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**International Conference on
Research and Innovations**

Date: 5 – 6 May, 2025 Bali, Indonesia

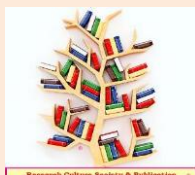
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Conference Special Issue - 13

May - 2025

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Matoshri Vimalabai Deshmukh Mahavidyalaya Amravati
(Affiliated to Sant Gadge Baba Amravati University) Maharashtra, India
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International Conference on Research and Innovations

Date: 5 – 6 May, 2025

Bali, Indonesia

Conference Special Issue / Proceedings Issue - 13

The Managing Editor:
Dr.Chirag Patel

Associate Editors:
Dr.(hc) Rania Lampou
Dr.Jessica C.



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International Conference on Research and Innovations

Editors: Dr.Chirag M. Patel, Dr.(hc) Rania Lampou, Dr.Jessica C.

(Conference Proceedings Issue / Special Issue)

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About the organizing Institutions:

International Scientific Research Association is a registered and an esteemed research association working on to provide scientific research services, educational studies and activities at international level, also coordinate with other research organizations for the educational research events. Scientific Research Association as honorary partner of the ‘Research Culture Society’ with MoU – collaboration.

Matoshree Vimalabai Deshmukh Mahavidyalaya, established in 1956 in Amravati, is a premier institution affiliated with Sant Gadge Baba Amravati University and managed by Shri Shivaji Education Society. Originally founded to empower rural youth through education by Dr. Panjabrao Deshmukh, it was renamed in 1999 to honor Matoshree Vimalabai Deshmukh, a pioneer in women's empowerment and education. The college offers a wide range of granted and non-granted courses including Arts, Home Science, Commerce, and Science. Under the visionary leadership of Dr. Smita Deshmukh, the college achieved NAAC A Grade accreditation in 2023 and continues to expand through digital learning tools, MoUs, and research programs. It boasts modern infrastructure, smart classrooms, and excellent sports and wellness facilities. The institution emphasizes holistic development through academics, co-curriculars, NSS, NCC, and leadership training, nurturing socially responsible future leaders.

‘Research Culture Society’ (RCS) is a Government Registered International Scientific Research organization. Registered with several United or Government bodies. It is also an independent, professional, non-profit international level organization. RCS-ISRO shall also initiate and setting up new educational and research programs with other international organizations. Society has successfully organized 165+ conferences, seminars, symposiums and other educational programmes at national and international level in association with different educational institutions.

Eurasian Institute of Science and Technology (EU) : Institute of Science & Technology is a self financed college, sponsored has been started in the year 2013 with a noble aim of imparting technical education. The institution enables them to be placed as the best professionals in industries and make them enter into high level programs with competence and confidence. Institute trains specialists in Physical Science, Life Science and Computer Science. Eurasian University is an institution of the central region of EU, for qualified personnel training in science, engineering, technology, management, law, education and research specializations.

Supported by :- The International Languages Council is working to promote Languages and Literatures at different national and international levels, and also coordinate with other institutions and organizations for the educational and community development. It also offer to provide literature, ELT, linguistics research services, educational studies and organizing activities.

Venue: Bali Rani Hotel, Kuta, Bali, Indonesia.

About the Conference :

ICRI-2025 is a good platform to bring together accomplished academicians, scientists, researchers, scholars and students to exchange and share their knowledge, experiences and research results on the aspects of advancements in Science, Agriculture, Engineering, Technology, Business Management, Commerce, Social Sciences, Literature, ELT and Education. This forum can & will spell a scholarly platform to network and discuss the practical challenges encountered and the solutions adopted in their respective domains worldwide. The Conference main Aim is to provide an interaction stage for researchers, students and practitioners from academia and industries to deal with state-of-the-art advancement in their respective fields. The outcome based aim is an ambience that will be instrumental in taking our participants and delegates to the next level of their expertise in their profession. Participants also will visit the city and country as it is a famous tourist attraction.

Objective of the International Conference is to bring together innovative academics, researchers and industrial experts in the field of Scientific, Multidisciplinary Innovation Studies in the Research field to a common platform. The main objective of the scientific conference is to exchange of ideas, discuss issues and views towards the advancement of theory and practices and to create space for presentation of current results of research and scientific work in the field of Sciences, Agriculture, Engineering and Technology, Business Management, Trade, Economy, Social Sciences, Literature, ELT and Education. Conferences such as this provide a valuable opportunity for researchers, academicians and students to share experiences.

Tracks :

- **Track 1 – General – Basic Sciences, Applied Science and Allied Science.**
- **Track 2 – Engineering and Technology.**
- **Track 3 – Business Management.**
- **Track 4 – Commerce / Trade – Economy.**
- **Track 5 – Social Sciences, Law, ELT and Literature.**
- **Track 6 – Education and Physical Education – Sports Science.**

About the Special Issue / Conference Book :

Science, Engineering and Technology cross nearly every facet of modern life and, as problem solvers, engineers are perfectly capable of managing technical activities, mastering innovative ways of science and engineering field, when they spend time and efforts understanding and acting in the field. Scientific and technological innovation, as strategic support to improve social productivity and overall national strength, must be placed at the center for development of any country.

The framework includes engineering and technology as they relate to applications of science. Engineering is used to mean engagement in a systematic design practice to achieve solutions to particular human problems. Technology is used to include all types of human-made systems and processes.

