प्रति उदासीनता देखी जा सकती है ऐसे में बच्चों में रचनात्मकता व सौंदर्यात्मक चेतना का विकास कैसे हो सकता है ?

प्रारंभिक शिक्षा में शोध शिक्षा का अभाव – आधुनिक समय में शिक्षा प्रणाली में पाठ्यक्रम के अतिरिक्त उनके स्वतः क्रियाशीलता वह स्वयं खोजी दृष्टिकोण को महत्व देना आवश्यक है। बच्चे और किशोर देख, सुन, खोज, प्रयोग और प्रश्न पूछ कर सीखते हैं उनकी इन प्रवृत्तियों को बढ़ावा देना चाहिए। प्रारंभिक शिक्षा में इन मूल प्रवृत्तियों पर जोर नहीं दिया जाता इसके विपरीत लिखने और रटने पर विशेष बल दिया जाता है जिससे बच्चों में विद्यालय जाने के प्रति उदासीनता देखी जा सकती है।

बाल विश्वविद्यालय गांधीनगर के कुलपति श्री हर्षद पी शाह ने बच्चों के सर्वांगीण विकास हेतु टॉय इनोवेशन 3D प्रिंटिंग टॉय लाइब्रेरी तथा कला के महत्व को साझा किया उन्होंने कहा कि बच्चे खेल के माध्यम से सीखते हैं। खेल के माध्यम से उन्हें खोजने की ओर प्रेरित किया जाना चाहिए उनके प्रयोग हेतु कार्यशालाओं को आयोजित कराया जाना चाहिए।

उचित मार्गदर्शन व निर्देशन का अभाव – शिक्षा के क्षेत्र में मार्गदर्शन / निर्देशन केंद्र बिंदु होता है यह ज्ञान प्राप्त करने हेतु अथवा ज्ञान को सही दिशा में निर्देशित करने हेतु आवश्यक है। बच्चों की मनोवृत्ति रुचि एवं योग्यताओं के आधार पर सही समय पर उचित निर्देशन प्राप्त नहीं हो पाता। उचित निर्देशन से व्यक्ति को प्रशिक्षित, सभ्य, संस्कारी तथा जीवन कार्य को प्रबंध करने हेतु कुशल संचालक व अपने दृष्टिकोण का विकास करने योग्य बनाया जा सकता है। निर्देशन अथवा मार्गदर्शन के अभाव में बच्चे व किशोर संस्कारी स्थिति में आ जाते हैं वे तनाव से घिर जाते हैं और दिशाहीन व लक्ष्य से भ्रमित हो जाते हैं। तनाव से निपटने के लिए अनेक सामाजिक बुराइयों की ओर अग्रसर हो जाते हैं तथा नशीले पदार्थों का सेवन करना शुरू कर देते हैं।

विशेष प्रशिक्षणों की कमी – अन्य विषयों की भांति ही कला के भी अनेक उप विषय हैं, कला का क्षेत्र अत्यधिक व्यापक है। विद्यालय व महाविद्यालयों में सीमित उप विषय/कोर्सेज भी छात्रों के लिए एक चुनौती है।

ज्ञान विज्ञान एवं अध्ययन अध्यापन के अतिरिक्त व्यक्ति विशेष की रुचि एवं मनोवृत्ति के अनुरूप विशेष विषय प्रशिक्षण भी आवश्यक है परंतु रुचि के अनुरूप पाठ्यक्रम का अभाव है। विद्यालयों में वर्णनात्मक तथा सैद्धांतिक पाठ्यक्रम कला छात्रों के लिए चुनौतीपूर्ण होता है कला का छात्र रचनात्मकता क्रियाशीलता व सृजनात्मकता के कारण कला क्षेत्र की ओर अग्रसर होता है सैद्धांतिक तथा वर्णनात्मक शिक्षा कला छात्र के लिए अरुचिकर कार्य होता है, इसके अतिरिक्त प्रशिक्षकों की व्याख्यान विधि पाठ्यक्रम को और भी उबाऊ व अरुचिकर बना देती है। विद्यालयों में पाठ्यक्रम प्रयोगात्मक होने चाहिए साथ ही प्रशिक्षकों को पाठ्यक्रम को पढ़ाने के लिए विभिन्न तरीकों व तकनीकों का प्रशिक्षण में प्रयोग करना चाहिए जिससे बच्चा उसे सीखने में रुचि ले तथा नए तथ्यों को जानने व खोज करने के लिए हमेशा उत्सुक रहे कला शिक्षण युवा प्रशिक्षण हेतु विभिन्न प्रकार के कार्यक्रमों, कार्यशालाओं का आयोजन होना चाहिए तथ समुचित रूप से संचालित करने हेतु विशेषज्ञों का होना आवश्यक है और प्रशिक्षण हेतु अनेक प्रकार की पाठ्य सहायक सामग्री व उपकरणों की समुचित व्यवस्था होनी चाहिए।

शैक्षणिक व्यवस्थाओं की कमी – आधुनिक समय में शिक्षण संस्थानों विद्यालयों तथा महाविद्यालयों की देश में कमी नहीं है, परंतु विद्यालय में शैक्षिक व्यवस्था को सुचारु रूप से क्रियान्वयन हेतु तकनीकी व्यवस्थाओं की

कमी है। कला महाविद्यालय में बच्चों के लिए पर्याप्त ईजल, प्रिंटिंग मशीन ग्राफिक मशीन, प्रोजेक्टर, कंप्यूटर तथा स्कल्पचर हेतु अनेक इलेक्ट्रॉनिक यंत्र व उपकरणों की शैक्षणिक संस्थानों में कमी है। इसके अतिरिक्त छात्र इस प्रकार के परिवेश में भी कार्य कर रहे हैं। सृजन कार्य करने के बाद भी उसे प्रदर्शित करने हेतु गैलरी कला वीथियों की अनुपलब्धता छात्रों के लिए बड़ी समस्या है, उनके कार्य के संरक्षण एवं प्रोत्साहन हेतु कला विधियों के संचालकों का व्यवहार अत्यधिक उदासीन है। अतः आवश्यक है, कि छात्रों के कार्यों के कुशल संचालन, संरक्षण, संवर्धन तथा प्रोत्साहन हेतु प्रदर्शनी क्षेत्र गैलरी तथा कला वीथिकाएं शैक्षणिक संस्थानों में भी होनी चाहिए। जिससे छात्रों के कार्य का प्रदर्शन उपयोग व व्यवसायीकरण हो सके। छात्रों में सौंदर्य चेतना को जगाने हेतु तथा सौंदर्यात्मक अनुभूति हेतु कला मर्मज्ञ तथा आलोचकों का होना भी आवश्यक है, जिससे छात्रों के कार्यों का उचित मूल्यांकन हो सके।

अभिभावकों तथा शैक्षिक चरों की उदासीनता – कला के प्रति अभिभावकों का दृष्टिकोण बहुत उदासीन है क्योंकि भारत में कला शिक्षा में उपयोगितावाद, व्यवसायीकरण स्रोत के अन्य क्षेत्रों की अपेक्षा कम है। अभिभावकों को चाहिए कि उनका बच्चा व्यवसायिक शिक्षा, तकनीकी कौशलों को प्राप्त कर उच्च स्तरीय सरकारी अफसर बन सके। यह मनोवृत्ति सिर्फ माता-पिता या अभिभावकों की नहीं बल्कि शैक्षिक चरों जैसे शिक्षक, छात्र तथा समाज के प्रत्येक वर्ग का यही दृष्टिकोण है। विद्यालय तथा संस्थानों में शिक्षा के नाम पर राजनीति तथा व्यवसायीकरण पर जोर दिया जा रहा है प्रमाण पत्र में डिग्री विशाल है परंतु स्तर कुछ नहीं यह विद्यार्थियों के समक्ष बड़ी चुनौती है छात्र शिक्षक कलाकार आदि कृतियों की नकल अथवा उनमें निहित तत्वों के साथ छेड़खानी कर अपना संयोजन कार्य कर रहे हैं। आत्म तत्व की खोज को भूलकर तकनीकी छेड़छाड़ आधुनिक कला बन गई है। कला शिक्षकों को चाहिए कि वह छात्रों को अंतःकरण की शक्ति, कल्पना तथा प्राकृतिक सत्य के सौन्दर्यीकरण को समझाएं। छात्रों के मौलिक विचारों को जागृत करें तथा सृजनशीलता

को क्रियान्वित कराएं। सामाजिक व सांस्कृतिक मूल्य, जीवन-दर्शन, सौंदर्य-बोध, आध्यात्मिकता, सामाजिक दायित्वों का बोध करायें।

पुस्तकालय व संग्रहालय के संचालकों का उदासीन व्यवहार – छात्रों को अनुसंधान हेतु संग्रहालय और पुस्तकालय का भ्रमण करना होता है संग्रहालय तथा

पुस्तकालयों के संचालकों का उदासीन व्यवहार उनके अनुसंधान क्षेत्र में समस्या व कठिनाइयों को बढ़ा देता है। छात्रों को पुस्तकालय व संग्रहालय से छाया प्रतिकृति/छायाप्रतिलिपियां या अथवा फोटोग्राफ्स पाठ्यक्रम विषय संबंधित पाठ्य सामग्री आसानी से नहीं उपलब्ध कराते उसके लिए संचालक छात्रों से अधिकाधिक शुल्क की मांग करते हैं। ऐसे में छात्र आवश्यक तथ्यों का सही आकलन अथवा सही समकों को नहीं एकत्र कर पाता। शोध कार्य में सही समकों व छात्र आवश्यक तकनीकों व तथ्यों की सही सही जानकारी से वंचित रह जाते हैं। कलाकारों तथा विशेषज्ञों द्वारा निर्मित कला सामग्री कला कौशल की कार्यप्रणाली एवं पूर्ण पारंगत होने की सही क्रियाविधि की जानकारी प्राप्त करने में छात्रों को विशेष कठिनाइयों से जूझना पड़ता है अतः आवश्यक है कि पुस्तकालय एवं संग्रहालयों के संरक्षक व संग्रहकर्ता छात्रों को आवश्यक सुविधाएं निशुल्क उपलब्ध कराएं तथा उनके शोध कार्य हेतु में प्रोत्साहवर्धन तथा सहयोग करे।

शोध हेतु आर्थिक अभाव – छात्रों के पास आय के स्रोत ना होने के कारण छात्रों के समक्ष शोध कार्य में आर्थिक कठिनाइयां अथवा समस्याएं आती हैं, ऐसे में शोध कार्य करना चुनौतीपूर्ण कार्य है। कला का क्षेत्र बहुत विस्तृत है और विश्व भर के व्याप्त है कला क्षेत्र को जानने हेतु व्यापक क्षेत्र को जानना तथा तकनीकों को जानना आवश्यक होता है। क्षेत्र विशेष की कला चित्र, मूर्ति, स्थापत्य, शिल्प आदि को अच्छे से जानने हेतु भ्रमण आवश्यक होता है तथा शोधकर्ता को यातायात से जुड़ी समस्याओं तथा आर्थिक कठिनाइयों का सामना करना पड़ता है। अतः आवश्यक है कि अन्य विषयों की भांति कला शिक्षा में भी शोध हेतु प्रत्येक शोधकर्ता को शैक्षणिक संस्थान छात्रवृत्ति अथवा प्रोत्साहन राशि उपलब्ध कराएं।

निष्कर्ष :-

संरक्षण तथा प्रोत्साहन के अभाव में आज कला व कलाकृतियां तथा हमारी सांस्कृतिक कला धरोहर

का अस्तित्व आज नष्ट होने की कगार पर है। साथ ही उस कला को हम तक पहुंचाने वाले कुछ ही चुनिंदा कलाकार है तथा विशेषज्ञों की भी कमी है जो हमारी कला धरोहर को अधिक समय तक जीवित रख सके अथवा निदानात्मक उपचार कर सकें। कलाकारों तथा शोधार्थियों अथवा छात्रों के सामने आज जो सबसे बड़ी समस्या जीविकोपार्जन की है कला के संयोजन हेतु ,स्वयं को प्रतिबद्ध करने के लिए धैर्य, आत्म-अनुशासन विस्तार, और दृढ़ता की आवश्यकता होती है।

कला एक साधना है, भक्ति है जो व्यक्ति की संवेदनाओं कल्पनाओं तथा अंतःकरण की अभिव्यक्तियों को उजागर करती है। कला व्यक्ति विशेष में अमूल्य व विशिष्ट कौशल को प्रदर्शित करने की क्षमता देती है, यह विशिष्ट क्षमता व्यक्ति में सामाजिक मौलिक तथा आध्यात्मिक गुणों का संचार करती है।

संदर्भ ग्रंथ सूची

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वर्तमान समय में संस्कृत व्याकरण की उपाधेयता

सभी भारतीय भाषाओं में संस्कृत भाषा जीवन का स्रोत है। प्राचीनतम काल से लेकर वर्तमान में भारत ज्ञान – विज्ञान के क्षेत्र में वि" व गुरु था, है और रहेगा इसमें अति" योवित्त नहीं है। भारत में अनेक आक्रांताओं ने भारतीय संस्कृत को नष्ट करने की अपने – अपने तरीखे से को"ि"। की, वि" शेरकर अंग्रेजों ने भारतीयों की भान्तिप्रियता के कारण भारत को गुलाम बनाकर इसका सर्व" व नष्ट करने में सबसे अधिक योगदान है। अपने स्वार्थव"। संस्कृत के स्थानपर उर्दू व अंग्रेजी को भडाबा दिया। वर्तमान में इस स्थिति के लिए अनेक भाहीदों, समाजसुधारकों ने, सन्त महापुरुषों ने, ब्राह्मणों ने भारत में जागृति पैदा की और भारत माँ को गुलामी की जंजीरों से आजाद करवाया। विदे" गी विदान् सर विलियम जोन्स ने 1784 ई0 में कलकत्ता के एक समारोह में कहा था कि अब मेरे हाथ में वह कुंजी आ गयी है, जिसके सहारे वि" व की सभी भाषाओं के रहस्य लोगों को बता सकुंगा। यह कुंजी संस्कृत भाषा है –

अग्रतः संस्कृतमेऽस्तु पुरतो मेऽस्तु संस्कृतम् ।

संस्कृतं हृदयेमेऽस्तु पुरतो मेऽस्तु संस्कृतम् ।।

संस्कृत की वि" व की सबसे पुरानी पुस्तक ऋग्वेद है। भारत में प्रतिवर्ष श्रावण पूर्णिमा को संस्कृत दिवस मनाने की भुरुआत सन् 1969 से हुई। तब से अब तक निरंतर मना रहे हैं।

वि" व की प्रत्येक भाषा में 60 % भाब्द संस्कृत भाषा से हैं। अतः हम कह सकते कि संस्कृत से सुसंस्कृत समाज का निर्माण होता है, संस्कृत व्याकरण के परिपेक्ष में व्याकरण अत्यन्त परिमार्जित एवं वैज्ञानिक है। प्राचीन काल से ही अनेक वैयाकरणाचार्यों ने संस्कृत व्याकरण पर बहुत लिखा है, किन्तु महर्षि पाणिनि का व्याकरण पर किया गया कार्य लौकिक साहित्य व वैदिक साहित्य दोनों के लिए प्रसिद्ध है। संस्कृत व्याकरण में संज्ञा, सर्वनाम, वि" शेषण और क्रिया के कई तरह से भाब्द-रूप बनाये जाते हैं, जो व्याकरणिक अर्थ प्रदान करते हैं। अधिकां"। भाब्द-रूप मूल"। ब्द के अन्त में प्रत्यय लगाकर बनाये जाते हैं। इस तरह ये कहा जा सकता है कि संस्कृत एक बहिर्मुखी-अन्त-ि" लक्ष्ययोगात्मक भाषा है। आज हम जिस पाणिनीय व्याकरण को पढते हैं वह व्याकरण हजारों वर्ष प्राचीन है। महर्षि पाणिनि ने माहे" वर सूत्रों पर अपनी पुस्तक अश्वध्यायी की रचना की वह कल भी उतनी प्रामाणिक थी, आज है, भविश्य में भी रहेगी। 14 माहे" वर सूत्र – 1 अइउण् 2 ऋलृक् 3 एओङ् 4 ऐऔच् 5 हयवरट् 6 लण् 7 अमड् 8 ङणम् 9 धढश् 10 जबगडद"। 11 रवफछठथचटतत् 12 कपय् 13 भाशसर्

14 हल्। इन्ही अक्षरसमाम्नाय (वर्णों को) को वि" श्ट प्रकार से संयोजित किया है "व्याक्रियन्ते व्युन्पाद्यन्ते भाब्दः अनेनेति व्याकरणम्" सर्वप्रथम् व्याकरण का उल्लेख ऋग्वेद से प्राप्त होता है –

चत्वारि शृंगास्त्रयो अस्य पादा, द्वे भीशं सप्त हस्तासो अस्य ।

त्रिधा बद्धो वृशभरोरवीति महोदेवा मर्त्याम् आविवे"।। (ऋग्वेद 4.58.3)

अर्थात् इस वृशभ रूपी व्याकरण के चार सींग (नाम, आख्यात, उपसर्ग, निपात) हैं। इसके तीन पाद (भूत, वर्तमान, भविश्य) हैं। इसके दो ि" र (सुप् व तिङ्) हैं। इसके सात हाथ (सात विभक्तियों) हैं। यह उरस् कण्ठ, और मूर्धा इन तीन स्थानों से बँधा हुआ भाब्द करता है। यह सभी वर्तमान में भी घटितात्मक है। वाल्मीकिरामायण में जो हजारो वर्ष प्राचीन हैं वह वर्तमान में भी घटित है-

नूनं व्याकरणं कृत्स्नमनेन बहुधा श्रुतम् ।

बहु व्याहरतानेन न किञ्चिदप"।।
(किश्किन्धाकाण्ड -3/29)

अर्थात् नि" चतरुप से इसने सम्पूर्ण व्याकरण को भी सुना है, क्योंकि इसने बहुत बोला परन्तु कहीं भी व्याकरण की दृष्टि से एक भी अ" उद्धि नहीं हुई।

अतः भाब्द सिद्धि सूत्रों से ही की जाती है या सूत्रों को ही व्याकरण कहते हैं सूत्र का अर्थ थोडे से अक्षरों द्वारा एक वि" गालतम भाब्द के अर्थ को प्रस्तुत किया जाता है अतः सूत्रों को अल्पाक्षर बताया गया है। भाब्द ज्ञान का जनक व्याकरण ही है थोडे समय में अधिक का ज्ञान यदि करना है तो व्याकरण को सम्यक्तया पढना चाहिए। एक सूक्ति कहती है कि यद्यपि व्याकरण खूब पढ चुके हों फिर भी बार-बार व्याकरण पढना चाहिए क्योंकि –

"यद्यपि बहुनाधीशे तथापि पठपुत्र व्याकरणम् ।

स्वजनः स्वजनो माऽभूत्सकलः भाकलः सकृच्छकृत्"।।

स्वजः (सम्बन्धी) स्वजनः (कुन्ता) सकलः (सम्पूर्ण) भाकलः (खण्ड) सकृत् (एकबार) भाकृत् (विश्ट) न हो जाये अर्थात् अर्थ का अनर्थ न हो जाये, इसलिए व्याकरण पढना चाहिए। इसलिए वर्तमान समय में भी व्याकरण को पढने की आव" चकता है।

निशकर्ष

संस्कृत में इतनी वैज्ञानिकता होने के कारण ही अमेरिका, रूस, स्वीडन, जर्मनी, ब्रिटेन, फ्रांस, जापान आस्ट्रिया दे" ाँ ने नर्सरी से ही बच्चों को संस्कृत पढाई जा रही है। ऐसा ज्ञात होता है कि कल हमारी संस्कृति वै" वक भाशा बन जाये। आने वाले समय में संस्कृत कम्प्यूटर की भाशा

बनने जा रही है। 2025 तक नासा ने संस्कृत में कार्य करने का लक्ष्य रखा है। अतः अंग्रेजी के साथ-साथ वे अपने बच्चों को संस्कृत का ज्ञान अव" य दिलाएं और संस्कृत को भारत में उपहास का कारण न बनाएं, क्योंकि संस्कृत हमारी देवभाशा है। संस्कृत का उपहास करके हम अपनी जननी, अपनी सभ्यता, संस्कृति का उपहास कर रहे हैं।



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PRACTICES AND RESTRICTIONS RELATED TO MENSTRUATION AMONG WOMEN: A SOCIOLOGICAL STUDY

Abstract- *Menstruation and menstrual practices are still bounded by socio- cultural restrictions and taboos. The paper is about the problems related to menstruation among women. Lack of awareness and education regarding menstruation create restrictions in society. Millions of women face stigma, harassment and social exclusion during menstruation. They are unable to maintain their menstrual cycle in a dignified way.*

Keywords: Menstruation, Women, Menstrual hygiene practices

Introduction-

Menstruation is a natural and unavoidable part of the lives of women and girls. Accommodating the menstrual needs is a key issue for the human rights to safe drinking water and sanitation. A woman's access to toilets is not assured if she is forced to avoid going to the toilet particularly during her period. A girl who drops out of school at the start of puberty because of a lack of adequate access to water and sanitary products to manage her menstrual cycle does not fully enjoy her human rights. Yet for many around the world, experiencing their first menstruation can signal the start of a reduction in the choices they are able to make for themselves. In many cultures, girls are considered adults after their first menstruation and may drop out of school, marry and start having children. Many girls are unable to manage their menstruation alongside their studies and are forced to drop out of school entirely because toilets in schools are not equipped with menstrual hygiene facilities or not properly maintained. Workplaces without adequate sanitation facilities expose women to the

same problem, exacerbating economic and social inequalities (Sadhanu, 2020) According to the National Family Health Survey (NFHS-5). The percentage of women using menstrual products did improve significantly across the country, especially in Daman and Diu and Dadra and Nagar Haveli, West Bengal and Bihar, as estimated in the first phase of the recently released NFHS-5. Despite this, menstrual health remains a low-priority issue in India marred with taboos, shame, misinformation, and poor access to sanitation facilities and menstrual products.

The importance of menstrual hygiene as a part of the human rights to water and sanitation highlights many cross-cutting issues. When women and girls lack adequate access to water and sanitation and at the same time might suffer from poverty, live with a disability, suffer from incontinence, live in remote areas, lack security of tenure, are imprisoned or are homeless. In these cases, they will be more likely to lack access to adequate facilities, to face exclusion or to experience vulnerability and additional health risks. Social factors such as caste, age, marital status, profession, sexual

orientation and gender identity can further aggravate and multiply the barriers faced by people who menstruate in fulfilling their human rights to water and sanitation. Hygiene facilities must be private, and not shared with men. Stigmatization of menstruation should not stop women from being able to obtain sanitary products, or attend school or work sanitation facilities that are private and appropriate for menstrual hygiene needs are a key factor in ensuring dignity of women and girls on top of the stigma and practical issues, many women find themselves increasingly vulnerable to violence and harassment during their menstrual cycles (Anand, 2019).

Objectives-

1. To assess the knowledge, practices and restrictions about menstruation.
2. To know about the menstrual hygiene management.

Research Methodology-

This paper will be based on the secondary data in which majorly reports about practices and restrictions about menstruation and the how periods poverty and unhygienic practices impact the women health. Data will be taken from reports of International Organization Journals, Newspapers, Magazine, Government of India reports. The sample of the study will be women of the reproductive age group (15-49) years old.

Societal perspective towards menstruation-

- Societal restrictions during menstruation violate women's right to health, equality and privacy. Several anecdotes reveal that

women and girls are kept in isolation, not allowed to enter religious places or kitchens, play outside or even go to schools during menstruation.

- A survey conducted under the Integrated Child Development Services (ICDS) scheme by the Ministry of Women and Child Development (MoWCD) in 2018-19 reported that more than one-fourth of total girls enrolled in class VI-VIII drop out of school as soon as they hit puberty.
- Many employers see menstruating women as a problem as they associate periods with inefficiency in work and reduced participation in the workforce.
- Mindsets, customs and institutional biases prevent women from getting the menstrual health care they need. Menstrual hygiene continues to be amongst the most challenging development issues today.
- Lack of adequate information on sanitation and hygiene facilities, particularly in public places like schools, workplaces or health centres can pose a major obstacle to women and girls.
- More than 77 per cent of menstruating girls and women in India use an old cloth, which is often reused, ashes, newspapers, dried leaves and husk sand during periods (MoEFCC, 2018). Unfortunately, due to lack of knowledge on menstruation preparedness and management or due to shyness and embarrassment the situation becomes worse for girls. Menstruation is a natural process.

Importance of menstrual hygiene-

1. Practices related to menstruation hygiene are of major concern as it has a health impact; if neglected, it leads to toxic shock

syndrome, reproductive tract infections (RTI), and other vaginal diseases. Poor genital hygiene negatively affects adolescents' health.

2. Along with basic sanitation facilities, one should be also provided with soap and menstrual absorbents to manage menstruation hygiene.

3. People living alongside river banks throw menstrual waste into water bodies which contaminate them. These materials soaked with blood were breeding places for germs and pathogenic microbes. Sanitary products soaked with blood of an infected women/girl may contain hepatitis and HIV viruses which retain their infectivity in soil.

4. Burning of sanitary products releases harmful gasses that effects health and environment.

Awareness towards menstrual hygiene management-

1. **Role of men/boys:** Comprehensive programs that engage both men and women should be organized related to menstrual hygiene. Due to unwillingness, myths, prejudices, and misconceptions, it is difficult to talk about menstruation with men and boys. But by engaging them into group discussions and regular community meetings, we can change their perception and make them aware about their role regarding menstrual hygiene management. In India, a man named "Arunachalam Muruganantham" known as "India's Menstrual Man" develops an inexpensive and environment-friendly machine which produces semi biodegradable sanitary pads. Men can help women and girls by constructing toilets, incinerators, and latrines

with chutes at homes and schools and at community level. At household level, they help by providing toilet facilities with privacy, water, and soap and by giving them money for menstrual products. As the decision-making power is in men's hand, making household budgeting for sanitary materials supports and empowers women by allowing them to move freely with lower risk of stains. Men who are in politics support menstrual hygiene management by making girls/women friendly policies, by providing sanitary materials free of cost or at affordable prices, by providing water and sanitation in their areas, and by conducting seminars and workshops in rural areas.