The special issue / conference proceedings / edited book is a collection of peer-reviewed scientific papers submitted by active researchers in the International Conference on Science, Engineering & Technological Innovation. This book can be helpful to understand the various concepts of Science and Technological Innovation to the researchers and academia.

Dr.Jessica C.

Founder President, International Scientific Research Association.

Email : scientificresearchassociation@gmail.com



Message

Dear Colleagues !

I am grateful to co-organizing institutions, all the speakers, committee members and presenters of 'International Conference on Research and Innovations' (ICRI-2025) The overwhelming response to the contributors were acknowledged in very positive manner and it shows that new age is very much eager to work with technical literature. The rising researcher and scholar from various institutions and in-house participants motivate us to improve ourselves.

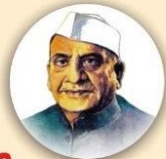
We are currently in the era of science and engineering revolution, spearheaded by recent developments in engineering, technology and sciences, providing sustainable solutions to various issues.

Here I am delighted that the series of conference on contemporary issues in computer technology has successfully completed its three folds and entered into fourth one, it's all due to the valuable efforts of faculty members of computer science and engineering department.

I extend my best wishes for the editorial team of the special issue; at last, I hope this technological literature interaction will be a source of inspiration to upcoming educationists, technocrats and stakeholders.

Jessica

ICRI - 2025 Conference Head
Founder, International Scientific Research Association

		
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Principal's Message

It gives me an immense pleasure to collaborate for the 'International conference on Research and Innovations' to be held on 5th and 6th May, 2025. Research has become order of the day, to make contribution in the field of Science, Technology, Commerce and Industry. The innovation era has begun with the development of artificial intelligence expanding its domain in both manufacturing as well as service sectors.



I congratulate the Research Culture Society (RCS) and the entire team associated in organizing this conference to promote research and encouraging the innovations in various fields of Commerce, Industry, Business and Technology. 8 faculty members from our college are presenting paper in the conference. Matoshree Vimalabai Deshmukh Mahavidyalaya will have a long lasting relationship with 'Research Culture Society', collaborating for many other events.


Dr Smita Deshmukh

PRINCIPAL
Matoshree Vimalabai Deshmukh Mahavidyalaya Amravati
Affiliated to Sant Gadge Baba Amravati University
Amravati, Maharashtra (India)





Prof. Maria Eropenko
Dean, Eurasian Institute of Science and Technology
Eurasian University
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MESSAGE

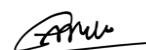
Dear Colleagues!!!

I am proud to be the part of Organizational Committee of “International Conference on Research and Innovations - 2025”, jointly organized by ‘Scientific Research Association’ and Eurasian Institute of Science and Technology, Eurasian University in collaboration with ‘Research Culture Society’ (5 – 6 May, 2025).

We have an exciting program at this conference that will allow participants to reflect upon and celebrate their accomplishments, renew friendships and extend networks, and jointly explore current and future research directions. I hope that all participants will have a productive and fun-filled time at this online conference.

I sincerely hope that this conference will deliberate and discuss all the different facets of this exciting topic and come up with recommendations that will lead to a better world.

I wish the conference great success.

A handwritten signature in black ink, appearing to read "Maria Eropenko".

Maria Eropenko
Dean, Eurasian Institute of Science and Technology,
Eurasian University

Dr.C. M. Patel

Director, RESEARCH CULTURE SOCIETY

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Message

Dear Professional Colleagues,

It is gratifying to note that ‘International Scientific Research Association’; Matoshri Vimalabai Deshmukh Mahavidyalaya Amravati Affiliated to Sant Gadge Baba Amravati University Amravati, Maharashtra (India); Eurasian Institute of Science and Technology (EU) in collaboration with ‘Research Culture Society’ (Government Registered Scientific Research organization) are organizing - ‘International Conference on Research and Innovations’ during 5 – 6 May, 2025.

The aim of the conference is to provide an interaction stage to researchers, practitioners from academia and industries. The main objective is to promote scientific and educational activities towards the advancement of common citizen’s life by improving the theory and practice of various disciplines of science and engineering. Provide the delegates to share their new research ideas and the application experiences face to face.

I believe, this International Conference will help in redefining the strong connection between students and academicians from different institutions. An additional goal of this international conference is to combine interests and scientific research related to General Science, Physical Science, Applied Sciences, Engineering and Technology Development to interact with members within and outside their own disciplines and to bring people closer for the benefit of the scientific community worldwide.

My best wishes to the committee members, speakers and participants of this scientific conference ICRI-2025.

Dr.C. M. Patel

Director, Research Culture Society.

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Dr. Maria Eropenko, Dean, Eurasian Institute of Science and Technology, Eurasian University(EU).

Dr. Jessica C., Founder President, Scientific Research Association.

Dr Smita Deshmukh, Principal, Matoshri Vimalabai Deshmukh Mahavidyalaya Amravati Affiliated to Sant Gadge Baba Amravati University, Amravati, Maharashtra (India).

Dr. Chirag Patel, Director – Research Culture Society, Program Head, Eurasian University(EU).

Keynote Speakers :

Dr. Rukminingsih, The Dean of Teacher Training and Education Department, PGRI Jombang University, Indonesia ; & International Languages Council, Member – Indonesia

Dr.(hc).Rania Lampou, STEM instructor and an ICT teacher trainer, at the Greek Ministry of Education, Greece. & Head, STEM Department, Eurasian Institute of Educational Technology, E.U.

Dr. Xihui Haviour Chen, Associate Professor of Accounting and Finance, Keele Business School, Keele University, United Kingdom.

Guest Speakers:

Prof. Dr. Redzuan Sofian, President and CEO Trichester Consulting, Malaysia.

Dr. Daria Suprun, Professor, Department of Social Work and Rehabilitation, National University of Life Science and Environmental Sciences of Ukraine, Ukraine, Europe.

Coordinator :

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Dr.Anna Jasiulewicz, Assistant Professor, Management Institute at Warsaw University of Life Sciences (SGGW), Warszawa, Poland.

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Theory in the Cultural Borderlands: Lucid Dreaming Theory, Tibetan Dream Yoga and the Trans-Cultural Implications

(Primary Text: Ursula K. Le Guin's *The Lathe of Heaven*)

Ms. Mannat Jagia

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Abstract: Literary theories in recent years have taken a distinct inter disciplinary turn. One such theory is lucid dreaming theory which is often finely woven into a sub genre of fiction called Lucid fiction. Lucid dreams are about mindful dreaming which is experienced as vivid and real. It also indicates a mode of dreaming in which the dreamer is able to control it and lucid dreams unfold during rapid eye movement sleep, accompanied by eye motion, faster breathing and enhanced brain activity. In recent years neuro-scientists have worked intensely into the domain of lucid dreams to explain the process of awareness of the dream. Lucid dreaming is also considered as a trainable cognitive skill. Further, creative writers and their characters are frequently seen mobilizing lucid dreaming techniques in narratives, interpersonal skills and in goal setting. Another area of application of lucid dream, as part of psychological research, is in sleep therapy. Within the domain of literary research, lucid dreaming theory provides an analytical lens to examine fictional narratives such as Sarah Pinborough's *Behind her Eyes*, Karen Thompson Walker's *The Dreamers*, Stephen King's *Misery*, William Stryon's *Sophie Choice*, Tantra Benso's *Lucid Membrane*, etc.

This paper is an attempt to explore the cross-cultural possibilities in employing lucid dream theory in the scrutiny of literary works and characters. In recent years scholars have found link between lucid dreaming and Tibetan dream yoga which help individuals to develop insights and in developing techniques of transformation. This paper explains how lucid dreaming and Tibetan dream yoga uphold the human ability to alter one's own dream reality by being aware of the dream. Such a technique is seen predominantly used in the novels mentioned above. A study of one of these novels provides a platform to define a lucid dreamer on the basis of western psychology and Tibetan dream yoga. Creativity, problem solving, self knowledge and profound insights are considered to be the positive outcomes of both lucid dreaming and dream yoga. This paper illustrates how these two techniques overlap in the novel under scrutiny to enhance the meditation technique called *shamatha*.

Key words: lucid dreaming, dream yoga, shamatha, crossculture, self awareness.

1. INTRODUCTION:

The interdisciplinary evolution of literary theories in recent decades has fostered the incorporation of psychological and cultural studies into literary analysis. Lucid dreaming theory, focusing on conscious awareness during dreams, offers a significant lens to study narratives where dream control alters perceived reality. Ursula K. Le Guin's novel *The Lathe of Heaven* (1971) stands as an eminent fictional work exploring these concepts. George Orr's effective dreams—dreams that physically alter reality—epitomize lucid dreaming, inviting discussions around psychological control, creativity, self-knowledge, and transformation. Though Le Guin's narrative is grounded in a Western setting, a comparative analysis with Tibetan Dream Yoga practices, particularly shamatha meditation, illuminates deeper transcultural implications regarding mind control, self-awareness, and the nature of reality.

This paper examines *The Lathe of Heaven* through the frameworks of lucid dreaming theory and Tibetan Dream Yoga, exploring the novel's implications for self-awareness, psychological transformation, and cultural boundary-crossing.

2. Lucid Dreaming Theory in *The Lathe of Heaven*

Lucid dreaming, a phenomenon where the dreamer is aware of dreaming and may exert control over the dream narrative, has been widely studied in neuroscience and psychology (LaBerge 124). In *The Lathe of Heaven*, George Orr's dreams have real-world consequences, positioning his mind as a literal creative force. Unlike typical lucid dreamers, Orr's dreams manifest changes in the external world rather than remaining within a subjective dreamscape. Nevertheless, the essence of lucid dreaming—awareness and control—pervades his experiences.

Orr's resistance to his dreaming ability highlights the psychological strain associated with lucid dreaming when it intersects with moral and existential dilemmas. Rather than wielding his dream power for personal gain, Orr displays a profound ethical consciousness, preferring not to interfere with reality. This reluctance aligns with the psychological insight that lucid dreaming requires not only awareness but responsible engagement with the subconscious (Tholey and Utecht 68).

Dr. William Haber, contrasting Orr, seeks to harness and guide Orr's dreams through a technological apparatus, treating dreams as malleable tools for social engineering. Haber's manipulation ultimately leads to dystopian outcomes, reinforcing the dangers of unconscious or selfish application of dream control. Through these character contrasts, Le Guin explores the psychological and ethical dimensions of lucid dreaming, demonstrating that heightened awareness must be paired with wisdom and restraint.

3. Tibetan Dream Yoga and Shamatha Meditation

Tibetan Dream Yoga, rooted in Vajrayana Buddhist traditions, teaches practitioners to maintain awareness during the dream state to transcend ordinary illusions and gain enlightenment. Tenzin Wangyal Rinpoche explains that Dream Yoga extends beyond lucid dreaming by integrating spiritual objectives: transforming the dreamer's perception and recognizing the dreamlike nature of all existence (Wangyal 47).