2. **Role of teachers:** In schools, teachers can make the school environment girl/women friendly to manage menstruation with dignity. Sex education in schools helps adolescents to discover their sexual identity, to protect themselves from sexual abuse, unwanted pregnancies, and sexually transmitted diseases, and to know physiological changes occurring in the body and how to take care of personal hygiene.

Some Case Studies-

Case 1. Recently in a school in Tamil Nadu, a 12-year-old school girl of 7th class committed suicide after menstrual shaming. According to her mother, her periods started during a class where she was given a duster cloth to be used as a pad. Then reportedly, she was forced to leave the classroom when her clothes got stained by blood. The next day she did not bear the humiliation and committed suicide due to harassing and

torturing by the teacher in the class as written in the suicide note.

Case 2. Around 70 girls of the Kasturba School hostel were ordered to remove their clothes by the hostel warden to check for menstrual blood after she found blood stains in the washroom. This shameful act happened in Muzaffarnagar (UP) in March 2017.

Conclusions-

Menstrual hygiene should be promoted by implementing a course on menstruation and menstrual hygiene management. Teachers should be educated and trained to impart knowledge about menstruation and menstrual hygiene management among students. Social and electronic media also play an important role to make the girls and women aware about the latest menstrual products, different manufacturers, government policies, and so forth. Subsidies should be given on menstrual products so that every girl/women can afford them easily. Non-government organizations should come forward to educate rural people about menstruation, menstrual hygiene management, importance of toilets at homes, hand washing, diseases related to reproductive tract due to poor hygiene, and

so forth. Emphases should be given on the use of reusable sanitary or cloth pads to overcome the problem of disposal.

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HOLISTIC HEALTH AND SUSTAINABLE HAPPINESS: A NEW TREND IN EDUCATION

Abstract

The human self is a very complex thing on earth because a human being has many aspects such as emotions, intellectual, psychological, social, moral, spiritual, environmental, and well-developed physique called holistic health and when we ask what actually is the ultimate goal of a human being then we find that every human seeks for the happiness and when we are talking about happiness a second thought comes in our mind is positive thinking and positive psychology. Positive psychology has told numerous disciplines in a veritably short span of time. One of the most promising directions is the operation of positive psychology exploration for sustainability. So here this paper is focussed to Sustainable happiness, underscores the inter-relationships between holistic health, happiness, well-being and sustainability. The concept of sustainable happiness within the field of positive psychology can be applied to foster sustainable behaviour in addition to well-being in the broadest meaning of well-being, at present the thing such as work, relationship, and motivation, and any other materialistic or worldly things are just mean to these ends Now problem is that how we get holistic health leads to happiness and how long its sustainability will relay? then what actually is the obstacle to attain it? lack of holistic health is the main cause of human hardship and suffering. As Sustainable happiness underscores the interdependence between human well-being and ecological resilience. Here it can be said that if we really want to healthy and happy then it is essential to give enough importance to every aspect of a human being. Means we need to set an appropriate balance between the mind, body, spirit and environment. So, at last, I would say that 'prevention is better than cure', means we should not wait for the emergency to come. When we have explored the goal and each attainable resource to realize it.

Keywords: holistic health, positive thinking, positive psychology, sustainability, Sustainable happiness, ecological resilience.

Introduction

Every mortal being in this society wants to achieve happiness in his life now the question is how we can get this happiness? The ultimate end of education is to give a way to a healthy and happy life to everyone. Now the question is what do you understand by health? Health isn't a single term it corresponds of multiple confines of health

i.e., physical health, internal health, social health, spiritual health and environmental health. With the holistic health one can achieve happiness in his life happiness is a vague and conflict term in itself because the meaning of happiness can vary from person to person. In this composition experimenter will bandy the multiple base and confines of holistic health and happiness for overall

development of personality and the generalities which are bandied by the experimenter are confines of health, impact of studies on body, sources to gain knowledge, types and causes of happiness, sustainable happiness, power of soul connectedness, relationship and happiness, positive thinking and positive change etc. therefore each contribute in holistic health and happiness. This composition provides an abstract frame for understanding the holistic health and happiness which can be useful in colourful field of education.

The primary question rose in experimenter's mind is 'Does education influence happiness and if so, how and how much?' depend upon how one defines and operationalizes the ideas of 'education', 'influences' and 'happiness'. a good kind of analysis eventualities is also made from our three essential variables, and one ought to anticipate lots of completely different answers to the essential queries.

As we tend to determined that the epidemic has shown still vital it's to trainer scholars to be mentally flexible and showing emotion balanced the pandemic has negatively hit our internal and emotional well- being, and youths aren't any exception whereas the reopening of physical sodalities has repaired some normality, the pressures of on- line mode of literacy within the history two years have left youthful minds stressed and tired. Physical training has begun still it's veritably important to help children season the transition. The previous two years are a comber- coaster. Going back to physical classes can grease uplift children's feelings since the Covid immurement disadvantaged them of musketeers and that they were

confined to their homes for an extended period. It's so all the fresh vital to organize children for the doubtful times. They also got to retreat to physical training with identical positive energy and allowed system as earlier. they've to be created mentally flexible and showing emotion happy sodalities got to consider new ways that to attain that, happiness orders or happiness course of study being one. The pandemic has shown what all will be if there is indeed slight tinkering with the ecosystem. we want to explain the case with children so they are ready to severally assay and perceive still we all came out of it and it is a desire to understand that there is no 'perfect situation'. "We got to train scholars to spot multitudinous feelings and defence mechanisms and notice ways that to direct them. This paper introduces the idea of sustainable happiness, and its significance within the environment of in-depth mortal suffering and environmental declination incorporates an outstanding eventuality for causative to property education also, it outlines a course in sustainable happiness that is helping scholars to embrace openings to measure and work fresh sustainably defense of the matter.

Health is a term which is hard to define directly though we use it so generally and so Frequently. Everyone wants to be healthy. In earlier days it was defined as the body's capability to serve typically, which could be disintegrated by complaint. mortal health may relate to the capability of an individual to acclimatize when faced with physical, internal and social demands. It's a state of total overall wellbeing i.e., physical, internal and social. To achieve holistic health, it's

essential to give enough significance to every aspect of a mortal being. Means we need to set an applicable balance between the mind, body, and spirit through remedy, physical and intellectual exercise, yoga, commerce with experts, soul-searching (philosophical contemplation), reconsideration, prudence etc. These can fluently be the helping tools to the humanity to attain this ideal which is the attainment of holistic health. WHO famously defines health as a state of complete physical, internal and social well-being and not simply the absence of Disease or infirmity.

Objectives of the Study:

1. To study the present curriculum practised in various universities for holistic development of students.
2. To introduce the term 'Holistic Health' and 'Sustainable Happiness' in Curriculum.
3. To explore different dimensions of holistic health and happiness in Education.

1.1 Various dimensions of Health

Physical Health Physical health is that when our internal and external organs are working efficiently. **Mental Health** Mental health is a balance of feelings, passions, solicitations and ideas. **Spiritual Health** Spiritual health includes a purposeful life, preponderance and fruition of different confines and capacities of mortal beings. Spiritual health creates a balance between physical, cerebral and social aspects of mortal life. **Environmental Health** connect people and their terrain; promotes mortal health and well-being; and fosters healthy and safe communities. **Social health** is the adaptation of tone in society.

2. Happiness

Happiness and a sense of good can appreciatively affect overall physical and internal health. Experimenters are still trying their stylish to identify the specific connection between health and happiness. It's delicate to give a widely respectable scientific description of 'happiness' because it varies from person to person, place to place, circumstance to circumstance and hence is more relative and private than ideal. There are no ways to measure happiness. The only irrefutable fact is that all that we do is eventually for happiness. It may be described as a internal or emotional state of well-being. For a nonprofessional it's living a good life and flourishing. Happiness isn't completely or simply dependent on material substance and effects, social status, etc. Having a purpose in life and seeking to achieve it may be one of the constituents of happiness. We can assert without mistrustfulness that happiness is always associated with better health. Happiness leads to better health and vice versa is also, true. Happiness leads to a life connected to good health- physically, mentally and socially. Therefore, happiness itself is the thrust for healthy life, which in turn leads to happiness. Happiness and health are bound in a righteous cycle. Happiness is outlined by Veenhoven (2006) as "the overall appreciation of one's life- as a- total, in short, what volume one likes the life one lives". A happiness course of study is so the demand of the hour. It ought to concentrate on set crucial areas of life, like managing with failure, taking charge of one's feelings, and maintaining a balance in life. The State Council of Educational Research and

Training, under the Delhi government, launched a Happiness course of study in 2018 within the presence of the Grand Lama. The course of study focuses on cerebral state and well-being and fostering confidence among children. It includes alertness sessions that are divided into mental health, well-being and indispensable conditioning. Happiness itself appears to encourage engagement in an exceeding sort of conditioning at work and in rest; it predicts the conformation of friendship and marriage in addition to community participation.”. Happiness also promotes physical health and well-being, Jeremy Bentham (1789) finished that mortal gest is ruled by the pursuit of enjoyment and thus the turning down of pain. The burgeoning field of positive cerebral wisdom and happiness studies have outstanding counteraccusations for property education and education as a full. one in all the foremost intriguing outcomes from analysis on happiness is that authentic happiness has little or no to try to do with material wealth and over consumption. Thus, through happiness studies we've got a chance to introduce principles and practices that additionally align with property education.

2.1. Types of Happiness

Happiness is challenging to define. Happiness is a wellbeing emotional state, but each Existent's experience of that positive emotional state is private. When and why one gest happiness is the product of several functioning together, including culture, values, morals and personality traits. Happiness can be defined in numerous ways. In psychology, there are two popular

generalizations of happiness hedonic and eudemonic. Hedonic happiness is achieved through gests of pleasure and enjoyment, while eudaimonic happiness is achieved through gests of meaning and purpose.

2.1.1. The Hedonic View

The hedonic view of Happiness is a well-introduced term in ancient history. Aristippus, a Greek philosopher from the fourth century B.C., taught that the thing of life is to witness the maximum quantum of pleasure and that happiness is the summation of one's hedonic moments. Although there are many ways to evaluate the pleasure/pain continuum in human experience, most research within the new hedonic psychology has used assessment of subjective well-being (SWB) (Diener & Lucas 1999). SWB defined three components mainly which are life satisfaction, the presence of positive mood, and the absence of negative mood, together often summarized as happiness.

2.1.2. The Eudaimonic view

Despite the currency of the hedonic, several proponents, spiritual masters, and visionaries, from each the East and West, Aristotle, for case, allowed - hedonic happiness to be a vulgar ideal, creating human slavish followers of requirements. He posited, rather, that true happiness is set up within the expression of virtue -that is, in doing what is value doing.

2.2. Happiness and Positive Thinking

Seligman (2002) discussed positive psychology as positive psychological science because the study of positive

emotions, positive traits and positive establishments. Seligman, (2002) defended that we are learning that happiness skills can be taught that which has implications for emotional, physical and spiritual well-being.

2.3. Sustainable happiness

A very new concept sustainable happiness, was developed by O'Brien (2005) to merge principles from sustainability and findings from happiness studies. it's outlined as "happiness that contributes to individual, community and/or international well-being while not exploiting others, the surroundings or future generations." The concept extends happiness analysis and reinforces the connection to sustainability and our reciprocity with all life on the world. what is more, it underscores the actual fact that every folk might contribute absolutely or adversely to the well-being of others and therefore the natural surroundings. Sustainable happiness is incorporated into any space of the course of study in addition as school policies and practices.

Sustainable happiness is happiness that contributes to individual, community and/ or transnational well- being while not exploiting others, the surroundings or unborn generations. Sustainable happiness is employed by people to guide their conduct and choices on a diurnal base; at the community position, it reinforces the demand to authentically contemplate social, environmental and profitable pointers of well- being so community happiness and well- being are sustainable; at the public and transnational position it highlights the significance of individual and community

conduct for the well- being of all – presently and into the longer term.

3. Need for Happiness in Curriculum

According to the World Happiness Report 2017, India is among the world's least happy nations and ranked 122 among 155 countries in the global ranking, and further slipped to 133 among 155 countries in the World Happiness Report of 2018. This poses a significant challenge for society and families on how children should be nurtured and prepared. Lack of trust, insecurity, impulsivity, social comparisons, over achievements, lack of sense of identity and low self esteem can lead to skewed, imbalanced growth, the repercussions of which could be dreadful and far-reaching. This compels us to re-think the purpose of education more than merely improving the student's scholastic performance. We as adults have designed educational & school systems for children. But how happy are children within these systems? This question requires us to consider the critical linkage between happiness and our current education system (UNESCO, 2016).

According to A. Nagraj (1999), 'a state of no-conflict, synergy, or a state of being in acceptance is happiness.' Nagraj (1999) proposed a model for happiness, in which he addresses the four dimensions of human living as an integrated form of the material, behavioural, intellectual & experiential aspects. These correspond to our senses, feelings, learning (understanding) & awareness. Put together, these form a 'happiness triad'.

4. Practicability of Holistic Health & Happiness in present Curriculum

Holistic Health and Happiness is the necessity for present era especially for youth. Education leads the youth and guide them in a right way, during the covid period it was very difficult to maintain the things in the way they were before. Students were struggling from their physical and mental health therefore the Educationist were also worried about the students' future that time and the term 'Holistic Health' was included in curriculum either individually or along with Happiness by various universities and at school level also as core subject, vocational subject or cocurricular subject for students.

Dayalbagh Educational Institute has formulated a comprehensive and progressive vision for 2012-2031 that is working on a well-rounded total quality person called 'a complete man' which includes various dimensions of education fostering academic excellence with holistic development.

Delhi government launched 'Happiness Curriculum' with the help of SCERT Delhi in 2019 for class nursery to class 8th, in its conventional education curriculum by putting light on holistic education through meditation, value education and mental exercises. It is based on Happiness Triad.

EuroSchool, one of India's leading school networks launched a 'Centre of Wellbeing'. This initiative is designed to go beyond academic delivery. The rapid transmission of COVID-19 across the world has led to physical (health), social and psychological consequences impacting overall wellbeing. Well-being is the experience of health and happiness. It includes physical and mental

health, emotional and physical safety, and a feeling of belonging, sense of purpose, achievement, and success.

University of Lucknow introduced a curriculum 'Holistic Health & Happiness' for undergraduate students and started 'Happiness Laboratory' to achieve good holistic health and happiness leads holistic education ultimately.

Conclusion

Gardner (2006) acknowledged that the education sector is incredibly conservative and slow to alter this could be each a strength and a barrier to progressive transformation. As educators, we might not serve society nor our students we tend to react to each new academic trend. The downside, of course, is that education systems don't seem to be terribly adjustable to societies and environments that are experiencing fast modification. These systems are also challenged once confronted with ideas that are inherently interdisciplinary. This growing awareness that sustainability, happiness and holistic health are intertwined takes the discussion of happiness and sustainability to new situations. Positive psychology has been making inroads into the formal education sector leading to the preface of new terms similar as 'positive education' and programs that work with character strengths and merits. The conception of sustainable happiness offers an innovative perspective to re-invigorate sustainability education and shape precedence for 21st century literacy – contributing to resilient, sustainable happiness and welfare for all. This paper concludes with the observation that

education systems cannot live in isolation from the rest of society. happiness should be an end of education, and a good education should contribute significantly towards particular and collaborative happiness.

Broadening this recommendation to consider sustainable happiness and wellbeing for all is an overarching end that could help to revise the part of education in 21st century and serve as the foundation for setting new preferences.

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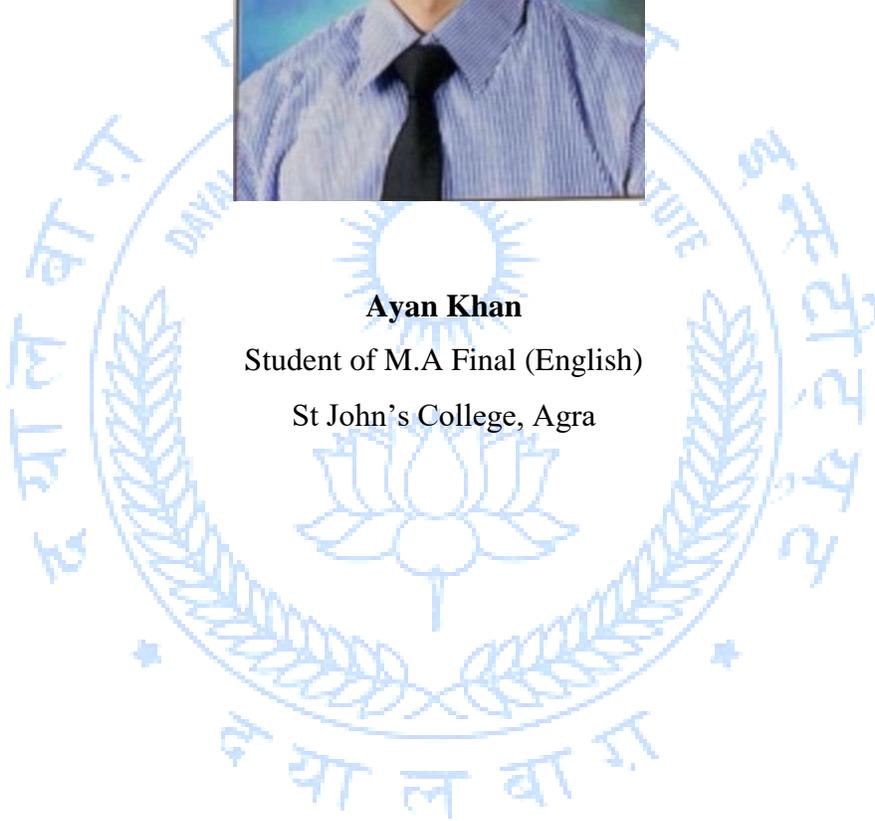
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THE ANALYTIC STUDY OF T.S.ELIOT'S "THE FAMILY REUNION"

Abstract

This paper deals with the various details of the play, The Family Reunion and also explains how it's a poetic play. It points out the social conditions and the plights of the human beings around the war period. This paper also explains how an alienated person feels because he's finds himself all alone in the dark. The Family Reunion is a transparent reflection of the condition of both society and literary works. This paper deals with the present status of society and the behaviour of people towards society. This paper highlights the social conditions of the people around the war period. The play, " The Family Reunion" to some extent acts as a link between the society and literal works. Eliot succeeds in showcasing the sad sides of human life such as Alienation and Isolation.

Introduction

The Family Reunion is a play in which Eliot has made a great advance towards transparency. 1.) Unlike most poetic plays in modern times it is more effective when acted than when read. At least four levels of poetry can be identified in the play. There is a style which reports experience in language, authentic but rich; and at times it is admirable but sometimes it becomes over heavy with trappings. There is deliberate, and 'hierophantic poetry. There is a faint sketch of the "transparent" style in lower level, expository, bridge-scenes, as in the conversations in between the Doctor and Harry 'about his mother's illness. But it is in its comic poetry that the play is at its best and establishes its connection with Sweeney Agonistes and Prufrock before it and with The Cocktail Party ahead of it.

The central conception of The Family Reunion is the flight of a man from his Furies and his progress, with the help of wise counsel, to knowledge and selfknowledge, by which he realizes that he must not run away but instead face them with strength by which he sets out to face

his sin. It is full of dramatic clash and dramatic excitement. Unlike in Murder in the Cathedral the central figure is not a saint or a hero but a man who is shown at the very moment of turning, or conversion. The story of the play is a modern story which translates the myth into terms of everyday life. But the Greek influence is only superficial and is seen only in the link between the plot and the Orestes myth. Murder in the Cathedral Is far more Greek in spirit and form than this play.

This paper deals with the present status of the society and the behaviour of people towards the society. This paper highlights both the social and mental conditions of the people around second world war period. The play the family reunion to some extent acts as a link between the society and the literal works. TS Eliot succeeds in showcasing the sad sides of human life such as alienation and isolation.

This paper deals with the various details of the play, which includes the title of the play, plot themes, poetic traits and language. It points out the social conditions of the war period and the miseries of human life. The

paper also explains how a person feels when he gets alienated and cut off from his family, he also finds himself alone in the dark. 'The Family Reunion' is a transparent reflection of the condition of both society and literary works.

Poetic drama is not merely drama in verse; its scope is essentially different from that of realistic prose drama. Poetry is the real and complete medium. In Shakespeare the moments of great poetic intensity are also the moments of greatest dramatic intensity. Moody E. Prior in "The Language of Tragedy" discusses the nature of the problem that confronts a dramatist and states the main point fairly: "Had the tragedies of Shakespeare and of the ancients not been poetic tragedies, the impression of depth and vividness which their characters convey would have been impossible."

Drama as a medium of self-expression is dependent on the participation or cooperation of the audience. Hence dramatic speech, in which the writer is conditioned by an audience during the act of writing is necessarily and inherently rhetorical. It is the prose play which is a kind of abstraction capable of giving us only a part of what the theatre can give. Only the verse play is capable of something much more intense and exciting.

The use of verse as a medium of drama is beautifully illustrated by Shakespeare's variegated use of prose and verse of different qualities for different purposes. The impression that we gather from Shakespeare of prose or verse as medium for

drama is that there is nothing prose or verse but feeling makes it so. Wherever that emotion conveyed is high-pitched, the language becomes poetry and whenever it is low pitched, it is prose.

Poetry is more natural than prose because it beats with the rhythm of life and keeps time with the very rhythm of the universe. Colloquial prose does not define its meaning and no prose defines emotional meanings. Prose is only a system of reference to meanings already shared, and can bring interlocutors together, when the dramatist is representing them as understanding one another. 2). But a speech in verse can be as clear as a scientific law, So in is possible for the verse dramatist, if he understands this use of verse, to build up gradually a structure of meaning which clarifies to everyone, on stage, everything that can be formulated. Clarity of discourse, therefore, is the function of verse as medium for drama. It is secured by using only those components of poetry which can enhance the defining powers of colloquial speech like rhythm and syntax. Thus the verse dramatist can put poetry at the service of a significant variety of human concerns. The flexibility of verse enables the dramatist to adopt it for various purposes.

The direct action of the play can be put briefly: it consists of the return of Harry Lord Moncheusy, to his home after an absence of eight years, and his departure again, after about three hours, which causes the death of his aged mother from heartfailure. That is the event with which they play deals but the whole drama, the

inner drama of the religious experience of sin and expiation has a vaster action and a deeper significance. The Greek myth of the Oresteia may help us to follow the direct action but the form of the play is original. The comparison to Oresteia serves to point out Eliot's favourite theory that the past, present and future are all one and quest for salvation in the present day is similar in several respects to the quest in ancient times.

The inner drama, the true play, is devised and controlled by the avenging furies on the powers beyond us which now and then emerge. In this inner play Harry, Mary, Agatha and Amy play their appointed parts. Harry's is obviously the most important role but Agatha knows the nature of the drama, from the very beginning, not what is going to happen, but what kind of action they are involved in. It is she who directs the others in this inner action. There is also another plane of consciousness in the play. It is the drama designed by Amy, and in which she has invited all the Characters to come and play. She is trying to hold time in check, to imagine the last eight years of life to be cancelled and all indications of the passage of time to be ignored. Her three sons are supposed to be gather together for her birthday-party, following n that Harry may take up his duty of inheritor of Wishwood. Mary is to fit into the scheme of things as Harry's wife, a wife who will understand Wishwood and Harry's relatives, unlike the wife who has been killed in accident. The true drama of sin and expiation is seen over and above these two actions. The drama designed by Amy never gets started, it collapses at the first appearance of Harry

who is guided by the powers beyond us, which now and then emerge. At first he takes them to be avenging Furies. Dr. Warburton's assistance is sought by Amy in order to make Harry play his part. But she is finally forced to abandon her plan when Harry announces his departure. Having always lived as the slave of future, she finds the future, taken from her. When left alone with the present she collapses.

Superficially the play is one of detection of crime and punishment. The chorus of aunts and uncles makes abortive efforts to find out what it is all about, and they also serve to suggest the interactions of the three dramas. The parallel to the Oresteia suggests the story of a family curse and how Harry is urged by the kindly Furies to atone for the sins of others and those of himself.

The exposition of the play is brilliantly conceived in a particularly intimate, drawing-room atmosphere. From the very beginning the hostility between Amy and her younger sister Agatha is evident. Agatha's remark,

"Wishwood was always a cold place," though it appears commonplace, has a depth which is realised only by Amy who does not reply to the remark. The conflict of two personalities, one a personality that demands and rebels, the other a personality that accepts and recognizes facts. We have a strong impression of the commanding personality of Lady Monchensey who has collected together against their will, for this family reunion, her three younger sisters and her husband's two brothers. Agatha's is an

equally powerful personality, for, when Amy urges them to dismiss the subject of Mary's gruff exit, she brings up the subject and refers to the change that has taken place in Wishwood. The rest of the conversation gives us the necessary information. We learn that Harry made a disastrous marriage with a person who according to his mother, "never would have been one of the family," that his wife was drowned at sea just about a year ago, and the family are uncertain whether her death was accident or suicide, or murder. Lady Monchensey tells them her plans and she insists they are to behave as if nothing has happened. Agatha is sceptical of a plan which does not take into account the world around. The others too express their uneasiness and embarrassment in unison and each laments the harmless pleasure they had given up in order to be present for The Family Reunion.

The forebodings of the chorus are fully justified, for when Harry enters, it is no son who is happy to be back home that we see, but one who is cased and stupefied. Ignoring the happy greetings of the assembled family, he stares over their heads at the curtained window, declaring this here at last sees the spectators whose eyes he had felt upon his throughout his haunted travels. Amy tries to greet him, and reassure him that nothing has changed at Wishwood and the aunts and uncles take their cue from her and hastily pick up the roles she has cast them for. Only Agatha tells him that if he really wants no pretences he must make a beginning himself; he must try to make them understand him. As if led on by Agatha, he desperately makes an effort to explain

himself and to define his nightmare. He provides his aunts and uncles at last with a clue, something definite if horrifying when he refers to "That cloudless night in the mid-Atlantic when I pushed her over." But before they have time to get very far, Amy intervenes. Unable to accept the failure of her plans she sends Harry off to rest and to have bath.