Shamatha, or "calm abiding" meditation, serves as a foundational practice for Dream Yoga by stabilizing the mind and fostering sustained attention (Gyatrul 91). Through shamatha, practitioners cultivate an inner stillness, enabling them to recognize the dream state without succumbing to habitual reactions. The ultimate goal is not simply dream control but the dissolution of ego and dualistic perceptions.

Unlike Western approaches to lucid dreaming, which often emphasize personal empowerment or problem-solving, Tibetan Dream Yoga pursues self-liberation and spiritual awakening. Dreams are not to be manipulated for external success but observed and understood as manifestations of the mind's fabrications.

4. Cross-Cultural Implications: Western Dream Control vs. Tibetan Dream Yoga

While *The Lathe of Heaven* does not directly engage with Tibetan Buddhist teachings, Le Guin's portrayal of dreams influencing reality parallels the underlying philosophy of Dream Yoga—that life itself is an illusory, dreamlike experience shaped by consciousness. George Orr's ethical caution and inner struggle to maintain harmony resonate with Tibetan ideals of non-attachment and compassionate awareness.

Comparatively, Dr. Haber embodies the pitfalls of a purely Western, utilitarian approach to dream control—using dreams to engineer an ostensibly “better” world without deep self-reflection or spiritual insight. His technological interventions symbolize the dangers of exploiting inner consciousness for material gains, mirroring critiques Tibetan philosophy might level against unchecked ego-driven pursuits.

Furthermore, George Orr’s natural inclination toward passivity and acceptance mirrors the Buddhist principle of “wu wei” (non-action) and the Dream Yoga teaching that emphasizes observing, not forcing, the dream state. In this way, Orr can be interpreted as a Western literary figure embodying Eastern philosophical principles, intentionally or otherwise.

The novel, therefore, offers a fertile site for cross-cultural analysis, demonstrating how different civilizations conceptualize control over the mind and reality. In the Western psyche, dreams often serve pragmatic ends—creativity, innovation, problem-solving—whereas in Tibetan traditions, dream work seeks transcendence of dualistic existence and realization of the nature of mind itself.

5. Psychological Transformation and Self-Awareness

Central to both lucid dreaming and Tibetan Dream Yoga is the theme of psychological transformation. Orr’s journey throughout the novel reflects an increasing self-awareness about the nature of reality and his role within it. Each dream alters the world dramatically, yet with unintended consequences, leading Orr to question the ethics of intervention and the limits of human comprehension.

This gradual evolution in Orr’s character aligns with the transformative aims of Tibetan Dream Yoga: moving from ignorance to wisdom. Through his ordeal, Orr develops a humility and acceptance of impermanence, akin to the Buddhist recognition of samsara—the cycle of birth, death, and rebirth marked by suffering and change.

In the climax, Orr chooses to dream “normally,” relinquishing control. This decision signifies a profound psychological shift from domination to surrender, paralleling the Dream Yoga principle that the dreamer should not seek to control but to awaken. Orr’s final acceptance embodies the insight that true transformation arises not from manipulating the dream, but from recognizing its inherent illusoriness.

6. Conclusion

Ursula K. Le Guin’s *The Lathe of Heaven* offers a compelling fictional exploration of lucid dreaming theory, psychological transformation, and self-awareness. Although not explicitly engaging Tibetan Dream Yoga, the novel’s themes resonate deeply with Tibetan practices, providing fertile ground for cross-cultural analysis.

George Orr’s journey from fearful dreamer to conscious participant in the dreamlike nature of reality mirrors the spiritual path advocated in Dream Yoga. The comparison between Western lucid dreaming practices and Tibetan traditions reveals differing aims: the Western focus on control versus the Eastern pursuit of liberation.

Ultimately, *The Lathe of Heaven* demonstrates that the ability to alter reality—whether through dreams or waking actions—must be tempered by ethical reflection and a deep awareness of the interconnectedness of existence. By examining the novel through both Western and Eastern frameworks, readers gain a richer understanding of the profound psychological and philosophical questions surrounding dreams, reality, and human transformation.



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Impact of climate change among sugarcane plantation workers and children in Negros Island: Basis for empowering children of marginalized sector

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Abstract: *This research work is a qualitative research that looked into the phenomenology in terms of the experiences of the sugarcane farmworkers and children in the Municipality of Pamplona as well as in cities of Tanjay, and Bais in Negros Island, Philippines. The Collaizi's method of phenomenology analysis was used in this research work to interpret the data transcription. The Collaizi's method was utilized in the analysis and interpretation of phenomenological data.*

The study showed that child labor remains prevalent in the sugarcane plantation industries in Negros Island with the youngest child laborer aging 6 years old. A majority of the informants had no idea about climate change whereas a minority of the said informants with knowledge on climate change related-phenomena were experiences such as drought, floods, typhoons, changing weather patterns, and lower yield of crop production. The informants associate robbery (crime), hunger, malnutrition, migration, teenage marriages, dropping out of school are the direct and indirect effect of climate change to smallholder sugarcane farmworkers in Negros Island, Philippines.

The researcher recommended that stakeholders such as the United Nations via its satellite offices to extend viable activities in the rural Philippines in materializing the SDG Agenda 2030. The Philippine government agencies such as the Department of Environment and Natural Resources (DENR), Department of Education (DepEd), Department of Agriculture (DA), and Department of Social Welfare and Development (DSWD) including local government units to play active roles in the education, monitoring, intervention, and campaign in rural areas about the causes and harsh effects of climate change, offer alternative solutions to counter the challenges brought about by climate change and empower especially the children who are farm workers.

Keywords: *Child labor, climate change, sugarcane plantation workers, empowering children.*

1. Introduction:

Climate Change is one of the most pressing issues confronting humanity in the 21st century. It is one of the most important priorities in the Sustainable Development Goal 2030 Agenda. Environmental experts underscored the adverse impact of climate change to global economy, politics, as well as social, cultural, environmental, and peace securities. Studies have shown that the agricultural sector in general and the farmers in particular across the world have been push to the limit due to the changing agricultural productivity where warming climate temperature is aggravated by human activities across the globe. In the publication released by the United Nations Economic and Social Affairs (UNDESA), it stipulated that the agency provides substantive support and capacity-building for the Sustainable Development Goals (SDGs) related thematic issues, including water, energy, climate, oceans, urbanization, transport, science and technology. The United Nations emphasized that in order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by stakeholders to implement the global goals (UN, 2025).



Adaptation to Climate Change. In a World Bank publication in 2022 regarding food security and climate change, it stressed that the number of people suffering acute food insecurity increased from 135 million in 2019 to 345 million in 82 countries by June 2022, as war in Ukraine, supply chain disruptions, and the continued economic fallout of COVID 19 pandemic pushed food prices to all-time high. Additionally, global food insecurity had already been rising due to climate phenomena where global warming is influencing weather patterns, causing heat waves, heavy rainfall, and droughts and rising food commodity prices in 2021 were a major factor in pushing approximately 30 million additional people in low-income countries toward food insecurity (World Bank, 2022). With the climate change, food insecurity is becoming worst by the minute. About 80% of the global population most at risk from crop failures and hunger from climate change are in Sub-Saharan Africa, South Asia, and Southeast Asia where farming families are disproportionately poor and vulnerable (World Bank 2022). Studies have shown that climate change affected everyone especially the farm workers. In a study entitled *Determinants of Smallholder Farmers' Adaptation Strategies to the Effects of Climate Change: Evidence from Northern Uganda*, Atubi et al. (2021) underscored the relevance of the three most widely practiced adaptation strategies in Thailand such as planting of different crop varieties, planting drought-resistant varieties, and fallowing. Another study, entitled *Impact of Climate Change on Farmers and Adaptation Strategies in Rangsit, Thailand*, Sheikh et al. (2024) stressed that climate change presents a significant challenge particularly for developing nations and found out that small-scale water resource management of Bueng Cham Aor demonstrated that farmers were able to effectively secure more water during drought periods by employing local knowledge and data systems with support of the Ministry of Science and Technology, Thailand (Sheikh et al., 2024).

Furthermore, a research work entitled *Climate Change Impacts on Adaptation Among Small Farmers in Central America*, Harvey et al. (2018) stipulated that smallholder farmers are one of the most vulnerable groups to climate change, yet efforts to support farmer adaptation are hindered by lack of information on how they are experiencing and responding to climate change (Harvey et al. (2018). In another study entitled *Smallholder Farmer Perceived Effects of Climate Change on Agricultural Productivity and Adaptation Strategies*, Makuvaro et al. (2018) underscored that the agricultural sector is sensitive to climate change and the capacity of smallholder farmers in developing countries to adapt is limited and found out in the study that farmers were concerned about crop and livestock productivity as well as availability of water resources, food and nutrition security are significant for general well-being (Makuvaro, 2018). The study of Micu et al. (2022) entitled *Climate Change - Between "Myth and Truth" in Romanian Farmers' Perception*, found out that the most problematic climatic phenomenon identified by farmers is drought with negative effects to the activity and believed that the effect of climate change are affecting the business through lower yields (Micu, 2022).

Understanding of Climate Change Among Farmworkers in the Philippines. The Philippines is one of the countries in the Asia-Pacific that are highly vulnerable to the erratic climate phenomenon where extreme floods, typhoon, erosion, and droughts are prevalent which in turn adversely affecting the populace especially those in the margin of society. In a study, *Adaptation to Climate Change Among Farmers in Bulacan, Philippines*, Penalba found out that farmers perceived serious health and livelihood risks despite having limited knowledge of how climate change occurs and recognized that changes in climate conditions have caused considerable effects to temperature and rainfall which in turn have posed serious challenge to water supply (Penalba, 2019). Additionally, the farming activities are also at risk from interrelated impacts such as damage to crops, pest infestation, and decrease in rice yield (Penalba, 2018). Lasco et al. (2016) stipulated in a study entitled *Smallholder Farmers' Perceptions of Climate Change and the Roles of Trees and Agroforestry Climate Change Risk Adaptation: Evidence from Bohol, Philippines* that farmers and community leaders had observed changes in rainfall and temperature over the years and have positive perceptions of tree roles in coping with climate change, with most timber tree species valued for regulating functions, while non-timber trees were valued as sources of food and income (Lasco, 2016). In another study, *Adaptation Measures of Farmers in Response to Climate Change in Bicol Region, Philippines*, Lirag & Estrella (2017) found out that the

major hazards the respondents had to contend with are flood, drought, typhoon, erosion, and volcanic eruption where typhoons happen almost every year with varying magnitude (Lirag & Estrella, 2017). In the study, *WFP Philippines – Food Security Monitoring - October 2022*, Cruz (2022) used the mobile vulnerability analysis and mapping (mVAM) which is intended to provide the government and humanitarian/development partners information on the impact of global food, fuel, and fertilizer crisis on households. Mobile phone interviews were conducted and found out that household that rely on agricultural livelihoods are significantly more food insecure and resort to borrowing money for food, purchasing food on credit, and spending savings (Cruz, 2022; World Food Programme, 2022).