The family then take up their new parts and concentrate on the problem of whether Harry has in reality killed his wife, or whether it is only a delusion. They decide to get the assistance of the family doctor and to do a little detective work on Harry's servant Downing. The interview with Downing is dramatically important because it reveals the nervous, unstable, possessive temperament of the wife, and the nervous anxiety of the husband, the torment of two persons who know that they do not understand each other and each feeling guilty and anxious because of this failure.

As the family retire to dress for dinner the stage is left for the resumption of the true drama and we find Mary and Agatha engaged in a brief conversation during which Agatha advises Mary not to flee the situation but to stay, because they are only watchers and waiters and their role is not the easiest. Mary fulfils her role in the scene with Harry, a meeting which she dreaded. She makes him see that the Furies are in his home and that he must face them here. The dinner-party assembles. Though the two younger brothers have not still arrived, Amy decides to go on with her party without them.

The second Act takes place after dinner. In the interview between Harry and Dr. Warburton, Harry is told of his mother's weak health and attempt is made to appeal to him to accede to her plans by arousing his pity. But Harry appeals to him as one who can explain to him what lies behind the unhappiness of his childhood, someone who can tell him about the missing figure in his life, his father. The conversation is interrupted by the appearance of Sergeant Winchell. At first Harry is uncertain whether the policeman is real or a figment of his haunted imagination and then he mistakes his errand.

“Why do you keep asking about her Ladyship? Do you know or don't you? I'm not afraid of you.” He wonders of his wife and he relapsed. But the relapse is momentary and he listens to Winchell's account of the accident that has prevented his brother John's arrival. For a moment it seems that he and his mother are united, and he takes her gently from the room. In a mood irritation he speaks ironically to his aunts and uncles mocking their concern with the unimportant until he's recalled from this false note by Agatha who reminds him of his proper part.

3) “ To rest in our own suffering is evasion of suffering.
We must learn to suffer more.”

During the discussion of Arthur's accident and escapade, Harry is silent. When all the others retire, Harry and Agatha are alone upon the stage summoning all the I strength

and courage to perform the parts they save to play. He learns from Agatha certain facts about her father, his mother and his aunt which were kept from him through his childhood his which he learns them explain to him his wretchedness. He learns that his lather's marriage like his own, contained no ecstasy; that his mother, lonely and an alien in the house to which she had been brought as a bride, attempted to escape her loneliness by inviting her younger sister to live with her, and that his father and Agatha discovered one hot summer day I a flash of ecstasy and terror that they loved each other. He learns also that just before he was born, his father was desperately turning over in his mind ways of destroying his unloved wife and that Agatha stopped him. The marriage was preserved and two more sons were born before the husband and wife parted by mutual consent. This story reveals to Harry his own identity. When he hears of his father hiding his strength beneath unusual weakness, the diffidence of a solitary man, and yielding to his master's will, he understands the little boy for whom everything, even his own pastimes was arranged. He also understands the husband in him whom Downing describes as "always very quiet," and "very anxious about my lady." As Agatha speaks to him of those months before his birth she became the mother Harry never found. It is not only a mother he finds. In an instant she had also become his father.

Just as for a moment he has been the child he might have been, he becomes for a moment the lover he never was, freely encountering love. with love. Their great

scene ends with Harry's decision to go and Agatha urging him to go and work out his salvation. Just at this moment, Amy enters and finding that her projected drama has failed beyond repair, she turns on Agatha as the cause of the disaster. The scene between the two sisters after the departure of Harry throws light on anything that was still dark. The bare truth is in Amy's terrible speech.

4) "An old woman alone in a damned house." It is too late for her to change in this life; she goes out to die. The reunion that was designed to take place in this world has taken place in the nether world, Harry departure is for his own redemption and that of the departed.

The Family Reunion is a multi-level drama with the result that the theme and the characters are inextricably woven together. We cannot study the characters of this play as we study the characters of Shakespeare or Dryden or Congreve, because there is very little action in the play, and the characters are inter-related and interdependent. The main Purpose of the play is not to present dramatic conflict in the manner of naturalistic drama. The main purpose is the spiritual enlightenment of the hero, and the characters range themselves into two groups, those who help in hero's self-knowledge and those who are outside the spiritual drama.

Harry's supposed sin as he returns home after an absence of eight years, haunted by the feeling that he has killed his wife. When he discovers that his father also desired to kill his mother, he realizes in this the truth of his own situation. He tries to "recapture

something of childhood's innocence" at Wishwood, but his "instinct to return to the point of departure, and start again as if nothing had happened" proves futile, at Wishwood, the spirits symbolising the guilt of the family become visible.

The members of his family except Mary and Agatha do not understand his problem. His mother is a worldly-minded woman, and cannot understand his spiritual problem. The four aunts and uncles recoil in fear from the unknown and try to explain it away. Only two of the family understand him. "With Mary he gets nearest to the boy that was and the man that might have been, and it is then that the spirits of guilt become most oppressive." He tries to dissociate himself from his past and from the earlier self which knew his wife, but he must accept the past and its consequences in the present in order to build a future. "At this stage Harry is still trying to fight them, and in his anger and frustration, he turns on her. It is only when he learns from Agatha the sad history of his parents and achieves a state of spiritual communion with her that he is enabled to accept the Eumenides as manifestation of Divine Love rather than Divine Wrath. Thus Harry's problem constitutes the theme of play.

Harry has to bear the burden not only of the sins of his family but also of the Original Sin of Adam and the Fall of Man. His life makes him act as a

5) an isolated ruin,
A casual bit of waste in an orderly universe.

But it begins to seem just part of some huge disaster,

Some monstrous mistake and aberration
Of all men, of the world, which I cannot put
in order.

The theme of universal sin is also suggested
by Agatha's remark:

It is possible that you have not known what
sin

You shall expiate, or whose, or why.

Eliot's plays are primarily plays of ideas. His characters represent certain ideas and they are mere voices. There is often a connection between his characters and the author. Eliot recognised this connection. In *The Family Reunion*, Eliot depicts the problem of an isolated or alienated figure through Harry. Harry certainly is not an attractive character. But he is a lonely soul, even in the midst of a family reunion.

He does not understand his mother or uncles or aunts who all play their part to make him feel at home. Like Shakespeare's Hamlet, he too suffers because it is almost a duty to hate his mother who was responsible for the death of his father. Even with Mary, Harry does not reach a relationship which will help communication. When Harry fixes his eyes on the horizon and marches on to some unattainable goal, leaving Mary to find out a way for herself, we have the modernised form of Hamlet's desertion of Ophelia. Hamlet comes to know of the relationship between his mother and father from the ghost of his father. Harry comes to know of it from, his Sibylline aunt Agatha who helps him to make a reevaluation of the past.

6) There are five broad categories of characters in the play. The first is of those characters who have no spiritual insight but who have only material interests. These characters are Amy, Ivy, Violet, Charles and Gerald. The second category is of those characters who, have a little inclination towards spirituality. They are Mary and Agatha. Agatha is the spiritual guide of Harry. It is she who helps Harry to adopt the right course of action. In the third category comes Harry who experiences spiritual suffering and attempts to achieve spiritual salvation. The fourth category is of the Eumenides or the Furies, the Greek goddesses of Revenge. Eliot has introduced these supernatural characters in imitation of the Greek dramatists. These characters symbolise the working of destiny. These Furies also symbolise Harry's progress from ignorance to spirituality, for in the beginning he runs away from them, but finally he decides to follow them. Thus they are transformed from Greek goddesses of Revenge to the benevolent angels of Christian conception providing the right direction and guidance to the hero. In the fifth category comes the chorus consisting of the assembled aunts and uncles. This chorus provides a commentary on events, particularly the future course of events. *The Family Reunion* doesn't comprise of very high language, It's a nice and simple form of poetic drama when it comprises of verses and rhythm. The communication between Harry and the other characters is very rare which portrays his Alienation and emptiness of life.

Conclusion

The Family Reunion has been considered as poetic drama. It shows the emptiness of life and how alienated the modern human life has turned out to be. Elliot points out the themes of the play. The play to be very extent portrays how every human being is busy in his own world of struggles due to which the physical world becomes invisible to him. The language used in the play is also poetic and quite simple. It's through Harry that the writer tried to show the meaning of Alienation and emptiness. He tries to make way to patch up with his mother after eight long years but due to his never ending guilt. He leaves home again resulting in the death of his mother, which shows that how tragic life could be. As a result, it can be completely said that Harry turns out to be the landmark character which portrays the meaning of Alienation.

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OVERVIEW OF CHEMICAL FERTILIZERS AND THEIR IMPACT ON THE ENVIRONMENT

ABSTRACT

Chemical fertilizers have increased crop production extensively. It increases plant growth and vigor and thus meets the food requirements of the growing population. But non-judicious use of chemical fertilizers not only harms the plants and reduces their nutritional value but is also dangerous for human beings. These chemically produced plants and their by-product keeps accumulating in the body and becomes toxic to the body. Chemical fertilizers accumulation in waterways leads to Eutrophication in waterbodies, and they also release greenhouse gases leading to air pollution. When these chemicals are applied over a period it degrades the quality and health of the soil. Non-judicious use of fertilizers is thereby causing serious damage to the environment. Various alternatives such as the use of biofertilizers, biopesticides, manure, practicing organic farming, and adopting modern technology are some of the remedial ways that would reduce the adverse effect of chemical fertilizers.

Keywords: chemical fertilizers, adverse effect, environment, non-judicious use

1.1 INTRODUCTION

A goal of agriculture is to meet the present food need of society with a surplus amount of availability for exporting and future purposes (Sharma & Singhvi, 2017). After post-Independence, the green revolution (1967) was a new start to Indian agriculture. Great heights were achieved in Indian agriculture and crop production was maximized with the help of high-yielding varieties which was one of the key objectives of the green revolution. During the 1960s and 1970s, the usage of chemical fertilizers and other inputs have been started and this transformed Indian agriculture from subsistence to surplus.

A fertilizer is a substance that provides essential nutrients to the plant for proper growth and development. Fertilizers are divided into two types, chemical (synthetic) fertilizers, and natural (organic) fertilizers. Organic fertilizers are those that are obtained from living sources including

animals and plant manure or their by-products. They are environmental-friendly but have low productivity and are comparatively expensive. Whereas Chemical fertilizers are obtained from inorganic sources that undergo chemical processes. Chemical fertilizers have high productivity as compared to organic fertilizers and are cheaper. However, these fertilizers have a widespread impact on the environment and human health (Pahalvi et al., 2021).



Fig 1- Types of Fertilizers

After the success of the green revolution, a slow rate of decline in the growth rate of crop production is noticed during the past few years. After knowing the reason for the decline in crop production, it is concluded

that soil quality has been badly affected and this is due to the overuse of chemical fertilizers that are required in the agriculture field. Chemical fertilizers are compounds prepared via chemical processes that contain nutrients needed by plants. In other words, these are artificial substances that provide the plant with the required nutrients. Fertilizers are very crucial for plant growth, quality, and productivity, and for soil health only when they are applied in the right amount. By adding nutrients that the soil lacks, fertilizer enhances the soil's nutrient status and quality (Sharma & Chetani, 2017). Fertilizers should have at least 5% of 3 primary nutrients- Phosphorus (P), Nitrogen (N), and potassium (K)). To sustain the cell's normal physiological function, crop plants need potassium, phosphorus, and nitrogen (Omidire et al. (2015). Lack of nitrogen leads to slow growth and poor development, similarly, too much nitrogen causes the low quality of the leaf and delayed maturity. However, excessive, and non-judicious use of fertilizers leads to a number of environmental issues, plant, and soil health problems (e.g., loss of biodiversity, eutrophication of waters, stratospheric ozone depletion leading to global warming, nutrient deficient soil, low productivity, and poor crop quality). Some fertilizers also include heavy metals; when these are used excessively, fertilizer enters the food chain through soil absorption. Heavy metals accumulate in soil and plant systems as a result of fertilization. Therefore, fertilization accelerates soil, water, and air pollution.

1.2 Major nutrients in chemical fertilizers

1.2.1 Primary Macronutrients

These are the nutrients that plant needs in sufficient quantities for healthy growth and development. They are:

- Nitrogen (N) is an essential component of many plant substances such as chlorophyll that promotes leaf growth.
- Phosphorus (P) is involved in numerous plant processes like the development of seeds, and roots, in flowering, and fruiting, and in energy transfer.
- Potassium (K): helps to activate enzymes that are necessary for water flow in plants, respiration and photosynthesis, stem development, and promotes flowering and fruiting.

1.2.2 Secondary Macronutrients

Some nutrients are needed by plants in moderate quantities. They are:

- Calcium (Ca) controls the transfer of some nutrients into the plant and is necessary for the activation of enzymes. Additionally, it is crucial for both plant structure and photosynthesis.
- Magnesium (Mg) is a crucial component of the chlorophyll molecule In a variety of enzyme processes, it also functions as an enzyme activator.
- Sulphur (S), Some vitamins and amino acids contain sulfur (S), which is a crucial component. It is important for the growth and functioning of chloroplast and is necessary for legumes to fix N₂. It assists in turning nitrate into amino acids, which are ultimately converted into proteins.

1.2.3 Micronutrients

Plant needs them in very small quantities but are nevertheless vital. Since they are required in small quantities they are also referred to as trace elements.

- Copper (Cu) is essential for plant growth and photosynthesis. It is also necessary for the production of lignin.
- Molybdenum (Mo) aids nitrogen metabolism and serves as a cofactor in the synthesis of amino acids.
- Cobalt (Co) is involved in nitrogen fixation.
- Iron (Fe) plays a vital role in photosynthesis, and it acts as a cofactor of various enzymes.
- Silicon (Si) strengthens cell walls and improves a plant's vigor, productivity, and general well-being.
- Manganese (Mn) contributes to the development of the chloroplast.
- Vanadium (V) is needed by some plants in small quantities. Additionally, it can be used in place of molybdenum.
- Zinc (Zn) is responsible for DNA transcription and is involved in a large number of enzymes.
- Boron (B) is required for various processes that include pollen germination, cell division, active absorption of salt, fruiting, and flowering.

1.3 Advantages of chemical fertilizers

1. Organic matter in the soil can be increased through the application of chemical fertilizers by increasing root mass.
2. Easy to store, transport and apply.
3. Increase in the crop yield, Plant growth gets faster, and soil fertility can also be observed.

4. Chemical fertilizers start working on releasing nutrients immediately after the application in the soil and are readily absorbed in the soil as it is water-soluble.
5. Chemical fertilizers contain huge amounts of nutrients so only less amount of its application is required for the crop.
6. Chemical fertilizer provides all the nutrients that plants need in equal amounts. It contains only the required ingredients.
7. These fertilizers are constituted with macronutrients which are all in available forms to the plants.
8. It enhances the power of resistance in plants.

1.4 Limitations of chemical fertilizers

1. Application of chemical fertilizers more than the recommended dose may lead to burning of the plant tips and the edge of the leaf may turn brown and appears burnt.
2. After the application of these fertilizers these may reach areas where they are not supposed to be there through runoffs.
3. They have an impact on the microbial activity of the microorganisms in the soil.
4. These fertilizers also contaminate the groundwater and dilute the rivers, which leads to eutrophication in water bodies.
5. Sometimes the available form of nitrogen in the chemical fertilizers may evaporate into nitrous oxide.
6. It disrupts the composition of the soil and soil lacks organic material.
7. Reduces soil fertility
8. Improper application destroys and kills soil-dwelling organisms.
9. Nitrogen fertilizer is toxic to both animals and humans.

10. Degrade soil quality and properties.
11. Enters the food chain and reaches the human body causing a serious problem.

1.5 Impact of Chemical Fertilizers on the Environment

Chemical fertilizers increase plant growth and vigor, which helps to ensure global food security, but plants grown in this manner do not develop desirable traits like a healthy shoot system, root system, or nutritional characteristics, as they are not given enough time to develop properly. Over time plants become more susceptible to pests and disease thus chances of survival are likely to be lower. Chemical fertilizers do not allow for adequate water intake, they might result in root burn.

Chemical fertilizers' detrimental effects start with the processing of chemicals, whose byproducts and products include some dangerous substances or gases that contribute to air pollution, such as NH_4 , CO_2 , CH_4 , etc. These gases are greenhouse gases and thus contribute to global warming and deplete the ozone protective layer.

Untreated waste from chemical industries is usually dumped in surrounding waterbodies which results in water pollution. It often leads to water eutrophication i.e., the accumulation of chemical waste in the water bodies. Nutrients from chemical fertilizers are washed in waterways which eventually end up in the oceans. The growth of aquatic plants is accelerated by the surplus nutrients in the water bodies, to the point that when they die, the oxygen that would have been available for fish and other marine life to live is depleted during the process of

decomposition. This process creates a "dead zone" as most marine life dies due to inadequate oxygen or leaves that area. These nutrients not only pollute the water but also cause the bleaching of coral reefs.

The impact of the chemical fertilizer on the soil is not immediate due to the high buffering power of the soil, but its constant excessive use degrades the quality and soil health leading to soil contamination, soil compaction, and soil acidification. Continuous application of chemical fertilizers has a noticeable effect on the biochemical properties of the soil, which leads to changes in soil organic content, microbial populations, soil salinity pH, moisture, nitrogen content, and the nutrients that are available to microbes. The role of various soil enzymes gets altered (mainly reduced) due to NPK fertilizer. Soil compaction causes problems such as poor aeration, root growth restriction, poor drainage, excessive soil strength, soil deterioration, runoff, and erosion (Pahalvi et al., 2021). The soil acidity reduces the intake of phosphate in the crops and increases the toxic ions in the soil, thus inhibiting the growth of the crop. The humus content of the soil decreases which lowers the capacity to store nutrients. The balance between the three macronutrients i.e., nitrogen, phosphorus, and potassium gets disturbed due to over application of nitrogen fertilizers thus resulting in decreased crop production (Bisht & Singh Chauhan, 2021). Compared to clay soils, sandy soils are substantially more susceptible to soil acidification. The negative consequences of excessive chemical fertilization may be alleviated by clay soils. Heavy metals

including Uranium, Cadmium, Lead, Mercury, and Arsenic may accumulate toxically in the soil as a result of repeated chemical fertilizer applications. These dangerous heavy metals not only contaminate the soil but also build up in cereals, fruits, and vegetables. These heavy metals can harm the kidneys, liver, and lungs and are linked to a number of adverse health effects.

The residues of chemical fertilizers enter the food chain through cereals, vegetables, fruits, and grains and can even make their way through our drinking water and gets into human bodies. The fertilizer may irritate the skin when touched, and it may be dangerous to consume. Ammonium nitrate, which is a common ingredient in chemical fertilizers, can also irritate the skin and eyes, leading to a burning feeling. This chemical compound can irritate the nose, throat, and lungs when inhaled. Inorganic fertilizers are likely to cause cancer as they are human carcinogens (Sharma & Chetani, 2017).

It is therefore past time to acknowledge that our environment, human health, and biodiversity are at stake due to the non-judicious use of chemical fertilizers. Therefore, continued use of it without any mitigation measures or wise use will eventually exhaust all natural resources and endanger the sustainability of all life on Earth. By adopting new agricultural technologies, such as the use of organic inputs like biofertilizers, biopesticides, manure, slow-release fertilizers, nano fertilizers, etc., and moving away from chemical-intensive cultivation, the negative effects of these synthetic fertilizers on the environment and human health can be

minimized and eliminated. Proper irrigation methods along with the change in cropping patterns can also be beneficial. People should be made aware of the ill effects of chemical fertilizers and its substitute.

2. CONCLUSION

Chemical fertilizers are widely used in agriculture and are necessary to meet growing demands. The use of fertilizers has increased crop yield and production, thereby ensuring the food security of the nation. But extensive and inappropriate use of chemical fertilizers has an adverse impact on the environment and human health. All living beings are some or the other way affected by chemical fertilizers. So, it is needed that chemical fertilizers should be applied at right time and in the appropriate amount. Soil analysis should be carried out in order to choose the correct type and amount of fertilizer for a particular soil type. Alternative remedial strategies should be adopted such as the use of biofertilizers, biopesticides, manure, nano fertilizers, slow-release fertilizers, etc., to reduce the hazards of chemical fertilizers.

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WOMAN ENTREPRENEURS: ANCIENT PERIOD TO MODERN - DAY

Abstract

Today's society is most affected by the significant changes in the role of women. In the past, men restricted and controlled what women could contribute to society. However, in many crucial fields now, women are playing a significant role. They are now focused on elevating their own position. Women are actively engaged in all activities, battling for their rights, and making slow progress. Indian women's roles have changed dramatically and drastically throughout time. The goal of this paper is to examine the challenges experienced by female entrepreneurs in India as well as the contributions they have made. The study discovered that there are several issues that Indian women entrepreneurs must deal with, such as a male-dominated society, intense rivalry, and the unwillingness of financial institutions to work with them. According to the survey, women entrepreneurs in India produce more income than women globally. According to the study, efforts should be made to support the development of women entrepreneurs through improved educational facilities, adequate management training, vocational training, professional development training, and leadership training, as well as ongoing monitoring and promotion of women's participation in decision-making.

Key Words: Women, civilization, business owners, dominating, society, competitiveness, development of skills, and leading.

Introduction

Women are often referred to as men's better half. The preservation of fundamental life support systems including land, water, vegetation, and fauna is greatly aided by women. Women are referred to as the embodiment of Shakti, which is a source of power, in Hindu scriptures. Their function has changed today. The head of a family, then a nation, is a woman. Additionally, they do not want to say goodbye to their lives within the confines of the room's four walls. They are making their marks in various spheres of existence, and business is no exception.

Businesswomen are the most rapidly growing group of entrepreneurs in the

country in the 21st century. Women's business ownership has been acknowledged as a significant economic contributor. They create new jobs for themselves and others and develop incredible solutions to management, organization, and business difficulties that benefit society. They significantly boost the economy by improving community and family well-being, eradicating poverty, and empowering women.

Rom was not created overnight, as is sometimes believed. The advancement of women in the economic sphere has been a protracted process that began in the early ages and culminated in modern India after undergoing numerous adjustments and alterations.

History

The phrase "women entrepreneurs" and the idea of an entrepreneur were first popularized in the 19th century. Ancient India is where the development of entrepreneurship began. In essence, being an entrepreneur involves organizing a business to engage in production and service activities, as well as recognizing investment opportunities and creating them.

When looking at how women participated in ancient India, it is discovered that during the Rig Vedic Age, women were co-partners in life. According to research, Indian women had a higher social rank than women in other modern civilizations throughout the early Vedic period. Hindu literature clearly outlines the conventional duties of a Hindu wife. Women's roles in older societies were primarily familial; they were effective housewives.

18th - 19th Century

Indian women used to run a variety of companies around the middle of the 18th century, including tiny handloom firms, retail stores, and more. More women started to break free from society's restrictions and into the public spotlight in the 18th and 19th centuries. However, prior to the 20th century, women operated businesses as a means of generating additional revenue.

Although there were measures taken to improve the status of women in modern India during the British era, it wasn't until after independence that they began to enjoy benefits. According to the constitution, certain provisions are implemented to

elevate women and treat them similarly to males.

20th Century

Women's participation and contribution were clearly evident in the early 20s. Businesswomen have become more prevalent, especially in the 1990s. Women stepped up to use contemporary methods, make investments, identify a market niche, and generate significant employment or other.

The need for expanding women's entrepreneurship programmes was recognized in the Industrial Policy Resolution of 1991. According to the 1981 Census Report, there were 1.5 lakh women who worked for themselves in India, making up 5.2% of all independent workers. "Women start small-scale industries exclusively run by a female, there are more than 2, 95,680 business women claiming 11.2% of total 2.64 million entrepreneurs in the country during 1995-96," according to Government of India data.

Numerous factors, including urbanization, technological development, and women's educational level, have changed their circumstances. It is heartening to see that women are participating in economic development in the independent sector, organized sector, self-employment, and entrepreneurship.

Women's standing and responsibilities have dramatically evolved. The completely domesticated women, whose only concern was for their families' wellbeing, awoke to take action. They have a strong drive to advance, and this ambition is reawakening their suppressed identity. Women are

capable and skilled enough to hold the majority of roles.

The Indian economy has seen a significant transformation since liberalization, privatization, and globalization were introduced in 1991. Female entrepreneurs are becoming more and more important, and they receive financial support from banks and support from their families.

Present day

There are many successful businesswomen entrepreneurs in India now working in a variety of industries. They are doing well and building on their success. The government has also launched a number of programmes like the National Skill Development Policy and the National Skill Development Mission to provide entrepreneurship programmes, vocational education, and skill training for the burgeoning workforce. However, the government is not only responsible for entrepreneurial development and skill training; as a result, other stakeholders must assume responsibility.

The scriptures of Hinduism claim that women are the personification of "Shakti". However, they are treated like Abla in real life. Women are choosing to work from home more and less. Instead of being housewives, they want to be business entrepreneurs that create jobs. The demographics of the business community and the nation's economic development have changed as a result of the increased engagement of women entrepreneurs. Academics are focusing their attention on this intriguing phenomena as a result of the

increased involvement of businesses with female power in society and the economy.

Leading Indian women entrepreneurs in various sectors

- Kiran Mazumdar-Shaw (Chairman & MD, Biocon Ltd.)
- Indra Nooyi (CFO, Pepsico)
- Shahnaz Husain (Herbal Beauty Queen)
- Naina Lal Kidwai (Group General Manager & Country Head– HSBC,India)
- Ekta Kapoor (JMD & Creative Director, Balaji Telefilms),
- Chanda Kochar (MD & CEO, ICICI Bank)
- Jyoti nayak (President, Shri Mahila Griha Udyog Lijjat Papad)
- Preetha Reddy (MD, Apollo Hospitals)

Despite the fact women in India are progressively dominating innovation, entrepreneurship, science, and technology fields, there are still wide gaps to close before women and men are on an equal footing. When starting a firm, women entrepreneurs are more likely to face barriers based on their gender, such as marital status, unfair property and inheritance laws, cultural norms, access to formal financing methods, limited mobility, lack of access to information and networks, etc.

Though several programmes, incentives, and promotional strategies are actively being used to promote women entrepreneurs around the world by various development organizations. But constraints that don't take into account actual realities frequently place

a cap on the amount of money and other resources like land and industrial support that are available. For the industry where women are primarily employed, funding facilities are not available.

Here are several significant barriers to success for women:

- A lack of knowledge and education
- Lacking Self-Assurance
- Market Dangers
- Sociocultural Obstacles
- Capital sum
- Male Predominance in Society

Increases in both the quality and quantity of investors are necessary for growth, and the government must continue to lessen the administrative burden on women business owners. It must also work with these agencies to ensure that the necessary resources are sent where they are most needed.

The role of women in entrepreneurship used to be restricted to handcraft and weaving work, but it has since expanded to include hospitality, salon work, incense stick manufacturing, candle manufacturing, etc.

Promote Indian women entrepreneurs

These are some excellent strategies to support female entrepreneurs:

- All developmental programmers should focus specifically on women.
- Better government initiatives and educational facilities
- Effective management skills training for the community of women
- Promote the involvement of women in decision-making.

- Production process and production management vocational training
- Institutions for industry training and skill development
- Professional development and leadership training

The production of soaps, detergents, ready-made instant foods, pickles, spices, papad, wooden products, salon businesses, typewriting centres, job contracts for product packaging and distribution, household provision, etc., have all been undertaken by many women entrepreneurs with low capital and technical knowledge.

Policies and Programmes for Women in Business

27 government programmes are now being implemented to help women succeed in business. Below are a few of them:

- Integrated Rural Development Programme (IRDP)
- Khadi And Village Industries Commission (KVIC)
- Training of Rural Youth for Self-Employment (TRYSEM)
- Prime Ministers Rojgar Yojana (PMRY)
- Assistance to Rural Women in Non-Farm Development (ARWIND)
- Trade Related Entrepreneurship Assistance and Development (TREAD)
- Working Women's Forum
- Indira Mahila Kendra
- Mahila Samiti Yojana
- Mahila Vikas Nidhi
- Micro Credit Scheme
- Women's Development Corporations (WDCs)

- Marketing of Non-Farm Products of Rural Women (MAHIMA)
- Entrepreneurial Development programme (EDPs)
- Management Development programmes
- Indira Mahila Yojana
- Rashtriya MahilaKosh
- SIDBI,,s Mahila Udyam Nidhi

Conclusion: Women now participate equally in society on all societal levels in a variety of ways. There are certain women who have entered the industrial field and have become well-known both domestically and abroad. More female leaders will enter new industries in the future. They would feel more contented and it will generate income for them. Women are referred to as the embodiment of Shakti, which is a source of power, in Hindu scriptures. Their function has changed today. The head of a family, then a nation, is a woman. Furthermore, they do not wish to pass away within the confines of the room's four walls.

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समाजशास्त्र एवं राजनीति विज्ञान

समाज विज्ञान संकाय

दयालबाग एजुकेशनल इंस्टीट्यूट, डीम्ड यूनिवर्सिटी, दयालबाग
आगरा

उच्च शिक्षा में पाठ्यक्रम विकास तथा कार्यान्वयन

सार

भारत, चीन के बाद संसार का दूसरा सबसे अधिक आबादी वाला देश है जिसमें कुशल कार्यबल तथा स्व-नियोजित उद्यमियों की विद्यमानता है। यहाँ छात्रों को राष्ट्र का 'भविष्य निर्माता' माना जाता है लेकिन बेरोजगारी जैसा अभिशाप अभिनव भारत के निर्माण में अत्यन्त दुरुह बाधा है इसलिए शिक्षा प्रणाली में विशेष रूप से उच्च शिक्षा में पाठ्यक्रम संशोधन स्वरूप सम्बन्धी विकसित प्रणाली को अपनाकर क्रान्ति स्वरूप लागू करने की आवश्यकता है जिससे केवल छात्रों को रोजगार सम्बन्धी साथ ही उनके बहुमुखी विकास हेतु अग्रसरता प्राप्त हो। किसी भी प्रकार की शिक्षण व्यवस्था में पाठ्यचर्चा शिक्षा की 'रीढ़' के रूप में कार्य करता है इसलिए राष्ट्रीय मूल्यांकन और प्रत्यायन परिषद, छ।।६ 2008-०९ ने पुराने ढाँचे की प्रासंगिकता प्रदान करने हेतु प्रत्येक मानदंड में सर्वोत्तम प्रथाओं को शामिल करने पर बल दिया। सर्वोत्तम प्रथायें जैसे – छात्रों में वैज्ञानिक सोच विकसित करना, लिंग या जाति की परवाह किये बिना गुणवत्तापूर्ण शिक्षा प्रदान करना, खेल और दृश्य कलाओं सम्बन्धी कैरियर निर्माण, छात्रों के मध्य स्वस्थ राजनीतिक दृष्टिकोण तथा उचित नेतृत्व की गुणवत्ता विकसित करना इत्यादि। इसके अतिरिक्त व्यावसायिक पाठ्यक्रम को भारत की उच्च शिक्षा अकादमियों में सम्मिलित करके विश्वविद्यालयी छात्रों के व्यावहारिक तथा तकनीकी कौशल में विकास सम्बन्ध है। व्यावसायिक पाठ्यक्रम के अन्तर्गत फोटोग्राफी, एनीमेशन, इवेंट मैनेजमेंट, चिकित्सा प्रयोगशाला तकनीशियन तथा परामर्श मनोविज्ञान इत्यादि हैं जो उन्हें रोजगार के अनपेक्षित अवसर उपलब्ध कराने में सहायक हैं। व्यावसायिक प्रशिक्षण के माध्यम से उपलब्ध सर्वोत्तम अनपेक्षित अवसर महिला सशक्तिकरण को माना जा सकता है क्योंकि इससे उन्हें अच्छी नौकरी या रोजगार प्राप्ति सराहनीय है जिससे वे आत्मनिर्भर बनती हैं तथा उनके व उनके परिवार के जीवन स्तर में सुधार होता है। इस प्रकार यह अपेक्षित है कि भारत में अकादमियों को तदनुसार पहल करनी चाहिए जिससे प्रौद्योगिकी तथा कम्प्यूटर सहायता प्राप्त शिक्षा के साथ उद्यमिता, नवीन अनुसंधान इत्यादि को शामिल कर पाठ्यक्रम विकास में व्यावहारिकता तथा प्रासंगिकता प्रदान की जा सके।

परिचय

तीव्रतर रूप से परिवर्तनशील इस संसार में सामान्य व्यक्ति, पेशेवर, शिक्षार्थी तथा अन्य समस्त मानव जाति हेतु भिन्न-भिन्न प्रकार की चुनौतियों का सामना एक सामान्य बात है। हमें इस तकनीकी सम्पन्न समाज में वर्तमान तथा भविष्य को सुनहरा बनाने हेतु उच्च शिक्षा में अप्रासंगिक पाठ्यक्रम सम्बन्धी पुराने कौशलों तथा मूल्यों को रूपान्तरिक कर उन्हें प्रासंगिकता स्वरूप क्रियान्वित करना है। बढ़ती जनसंख्या, रोजगार का अभाव, जटिल प्रतिस्पर्धा इत्यादि के कारण शिक्षार्थियों हेतु यह कौशल लाभकारी होने चाहिए जैसे – सीखने का कौशल, महत्वपूर्ण तथ रचनात्मक सोच, साक्षरता कौशल, सहाकार्यता, मीडिया साक्षरता, जीवन जीने सम्बन्धी कौशल, तकनीकी साक्षरता, व्यवहारिक लचीलापन, मार्गदर्शन सम्बन्धी कौशल, पहल करने सम्बन्धी क्षमता, सामाजिक-सांस्कृतिक कौशल तथा उत्पादन कार्यप्रणाली इत्यादि। इन सभी क्षेत्रों में दक्षता प्राप्ति के साथ-साथ एक व्यक्ति के दृष्टिकोणों, विश्वासों तथा अन्य सभी प्रकार के कार्यों को उचित स्वरूप प्रदान करने में हमारे मूल्यों का भी योगदान सराहनीय देखा जा सकता है। हमारे आवश्यक मूल्यों में उत्तरदायित्व, सद्भावना, लचीलापन, सत्यनिष्ठा, सम्मान तथा वसुधैव कुटुम्बकम् आदि शामिल

हैं, जिससे व्यक्ति में नैतिक सिद्धान्तों का पालनकर्ता सम्बन्धी योग्यता विकसित होती है, वे साहसी, आशावादी, अनुकूलनकर्ता तथा उपयोगिताकुशल में प्रवीणता के साथ आगे बढ़ते हैं और एक सामाजिक सामंजस्य को बढ़ावा देते हुए बहु-सांस्कृतिक समाज की एकता और विविधता को दृढ़ रखते हैं। उपरोक्त मूल्यों तथा कौशलों के सम्बन्ध में यह कहना महत्वपूर्ण है कि इनके विकास में परिवार, समाज तथा शिक्षण संस्थायें माध्यम स्वरूप एक पुल का कार्य करती हैं तथा इस प्रक्रिया में संस्थायें निंदा व दंड, प्रोत्साहन, प्रशिक्षण जैसे उपकरणों का प्रयोग कर इस सम्पूर्ण प्रक्रिया-पद्धति को व्यवहारिकता तथा प्रासंगिकता प्रदान करते हैं।

उद्देश्य

1. उच्च शिक्षा में 21वीं सदी के कौशलों की भूमिका का अध्ययन।
2. उच्च शिक्षा में 21वीं सदी के मूल्यों की भूमिका का अध्ययन।
3. प्रासंगिक कौशलों तथा मूल्यों की छात्रों हेतु महत्वता।

क्रिया विधि

अध्ययनकर्ता ने प्रस्तुत अध्ययन को पूरा करने के लिए भिन्न-भिन्न द्वितीयक स्रोतों जैसे सम्बन्धित जर्नल, पुस्तकें तथा वेबसाइट इत्यादि के माध्यम से तथ्य संग्रहण किया गया है तथा यह अध्ययन गुणात्मक प्रकृति का है।

21वीं सदी सम्बन्धी कौशल तथा मूल्य: सुनहरे भविष्य हेतु निहितार्थ

वर्तमान परिवर्तनशील दुनिया में बदलती तकनीकी के साथ वैश्वीकरण तथा लचीलापन सम्बन्धी महत्वपूर्ण विचारधारायें हैं। इस लेख में हम उच्च शिक्षा सम्बन्धी पाठ्यक्रम के प्रासंगिक कौशलों तथा मूल्यों के सन्दर्भ में अपने वर्तमान को समझते हुए भविष्य को भी मूल्यवान बनाने हेतु तथ्यों का एक खाका तैयार किया गया है। उच्च शिक्षा में कौशल तथा मूल्यों की महत्वपूर्ण कार्यप्रणाली पर प्रकाश डालेंगे। इससे जो हमारे ज्ञान में अन्तराल देखा जा रहा है उसे भरा जा सके। हाल के दशकों में तीव्रतर तकनीकी विकास के परिणामस्वरूप अर्थव्यवस्था, शैक्षणिक संस्थान, कार्यस्थल तथा दैनिक जीवन में सूचना व संचार प्रौद्योगिकियों के विकास और उपयोग में देखे जा रहे हैं। वैश्विक बाजार में सफलता या असफलता के मानदंड एक दिन से दूसरे दिन बदल जाते हैं जो कौशल तथा मूल्य अत्यधिक मूल्यवान हुआ करते थे वे अप्रचलित हो जाते हैं।

21वीं सदी के कौशल

कौशल वह है जो किसी जटिल कार्य को सफलतापूर्वक और दक्षता से सम्पन्न करने की योग्यता पर बदल देता है जैसे – पढ़ना, लिखना, हवाई जहाज उड़ाना तथा मोबाइल लैपटॉप जैसे अन्य डिवाइस का उपयोग करना इत्यादि। कुछ महत्वपूर्ण कौशल इस प्रकार हैं – सर्वप्रथम अधिगम कौशल, जिसमें गहन सोच, समस्या समाधान, सृजनात्मकता, नवाचार, सहयोगात्मकता तथा सम्प्रेषण शामिल हैं। द्वितीयक, साक्षरता कौशल, जिसमें जानकारी की साक्षरता, मीडिया की साक्षरता तथा तकनीकी साक्षरता सम्मिलित हैं। तृतीयक, जीवन कौशल, इसे डब्ल्यू.एच.ओ. ने तीन प्रकार से विभाजित करके समझाया है जिसमें सामाजिक कौशल के अन्तर्गत आत्मजागरूकता, परानुभूति, संचार, अन्तरव्यक्तिक सम्बन्ध आते हैं, चिन्तन कौशल में सृजनात्मकता, समालोचनात्मकता, निर्णय-निर्माण, समस्या समाधान इत्यादि हैं, भावनात्मक कौशल के अन्तर्गत तनाव का सामना, संवेगों का सामना आते हैं। सी.बी.एस.ई. द्वारा जारी निर्देश जो 21वीं सदी के कौशलों को बढ़ावा देने

हेतु महत्वपूर्ण हो सकते हैं, जैसे – विभिन्न कलाओं की जानकारी, अनुभवजन्य अधिगम की निर्णायक भूमिका को महत्व, भारतीय विरासत सम्बन्धी वार्तालाप, कला प्रदर्शनी, विज्ञान प्रदर्शनी, कहानी सुनाने सम्बन्धी प्रतिस्पर्धा, एक भारत श्रेष्ठ भारत विचारधारा इत्यादि।

21वीं सदी के मूल्य

हास्टे (2018) के अनुसार, मूल्य वे मार्गदर्श सिद्धान्त हैं जो निजी और सार्वजनिक जीवन के सभी क्षेत्रों में निर्णय लेते समय लोगों को महत्वपूर्ण मानते हैं। वे निर्धारित करते हैं कि लोग निर्णय लेने में किसको प्राथमिकता देंगे और वे सुधार की मांग करने के लिए क्या प्रयास करेंगे। मूल्य को सामान्यतः चार श्रेणियों में वर्गीकृत किया जाता है, व्यक्तिगत, सामाजिक, सामाजिक, मानवीय। इनके अतिरिक्त सत्यनिष्ठा सम्मान, उत्तरदायित्व, सद्भावना के साथ-साथ नागरिक साक्षरता, वैश्विक जागरूकता तथा क्रांस-सांस्कृतिक जागरूकता इत्यादि महत्वपूर्ण हैं। मनुष्य जाति में इन सभी के समावेशन हेतु मूल्य शिक्षा एक अत्यन्त सराहनीय कार्य कर रही है। उचित मूल्य हमें कठिन परिस्थितियों में सही निर्णय लेने में मदद करते हैं जिससे निर्णयन क्षमता में सुधार होता है। ये मूल्य ही हैं जो उम्र के साथ बढ़ती जिम्मेदारियों की श्रृंखला के कारण उत्पन्न शून्य को भरने में सहायक हैं, शारीरिक, मानसिक, भावनात्मक और आध्यात्मिक पहलुओं के सन्दर्भ में मनुष्य के सभी दृष्टिकोणों का विकास, रूढ़िवादिता को नकारते हुए जिज्ञासा की भावना जाग्रत करते हैं। मनुष्य को सामाजिक, राष्ट्रीय तथा अन्तर्राष्ट्रीय स्तर पर भाईचारे को समझाने हेतु परमावश्यक हैं। इस प्रकार मूल्य समाज के अनेक विश्वास, आदर्श, सिद्धान्त, नैतिक नियम और व्यवहार के मानदंड हैं। इनमें से कुछ को व्यक्ति अधिक महत्व देता है और कुछ को अपेक्षाकृत कम। मनुष्य जिन्हें जितना ज्यादा महत्व देता है, वह उसके लिए उतने ही अधिक शक्तिशाली मूल्य होते हैं।

आज के छात्रों हेतु 21वीं सदी के कौशल व मूल्य क्यों आवश्यक हैं –

1. छात्रों में विभिन्न प्रकार की क्षमतायें विकसित होती हैं जिससे वे रोजमर्रा की जिंदगी की चुनौतियों का सामना करने में मददगार हैं।
2. छात्रों की योग्यता तथा वृद्धि के मध्य समायोजन को बनाये रखना जिससे समाधान निकालने में सहायता होती है।

3. मूल्य शिक्षा के माध्यम से समाज में सकारात्मक मूल्यों की क्षमताओं और अन्य प्रकार के व्यवहार को विकसित करता है।
4. कौशलों तथा मूल्यों द्वारा छात्रों में सहयोग, समानता, साहस, प्रेम व करुणा, बंधुत्व, गरिमा, वैज्ञानिक दृष्टिकोण, विभेदीकरण करने की क्षमता आदि गुणों का विकास होता है।
5. छात्रों को एक उत्तरदायी नागरिक बनने में सहायक है जिससे वे भी राष्ट्र निर्माण में सराहनीय योगदान कर सकते हैं।
6. मूल्य व कौशल छात्रों को उनके भविष्य को आकार देने तथा सही उद्देश्य को खोजने में महत्वपूर्ण भूमिका रखते हैं।
7. प्रचलित मूल्य व कौशल प्रत्येक छात्र में भावनात्मक बुद्धिमत्ता का पोषण करते हैं जिससे प्रत्येक छात्र अधिक दयालु तथा सशक्त व्यक्ति बनकर उभरें।

शिक्षा के क्षेत्र की भूमिका

विभिन्न आवश्यकताओं की पूर्ति में शिक्षा तथा शैक्षणिक संस्थान ही ऐसे माध्यम हैं जो उचित रूप से वहनीय हैं परन्तु शिक्षा के क्षेत्र में भी समस्याओं की दीवार वृद्धि करती जा रही है। प्रो. हुमायूँ कबीर के शब्दों में, "अनेक बार यह कहा गया है कि विश्वविद्यालयों में जो शिक्षा दी जाती है, वह व्यक्ति को व्यावहारिक शिक्षा प्रदान नहीं करती है।" विश्वविद्यालयों से पढ़कर निकलने वाले छात्र-छात्राओं में शारीरिक श्रम तथा ग्रामीण जीवन के प्रति अरुचि हो जाती है। अप्रासंगिक पाठ्यक्रम, शिक्षित बेरोजगारी, अपव्यय तथा अवरोधन की समस्या, उच्च शिक्षा स्तर में गिरावट, उपयुक्त शैक्षणिक प्रशिक्षण का अभाव, नामांकन तथा प्रवेश की समस्या आदि शिक्षा के क्षेत्र में विकट समस्याएँ हैं ये आज भी भारत जैसे विकासशील देशों में विद्यमान हैं। इन नकारात्मक तथ्यों का प्रभाव प्रचलित कौशलों तथा मूल्यों पर प्रत्यक्षतः अनुभव किया जा सकता है।

जाँच परिणाम

शिक्षा के माध्यम से व्यवहार और मूल्यों के विकास के महत्व पर अन्तर्राष्ट्रीय मंचों पर तेजी से चर्चा हो रही है।

आर्टिफिशियल इंटेलिजेन्स के उपयोग ने नैतिकता को शिक्षा के एजेंडे में सबसे ऊपर रखा है अर्थात् ज्ञान, कौशल, दृष्टिकोण और मूल्यों की अन्तर

सम्बन्धिता पर जोर देना कहीं अधिक महत्वपूर्ण हो गया है।

मानव गरिमा, सम्मान, समानता, न्याय, जिम्मेदारी, वैश्विक-मानसिकता, सांस्कृतिक विविधता, स्वतंत्रता, सहिष्णुता और लोकतंत्र जैसे कुछ मूल्यों को दिए गए महत्व पर एक सामान्य धागा उभरा है। ये मूल्य व्यक्तियों, समुदायों और संसार की भलाई पर निर्मित एक साक्षात् भविष्य को आकार देने में मदद करेंगे।

उदाहरणार्थ सिंगापुर का पाठ्यक्रम इस बात पर बल देता है कि भिन्न-भिन्न प्रकार के कौशलों को सीखने के साथ मूल मूल्यों जैसे – अखंडता, देखभाल, उदारता, जिम्मेदारी और सद्भाव इत्यादि को भी सीखा जाता है। यहाँ के पाठ्यक्रम में एक विशेष विषय "चरित्र और नागरिकता शिक्षा" शामिल है। ये मूल्य 21वीं सदी की दक्षताओं को भी सूचित करते हैं जैसे – नागरिक साक्षरता, वैश्विक जागरूकता और क्रॉस सांस्कृतिक कौशल, आविष्कारक विचारशील कौशल, संचार और सूचना कौशल। वैश्वीकरण, तकनीकी विकास जैसी प्रवृत्तियों को सम्बोधित करने हेतु इन दक्षताओं की आवश्यकता है। इस प्रकार इस अध्ययन का उद्देश्य एक आत्मविश्वासी व्यक्ति, एक स्व-निर्देशित शिक्षार्थी, एक सम्बन्धित नागरिक और एक सक्रिय योगदानकर्ता का पोषण किया जा सके। एस्टोनियाई शिक्षा और अनुसंधान मंत्रालय ने वर्ष 2009 में राष्ट्रीय कार्यक्रम, "एस्टोनियन सोसाइटी 2009-2018 में मूल्य विकास" को मंजूरी दी जिसे वर्ष 2015-20 के लिए नवीनीकृत किया गया।

भारत देश के उत्तराखंड राज्य के उच्च शिक्षा मंत्री ने भी प्रदेश की उच्च शिक्षा व्यवस्था में एकरूपता, गुणवत्ता तथा छात्र-छात्राओं में नैतिक मूल्यों के विकास हेतु राष्ट्रीय शिक्षा नीति के तहत विविध पाठ्यक्रम में नैतिक शिक्षा सम्बन्धी विषय शामिल करने पर जोर दिया है।

इन सभी विभिन्न प्रेरणास्रोतों की पहल को स्वीकारते हुए यह भी नकारा नहीं जा सकता है कि ऑन लाइन शिक्षण प्रक्रिया के द्वारा जहाँ एक ओर दूरस्थ क्षेत्रों में शिक्षा उपलब्धता सम्भव हो पाई है तो वहीं दूसरी ओर इस प्रक्रिया द्वारा शिक्षण प्राप्तकर्ताओं में सामाजिक कौशल तथा मूल्यों का ह्रास देखा जा रहा है। अतः यह कुछेक ऐसे नकारात्मक पक्ष भी हैं जिन पर ध्यान बाँधना अत्यावश्यक हो जाता है।

निष्कर्ष

शिक्षा, नई प्रौद्योगिकियाँ नवाचार के लिए भारी अवसर पैदा करती हैं, लेकिन यह अनिवार्य रूप से

लचीलेपन के उच्च आवश्यक स्तर की ओर भी ले जाएगा। यह भी नकारा नहीं जा सकता कि मशीनीकरण, नौकरी की संरचना के धुवीकरण की ओर ले जाता है। शिक्षा में आईसीटी विकास के महत्वपूर्ण प्रभावों में से एक यह है कि एक स्वायत्त पेशेवर के रूप में शिक्षक की भूमिका को बदलता है जो पाठ्यक्रम, शिक्षण और मूल्यांकन के विकास के लिए पूरी तरह से जिम्मेदार है।

इस प्रकार यह कहना उचित होगा कि शिक्षण संस्थाओं को सीखने के उपयुक्त प्रबंधन प्रणाली का चुनाव करना होगा जिससे विषय तथा विद्यार्थियों दोनों की आवश्यकताओं व लक्ष्यों में सामंजस्य बैठाया जा सके। ऑनलाइन तथा प्रत्यक्ष दोनों शिक्षण पद्धतियों में सामंजस्य बैठाते हुए, राष्ट्रीय लक्ष्यों को ध्यान में रखकर हम शिक्षा द्वारा संपोषणीय विकास के अपेक्षित लक्ष्यों की प्राप्ति कर सकते हैं।

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दमित भावनाओं व कुंठाओं के सन्दर्भ में कला समेकित शिक्षा का आलोचनात्मक विश्लेषण

सार

कला मनुष्य मन की सौन्दर्यपूर्ण अभिव्यक्ति है। यह जीवन को सत्यम् शिवम् सुन्दरम् से समन्वित करती हैं इसके द्वारा ही बुद्धि व आत्मा का सत्य रूप झलकता है। कला ही आत्मिक शान्ति का माध्यम है। जहाँ कला विचारों व भावों की अभिव्यक्ति है वही शिक्षा विचार व भावनाओं को संरचित रूप में सामने वाले तक पहुँचाने का माध्यम है। शिक्षा में कला बालकों को अपनी भावनाओं विचारों, संवेगों, इच्छाओं, अन्तर्द्वन्द्वों को प्रक्षेपित करने का माध्यम प्रस्तुत करती है।

कला को एक विषय के रूप में शिक्षा प्रक्रिया में व मनोवैज्ञानिक तकनीक के रूप में मनो-विश्लेषण में सदियों से प्रयोग में लाया जाता रहा है। वर्तमान में 21वीं सदी के कौशलों को विकसित करना शिक्षा का मुख्य उद्देश्य है वही भौतिक चकाचौंध से बदलती जीवन शैली से विद्यार्थियों पर पड़ रहे नकारात्मक प्रभावों को कम करने हेतु नए आयाम विकसित करना भी अपरिहार्य है। कला के विभिन्न रूपों (दृश्य व प्रदर्शन कला) को मनोवैज्ञानिक उपचारात्मक प्रभावों से युक्त कला-समेकित शिक्षा के रूप में वर्तमान शिक्षा प्रणाली में प्रयुक्त किया जा सकता है। कला को शिक्षा में एकीकृत करते हुए विद्यार्थियों में संवेगात्मक, भावनात्मक, मूल्य प्रधान व सौन्दर्यात्मक प्रभावों को बढ़ाया जा सकता है, जिससे विद्यार्थियों में बढ़ते आपसी अंतर्द्वन्द्वों, संवेगों व मानसिक अस्वस्थता व कुसमायोजन के प्रभावों को कम किया जा सके। कला उपचार के लाभों को चिकित्सा और शैक्षिक गतिविधियों के परिप्रेक्ष्य में लेते हुए विद्यार्थियों के संतुलित विकास को बढ़ावा देने का महत्वपूर्ण तरीका हो सकता है। कला उपचार में संगीत, रंग तकनीकों का प्रयोग, रंगमंच, फिल्म, पेंटिंग मूर्तिकला और चित्रकला, कविता का कोई रूप, रचनात्मक लेखन जैसी कलात्मक गतिविधियों को प्रयुक्त करते हुए रचनात्मक व अभिव्यंजन कलाओं से पूर्ण ऐसी तकनीक को विकसित किया जा सकता है जिसके द्वारा मनो-चिकित्सीय लाभ प्राप्त किया जा सके।