Sugarcane Farmworkers in Visayas Regions of Central Philippines. Central Philippines, particularly Western Visayas including Negros Island is one of the leading sugarcane-producing regions in the country where many agricultural workers depend on farm works for the source of daily income and sustenance. Through all years, there would always be land problems in Negros Island caused by economic disparity between the landlords and the farmworkers which worsen by the impact of climate change says Christian for National Liberation (2023). It added that the hacienderos (landlords) would manifest the untouchable might and strengthen the armed groups to protect the property and hired sugarcane farmworkers from other islands in which called *sacadas* because these workers were working to pay the debts of the families who received money from the hacienderos (Christian for National Liberation, 2023).

This study was conducted in the Province of Negros Oriental in the Negros Island Region which aimed to answer the following questions. 1) What is the understanding of climate change among farmworkers?, 2) What is the effect of climate change among farmworkers?, and 3) What are the practices conducted by the farmworkers to mitigate the impact of climate change?

2. Methods

This research work is a qualitative research that looked into the phenomenology in terms of the experiences of the sugarcane farmworkers and children in the Municipality of Pamplona as well as in cities of Tanjay, and Bais in Negros Island, Province of Negros Oriental, Philippines. The primary criterion of the informants must be sugarcane farmworkers in Negros Island. Responses were arranged according to themes to provide a better understanding of the situation of the farmworkers in lieu of the climate change which affected livelihood in particular and the sugar industry in general. The experience narratives and responses to interviews conducted with the farmworkers were recorded, transcribed and interpreted using Colaizzi's method (Sanders, 2003) as shown in the succeeding page.

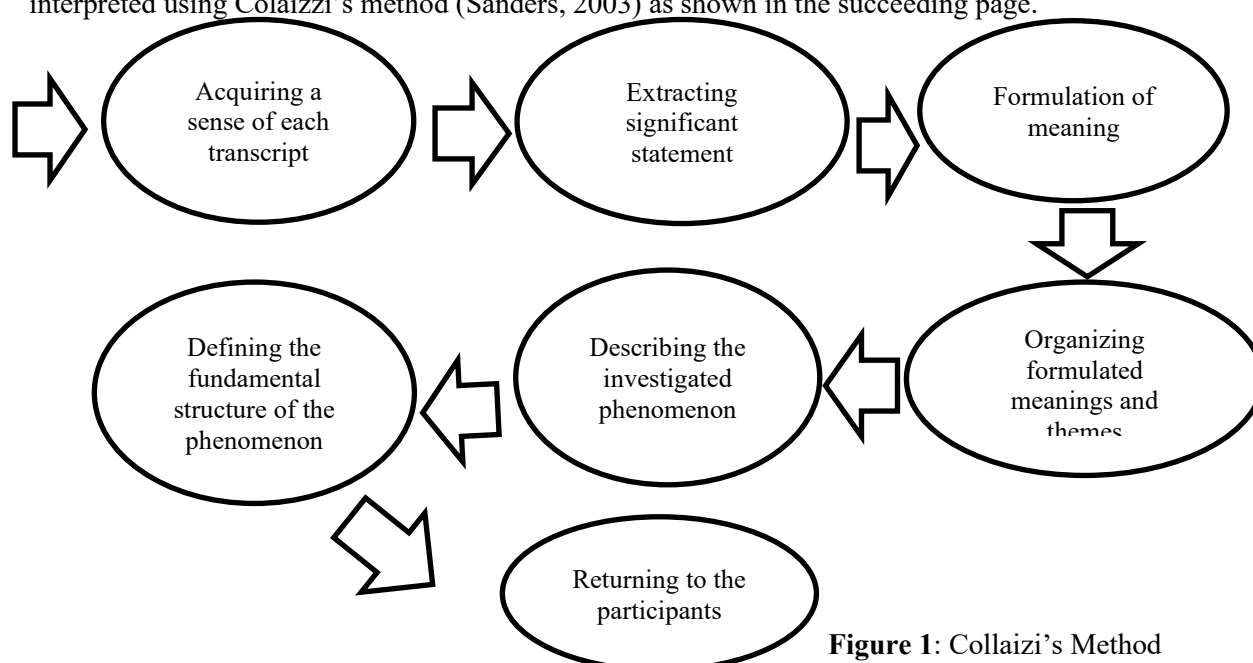


Figure 1: Colaizzi's Method



The Collaizi's method of phenomenology analysis was used in this research work to interpret the data transcription. The Collaizi's method of phenomenology analysis was used in 7 steps in the interpretation of phenomenological data such as 1) acquiring a sense of each transcript, 2) extracting significant statement, 3) formulation of meaning, 4) organizing formulated meanings of themes, 5) describing the investigated phenomenon, 6) defining the fundamental structure of the phenomenon, and 7) returning to the participants (Sanders, 2003). The soft and hard copies of data are kept for safe storage. The data be discarded five months after the research presentation in Bali, Indonesia.

3. Results and Findings

The informants in this study were the 15 sugarcane plantation workers as well as the children who worked in said plantation. The age range is from 6 to 60 years old. The average interview took 120 minutes per session during the planting season of year 2024 as well as during the harvest seasons of year 2024 in three (3) separate locations in Negros Island Region, Central Philippines.