कला समेकित शिक्षा, मनोविज्ञान व मनोविश्लेषण तथा कला उपचार के रूप में एक संयुक्त आयाम प्रस्तुत कर सकती है। जहाँ विद्यार्थियों की दमित भावनाओं व कुंठाओं को कला रूपों में आरोपित करते हुए, उन्हें एक रचनात्मक, सृजनात्मक वातावरण प्रदान किया जा सके जिससे विद्यार्थियों की प्रतिभा, संज्ञानात्मक व बौद्धिक कुशलताओं को उनकी रचनात्मक कुशलताओं के साथ जोड़ा जा सके।

कीवर्ड : दमित भावना, मानसिक कुंठा, कला समेकित शिक्षा, मनोवैज्ञानिक तकनीक।

प्रस्तावना

कला मनुष्य मन की सौन्दर्यपूर्ण अभिव्यक्ति है। यह जीवन को सत्यम् शिवम् सुन्दरम् से समन्वित करती है। इसके द्वारा ही बुद्धि व आत्मा का सत्य स्वरूप झलकता है। कला ही आत्मिक शान्ति का माध्यम है।

कला को एक तकनीक के रूप में भी जाना और समझा जाता है। यह वह तकनीक है, जिसका उपयोग विचारों की अभिव्यक्ति के लिए किया जाता है। जब हम व्याकुल, चिंतित व तनाव ग्रस्त होते हैं, तब कला के विभिन्न रूप मन को शांति, प्रसन्नता व तनाव मुक्त जीवन प्रदान करते हैं।

“कला को अक्सर इसके कई रूपों के कारण अनिश्चित व अथाह के रूप में जाना जाता है, इसने समाज के भीतर के रहस्यों को उजागर किया है।” (डिसनायके, 1998)

बनफोर्ड, 2007 के अनुसार “विभिन्न विषयों व कला के विभिन्न रूपों के मध्य (नृत्य, संगीत, दृश्य कलाएं और रंगमंच) कला के द्वारा एवं कला

के साथ एक शिक्षण उपागम के माध्यम से सम्बन्ध स्थापित करना है।” कई अलग-अलग तकनीकें कला ने हमें दी हैं जिनका उपयोग शारीरिक व मानसिक संतुष्टि के लिए किया जा सकता है। उदाहरण के लिए चित्रकारी, मूर्तिकला, संगीत, नृत्य, लेखन अभिव्यक्ति आदि कल्पनाशीलता व विचारों को अनोखे तरीके से प्रस्तुत करने में सहायता देते हैं। कला एक नैदानिक उपकरण की तरह कई क्षेत्रों जैसे – मनोचिकित्सा, मनोविज्ञान व शिक्षा के क्षेत्रों में पिछले 50 वर्षों से स्वास्थ्य देखभाल करती आ रही है। यह प्रक्रिया मनोचिकित्सा के सिद्धांतों और उपचार के लिए मानवतावादी दृष्टिकोण प्रस्तुत करती है, जो आत्मनिर्भरता और कल्याण के संवर्धन पर केंद्रित है। (ईटन एट भल : 2007)

कला को शिक्षा के साथ जोड़कर, कला समेकित शिक्षा का एक नवीन प्रत्यय विकसित किया जा रहा है। जो बालकों के सम्पूर्ण व्यक्तित्व विकास में सहायक हो सकता है। बाल केन्द्रित शिक्षा, शिक्षा प्रदान करने का एक मनोवैज्ञानिक पहलू प्रस्तुत करता है, वहीं कला को एक

विषय व माध्यम के रूप में मनोविज्ञान आधारित बाल केन्द्रित शिक्षा के साथ जोड़ना, एक ऐसे उपचारात्मक पक्ष को प्रस्तुत करता है जिसके साथ बालक के शारीरिक व मानसिक स्वास्थ्य की कल्पना को साकार रूप दिया जा सकता है।

आज के परिप्रेक्ष्य में देखा जाए तो भौतिक सुख-साधनों के कारण मानव के वैयक्तिक व सामाजिक जीवन में चमत्कारिक रूप से प्रगति व वृद्धि हुई है, परन्तु भौतिक जगत की इस चमक-दमक के पीछे मानव जीवन अनेकों दमित आकांक्षाओं, अन्तर्द्वन्द्वों, कुंठाओं तथा अनन्त संघर्षों व निराशाओं का भी अपरिहार्य अभिशाप मिला है। नित नवीन, क्षणिक तृष्णाओं व लालसाओं ने जीवन को संघर्षपूर्ण, तनावपूर्ण व अभावपूर्ण बना दिया है। हमारे मन की सौन्दर्यपूर्ण भावनाएँ कलुषित व धूमिल हो गयी हैं। मानव जीवन के मूल्यों, आदर्शों का भी तीव्र हवास हुआ है, जिससे बाल विकास की कोई भी अवस्था अछूती नहीं रही है।

भौतिक चकाचौंध का सबसे अधिक प्रभाव किशोर जीवन पर पड़ा है और इसके दुष्प्रभावों के रूप में अनैतिकता, किशोर/बाल अपराध, कलुषित मनोभाव, आत्महत्या की बढ़ती प्रवृत्ति, कामुकता आदि रूपों में सामने आ रहे हैं।

कला युक्त शिक्षा को बालकों की भावनाओं को व्यक्त करने के लिए कलात्मक साधनों का उपयोग करते हुए मनो-सुधारात्मक संवाद का एक माध्यम बनाया जा सकता है, जो बालकों की भावनात्मक जरूरतों को पूरा करने, दबी हुई इच्छाओं को बाहर निकालने, मानसिक तनाव या कुंठाओं को दूर करने, आत्म स्वीकृति का निर्माण करने व आत्म सम्मान बढ़ाने और सामाजिक कौशल विकसित करने में सहायक हो सके।

बालक विद्यालय में कला के विभिन्न रूपों जैसे – चित्रकला, मूर्तिकला, संगीत, नृत्य, कविता, आत्मलेखन आदि के माध्यम से कई भावनात्मक प्रक्रियाओं जैसे डर, पश्चाताप, क्रोध, चिंता अवसाद, अन्तर्द्वन्द्व को व्यक्त करके मानसिक संतुष्टि प्राप्त करके सुस्वास्थ्य की ओर बढ़ सकता है। **उलमान एण्ड डाचिंगर (1975)** के अनुसार **“सभी रचनात्मक कला शिक्षा का उद्देश्य भावनात्मक स्वतंत्रता और संरचित अभिव्यक्ति है।”**

कला समेकित शिक्षा इन दुष्प्रवृत्तियों को कम करने का उपयुक्त माध्यम हो सकती है। क्योंकि यह बालक को स्वच्छ वातावरण व स्वच्छ मन प्रदान कर सकती है, अहम् व पराहम् के निर्माण में सहायता कर सकती है, मनोवैज्ञानिक विकास, आत्मानुशासन व आत्म-जागरूकता और आत्म सम्मान में वृद्धि कर जीवन

जीने की कला सिखा सकती हैं।

रुबिन (1978) के अनुसार बालक जो अक्षमता से ग्रस्त है या अवसाद, चिंता या व्यवहार से संघर्ष करते हैं, उनके लिए कला संज्ञानात्मक व सामाजिक रूप से सुधारने का एक अवसर है जो पारस्परिक कौशल व आत्म सम्मान जाग्रत करती है।

सामान्यतया जो तनाव, असफलता, कुंठा आदि को सहन करके समायोजन की क्षमता रखता है, जो अन्तर्द्वन्द्वों व मनोविकारों से दूर रहता है वह मानसिक रूप से स्वस्थ माना जा सकता है। मानसिक स्वास्थ्य व शिक्षा का संबंध बहुत प्राचीन है। गुरुकुल प्रणाली में वैदिक शिक्षा मूल्यों व आदर्शों से युक्त वातावरण में प्रदान की जाती थी, जहाँ विद्यार्थियों का शारीरिक व मानसिक स्वास्थ्य उत्तम रहा था। शिक्षा मनुष्य को उसके जीवन संबंधी सिद्धान्तों और आचरणों को समझने में सहायता पहुँचाती थी। **“व्यक्ति का शरीर और मन शिक्षा से ही परिष्कृत और पवित्र होता है।” (ब्राह्मण पुराण 1/4/15)**। वैदिक काल से अब तक शिक्षा के स्वरूप में भी परिवर्तन हुआ है, बालकों की बुद्धिमत्ता, रुचियों और मानसिक पक्षों पर विशेष ध्यान दिया जा रहा है, शिक्षा बाल केन्द्रित हो गयी है। बालकों की मानसिक स्थिति को ध्यान में रखते हुए पाठ्यक्रम तैयार किया जा रहा है। जिसका उद्देश्य है बालक का पूर्ण विकास। **“अरविन्द घोष के अनुसार : शिक्षा का उद्देश्य व्यक्तित्व का चहुँमुखी विकास करना है” – माथुर डॉ. एस.एस. (1997)**। ऐसे गुणों से युक्त शिक्षा में शिक्षक का कर्तव्य है, कि वह मानसिक स्वास्थ्य का ध्यान रखते हुए, मानसिक रूप से अस्वस्थ छात्रों का निदान या पहचान करके उसके मन की भावनाओं व कुंठाओं को बाहर निकालने में एक उपचारकर्ता की तरह सहयोग कर सके, इसके लिए वह जिन माध्यमों का प्रयोग करे वह रचनात्मक व सौन्दर्यपूर्ण अभिव्यक्ति को सक्षम बनाने वाले हों तो बालक के डर, भय, चिंता, दमित इच्छाओं व हताशाओं को आत्म समायोजित, आत्म नियंत्रित, व रचनात्मक बनाया जा सकता है।

वैचारिक रूपरेखा

कला मानव जाति के लिए एक सार्वभौमिक विशेषता या व्यवहार है, यही कारण है कि इसका उपयोग व्यापक रूप से लोगों तक पहुँचाने के लिए किया जा सकता है। (डिस्सानियाक, 1988)। कला व शिक्षा आपस में सह संबंधित हैं। जहाँ कला विचारों व भावों की अभिव्यक्ति है, वहीं शिक्षा विचार व भावनाओं को संरचित रूप में सामने वाले तक पहुँचाने का माध्यम है। तो कभी

शिक्षा में कला बालकों को अपनी भावनाओं, विचारों, संवेगों, इच्छाओं, अन्तर्द्वन्द्वों को प्रक्षेपित करने का माध्यम प्रस्तुत करती है।

कला के विभिन्न रूपों का प्रयोग प्राचीन समय से शिक्षा व्यवस्था, मनोचिकित्सा, मनोविज्ञान अभिव्यंजक चिकित्सा में किया जाता रहा है। सभी में कला रूपों को प्रयुक्त करने का उद्देश्य मानसिक, शारीरिक, सामाजिक कार्यों में सकारात्मक प्रभावों को उत्पन्न करना है।

कला सम्बन्धित साहित्यों का गहन अध्ययन करने के पश्चात् शोधार्थिनी के अनुसार कला के सम्बन्ध में तीन दृष्टिकोण सामने आते हैं –

कला के सम्बन्ध में प्रथम दृष्टिकोण

कला के सम्बन्ध में पहला दृष्टिकोण इसका मनोविज्ञान से संबंध में सामने आता है। कला का मनोविश्लेषण व मनोविज्ञान से संबंध सबसे पहले फ्रायड के व्यक्तित्व सिद्धांत में पाया जाता है। फ्रायड मानते हैं कि मानव व्यक्तित्व निर्माण में इड, इगो व सुपर इगो महत्वपूर्ण भूमिका रखते हैं। इड अर्थात् इदं जो पशुवत है, इसमें कई दमित इच्छाएँ, वासनाएँ वास करती हैं। ये अचेतन मन में रहती है, और शारीरिक व मानसिक समस्याओं को बढ़ावा देती है। केनन (1976) ने यह शोध किया है कि क्रोध/दमित भाव व्यक्ति को शारीरिक व मानसिक रूप से अस्वस्थ बना देता है।

“फ्रायड का मानना है कि कला दमित व्यवहारों को रचनात्मक और प्रबंधकीय तरीके से व्यक्त करने की अनुमति देती है जिससे कलाकार और दर्शक दोनों को अद्भुत आनन्द प्राप्त होता है।” (ग्लोवर 2003)। जब तनाव बहुत अधिक हो जाता है तब अहम् रक्षा तंत्र का उपयोग करता है, इस सिद्धांत के अनुसार कलाकार वह है जिसकी ऊर्जा इन अंतर्द्वन्द्वों पर कला के रूपों के माध्यम से कार्य करने के लिए समर्पित हो जाती है (लॉगन, 1955)। फ्रीलैड 2001 के अनुसार कला का एक प्रमुख तत्व सभी लोगों के बीच अचेतन इच्छाओं और सहज ज्ञान की अभिव्यक्ति है।

कला के सम्बन्ध में दूसरा दृष्टिकोण

कला के सम्बन्ध में दूसरा दृष्टिकोण उपचारात्मक तकनीक से संबंध रखता है। “कला को उपचार के रूप से आधिकारिक रूप में 1940 में एक अनुशासन के रूप में मान्यता दी गयी थी।” (हुसैन 2010)

कला उपचार से सम्बन्धित शोध अध्ययन

मागरेट नंबुर्ग (1940) कला के माध्यम से उपचार करने वाली पहली महिला थी, जिन्होंने मानसिक अस्पताल में द्वितीय विश्व युद्ध की त्रासदी से ग्रस्त लोगों के लिए अपनी बहन के साथ मिलकर उपचार किया। हन्ना यक्सा

कुर्तेकोत्सका, उन कला उपचार कर्ताओं में से एक हैं जिन्होंने परिवार समूह में कला उपचार आरम्भ किया। (क्रेमर, 1971)

कला उपचार पर प्रारम्भिक शोध उन बच्चों पर केंद्रित थे, जो विभिन्न मुद्दों, जैसे क्रोध, चिंता, विस्थापन और अवसाद से पीड़ित थे।

माल्चियोदी (1998) के अनुसार – “कला उपचार में संगीत, क्रोमोथेरेपी (रंगों की तकनीक), रंगमंच, फिल्म, दृश्य कला का उपयोग; पेंटिंग, मूर्तिकला और चित्रकला में प्रयुक्त कलात्मक साधन, कविता का कोई रूप, रचनात्मक लेखन, जैसी कलात्मक गतिविधियाँ प्रयुक्त की जाती है।”

दे आर्ट थेरेपी की लेखिका माल्चियोदी (1998) का तर्क है कि बच्चे जो आघात, दुर्व्यवहार, दुःख व पारिवारिक समस्याओं से लड़ते हैं, कला के विभिन्न रूपों से लाभान्वित हो सकते हैं।

क्रेन केनी (2000) ने अपने अध्ययन में पाया कि कला उपचार उन व्यक्तियों के लिए एक प्रभावी प्रक्रिया है जो भावनाओं को व्यक्त करने में असमर्थ रहते हैं और दमित भावनाओं और अन्तर्द्वन्द्वों से ग्रस्त हैं।

पलेशमैन (द आर्ट्स इन थेरेपी, 1981) के अनुसार “कला द्वारा उपचार के सबसे पुराने तरीकों में से एक है— साइकोड्रामा। यह प्रक्रिया परस्पर विरोधी भावनात्मक स्थिति को दूर करने में सक्षम बनाती है। साइकोड्रामा बच्चों और वयस्कों दोनों के लिए उपयुक्त है।”

कला के सम्बन्ध में तीसरा दृष्टिकोण

कला के सम्बन्ध में तीसरा दृष्टिकोण कला समेकित शिक्षा का है। कला समेकित शिक्षा का उद्देश्य, विद्यार्थियों की अधिगम प्रक्रिया में वृद्धि करना, उनमें सृजनात्मकता, निर्माणात्मकता, संचार कौशल में वृद्धि व गहन सोच का निर्माण करना है।

कला समेकित शिक्षा से सम्बन्धित अध्ययन

बर्नफर्ड, ब्राउन व अन्य ने (2007,1996) ने पाया कि “कला एकीकरण शिक्षण और सीखने की प्रक्रिया के रूप में नृत्य, संगीत, नाटक और अन्य दृश्य कलाओं को अन्य विषय के साथ संबंध स्थापित करना है।”

सिल्वरस्टीन और लेने (2010) ने कहा है “कला एकीकरण शिक्षण के लिए एक दृष्टिकोण है जिसमें छात्र एक कला रूप का निर्माण करते हैं और समझ का प्रदर्शन करते हैं। छात्र एक रचनात्मक प्रक्रिया में संलग्न होते हैं जो कला के रूप को जोड़कर कला और सम्बन्धित विषय दोनों में उद्देश्यों को पूरा करते हैं।”

कला से संबंधित इन तीनों पक्षों का अध्ययन

करने के पश्चात् शोधार्थिनी के मन में यह जिज्ञासा उत्पन्न हुई कि क्या कला समेकित शिक्षा को मनोविश्लेषण व मनोविज्ञान का आधार प्रदान करते हुए, कला के विभिन्न रूपों जैसे— चित्रकला, संगीत, काव्य व साहित्य लेखन आदि से जोड़कर विद्यार्थी के संज्ञानात्मक, मनोविश्लेषणात्मक पक्षों पर सकारात्मक प्रभावों को बढ़ाने व नकारात्मक पक्षों को कम करने के प्रभावों का अध्ययन किया जा सकता है?

दमित भावनाओं व कुंठाओं से सम्बन्धित अध्ययन

विलियम त्साई, डी. (2017) ने वियतनामी और यूरोपीय अमेरिकी किशोरों के बीच भावनाओं के दमन और कुरूपता के बीच जाँच में पाया गया है कि जातीय समूह अंतर के कारण वातावरणीय व सामाजिक कारणों से वियतनामी किशोरों ने भावना दमन का अधिक प्रयोग किया।

बटलर, ईए, ली.ई. एल और सकल (2007) शोध में नकारात्मक सामाजिक परिणामों का प्रभाव भावना दमन पर देखा और पाया गया कि नकारात्मक सामाजिक प्रभावों को सांस्कृतिक मूल्यों द्वारा संचालित किया जा सकता है।

कॉनर-स्मिथ और अन्य (2000) ने पाया गया कि किशोरावस्था में सामाजिक व मनोवैज्ञानिक कारणों व आन्तरिक बदलावों के कारण अनैच्छिक तनाव प्रतिक्रियाओं को बढ़ावा मिलता है।

दैनिक जीवन में दमित भावों का लगातार उपयोग कम सामाजिक समर्थन, रिश्तों की निकटता में कमी, भावनाओं को कम व्यक्त कर पाना, सहकर्मियों के बीच कम प्रसिद्धि जैसे परिणामों को बढ़ावा देता है। (सकल 2002, जॉन 2003)।

दमित भाव, वैवाहिक जीवन में दोनों भागीदारों (पति-पत्नी) के बीच वैवाहिक असंतुष्टि को व्यक्त करते हैं। (गोटमैन आरलेवेनसन, 1988)

बटलर, एमिलि व अन्य (3 (1), 48–67) ने शोध में अभिव्यंजक दमन का संचार व तनाव संबंधी प्रभाव के अध्ययन में पाया गया है कि भावना दमन ने संचार को बाधित किया और रक्तचाप में वृद्धि की व भावनात्मक अनुभव पर नकारात्मक प्रभाव डाला। समूहों के संबंध को कम कर दिया।

अहमासी, मुस्ताक (2005), ने माध्यमिक विद्यालय के छात्रों पर निराशा/कुंठा का शैक्षणिक प्रदर्शन पर अध्ययन करने पर पाया कि अधिक कुंठा का शैक्षणिक प्रदर्शन पर नकारात्मक प्रभाव पड़ता है।

जर्जर अहमद (2000) ने वयस्क छात्रों में बुद्धि स्तर व कुंठा का तुलनात्मक अध्ययन करते हुए यह

परिणाम प्राप्त किए कि बुद्धि स्तर पर कुंठा में कोई संबंध नहीं है।

सिंह ने (1986) शहरी युवाओं में कुंठा का अध्ययन किया जो अवध विश्व-विद्यालय के स्नातक छात्र थे। उनमें निम्न सामाजिक, आर्थिक स्थिति वाले स्नातक विद्यार्थियों में अधिक कुंठा पायी गयी।

चड्डा और घोष (1985) ने सृजनात्मकता, जोखिक क्षमता, आन्तरिक क्षमता और कुंठा का 69 छात्र-छात्राओं (कक्षा- 11-12) में उनके आपसी संबंधों पर अध्ययन किया और यह परिणाम प्राप्त किए कि मानसिक कुंठा उपर्युक्त तीनों को नकारात्मक रूप से प्रभावित करती है।

शोधार्थिनी ने यह अनुभव किया है कि कला को एक विषय के रूप में शिक्षा प्रक्रिया में, रोगोपचार के रूप में मनोविज्ञान व मनोविश्लेषण में सदियों से उपयोग में लाया जाता रहा है, किन्तु वर्तमान के बदलते परिदृश्य में जहाँ बालकों में 21वीं सदी के कौशलों को विकसित करना शिक्षा का मुख्य उद्देश्य है, वहीं भौतिक चकाचौंध से बदलती जीवन शैली से विद्यार्थियों के मन पर जो नकारात्मक प्रभाव पड़ रहे हैं उसके लिए शिक्षा को नए आयाम विकसित करने हैं, जो सकारात्मक भावों व विचारों की वृद्धि करे, उसके लिए कला के विभिन्न रूपों को मनोवैज्ञानिक उपचारात्मक प्रभावों से युक्त कला समेकित शिक्षा के रूप में उपयोग में लाया जा सकता है।

मनोवैज्ञानिक तकनीक के रूप में कला एवं शिक्षा में कला एकीकरण

अंतरिक्ष में आवासीय व्यवस्था स्थापित करने की आकांक्षा को मूर्त रूप देने में सक्षम तथा चन्द्रमा पर पृथ्वी की तरह चहल-कदमी करने में सक्षम आज का मानव, जहाँ असाध्य एवं नियंत्रण से परे समझे जाने वाले अनेक शारीरिक रोगों एवं प्राकृतिक प्रकोपों से मुक्त है, वहीं दूसरी ओर वह अधिक सूक्ष्म मानसिक अन्तर्द्वन्द्वों एवं कुंठाओं से ग्रस्त है। जहाँ वैज्ञानिक दृष्टिकोण निरन्तर प्रगति कर रहा है, वही दूसरी ओर मनुष्य अत्यधिक स्पष्टी, बेकारी, तीव्र सामाजिक एवं आर्थिक परिवर्तन, अनेक विरोधी खिंचाव एवं प्रबल समस्याओं का विशाल रूप में सामना करते देखा जा रहा है।

विश्व में सर्वाधिक विकसित एवं सम्पन्न देश अमेरिका में तनावों से मुक्ति पाने के लिए नागरिक प्रति वर्ष 2 खरब डॉलर से अधिक धन मद्यपान पर व्यय करते हैं, वहाँ 28 हजार मनस्ताप, मनोदैहिक, 58 हजार चारित्रिक विकृति व 65 लाख मानसिक दुर्बलता के रोगी विद्यमान हैं। भारत में भी उपभोक्तावाद के चलते मानसिक अस्वस्थता बढ़ती जा रही है। जय गोपाल त्रिपाठी (2014,

असामान्य मनोविज्ञान)

शिक्षा का उद्देश्य बालक के व्यक्तित्व का सम्पूर्ण विकास व भविष्य निर्माण करना है। शिक्षा द्वारा बालक को भविष्य के लिए ऐसे तैयार किया जाना चाहिए, कि वह इस ओर उन्मुख होते हुए सुसभ्य नागरिक के समान स्वस्थ समाज व देश का निर्माण करने में सक्षम हो सके। इन्हीं उद्देश्यों की पूर्ति के लिए शिक्षा परिवर्तित होते परिदृश्य के अनुसार अपने आप में परिवर्तन करती रही है। शिक्षा में कला को एक विषय व माध्यम के रूप में समेकित करना इसी दृष्टिकोण का परिचायक हो सकता है कि वह विद्यार्थी को भौतिकवादिता की जकड़न व कृत्रिम भावों से दूर ले जाकर स्वयं के भावों व विचारों की स्वतंत्र अभिव्यक्ति में सक्षम बना सके।

विद्यार्थी स्वयं से संवाद कर सके, अपनी उलझनों, चिंताओं, अव्यक्त या दमित भावों व चिंताओं से उत्पन्न मानसिक कुंठाओं को चित्रकला, नृत्य, रंगमंच, लेखन, संगीत आदि कला रूपों के माध्यम से प्रदर्शित कर सके।

कला हमारे अन्दर से शब्दों की तुलना में गहरी भाषा बोलती है, हमारे अन्दर से सौन्दर्य को बाहर लाती है और आनन्द व आँसूओं को, डर व सपनों को बाहर निकालती है, यह हमारी पवित्रता, सभी से हमारे जुड़ाव को स्पष्ट करती है। (गनीम 1999)। बालक को प्रेरित करने या सीखने के उपकरण के रूप में कला का उपयोग करके, आत्म-जागरूकता, आत्म-अनुशासन विकसित कर सकते हैं (गायक, 1980)।

कला को शिक्षा के साथ जोड़कर बालकों में संवेगात्मक, भावनात्मक, मूल्य प्रधान व सौन्दर्यात्मक प्रभावों को बढ़ाया जा सकता है, जिससे विद्यार्थियों में बढ़ते आपसी अंतर्द्वन्द्वों, संवेगों व मानसिक अस्वस्थता व कुसमायोजन के प्रभावों को कम किया जा सके।

कला समेकित शिक्षा को उन बालकों के लिए एक प्रभावी उपचार प्रक्रिया बनाया जा सकता है जो भावनाएँ व्यक्त करने में असमर्थ हैं, दमित भावों व कुंठाओं से ग्रस्त हैं। गनीम (1999) "कला प्रक्रिया को तनाव कम करने की भाव अभिव्यक्ति कहते हैं।"

तनाव प्रतिक्रियाएँ दो वस्तुओं से जाग्रत होती हैं— अपनी शारीरिक सुरक्षा का डर और हमारे विश्वासों, इच्छाओं, व्यवसायों और स्वस्थ जीवन का कथित खतरा। (गनीम, 1999)

जब व्यक्ति, विशेष रूप से बालक मैथुन कौशल्लों के अभाव में बहुत बड़ी मात्रा में तनाव से पीड़ित रहता है तब यह असामान्य व्यवहार को जन्म दे सकता है। विद्यार्थी तनावपूर्ण भावनाओं को व्यक्त नहीं कर पाता और

इसके परिणाम दमित भावों व कुंठाओं के रूप में बहुत लम्बे समय के बाद समाने आते हैं, किन्तु कला के माध्यम से इन्हें पहले ही व्यक्त किया जा सकता है।

तनाव प्रक्रियाएँ मनोवैज्ञानिक व जीव-रासायनिक प्रतिक्रियाएँ हैं जो व्यक्ति के केंद्रीय तंत्रिका तंत्र को प्रभावित करती हैं, इन तनाव उत्पन्न करने वाली घटनाओं को पहचानने में व्यक्ति सक्षम नहीं हो पाता, जब तक कि व्यक्त भावनाओं और विचारों को सूक्ष्म रूप में प्रस्तुत नहीं किया जाए। कला समेकित शिक्षा ऐसे बालकों के लिए जो मौखिक अभिव्यक्ति नहीं कर पाते, प्रभावशाली साधन हो सकती है। यह उनके पारस्परिक संचार और सामाजीकरण कौशल में वृद्धि कर सकती है। "हम सब के अन्दर एक मूक भाषा है, जो हमारे विचारों और भावनाओं की सच्चाई को उजागर करती है (माल्वियोदी, 1998)।"

कला समेकित शिक्षा, मनोविज्ञान व मनोविश्लेषण तथा कला उपचार के रूप में एक संयुक्त आयाम प्रस्तुत कर सकता है जहाँ विद्यार्थियों की दमित भावनाओं व कुंठाओं को कला रूपों में प्रक्षेपित व आरोपित करते हुए, उन्हें एक रचनात्मक, सृजनात्मक वातावरण प्रदान किया जा सके जिससे विद्यार्थियों की प्रतिभा, संज्ञानात्मकता व बौद्धिक कुशलताओं को उनकी रचनात्मक कुशलातओं के साथ जोड़ा जा सके। एकीकृत दृष्टिकोण में जागरूकता को बढ़ावा देने, भावनात्मक विकास को प्रोत्साहित करने और दूसरों के साथ संबंध को बढ़ाने के लिए नाटक, संगीत, नृत्य आदि को उपचार के रूप में प्रयोग किया जा सकता है।

कला को अभिव्यंजक चिकित्सा, कला उपचार, कला आधारित मनोविश्लेषणवाद के साथ जोड़कर तो उपयोग में लाया जा रहा है, किन्तु कला को शिक्षा से सम्बन्धित करके उसके मनोवैज्ञानिक व मनोविश्लेषणात्मक पक्ष का उपयोग कक्षा शिक्षण में कला के विभिन्न रूपों के साथ किसी शोध में संज्ञान में नहीं आया है। शोधार्थिनी के मन में यह जिज्ञासा जागृत हुई कि वर्तमान परिप्रेक्ष्य में संगीत, चित्रकला, लेखनकला व अन्य रचनात्मक कला रूप क्या विद्यार्थियों के मनोवैज्ञानिक पक्ष को प्रभावित करते हैं और उनका प्रभाव मनोविश्लेषण में कैसे सामने आता है, उनके नकारात्मक आन्तरिक भावों को यह कितना प्रभावित कर पाते हैं।

शैक्षिक उपादेयता/शैक्षिक निहितार्थ

कला तकनीक एक बालक के विकास को बढ़ावा देने का एक प्रभावशाली तरीका हो सकती है। कला के व्यापक दृष्टिकोण और अनुप्रयोग के कारण यह शैक्षिक प्रक्रियाओं में उपचार विधि के रूप में प्रयुक्त की जा

सकता है। कला सामयिक दृष्टिकोण को प्रभावित कर सकती है। आत्म सम्मान, आत्मनिर्भरता और दूसरे व्यक्तियों के साथ संपर्क बढ़ा सकती है। कला के साथ संबंध किसी अस्वस्थता की तरफ से ध्यान को हटाने में प्रभावशाली हो सकते हैं।

कला एक नैदानिक उपकरण है, जो एक अशाब्दिक स्रोत संघर्ष, कुंठा और डर के लिए प्रदान करता है। (फैल्डमेन, 1999)

मानव मन एक संपूर्ण इकाई के रूप में कार्य कर सकता है। बाल मन का उपयोग कला अभिव्यक्ति में करते हुए उसके जीवन की कठिनाइयों को शिक्षक द्वारा व्यक्त करवाया जा सकता है। इन अभिव्यक्तियों को देखकर विद्यार्थियों के सकारात्मक भावों को बढ़ाने व नकारात्मक भावों को कम करने में शिक्षक उनकी सहायकता कर सकता है। "बालक को प्रेरित करने हेतु सीखने के उपकरण के रूप में कला का उपयोग करके, आत्म जागरूकता व आत्म-अनुशासन विकसित किए जा सकते हैं (गायक, 1980)।"

कक्षा में व्यक्तिगत विभिन्नताओं, विभिन्न अधिगम स्तर और विभिन्न बौद्धिक क्षमताओं वाले विद्यार्थी विद्यमान होते हैं, उनके लिए कला समेकित शिक्षा सीखने की समानता और ज्ञान को सभी विद्यार्थियों तक पहुँच को सुगम बना सकती है, जिससे विद्यार्थियों की तीव्र आकांक्षा स्तर को संतुष्ट करके समायोजन समस्याओं को दूर किया जा सकता है। यदि विद्यार्थी की वास्तविक आयु और मानसिक आयु के बीच एक बड़ी विसंगति है तो मानसिक विकलांगता एक संभावना हो सकती है जो विषाक्त रूप में असामान्यता को जन्म दे सकती है। किन्तु कला समेकित शिक्षा न केवल विद्यार्थियों के अधिगम स्तर में वृद्धि कर सकती है अपितु उनमें समायोजन की क्षमता व मानसिक विकारों को दूर करने में भी सहयोग कर सकती है। अगर शिक्षा को विद्यार्थी से संबंधित सभी पक्षों का विकास करने वाली प्रतिक्रिया माना जा सकता है, तो इसमें विद्यार्थी के अचेतन पक्ष को भी इसमें सम्मिलित करना होगा, क्योंकि यह भी विद्यार्थी के व्यक्तित्व विकास में उतनी ही महत्व रखता है, जितना की विद्यार्थी का चेतन पक्ष।

प्रस्तुत शोध परिणाम के आधार पर शिक्षकों में विद्यार्थियों के अचेतन पक्ष को भी चेतन पक्ष के समान महत्व देते हुए उसके सही दिशा में विकास करने पर ध्यान दिया जा सकेगा। शिक्षक जो अब तक बालक के संज्ञानात्मक पक्ष को दृढ़ करने, अधिगम कुशलता को बढ़ाने और किसी व्यवसाय के लिए उन्हें शिक्षित करने तक सीमित थे, अब एक मनोविश्लेषक की भाँति उनके असामान्य व्यवहारों, चिन्ताओं, संघर्षों, कुसमायोजन व मन

की अव्यक्त भावनाओं को समझकर उन्हें अभिव्यक्त करने में विद्यार्थियों को सहयोग दे सकेंगे।

शिक्षा प्रक्रिया को अधिक बाल केन्द्रित, छात्र उन्मुख बनाने में यह शोध शिक्षकों, शिक्षा प्रबंधकों की सहायता कर सकता है। शोध परिणाम शिक्षकों को यह दृष्टिकोण प्रदान करेगा कि रचनात्मकता की क्षमता प्रत्येक विद्यार्थी में है लेकिन रचनात्मकता व स्वस्थ विकास में बाल मन की नकारात्मक भावनायें (असुरक्षा की भावना, विफलता का डर, आलस्य और अहंकार, तनाव और अति सक्रियता) किसी विपक्षी की भाँति कार्य करते हैं। इन नकारात्मकताओं को दूर करने में शिक्षक अपनी सक्रियता बढ़ा सकेंगे।

यह अध्ययन ऐसे पाठ्यक्रम को विकसित करने में योगदान कर सकेगा, जो वर्तमान परिदृश्य में विद्यार्थियों के चेतन व अचेतन पक्षों पर सकारात्मक प्रभाव प्रयुक्त कर सके। कला गतिविधियों को सकारात्मक रूप से दृढ़ करने से यह शोध विद्यार्थियों के संज्ञानात्मक व स्नेहपूर्ण मनोगतिकी को प्रभावित करने में शिक्षाशास्त्रियों व नीति-निर्माताओं की सहायता कर सकता है।

यह शोध उन शिक्षा विशेषज्ञों के लिए भी सहायक हो सकता है जो शिक्षा में कला को एकीकृत करके विद्यार्थियों में इसके सकारात्मक प्रभावों की जाँच करना चाहते हैं व नए-नए माध्यमों को शिक्षा प्रक्रिया में लाने व कक्षा में उन्हें लागू करने के परिणाम देखना चाहते हैं। कला समेकित शिक्षा के उपचारात्मक पक्ष को कक्षा में लागू करने से समाज को भी लाभ होगा, क्योंकि स्वस्थ बालक ही स्वस्थ समाज का निर्माण कर पाएगा।

निष्कर्ष

यह सामान्य रूप से स्वीकार किया जा सकता है कि विद्यार्थियों के स्वस्थ व्यक्तित्व विकास के लिए उनके अचेतन पक्ष से सम्बन्धित भावनाओं, प्रतिक्रियाओं, अनुभवों आदि को अभिव्यक्त करने का अवसर प्रदान किया जाना चाहिए। यह अवसर शिक्षक कला के विभिन्न रूपों को शिक्षण प्रक्रिया में सम्मिलित करके प्रदान करे, तो सकारात्मक परिणामों को प्राप्त किया जा सकता है।

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ROLE OF COST AND MANAGEMENT ACCOUNTANT (CMAS) IN SHORT- RUN DECISION ANALYSIS & INTERNAL CONTROL IN SERVICE SECTOR- A CASE STUDY OF RSRTC

The primary role of cost and management accountant is to help management of service sector in taking correct policy decisions and improving the efficiency of operations. He performs a staff function and also has line authority over the accountants. Decision making involves the act of selecting one course of action from among various feasible alternatives available. Short term decisions are of special nature. The type of information required for decision making depends on the decision situation under consideration. The information required for such decision is called 'relevant data.' The relevant data refers to decision making elements required to meet the needs of specific situations. The conventional accounting data would not serve the purpose. They have to be altered or modified in terms of addition or deletion to tailor the historical costs to the requirements of decision making. The first element of the relevant data is that it is future oriented, that is, it relates to a future period. The underlying consideration is that these decisions imply some future activity.

Relevance is one of the key characteristics of good management accounting information. This means that management accounting information produced for each manager must relate to the decisions which he/she will have to make. 'Relevant costs' are the costs that meet this requirement of good management accounting information.

The Chartered Institute of Management Accounting defines relevant costs as:

'the costs appropriate to a specific management decision'

In other words 'the amount by which costs increase and benefits decrease as a direct result of a specific management decision'. Relevant benefits are 'the amounts by which costs decrease and benefits increase as a direct result of a specific management decision'.

Before the management of a service sector can make an informed decision on any matter, they need to incorporate all of the relevant costs which apply to the specific decision at hand in their decision making process. To include any non-relevant costs or to exclude any relevant costs will result in management basing their decision on misleading information and ultimately to poor decisions being taken. For the Short term decision analysis the following cost are required-

Future costs-These are costs expected to happen under an assumed set of condition

Sunk costs-The costs are monetary benefits foregone for not pursuing the alternative course.

In other words a sunk cost is the cost that has already been incurred.

Relevant costs-Relevant costs are those future costs which differ between

alternatives. In other words relevant costs is that costs which are affected and changed by a decision. If a cost increases, decreases, appears or disappears as different alternatives are compared, it is a relevant cost.

Opportunity costs- Opportunity cost is the cost of any activity measured in terms of the best alternative forgone. It is the sacrifice related to the second best choice available to someone who has picked among several mutually exclusive choices.

Incremental costs: An incremental cost can be defined as a cost which is specifically incurred by following a course of action and which is avoidable if such action is not taken. Incremental costs are, by definition, relevant costs because they are directly affected by the decision (i.e. they will be incurred if the decision goes ahead and they will not be incurred if the decision is scrapped).

Non-incremental costs: These are costs which will not be affected by the decision at hand. Non-incremental costs are non-relevant costs because they are not related to the decision at hand (i.e. non-incremental costs stay the same no matter what decision is taken)

Decision Criteria for Short-Run Decisions

(1) Service /Product Pricing- Select the price which will maximize total contribution margin.

- (a) set the level of price;

(b) be careful in analyzing the factor of pricing.

(2) Special Orders- Compare the incremental revenues and the incremental costs related to the order; if the comparison indicates that overall contribution margin to the company will be increased, then approve the decision.

(a) be sure to consider if this order will have any effect on regular sales and revenues.

(b) be sure you are not estimating the incremental costs from per unit cost data that includes allocated, indirect fixed costs which actually will not be increased by the taking of this order.

(3) Profitable Mix of Sales- A service sector, which has a variety of service lines, can employ marginal costing in order to determine the most profitable sales mix from a number of selected alternatives.

(a) fix the best mix of sales;

(b) set the target of sales and profit

(4) Elimination of Service/ Product - Compare the incremental revenues which will be sacrificed with the incremental costs which will be saved.

(a) be careful in analyzing cost savings;

(b) be particularly careful that you are not assuming a cost will be saved which is actually an indirect, allocated cost which will in fact not be eliminated and will only be reallocated.

(5) Closure of a Department - Compare either (1) the incremental revenues which will be sacrificed or (2) the estimated outside charge which will be incurred to provide the service support currently provided by this department, with the incremental costs which will be saved if this department is eliminated.

- (a) be careful in analyzing cost savings
- (b) be particularly careful that you are not assuming a cost will be saved which is actually an indirect, allocated cost which will in fact not be eliminated and will only be reallocated.

(6) Make-or-Buy –Make or buy decisions arise when a service sector with unused production/operation capacity considers the following alternatives-

- (a) to buy certain raw materials or sub- assemblies from outside suppliers.
- (b) to use available capacity to produce the items within the company.

A make or buy decision is basically one of the determining which alternative is economically most desirable and most effectively utilizes the company's resources.

- (a) before a make or buy decision can be made, the company must establish goals with respect to the nature and extent of its production facilities.
- (b) compare the incremental, out-of-pocket type costs of making the product internally with the

definite out-of-pocket costs (price) of purchasing the product externally.

(7) Best Level of Activity: Management of service sector is often faced with a problem of determining the optimum or most profitable level of operation/activity. Level of activity is expanded or contracted in view of the market conditions for the product. Obviously the management selects that level of activity which promises maximum profit. CMAs helps in choosing such level of activity. That level of activity is optimum, where marginal costs are equal to marginal revenue. It also implies that level of activity can be expanded upto that level, where sales exceed marginal costs.

- (a) determine the optimum profitable level of activity
- (b) be sure to consider optimum level of activity

(8) Evaluation of Performance: Cost & management accountant helps the management in measuring the performance efficiencies of a department or a product line or sales division. The department of the product or division which gives the highest P/V ratio will be the most profitable one or that is having the highest performance efficiency.

- (a) prepare a statement containing the value of contribution
- (b) be careful in providing rank on the basis of profit or loss.

Period of the study-

1-The period of the study is related to financial year 2009-10. The researcher is

collected 20 years data [From the financial year 2002-3 to 2021-22. But in this research study I considered data related to financial year 2009-10 only.

Research Methodology-

1-This study is based on secondary data only.

2-The data related to financial year 2009-10 are most related to topic because this year many internal control committees are setup by the management for checking the operational and financial irregularities.

3- In this study researcher is focused and collected those data which is more related of operational losses, path holes , high pollution, high rate of interest from financial year 2002-3 to 2021-22.

rechristened as Uttar Pradesh State Road Transport Corporation (UPSRTC) on 1-6-1972 under the provisions of the Road Transport Act, 1950 with the following objectives:

- For the development of the road transport sector correlated to which would be the overall development of trade & industry.
- For coordination of the road transport services with other modes of transport.
- For providing or causing the provision of an adequate, economical & efficiently coordinated road transport service to the residents of the state.

A Case of Uttar Pradesh State Road Transport Corporation (UPSRTC)

UPSRTC is a public sector passenger road transport corporation providing services in the state of Uttar Pradesh and other adjoining states in North India. With a fleet size of around 7668 buses ,it operate over 2.5 million kilometers catering to the travel needs of over 1.3 million people and earning over Rs. 38.3 million everyday. Provision of adequate, efficient, well co-ordinated, comfortable and economical services to it passengers, while earning enough for self-sustenance & growth, is corporation's motto. Passenger road transport services in the state of U.P. started on 15th May, 1947 with the operation of bus service on the Lucknow - Barabanki route by the erstwhile U.P. Government Roadways. Subsequently, during the fourth Five Year Plan, the erstwhile UP Government Roadways was

At the time of establishment of the Corporation it had a fleet of 4253 buses which were operating on 1123 routes. The corporation's earned kilometers operated at that time were 228.8 million kilometers. While the total number of passengers carried by its buses totalled 251.3 million. By the end of the decade the fleet of the corporation had attained a strength of 5679 buses, the operations had increased to 1782 routes. As a result of this increase in operations, the earned kilometers totalled about 395.3 million kilometers, while the total numbers of passengers carried totalled over 449.1 million.

In the Xth five year plan 5274 buses were inducted and 4818 buses were removed from fleet. At the end of 2006-07 the Corporation had 6561 buses apart from 784 hired buses operated under its control. During the XIth five year plan

period the Corporation targets to purchase 11100 new buses out of which 1725 buses shall be AC, to bring its fleet size to 11261 by the end of the plan period in 2012. The Corporation has also commenced the operation of AC Buses (HIMANI, SHEETAL & SHATABDI) and non stop inter city services (PAWAN & PAWAN GOLD). It operates low cost Janta services on shuttle routes and urban & sub-urban services in 6 select cities.

Role of CMAs in Decision Making and Internal Control in UPSRTC

UPSRTC's management are faced with a number of decision-making problems every day. Profitability is the main criterion for selecting the best course of action. CMAs through 'contribution' assists management in solving problems. Some of the decision-making problems of UPSRTC that can be solved by CMAs are:

1- In Closure of a Region or Bus Depots-

Basically this problem is very much related to the profitability of a product /service or department. The best possible and maximum profitable utilization of limited resources of a business concern clearly demand the continuance of the production of that product/line/department, which will ensure of the maximization of profit. This requires on the part of management to fix priorities for various products/lines. Management will also have to decide whether the production of one or more products/lines should be dropped or curtailed. Such decision may be effective and judicious only, when it is based on the comparative study of contributions made

by each product/line or department. Here comes the role of CMAs with the help of which marginal cost and contribution statement is prepared and decision data are made available.

Marginal costing technique shows the contribution of bus depots to fixed costs and profit. If a region or bus depots contributes the least amount, then the region/bus depots can be closed or its operation can be discontinued. It means the region/bus depots which gives a higher amount of contribution or profit may be chosen and the rest should be discontinued.

Assume UPSRTC is considering dropping/closure some region or bus depots from its 20 regions, because some regions are operating in lose.

The statement of regionwise performance of UPSRTC shows that Allahabad region (Rank-13), Varanasi region (Rank-14), Faizabad region (Rank-15), Azamgarh region (Rank-16), and Jhansi region (Rank-17) are operating in loss. Hence, it is recommended that the Allahabad, Varanasi, Faizabad, Azamgarh and Jhansi, region should be for one year closure, this step will improve the profit marginally.

Double Blind Peer Reviewed Journal

Regionwise Performance of UPSRTC
(CORP + HIRED)

A- APRIL 2010 - JUNE 2010

S N	REG.	Buses		Earn Kms (Lakhs)		Bus Util. (Kms/Bus /Day)			Fuel AVG. Factor (KMS/LT.)			Load Factor (%)			Total Income (Rs. In Lakhs)			Total Expend (Rs. In Lakhs)			Profit/ Loss (Rs. In lakhs)			Profit/ Loss/Bus/ Day (Rs.)			
		A	B	A	B	A	B	+/-	A	B	+/-	A	B	+/-	A	B	% Inc. / Dec.	A	B	% Inc. / Dec.	A	B	% Inc. / Dec.	A	B	+/-	R a n k
1	AGR	544	525	172.69	180.78	349	378	-29	5.39	5.37	0.02	69	73	-4	3574.96	2888.89	23.75	3310.83	2519.94	31.39	264.13	368.95	-104.82	534	772	-238	9
2	GZD	504	530	164.71	180.04	359	373	-14	5.40	5.41	-0.01	69	77	-8	3654.41	3064.91	19.23	3192.67	2536.95	25.85	461.74	527.96	-66.22	1007	1095	-88	5
3	MRT	610	512	206.72	180.22	372	387	-15	5.34	5.38	-0.04	69	72	-3	4493.58	2897.05	55.11	4117.96	2611.85	57.66	375.62	285.20	90.42	677	612	65	3
4	SRE	386	414	134.37	145.32	383	386	-3	5.34	5.34	0.00	72	73	-1	3020.85	2336.08	29.31	2558.04	1911.10	33.85	462.81	424.98	37.83	1318	1128	190	2
5	ALI	517	492	158.47	154.44	337	345	-8	5.31	5.26	0.05	71	76	-5	3389.72	2542.62	33.32	3051.83	2165.07	40.96	337.89	377.55	-39.66	718	843	-125	6
6	MBD	446	423	139.74	142.73	344	371	-27	5.45	5.52	-0.07	71	74	-3	2968.20	2250.16	31.91	2664.85	1929.83	38.09	303.35	320.33	-16.98	747	832	-85	4
7	BLY	434	381	146.26	129.82	370	374	-4	5.40	5.30	0.10	70	77	-7	3077.87	2095.60	46.87	2821.85	1804.91	56.34	256.02	290.69	-34.67	648	838	-190	7
8	HDI	361	324	132.66	119.51	404	405	-1	5.49	5.45	0.04	68	75	-7	2703.49	1889.77	43.06	2053.34	1364.64	50.47	650.15	525.13	125.02	1979	1781	198	1
9	ETW	406	388	130.03	121.05	352	343	9	5.30	5.34	-0.04	67	80	-13	2715.07	2142.26	26.74	2533.06	1891.78	33.90	182.01	250.48	-68.47	493	709	-216	8
10	KNP	482	536	141.50	163.67	323	336	-13	5.13	5.07	0.06	65	71	-6	2995.43	2647.81	13.13	2942.86	2330.94	26.25	52.57	316.87	-264.30	120	650	-530	11
11	JHN	157	340	41.45	101.87	290	329	-39	5.24	5.27	-0.03	63	72	-9	820.53	1605.29	-48.89	895.20	1409.00	-36.47	-74.67	196.29	270.96	-523	634	-1157	17
12	LKO	678	581	191.32	190.05	310	359	-49	5.53	5.44	0.09	75	81	-6	3879.74	3089.52	25.58	3841.59	2767.68	38.80	38.15	321.84	-283.69	62	609	-547	12
13	FZD	320	437	100.78	142.14	346	357	-11	5.38	5.28	0.10	62	72	-10	1884.82	2187.89	-13.85	1866.86	1828.03	2.12	17.96	359.86	-341.90	62	905	-843	15
14	DPT	179	-	50.76	-	312	-	-	5.10	-	-	71	-	-	1124.61	-	-	983.52	-	-	141.09	-	-	866	-	-	-
15	CHK	284	-	80.06	-	310	-	-	5.13	-	-	65	-	-	1595.69	-	-	1596.78	-	-	-1.09	-	-	-4	-	-	-
16	ALD	493	502	150.36	159.91	335	350	-15	5.49	5.54	-0.05	65	71	-6	2796.04	2319.00	20.57	2839.46	2086.42	36.09	-43.42	232.58	-276.00	-97	509	-606	13
17	AZM	330	330	94.54	103.51	315	345	-30	5.39	5.44	-0.05	63	70	-7	1844.30	1542.73	19.55	2001.75	1425.50	40.42	-157.45	117.23	-274.68	-524	390	-914	16
18	GKP	569	539	169.32	167.58	327	342	-15	5.39	5.33	0.06	70	77	-7	3252.35	2544.64	27.81	3153.73	2212.86	41.70	116.62	331.78	-215.16	225	676	-451	10
19	VNS	493	475	153.13	159.87	341	370	-29	5.36	5.42	-0.06	66	73	-7	2961.16	2478.64	19.47	2890.26	2060.30	40.28	70.90	418.34	-347.44	158	968	-810	14
20	NOD	283	156	62.61	37.04	243	261	-18	4.76	4.14	0.62	73	67	6	1085.09	570.08	90.34	1147.09	577.20	98.73	-62.00	-7.12	-54.88	-241	-50	-191	2
21	LMP	65	190	14.30	41.89	242	242	0	5.32	5.93	-0.61	64	78	-14	169.80	484.29	-64.94	165.97	535.45	-69.00	3.83	-51.16	54.99	65	-296	361	1
	C/S													48.85	62.34	-21.64	109.60	97.33	12.61	-60.75	-34.99	-25.76					
	TOT	8541	8075	2635.78	2621.44	339	357	-18	5.34	5.34	0.00	69	74	-5	54056.56	41639.57	29.82	50721.10	36066.78	40.63	3335.46	5572.79	-2377.33	429	758	-329	

S.N. 20 AND 21 are related to Mahanagar Parivahan Seva. So they are not considered in this study.