Understanding of Climate Change Among Sugarcane Farmworkers. It was found out that child labor remains prevalent in the sugar cane plantation industries in Negros Island with the youngest child laborer aging 6 years old. The oldest farmworkers being 60 years old indicating that senior citizens remained part of the labor force in the sugar industry. Among the informants, 33% signified understanding of climate change and its impact to agricultural production whereas 67% had signified no idea related to climate change issues. Of the 67% of informants with no understanding of climate change, common responses are: 1) *wala ko kabalu* (I don't know), 2) *ambot* (no idea), 3) *wala masayud* (no idea), and 4) *wala ko gatagad* (I don't mind) (R2, R4, R6, R8, R9, R11, R12, R13, R14, R15). From the 33 % of respondents that signified understanding of climate change, when asked about what is climate change, common responses are: 1) *Ang paglahi-lahi sa panahon* (change in weather patterns), 2) *tumang kainit* (extreme heat), 3) *tumang pag-ulan* (extreme rainfall), 4) *tumang mga pagbaha* (extreme flooding), 5) *susod-sunod nga bagyo* (successive typhoons), 5) *pag-os-os sa ani* (lower crop production) (R1, R3, R5, R7, R10). Drought, floods, typhoons, changing weather patterns, and lower yield of sugar cane crop are the phenomena related to climate change known to the farm workers. These findings supported the study of Lirag & Estrella (2017) who found out that the major hazards the respondents had to contend with are flood, drought, typhoon, and erosion where typhoons happen almost every year with varying magnitude as well Penalba (2018) who underscored that the farming activities are also at risk from interrelated impacts such as damage to crops, pest infestation, and decrease in yield.

Effect of Climate Change to Sugarcane Farmworkers and Children. The informants associate 1) *pagpangawat* (robbery) R5, R7), 2) *kagutom* (hunger) (R1, R3), 3) *dili mahimsog nga panglawas* (malnutrition) (R10), 4) *pagbalhin sa laing pinoy-anan* (migration) (R3, R5), 5) *sayo kaayong pagmenyo* (teenage marriages) (R5, R10), and 6) *dile mu-eskwela ug ang pag-undang sa eskwela* (quit schooling) (R3, R10) incidents are the direct and indirect effects of climate change to sugarcane farmworkers in Negros Island. These findings are indicative that climate change is associated with crimes, hunger, malnutrition, migration, illiteracy, and early marriages among sugarcane farmworkers and children.

Practices Conducted by the Farmworkers to Mitigate the Impact of Climate Change. The sugarcane farmworkers when asked about initiatives conducted to survive amid climate change, it was found out that the informants had varying reasons to mitigate the impact of climate change. These are: 1) *pag-tanum ug mga salag-on nga mabuhi basin init kayo* (planting root crops that are heat-resistant) (R1, R3, R5, R7), 2) *pagbalhin sa laing pinoy-anan* (migration) (R7, R3), 3) *sayo kaayong pagmenyo* (teenage marriages) (R1, R5), 4) *manarbaho sa konstruksiyon* (shift to construction work) (R3, R7) and 5) *pagtanum ug kahoy sa kilid sa hacienda* (planting trees at the side of the sugarcane farms) R3, R7, R10). These findings supported Lasco et al. (2016) on the perceptions of tree roles in coping with climate change, with most timber tree species valued for regulating functions (Lasco, 2016) whereas

migration, shift of job preference, and early marriages are mitigating actions done by farmworkers. These said findings are indicative that the climate change phenomenon is affecting the farm workers in particular and the sugar industry in Negros Island Region in general that need well-calibrated intergovernmental actions.

4. Conclusion

Child labor remains prevalent in the sugarcane plantation industries in Negros Island with the youngest child laborer aging 6 years old. A majority of the informants had no idea about climate change whereas for the minority, knowledge on climate change related-phenomena are concepts such as drought, floods, typhoons, changing weather patterns, and lower yield of crop production. The respondents associate robbery (crime), hunger, malnutrition, migration, teenage marriages, dropping out of school are the direct and indirect effect of climate change to smallholder sugarcane farmworkers in Negros Island. The sugarcane farmworkers initiatives conducted to survive amid climate change are planting root crops that are heat-resistant, migration, teenage marriages, shift to construction work, and planting trees.

5. Recommendations

Empowering the children of farmworkers shall take in two fronts. These are on the parents' side and the children's side. There shall be alternative livelihood and entrepreneurship training programs and climate change awareness among the parents whereas intensive literacy and numeracy campaign including climate change awareness and livelihood training in the case of the children. Based in the findings, the researcher recommended that specific stakeholders such as:

- 1) United Nations through its satellite offices to extend viable activities in rural Philippines in materializing the SDG Agenda 2030.
- 2) Department of Environment and Natural Resources (DENR) to conduct a mechanism for rural farmers to be educated about climate change.
- 3) Department of Education (DepEd) to conduct education campaign on climate issues in rural Philippines.
- 4) Department of Agriculture (DA) to conduct training on alternative farming methods and techniques for the marginalized sectors particularly the farmworkers in the sugar cane plantation.
- 5) Department of Social Welfare and Development (DSWD) to play active roles in the education intervention and campaign in rural Philippines regarding the effect of early teenage marriages.
- 6) Recommendation to conduct similar study is offered to other government and non-government organizations both national and international organizations, educators and researchers whose advocacy is aligned in the empowerment and protection of the marginalized sectors particularly the farmworkers and their children amidst climate change phenomena.