2- In temporary Operate or Shutdown:

Differential cost analysis is also used when a service sector is confronted with the possibility of a temporary shutdown. This type of analysis has to determine whether in the short-run, a service sector is better off operating than not operating. As long as the products sold recover their variable costs and make a contribution towards the recovery of fixed costs, it may be preferable to operate and not to shut down. Also, the management should consider the investment in the training of its employees which would be lost in the event of a temporary shutdown. Recruiting and training new workers would add to present costs. Another factor is the loss of established markets. Also, a temporary shutdown does not eliminate all costs. Depreciation taxes, interests, and insurance costs are incurred during shutdown also. The other points (benefits) which should be considered are the following: avoiding operating losses, savings in maintenance and repair costs, savings in indirect labour costs and savings in fixed costs.

Suppose the management of UPSRTC want to temporary shutdown to the those region or bus depots which are in loss or earning less income and giving less profit. Thus it will seen from the above the statement that closure of regions Etawah (Rank-8), Agra (Rank-9), Gorakhpur (Rank-10), Kanpur (Rank-11), and Lucknow (Rank-12), would improve the profit position. But closure of the following region- Muradabad (Rank-4), Gaziabad (Rank-5), Aligarh (Rank-6) and Bareilly (Rank-7), would worse the position, because they are operating in less loss other than above rank region or bus

depots. Hence it is recommended that region Etawah, Agra, Kanpur, and Lucknow should be temporary shutdown (for three to six month), of course, this step will improve the profit marginally, while Gaziabad, Aligarh, Muradabad, and Bareilly region should be continued.

3- In Evaluation of Performance- CMA plays a vital role to the management in measuring the performance efficiencies of region or bus depots. The region or bus depots which gives the highest profit will be the most profitable are or that is having the highest performance efficiency.

It appears from the above calculation (Regionwise performance of UPSRTC) that Hardoi depots/region, Saharanpur depots/region and Meerut depots/region are making a total profit of Rs.253.27 lakhs (Rs.125.02, 37.83 and 90.42 respectively), Hence we can say that the performance of these regions are very good.

4-In Internal Control- Every service sector is expected to have a properly developed system of internal control which may include accounts control, standard of cost control, budgetary control, periodic operating reports, statistical analysis, personnel training programme and an internal audit staff. It may also include other activities such as time and motion studies and quality controls through inspection. Various other forms of administrative checks and controls are sometimes included in the internal control system. In short, it can be said that a system of internal control includes all those measures adopted by a service sector to fulfill the following objective:

1. To avoid waste, inefficiency and fraud and to keep intact its resources;
2. To attain highest type of accuracy and reliability in the maintaining of the accounts and operating data;
3. To encourage and measure how far the policy of the business is being implemented;
4. To evaluate the efficiency of performance in all aspects of business activity; and
5. To provide aid in management planning.

CMAs play a very vital and important role in control. He should ensure that there is proper adequate control mechanism in place in an organization so as to maintain and monitor proper control so as to sustain the gains and keep track of savings also. Control basically involves traditionally statistical techniques, accounting control like Audits to ensure sustainability of the improvement achieved.

The Cost and Management Accountants, having expertise knowledge in the field, do have an edge over other professionals in implementation process of Internal Control and Audit in the Service Sector like UPSRTC. **The introduction of a well developed system of internal control in UPSRTC has been designed as follows:**

The Corporation is an autonomous body corporate and its general superintendence, direction and management of affairs and business is vested in a Board of Directors. The management of UPSRTC is done by the Board of Directors through its Managing Director who is the Executive Head. The Board is headed by the Chairman and

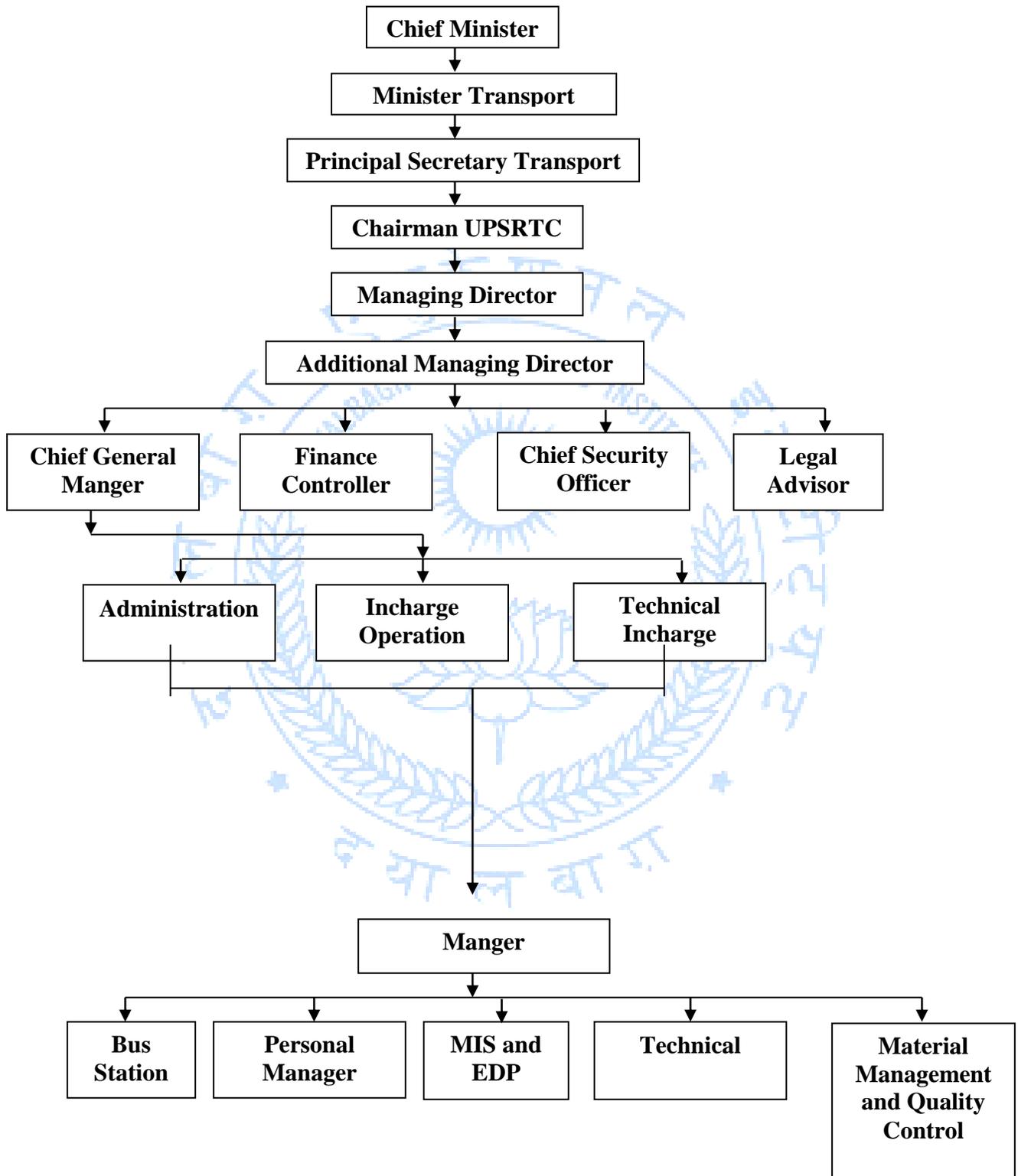
consists of at least 5 or at most 17 Directors, out of whom one-third are from the Central government and two-thirds from the state government. The appointment of the Directors is done by state government.

The management comprises of the Additional Managing Director, Secretary Corporation, Chief General Manager (Operations), Chief General Manager (Technical), Finance Controller, Chief Security Officer, Chief General Manager (Administration) and the General Managers of the functional areas - Operations, Bus Station Management, Passenger Amenities, Personnel, MIS & EDP, Technical, Materials Management and Quality Control.

The corporation has 65 class I officers, 250 class II officers, 27503 class III (including over 19318 conductors & drivers) and 7448 class IV staff in a total staff strength of around 35266. Additionally there are 151 daily wages & part time workers.

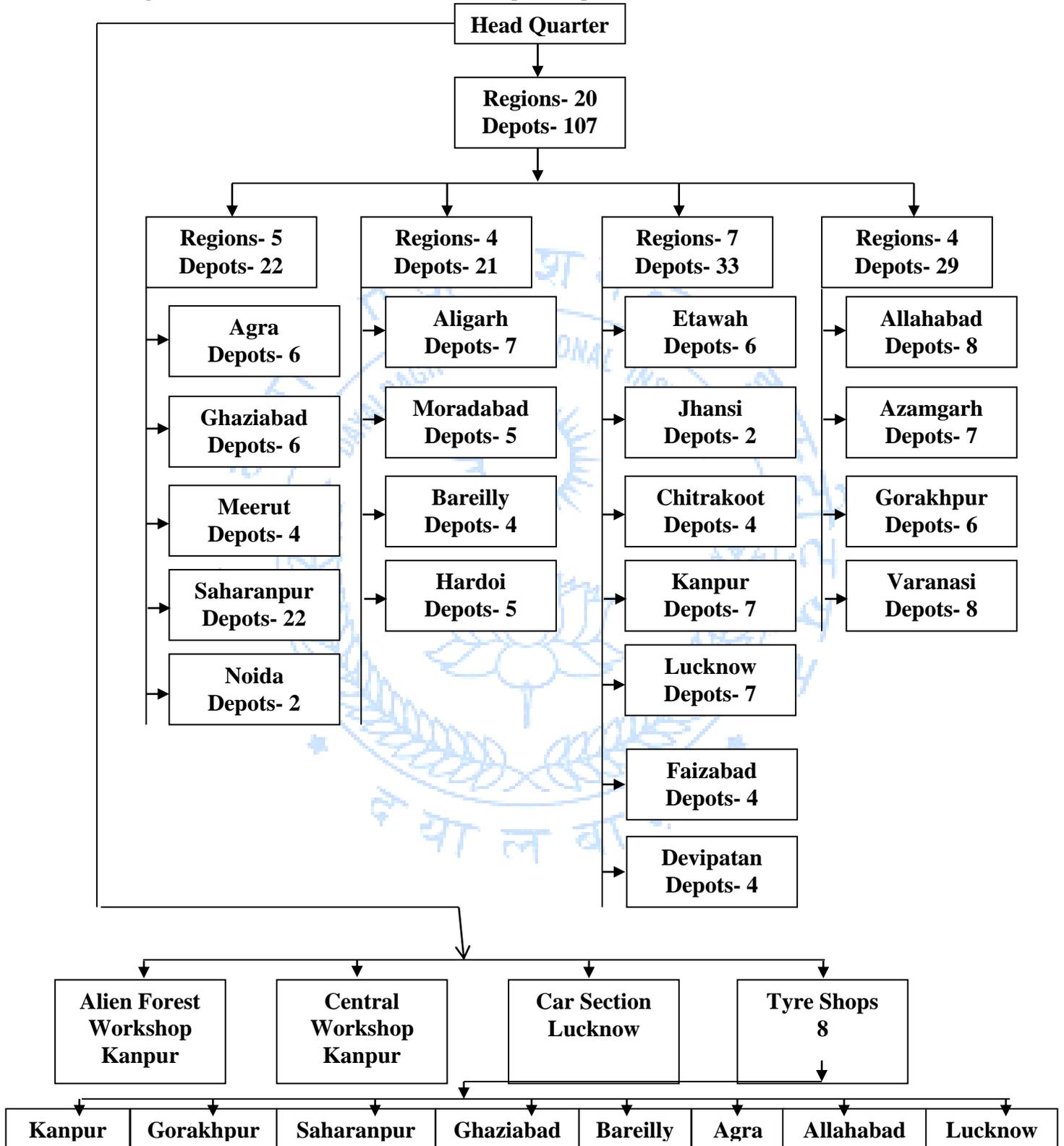
The introduction of a well developed system of internal control is the responsibility of the management. But it is a matter of concern for the Cost and Management Accountant though he has no authority to recommend and prescribe that certain rules and procedures should be adopted by the corporation. He can simply guide and help if he is required to do so. What is expected from him is that he must possess and expert's knowledge of such procedures.

The management structure of corporation has been defined well. The duties and responsibilities of each officers are looking clear. It will be seen from the following chart:



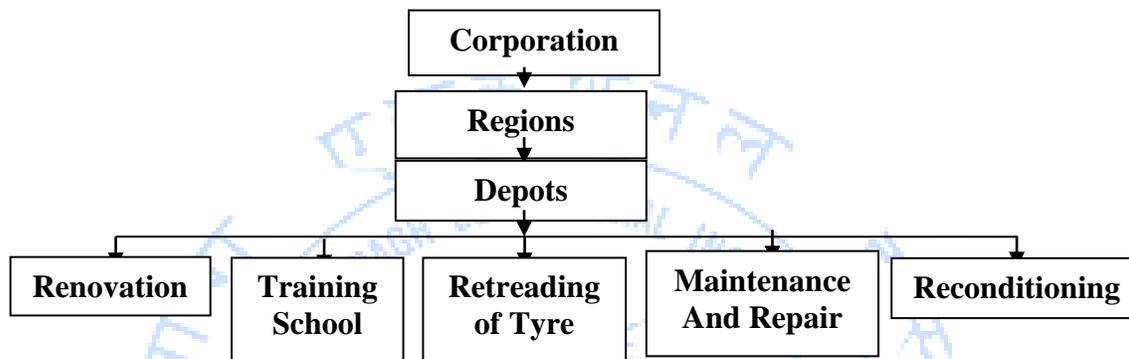
ORGANIZATIONAL SETUP

The organizational structure of the State Transport Department is as follows-



For efficient functioning the corporation has been divided into 19 regions of which 2 regions operate urban & sub-urban services. Each region has a regional workshop where major repair and maintenance work as well as assembly reconditioning work is performed.

Each region has been further divided into operational units called depots. The total number of depots in the corporation is 108, including car-section. Each depot has a depot workshop attached to it to provide supportive maintenance facilities.



For heavy maintenance and repair of vehicles, reconditioning of major assemblies, renovation of buses and construction of bodies on new chassis, two Central workshops have been established in Kanpur: Central Workshop, Rawatpur and Dr. Ram Manohar Lohia Workshop, Allen Forest.

Six tyre retreading plants are established at Gorakhpur, Ghaziabad, Bareilly, Kanpur, Saharanpur and Allahabad to provide in-house tyre retreading facilities. For repairs and maintenance of staff cars belonging to the State Government and the Corporation, a separate unit named Car Section is established in Lucknow.

For imparting training to drivers and technical staff, a Training School is established in Kanpur. The locational details of the various units of UPSRTC are available in the list of regions.

1.	Agra	8
2.	Ghaziabad	7
3.	Meerut	4
4.	Saharanpur	4
5.	Aligarh	7
6.	Moradabad	5
7.	Bareilly	4
8.	Hardoi	5
9.	Etawah	6
10.	Kanpur	7
11.	Jhansi	2
12.	Lucknow	6
13.	Faizabad	4
14.	Devipatan	3
15.	Chitrakoot	4
16.	Allahabad	8

S. No.	Region	No. of Depots
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17.	Azamgarh	7
18.	Gorakhpur	6
19.	Varanasi	7
20.	Noida	1
21.	Lucknow Mahanagar Parivahan Sewa	2

Limitation of the Study

- 1- This study is focused only on role cost and management accountant in internal control system.
- 2- This study is based on secondary data only. The data related to Financial year 2009-10 are most related to topic because this year many internal control committees are setup by the management for checking the operational and financial irregularities.

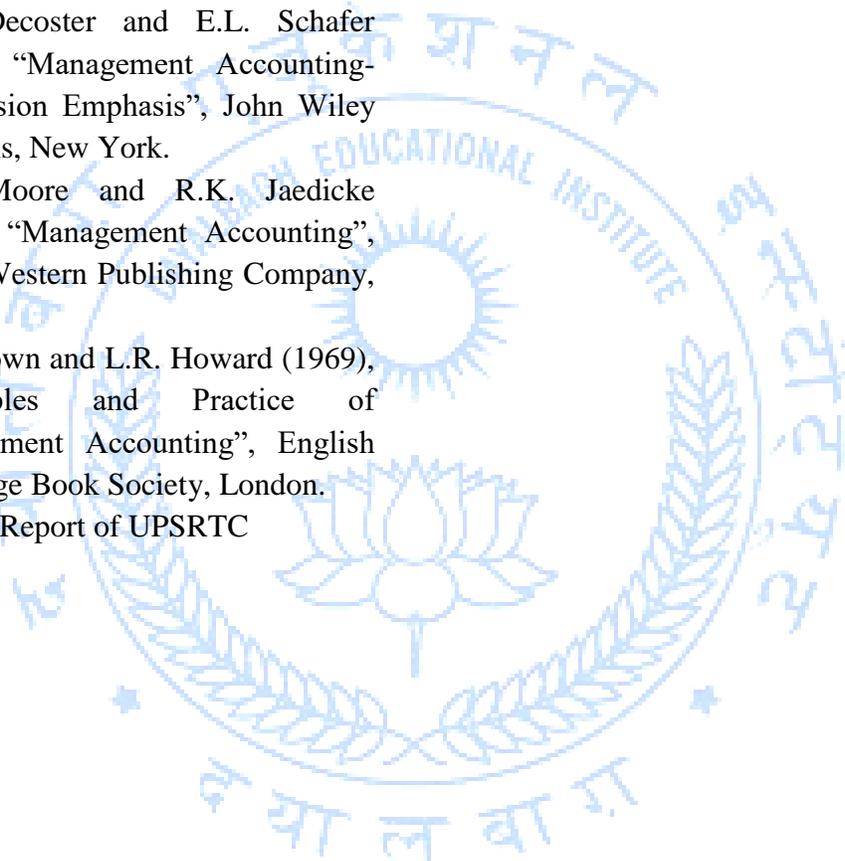
Conclusion:

Cost and Management accountant play a very vital and important role in service sectors in decision making function as well as in the control function by producing performance reports and control reports which highlight variances between expected and actual performances. Such reports serve as a basis for taking necessary corrective action to control operations. The use of performance and control reports follows the principle of management by exception. In case of significant differences between budgeted and actual results, a manager will usually investigate to determine what is going wrong and possibly, which subordinate or units might need help.

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साहित्यिक शोध - अर्थ - स्वरूप एवं क्षेत्र

सहितस्य भाव साहित्यम् अर्थात् सहित का भाव होना ही साहित्य है। आचार्य विश्वनाथ के अनुसार **वाक्यम् रसात्मक काव्यम्¹** (रसात्मक वाक्य ही काव्य है)। महावीर प्रसाद के शब्दों में **अंतःकरण की वृत्तियों का चित्र काव्य²** है। साहित्यिक शब्द साहित्य + इक प्रत्यय³ के योग से बना है। मानव जाति सृष्टि के आरंभ से ही शोध शील रही है यह शोध शीलता की मूल प्रवृत्ति ही विविध ज्ञान-विज्ञान और उसे प्रसूत प्रगति का स्रोत है। वास्तव में शोध शब्द का प्रयोग पाश्चात्य देशों में प्रयुक्त रिसर्च शब्द के पर्याय के रूप में होता है। विषय के विश्लेषण विवेचन कि जिस वैज्ञानिक पद्धति को अपनाकर पाश्चात्य देशों के विश्वविद्यालयों में रिसर्च का कार्य होता था उसी का अनुकरण करते हुए भारतीय विश्वविद्यालयों में भी शोध कार्य प्रारंभ किया गया है।

संप्रति रिसर्च के पर्याय के रूप में सर्वाधिक प्रचलित एवं सर्वस्वीकृत शब्द 'शोध' ही है शोध शब्द शुध धातु में घघ्य प्रत्यय लगाने से बनता है शुध धातु का अर्थ होता है -

सुधारना, शंकाओं का निवारण करना, शुध करना इस से निर्मित संज्ञा 'शोधन' का अर्थ है शुद्ध या पवित्र करना, दुरुस्त करना, छानबीन, जांच, अनुसंधान। शोधन में सम उपसर्ग के

संयोग से संशोधन शब्द निर्मित होता है, जिसका कोशगत अर्थ है - शुद्ध करना, सुधारना, संस्कार करना इस प्रकार स्पष्ट है कि शोध में शोधन और संशोधन के साथ-साथ अनुसंधान के निहितार्थ भी भली प्रकार समाहित है। शुद्ध शब्द संस्कार परिष्कार के आशय के साथ - साथ खोजने, मनन - चिंतन करने, जांचने, परखने के अभिप्राय को भी अपने लघु कलेवर में समेटे हुए हैं।

हिंदी में 'शोध' शब्द स्थूल खोजने की क्रिया से लेकर सूक्ष्म चिंतन - मनन और परीक्षण की क्रियाओं तक के आशयों को समाहित किए हुए हैं **गोस्वामी तुलसीदास** ने खोजने की स्थूल क्रिया के लिए शोध के तद्भव रूप 'सोध' का प्रयोग करते हुए लिखा है - **सीय सोध कपि भालु सब, बिदा किये रघुनाथ। गोस्वामी जी ने इसे खोज के संज्ञा - रूप में प्रयुक्त करते हुए लिखा है - अब लगि नहिं सिय सोधु लहयो है।**

उन्होंने सूक्ष्म चिंतन - मनन, मंथन आदि के अर्थ में भी इस शब्द का व्यवहार किया है। **'तात धरम मत तुम सब सोधा' में शोधन का यही सूक्ष्म रूप विद्यमान है।⁴**

उपर्युक्त विवेचन के आधार पर यह ज्ञात होता है कि शोध शब्द पर्याप्त प्राप्त सामग्री के परिष्कार या संशोधन तक ही सीमित नहीं है अपितु यह

तथ्यों की खोज और तत्वों के चिंतन - मनन के अर्थ का भी द्योतक है।

साहित्यिक शोध का स्वरूप वैज्ञानिक और समाजशास्त्रीय शोध की अपेक्षा अधिक जटिल होता है। साहित्य की स्वरूपगत जटिलता साहित्यिक शोध की जटिलता का मूल कारण होती है। जहां, विज्ञान का बोध भौतिक है, समाज समाज शास्त्रों का बोध वैचारिक है, वहां साहित्य का बोध भौतिकता और वैचारिकता से आगे अनुभूतिपरक है, जिसमें विचार या चिंतन के साथ-साथ भावना और कल्पना का भी सामंजस्य रहता है। इस संबंध में डॉ नगेंद्र का मतव्य है कि साहित्य में आत्मा की प्रधानता है। अतः साहित्य के अध्ययन में आत्मतत्व का बहिष्कार कर एकांत वस्तुपरक अध्ययन की संभावना नहीं की जा सकती। इस प्रकार का अध्ययन वस्तु से उलझकर जड़ बन जाएगा क्योंकि साहित्य तत्वतः - वस्तु नहीं अनुभूति है। इसलिए साहित्यिक शोध के लिए शोधक में ज्ञान - वृत्ति के साथ - साथ सृजन, सौंदर्य और संस्कृति की पोषक भाव - का समुचित संयोग भी अभीष्ट है। अर्थात् बौद्धिक विश्लेषण क्षमता के साथ - साथ सौंदर्यग्राही सृजनात्मक प्रतिभा का होना भी आवश्यक है। साहित्य का कलात्मक प्रभाव भावात्मक होता है। उसकालक्ष्य लोकरंजन तथा लोकमंगल है। साहित्यिक शोध में भी लोक मंगल की प्रेरणा निहित रहती है। शोधक अनेक बार

ऐसे तथ्यों या तत्वों की खोज करता है जिनसे सांप्रदायिक, धार्मिक, राजनीतिक संकीर्णताओं और भेदभावों के उन्मूलन की प्रेरणा मिलती है तथा भावात्मक एकता और सांप्रदायिक सामंजस्य का पथ प्रशस्त होता है। डॉक्टर मलिक मोहम्मद का 'वैष्णव भक्ति आंदोलन का अध्ययन' तथा डॉ. निजामुद्दीन का हिंदी में 'राम भक्ति संबंधी महाकाव्यों का अध्ययन' इसी प्रकार के शोधात्मक प्रयास हैं।

साहित्यिक शोध का क्षेत्र

साहित्य की विकास प्रक्रिया के पांच सामान्य सूत्र निर्धारित किए गए हैं -

1. साहित्यकार की सृजनात्मक प्रतिभा
2. परंपरा
3. परिवेश
4. द्वंद
5. संतुलन⁵

इन उपर्युक्त तत्वों के आधार पर साहित्य के विकास की प्रक्रिया रचनाकार की प्रतिभा की रचनात्मक ऊर्जा से अनुप्रणित रहती है। किसी भी रचनाकार की प्रतिभा को परंपरा के आदर्शात्मक तत्वों और परिवेश की यथार्थ समस्याओं के द्वंद से गुजरना पड़ता है और अंत में आदर्श और यथार्थ में सामंजस्य संतुलन स्थापित होता चलता है, किंतु संतुलन के बाद

फिर नया द्वंद प्रारंभ हो जाता है और नया चक्र चलता रहता है।

डॉ हरीश्वर शर्मा अपनी पुस्तक शोध प्रविधि में प्रबुद्ध एवं पारदर्शी प्रतिभा वाले शोधार्थियों का मार्गदर्शन करते हुए साहित्य इतिहास क्षेत्र में शोध की अनेकानेक संभावनाएं बताते हुए विभिन्न आयाम प्रस्तुत करते हैं -

कृतिकारों और कृतियों की खोज

इस वर्ग में अज्ञात या फिर अल्प ज्ञात कवियों के जीवन वृत्त तथा कृतियों एवं पांडुलिपियों की खोज, संपादन के साथ-साथ युग प्रवर्तक साहित्यकारों के ऐतिहासिक महत्व और योगदान का मूल्यांकन आदि शोध के विषय समाहित है

प्रेरणा स्रोतों और प्रभावों का अध्ययन

इस वर्ग में संत, सूफी, कृष्ण, राम, रीति से संबंधित परंपराओं या धाराओं के प्रेरणा स्रोतों के साथ-साथ स्वदेशी और विदेशी धाराओं के प्रभाव का अध्ययन समाहित है

विकासात्मक अध्ययन

इस वर्ग में सभी परंपराओं तथा धाराओं का प्रथक प्रथक प्रारंभ से अब तक का विकासात्मक अध्ययन, रहस्यवाद, छायावाद, प्रगतिवाद आदि तत्वों का विकासात्मक अध्ययन, अद्वैत, शुद्धाद्वैत, विशिष्टाद्वैत, द्वैत, अद्वैत आदि चिंतन का विकासात्मक अध्ययन, दूत काव्य, नीति

काव्य, बारहमाह, महाकाव्य, खंडकाव्य, मुक्तक काव्य, उपन्यास, नाटक, कहानी आदि गद्य विधाओं का पृथक पृथक विकासात्मक अध्ययन समाविष्ट है

युगीन परिवेश, साहित्य और प्रवृत्तियों का अध्ययन

इस वर्ग में प्रत्येक युग के परिवेश, साहित्य और प्रवृत्तियों के निरूपण से संबंधित युगीन इतिहास के साथ-साथ युग युगीन अखंड इतिहास के लेखन और पुनर्लेखन की आवश्यकता सदैव बनी रहेगी

भाषा और शिल्प के विकास का अध्ययन

अपभ्रंश, अवधी, मैथिली भाषा, ब्रजभाषा, राजस्थानी, खड़ीबोली आदि काव्य भाषाओं के विकासात्मक अध्ययन के साथ-साथ काव्य रूपों, छंदों, अलंकारों आदि के विकास का अध्ययन क्षेत्र समाहित है

विभिन्न युगों, परंपराओं, कवियों, कृतियों, प्रवृत्तियों आदि का तुलनात्मक अध्ययन⁶

उपर्युक्त सभी आयाम शोध के लिए नए विषय प्रस्तुत करते हैं। वास्तव में साहित्य ऐतिहासिक शोध का लक्ष्य तथ्य आख्यान के माध्यम से साहित्यिक कृतियों के ऐतिहासिक क्रम में निहित उस सांस्कृतिक चेतना की खोज करना है जो पूरी साहित्यिक श्रंखला को एक सूत्र में

गुम्फित करती है । विभिन्न युगों की प्रस्तुति और परिवेश की विभिन्नताओं के रहते हुए भी किसी देश या समाज के साहित्य की केंद्रीय चेतना एक ही रहती है ।

काव्यशास्त्रीय शोध

काव्यशास्त्र काव्य और साहित्य का दर्शन तथा विज्ञान है । यह काव्य कृतियों के विश्लेषण के आधार पर समय-समय पर उद्भावित सिद्धांतों की ज्ञान राशि है । काव्यशास्त्र के लिए पुराने नाम साहित्य शास्त्र का अलंकार शास्त्र है साहित्य के व्यापक रचनात्मक वांग्मय को समेटने पर इसे समीक्षा शास्त्र भी कहा जाने लगा⁷ । यह दर्शनशास्त्र की भांति ही सूक्ष्म और गहन है । परंपराओं का अखंड सातत्य भारतीय चिंतन की सामान्य विशेषता है । रस चिंतन की जिस परंपरा का विकास आचार्य भरत से हुआ था वही आनंद वर्धन, अभिनव गुप्त, मम्मट, विश्वनाथ, पंडित राज जगन्नाथ से होती हुई आचार्य रामचंद्र शुक्ल , डॉ नगेंद्र आदि तक अखंड रूप में अग्रसर होती रही । इतना ही नहीं अलंकारवादियों, रीतिवादियों, वक्रोक्तिवादियों आदि ने भी रस को अपने चिंतन का विषय बनाया और इसे उचित महत्ता भी प्रदान की । प्रकार काव्य सिद्धांतों के आचार्य ने वस्तुनिष्ठ तथा तर्क सम्मत दृष्टि से काव्य के केंद्रीय सृजनात्मक तत्व का अनुसंधान किया । कवि के

उस मौलिक सृजनात्मक सौंदर्य या चारुत्व को ही भामह, दंडी आदि आचार्यों ने अलंकार, आचार्य कुंतक ने वक्रोक्ति, आचार्य वामन ने रीति तथा आचार्य आनंदवर्धन ने ध्वनि नाम से अभिहित किया है । यह सभी आचार्य अपने मत की प्रतिष्ठा के लिए दूसरे मतों को स्वमत में समाहित करके अपने मत की सर्वांगीण का सिद्ध करते दिखाई पड़ते हैं । इस प्रकार समस्त भारतीय काव्यशास्त्र चिंतन में अनेकता में एकता और एकता में अनेकता के दर्शन होते हैं । रीति, अलंकार, वक्रोक्ति, ध्वनि के दर्शन होते हैं । रीति, अलंकार, वक्रोक्ति, ध्वनि, औचित्य काव्य के सत्य है तो रस सब सत्यो का भी सत्य है ।

रस सिद्धांत काव्य - संवेदना और लोक संवेदना में तादात्म्य खोज करता है । अतः इसकी दृष्टि काव्य सापेक्ष के साथ-साथ लोक सापेक्ष भी है । रस सिद्धांत अपने चिंतन में सर्वाधिक जनतांत्रिक है किंतु यह भी स्मरणीय है कि अलंकार रीति, वक्रोक्ति, ध्वनि के बिना सरस काव्य की सृष्टि संभव नहीं है । अतः इसकी सत्ता और महत्ता भी सर्वथा स्वीकार्य है । काव्य शास्त्रीय शोध में भारतीय काव्यशास्त्र के साथ पाश्चात्य काव्यशास्त्र भी समाहित है । वर्तमान भारतीय काव्यशास्त्र है चिंतन पर पाश्चात्य काव्यशास्त्र चिंतन का प्रचुर प्रभाव पड़ा है । ऐसी स्थिति में प्रभाव निरूपक शोध साथ ही

तुलनात्मक शोध के भी नए आयाम उद्घाटित हुए हैं।⁸

काव्यशास्त्रीय शोध क्षेत्र को दृष्टिकोण में रखते हुए डॉ हरीश्वर वर्मा ने अपनी पुस्तक शोध प्रवृत्ति में लिखा है कि काव्यशास्त्र शोध क्षेत्र को 3 वर्गों में बांटा जा सकता है -

1. भारतीय काव्यशास्त्रीय अध्ययन
2. भारतीय और पाश्चात्य काव्यशास्त्र का तुलनात्मक अध्ययन
3. किसी कृति का काव्य शास्त्रीय अध्ययन

1. भारतीय काव्यशास्त्र के अध्ययन के अंतर्गत अलंकार रीति, वक्रोक्ति, ध्वनि, रस, औचित्य नायक संप्रदायों का अलग-अलग विकासात्मक अध्ययन और मूल्यांकन किया जा सकता है

- सभी भारतीय काव्यशास्त्र के सिद्धांतों के रस सिद्धांतों के रस चिंतन का तुलनात्मक अध्ययन कर सकते हैं
- भारतीय काव्यशास्त्र सिद्धांतों का तुलनात्मक अध्ययन
- भारतीय काव्यशास्त्र की दृष्टि में काव्य का स्वरूप
- भारतीय काव्यशास्त्र चिंतन के दो सीमांत लोक और अध्यात्म

रस सिद्धांत का सौंदर्यशास्त्र, मनोविज्ञान, नीति शास्त्र, संस्कृति आदि आनंद विधावर्ती दृष्टियों से अध्ययन (यथा- रस और सौंदर्यशास्त्र, रस और मनोविज्ञान आदि)

भारतीय काव्यशास्त्र संप्रदाय के विकास का वैज्ञानिक इतिहास (भारतीय काव्यशास्त्र का वैज्ञानिक इतिहास)

2. भारतीय तथा पाश्चात्य काव्यशास्त्र के तुलनात्मक के अंतर्गत विभावन व्यापार और काव्य बिंब को शोध विषय बनाया जा सकता है

- साधारणीकरण और संप्रेषणुणीयता का सिद्धांत
- रीति सिद्धांत और शैली विज्ञान
- ध्वनि सिद्धांत और प्रतीक योजना
- भारतीय तथा पाश्चात्य काव्य की दृष्टि में काव्य का स्वरूप (काव्यानुभूति, काव्य भाषा, काव्य प्रयोजन आदि)
- भारतीय काव्यशास्त्र चिंतन पर पाश्चात्य काव्यशास्त्र का प्रभाव
- भारतीय तथा पाश्चात्य काव्यशास्त्र का तुलनात्मक अध्ययन

3. किसी कृति काव्यशास्त्र की दृष्टि से अध्ययन के अंतर्गत किसी एक रचना या किसी एक कवि को आधार मानकर उस रचना या उस कवि की कृतियों का काव्यशास्त्र अध्ययन किया जा सकता है। जैसे - संस्कृत साहित्य के शोधार्थियों

के लिए अनुकूल शोध विषय - अंबिकादत्त व्यास कृत शिवराज विजय: रस सिद्धांत, रामायण में बिंब विधान, इसी प्रकार हिंदी साहित्य के क्षेत्र में धर्मवीर भारती के काव्य में पति की योजना, बिहारी सतसई में वक्रोक्ति, साकेत में बिंब विधान आदि। काव्य शास्त्रीय शोध की पद्धति सामान्य शोध पद्धति से भी नहीं है यह भी तथ्य संकलन, वर्गीकरण, विश्लेषण और निष्कर्षण की प्रक्रियाओं पर आश्रित हैं।

भाषा वैज्ञानिक शोध

भाषा और विज्ञान इन दो शब्दों के योग से भाषा विज्ञान नाम निष्पन्न हुआ है। भाषा विज्ञान भाषा का वैज्ञानिक अध्ययन प्रस्तुत करता है। भाषा वैज्ञानिक शोध पद्धति यह शोध की शास्त्रीय पद्धति है। इसके अंतर्गत भाषा की संरचना का अध्ययन और विश्लेषण किया जाता है।⁹

डॉ. श्यामसुंदर दास - भाषा विज्ञान और शास्त्र को कहते हैं जिसमें भाषा शास्त्र के विभिन्न अंगों और स्वरूपों का विवेचन तथा निरूपण किया जाता है।¹⁰

डॉ. देवेन्द्र नाथ शर्मा ने भाषा विज्ञान की भूमिका में पृष्ठ 176 पर लिखा है कि भाषा विज्ञान का सीधा अर्थ भाषा का विज्ञान और विज्ञान का अर्थ विशिष्ट ज्ञान। इस प्रकार भाषा का विशिष्ट ज्ञान भाषा विज्ञान कहलाएगा। जिसके अंदर

भाषिक अध्ययन के सभी पक्ष और पद्धतियां समाविष्ट हैं।

भारत में भाषा शास्त्रीय चिंतन का विकास वैदिक काल से ही हो गया था। वेदों के उपरांत छः वेदांगों - शिक्षा, कल्प, व्याकरण, निरुक्त, छंद और ज्योतिष में से शिक्षा, व्याकरण और निरुक्त का सीधा संबंध भाषा विज्ञान से है। शिक्षा का संबंध ध्वनि विज्ञान से है। शिक्षा वेदांग में स्वरों और व्यंजनों के उच्चारण का बोध कराया गया है। 'व्याकरण' नामक वेदांग में पद विज्ञान और वाक्य विज्ञान पर प्रकाश डाला गया है तथा निरुक्त में शब्दों की व्युत्पत्ति का विवेचन है। वेदांगों के अतिरिक्त भाषा विज्ञान के विकास में योगदान देने वाले ग्रंथ प्रतिशाख्य हैं।

संस्कृत विश्व के सर्वाधिक वैज्ञानिक भाषा है। यह एक ऐतिहासिक तथ्य है कि भारत के प्राचीन व्याकरण आचार्यों की तुलना में यूनान के प्राचीन भाषा शास्त्रियों का चिंतन पर्याप्त अविकसित और अवैज्ञानिक था। इस तथ्य की पुष्टि जैस्पर्सन के निम्नलिखित कथनों से होती है -

“Science presupposes careful observation and systemation on Language, we find very little. The earliest masters in linguistic observation and classification are that old Indian Grammarians.”

अर्थात् विज्ञान की प्रार्थना आवश्यकता है तथ्यों का शतक निरीक्षण और व्यवस्थित वर्गीकरण, जिसका भाषा के विषय में लिखने वाले यूनानी यों में बहुत ही कम अंश है। मासिक निरीक्षण और वर्गीकरण के क्षेत्र में तो भारत के प्राचीन वैयाकरणिक ही सबसे पहले मर्मज्ञ थे।¹¹

भारत में संस्कृत, ग्रीक, लैटिन आदि प्राचीन भाषाओं की तुलना को ध्यान में रखकर सर विलियम जोस ने जिस तुलनात्मक भाषा विज्ञान का सूत्रपात किया था उसी परंपरा को आगे बढ़ाते हुए विशप कोल्ड वेल जिन्होंने 1856 में द्रविड़ भाषाओं का तुलनात्मक व्याकरण लिखा। इनके बाद जॉन बीम्स आधुनिक भारतीय आर्य भाषाओं का तुलनात्मक अध्ययन कर व्याकरण लिखा। इनके बाद जॉन बीम्स ने आधुनिक भारतीय आर्य भाषाओं का तुलनात्मक अध्ययन कर व्याकरण लिखा। इस प्रकार भारतीय वैज्ञानिकों की सुधीर की परंपरा में हिंदी तथा हिंदी की विभिन्न गोलियों के संबंध में डॉ. बाबूराम सक्सेना, डॉ सुनीति कुमार चटर्जी, श्री कामता प्रसाद गुरु, आचार्य केशवदास वाजपेई, डॉ भोलानाथ तिवारी आदि ने अहम भूमिका निभाई। भाषा वैज्ञानिक शोध तीन प्रमुख धुरियों के आस-पास टिका हुआ है।

- एक किसी भी भाषा का वर्णनात्मक ऐतिहासिक अध्ययन केवल भाषा से

संबंधित होता है क्योंकि यह प्रदत्त समय पर होता है, ऐतिहासिक अध्ययन भाषा या भाषाओं के समूह के इतिहास और उसमें क्या कुछ संरचनात्मक बदलाव आए हैं, इनसे संबंधित होता है।

- सैद्धांतिक और अनुप्रयुक्त भाषाविज्ञान किसी भाषा के चित्रण हेतु ढांचा सर्जन के साथ-साथ भाषा के सार्वभौम पहलुओं के बारे में सिद्धांतों से संबंधित होता है, दूसरी तरफ अनुप्रयुक्त भाषाविज्ञान क्रिया पारस्परिक क्रिया का भाषा विज्ञान है तथा यह अपने आप में ही एक विषय क्षेत्र है।
- प्रासंगिक और स्वतंत्र भाषा विज्ञान - प्रासंगिक भाषाविज्ञान इस बात से संबंधित होता है की भाषा किस तरह विषय में उपयुक्त बैठती है, इसके विपरीत स्वतंत्र भाषा में भाषाओं पर उनके अपने लिए और भाषा से संबंधित बाह्यताओं के बगैर विचार किया जाता है।¹²

भाषा वैज्ञानिक अध्ययन के चार प्रमुख पद्धतियां है - वर्णात्मक, ऐतिहासिक, तुलनात्मक और प्रायोगिक¹³

1. वर्णात्मक -

किसी भाषा के किसी एक समय में प्राप्त स्वरूप का ध्वनि, पद, वाक्य एवं अर्थ की दृष्टि से किया गया भाषिक अध्ययन ही विवरणात्मक/वर्णात्मक अध्ययन कहलाता है। आचार्य पानी को अष्टाध्यायी इस पद्धति का उत्तम उदाहरण है।¹⁴

2. ऐतिहासिक

ऐतिहासिक भाषा विज्ञान में यह पता लगाया जाता है कि किसी भाषा में समयानुसार कई बार सदियों के बाद और कई बार स्थान विशेष के बाद कैसे बदलती है। भारतवर्ष में एक कहावत प्रसिद्ध है -

“कोस कोस पर बदले पानी चार कोस पर वाणी”¹⁵

देश में हर कोस की दूरी पर पानी का स्वाद बदल जाता है और चार कोस पर भाषा अर्थात् वाणी भी बदलती है। इसी दृष्टिकोण को ध्यान में रखते हुए ऐतिहासिक पद्धति के द्वारा किसी भाषा के प्राचीन से लेकर अर्वाचीन काल तक के काल क्रमिक विकास का ध्वनि, शब्द, वाक्य, अर्थ आदि सभी भाषिक घटकों की दृष्टि से क्रम बद्ध अध्ययन किया जाता है। ऐतिहासिक पद्धति से किसी भाषा की संरचना में विभिन्न कालों में घटित घटिया परिवर्तनों को भली-भांति समझा जा सकता है। ऐतिहासिक पद्धति का मूल आधार भी वर्णात्मक पद्धति है। भाषा

परिवारों के ऐतिहासिक विकास का अध्ययन भी ऐतिहासिक पद्धति से किया जाता है।

3. तुलनात्मक पद्धति

तुलनात्मक भाषा वैज्ञानिक अध्ययन में किसी एक ही भाषा परिवार की दो या दो से अधिक भाषाओं के ध्वनि, शब्द, वाक्य, अर्थ के आधार पर संरचनात्मक तुलना की जाती है। यह तुलनात्मक अध्ययन भाषाओं के प्राचीन एवं अर्वाचीन रूपों का भी हो सकता है। तुलनात्मक पद्धति से भाषाओं के संरचनात्मक साम्य-वैषम्य का बोध होता है। भाषाओं के पारिवारिक वर्गीकरण का आधार वास्तव में तुलनात्मक अध्ययन ही है।

4. प्रायोगिक पद्धति

वर्तमान काल में भाषा शिक्षण में प्रायोगिक पद्धति अत्यधिक उपयोग में लाई गई है। कुछ दशकों में यूरोप, जापान, अमेरिका आदि में बहुत लोकप्रिय सिद्ध हुई है। नूतन भाषा शिक्षण के लिए भाषा शिक्षण प्रयोगशाला का उपयोग किया जाता है। प्रयोगशाला में ग्रामोफोन, रेडियो, टेलीविजन, टेप रिकॉर्डर, सुर विश्लेषक आदि शिक्षण मंत्रों की सहायता से भाषा सिखाई जाती है। किसी क्षेत्र की विशिष्ट बोली की शब्दावली के अर्थ वैज्ञानिक अध्ययन के माध्यम से उस क्षेत्र के संस्कृति का प्रामाणिक अध्ययन प्रस्तुत किया जा सकता है।

शैली वैज्ञानिक शोध ¹⁶

शैली और विज्ञान, जिसका शाब्दिक अर्थ होता है शैली का विज्ञान अर्थात् जिस विज्ञान में शैली का वैज्ञानिक एवं व्यवस्थित रूप में अध्ययन किया जाए वह शैली विज्ञान है।

शैली विज्ञान भाषा विज्ञान एवं साहित्य शास्त्र दोनों की सहायता लेता हुआ भी दोनों से अलग स्वतंत्र विज्ञान है। शैली विज्ञान एक और भाषा शैली का अध्ययन साहित्य शास्त्र के सिद्धांतों के आधार पर करता है जिसमें रस, अलंकार, ध्वनि, रीति, वक्रोक्ति, शब्द शक्ति, गुण, दोष, प्रतीक वृत्ति आदि आते हैं वहीं दूसरी ओर शैली विज्ञान के अंतर्गत भाषा शैली का अध्ययन भाषा विज्ञान के सिद्धांतों के आधार पर किया जाता है जिसमें भाषा की प्रकृति और संरचना के अनुशीलन को महत्व दिया जाता है।

शैली विज्ञान के अध्ययन की मुख्यतः दो धाराएं प्रचलित है -

1. साहित्य शास्त्र के आधार पर

इसमें किसी कवि, कृति या लेखक की शैली का वैज्ञानिक अध्ययन किया जाता है यथा - अलंकार, रस, रीति, गुण दोष, वक्रोक्ति, वृत्ति प्रवृत्ति, छंद बिंब आदि के आधार पर देखा जाता है कि लेखक या कवि ने साहित्य शास्त्र के सिद्धांत का अनुसरण करते हुए अपनी कृति की

रचना की है या नहीं। इस प्रकार का अध्ययन साहित्य शास्त्र के क्षेत्र की विषय वस्तु मानी जा सकती है। ¹⁷

2. भाषा विज्ञान के आधार पर

किसी कवि या रचना में प्रयुक्त भाषा की प्रकृति और संरचना के तत्वों का वैज्ञानिक विश्लेषण करते हैं। प्रकृति की संरचना के आधार पर भाषा के पांच तत्वों - ध्वनि, शब्द, रूप, वाक्य और अर्थ के आधार पर देखा जाता है कि कवि की भाषा में कहां ध्वनि चयन, ध्वनि विचलन, ध्वनि समानांतर किया गया है। इसी प्रकार शब्द स्तर, रूप स्तर, वाक्य स्तर एवं अर्थ के स्तर पर अध्ययन किया जा सकता है। वाक्यों में लोकोक्तियों, मुहावरों के विचलन का भी अध्ययन किया जा सकता है।

पाठानुसंधान

पाठानुसंधान में जब किसी कृति कार की 100 हस्तलिखित मूल पांडुलिपि उपलब्ध नहीं होती तथा समकालीन या परवर्ती प्रतिलिपिकारों के द्वारा तैयार की गई मूल पांडुलिपि की प्रतिलिपि यही प्राप्त होती है। आदर्श प्रतिलिपि वही मानी जाती है जो मूल पांडुलिपि की अक्षरशः शुद्ध नकल हो। इसके लिए प्रतिलिपि कार में भाषा और विषय की गंभीर जानकारी भी अपेक्षित मानी गई है।

पाठानुसंधान का कार्य अन्य प्रकार के शोध कार्यों से स्वरूपतः भिन्न होने के कारण शोधक में भी भिन्न प्रकार की प्रतिभा की क्षमताओं के अपेक्षा करता है। यह कार्य स्थाई महत्व का है जो अनेक भावी अनुसंधानों के लिए मूल्यवान शोध सामग्री प्रस्तुत करता है। इससे एक तिरोहित होती रचना का उद्धार होता है तथा विलुप्त होता हुआ रचनाकार प्रकाश में आता है। अतः यह कार्य ऐतिहासिक महत्व का है।¹⁸

निष्कर्ष

निष्कर्ष रूप में हम यह कह सकते हैं कि साहित्यिक शोध के विभिन्न आयामों, पद्धतियों के माध्यम से अनुसंधानकर्ता को शोध के लिए नए विषय के लिए पृष्ठभूमि तैयार करने और शोध प्रविधि का चयन करने में सहायता प्राप्त होगी। साथ ही साहित्यिक शोध का मनोविज्ञान, राजनीतिक शास्त्र, सौंदर्यशास्त्र, दर्शन आदि अन्य दृष्टियां भी यथा स्थान अभिव्यक्ति का माध्यम होती है। इस प्रकार शोधक कृति में निहित समग्र जीवन दर्शन को भी अपने शोध का आधार बना सकता है और किसी एक दृष्टि को भी।

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कोविड-19 के प्रभावों को लेकर अंतरराष्ट्रीय गोष्ठी

राष्ट्रीय खबर ब्यूरो

आगरा। दयालबाग शिक्षण संस्थान में 'इंपैक्ट ऑफ कोविड-19 ऑन हमपर' विषय पर अंतरराष्ट्रीय संगोष्ठी का आयोजन किया गया, जिसमें मुख्य अतिथि संस्थान के कुलसचिव प्रो आनंद मोहन रहे। उन्होंने दीप प्रज्वलित करके उद्घाटन सत्र का शुभारंभ किया। मुख्य वक्ता प्रो उमेश होलानी, पूर्व उपकुलपति जीवाजी विश्वविद्यालय, ग्वालियर ने मानवीय मूल्यों के महत्व विषय पर अपने विचार रखें। विशिष्ट अतिथि प्रो आर सी गुप्ता, महारानी लक्ष्मीबाई आर्ट्स एंड कॉमर्स कॉलेज, जीवाजी विश्वविद्यालय, ग्वालियर एवं प्रो मुकेश जैन, डीन रिसर्च, चौधरी चरण सिंह विश्वविद्यालय, मेरठ रहे। देश- विदेश के वक्ता ऑनलाइन माध्यम से भी जुड़े। डॉ आनंद एस, डायरेक्टर पोस्टग्रेजुएट स्टडीज एंड रिसर्च, मस्कट विश्वविद्यालय, प्रो सीमा वार्णय, फाइनेंशियल सर्विस मार्केटिंग एंड रिसर्च, ओमान



विश्वविद्यालय, डॉ राधे एस प्रधान, त्रिभुवन विश्वविद्यालय, काठमांडू, नेपाल एवं प्रो ए के गोयल, डायरेक्टर, बिजनेस स्टडीज जय नारायण व्यास विश्वविद्यालय, जोधपुर एवं प्रो कृष्ण अवतार गोयल, डायरेक्टर डिपार्टमेंट ऑफ बैंकिंग एंड फाइनेंस रिसर्च, जयनारायण युनिवर्सिटी, जोधपुर रहे जिन्होंने कोविड-19 के प्रभावों के विषय में बताया। कॉन्फ्रेंस चेयरमैन प्रो एल एन कोली ने बताया कि इस अंतरराष्ट्रीय संगोष्ठी में कोविड से

संबंधित कई ऐसे ज्वलंत मुद्दों पर मंथन किया गया। वर्ष 2019-20 में कोविड महामारी ने विश्व के आर्थिक, सामाजिक, मानवीय एवं धार्मिक मूल्यों के साथ शैक्षिक मूल्य पर घनात्मक एवं नकारात्मक प्रभाव डाला एवं कन्वीनर डॉ अनीशा सलसंगी ने बताया कि इस संगोष्ठी में इलाहाबाद कानपुर ग्वालियर मथुरा दिल्ली मेरठ लखनऊ विश्वविद्यालय के प्राध्यापकों ने शोध पत्र प्रस्तुत किए। संचालन को कन्वीनर डॉ निशीथ गौड़ एवं डॉ कविता

रायजादा ने किया एवं धन्यवाद ज्ञापन प्रो वी के गंगल, संकाय प्रमुख, वाणिज्य संकाय, डी ई आई ने किया। इस अवसर पर प्रो जे के वर्मा, प्रो जी एस त्यागी, प्रो एसके चौहान, प्रो स्वामी प्यारा सलसंगी, डॉ राजेंद्र खटिक, एसोसिएट प्रोफेसर जीवाजी विश्वविद्यालय, डॉ रुचिरा प्रसाद, असिस्टेंट प्रोफेसर पदमचंद जैन इंस्टीट्यूट, डॉ स्वाति माथुर, असिस्टेंट प्रोफेसर सेठ पदमचंद जैन इंस्टीट्यूट आदि उपस्थित रहे।











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