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The Evolution and Development of Environmental Jurisprudence: Origin to Global Impact

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Abstract: *The evolution of international environmental law reflects the global community's growing awareness and response to environmental challenges that transcend national borders. The development of international environmental law, extends from tracing its historical roots, to exploring key principles and agreements. Analyzing the roles of various international organizations, that offer a detailed understanding of how international environmental law has evolved, its current framework, and future prospects. The historical development of international environmental law, delves into early environmental concerns and treaties, highlighting significant milestones from the rise of environmental awareness in the 1960s and 1970s to contemporary developments. This perspective underscores the progressive nature of international environmental law and its increasing relevance in global governance. Key principles and concepts such as sustainable development, the precautionary principle, the polluter pays principle, and common but differentiated responsibilities are pragmatic. These principles form the foundational ethos of international environmental law, guiding its implementation and enforcement across different jurisdictions. The research, explores major international environmental agreements and conventions, including the Stockholm Declaration (1972), the Rio Declaration and Agenda 21 (1992), the Kyoto Protocol (1997), and the Paris Agreement (2015). Each agreement is analyzed for its objectives, achievements, and impact on global environmental policy. The role of international organizations and institutions, including the United Nations Environment Programme (UNEP), the International Union for Conservation of Nature (IUCN), and non-governmental organizations (NGOs), is discussed. These entities are pivotal in shaping, promoting, and enforcing international environmental laws, and their contributions is exceptional. In some other cases of international environmental law in action, such as; protection of the ozone layer through the Montreal Protocol, marine pollution control via the MARPOL Convention, and biodiversity conservation under the Convention on Biological Diversity, highlights practical applications and success of these legal frameworks. The research work aims to contribute to the ongoing discourse on international environmental law, providing a exhaustive analysis of the evolution and current trends in international environmental law. And focuses on the dynamic nature of international environmental law, highlighting its critical role in addressing global environmental challenges and promoting sustainable Development.*

Keywords: *International Environmental Law, Sustainable Development, Environmental Treaties, Environmental Governance, Global Cooperation.*

1. INTRODUCTION :

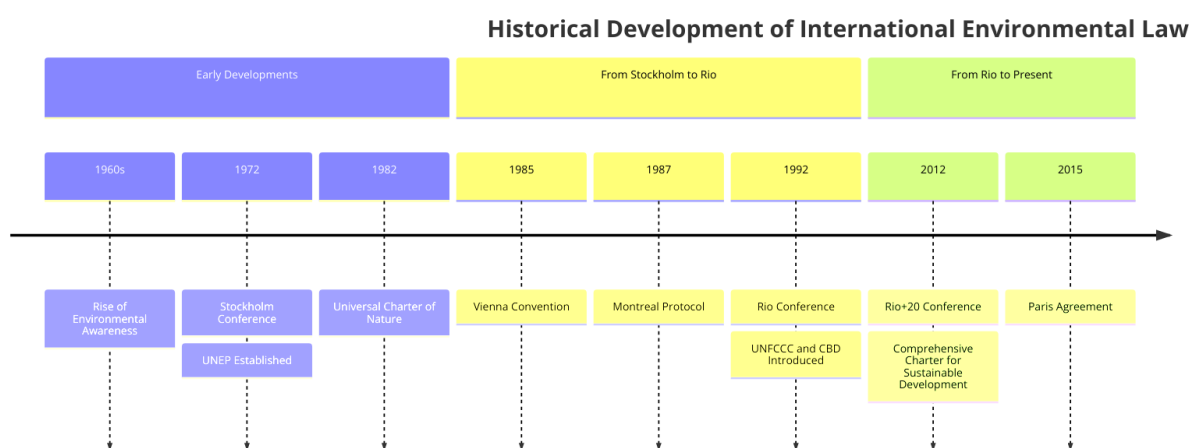
Our planet faces a multitude of environmental challenges, from climate change to biodiversity loss. Addressing these issues requires international cooperation, and a key instrument in this effort is International Environmental Law (IEL). IEL is a relatively young field that has grown significantly in recent decades. This introduction will explore the historical development of IEL, highlighting its key features and ongoing evolution. Prior to the mid-20th century, international environmental concerns were addressed through isolated agreements, often focusing on specific resources or regions. Early examples include the failed 1900 London Convention on African wildlife protection and the more successful 1933 version that established national parks in colonized Africa.

The 1960s marked a turning point. Growing public awareness of environmental threats, fueled by Rachel Carson's influential book "Silent Spring" and the iconic "Earthrise" photograph, spurred calls for international action (Experience, 2019). This culminated in the landmark 1972 United Nations Conference on the Human Environment (Stockholm Conference). The Stockholm Conference is considered a pivotal moment in IEL's development. It produced the Stockholm Declaration, a non-binding but highly influential document that established key principles like state responsibility for environmental protection.

The importance of international environmental law lies in its ability to provide a structured and cooperative approach to addressing environmental issues that no single nation can solve alone. These laws and agreements are crucial for several reasons, like- Global Coordination, Environmental Protection and Conservation, Human Health and Safety, Economic Stability, Conflict Prevention etc.

2. Historical Development of International Environmental Law

The development of international environmental law is a complex journey marked by significant milestones and evolving principles. This journey can be categorized into three distinct phases: from the Stockholm Conference to the Rio Conference, from the Rio Conference to the Rio+20 Conference, and from the Rio+20 Conference to the present day.



2.1 From the Stockholm Conference to the Rio Conference

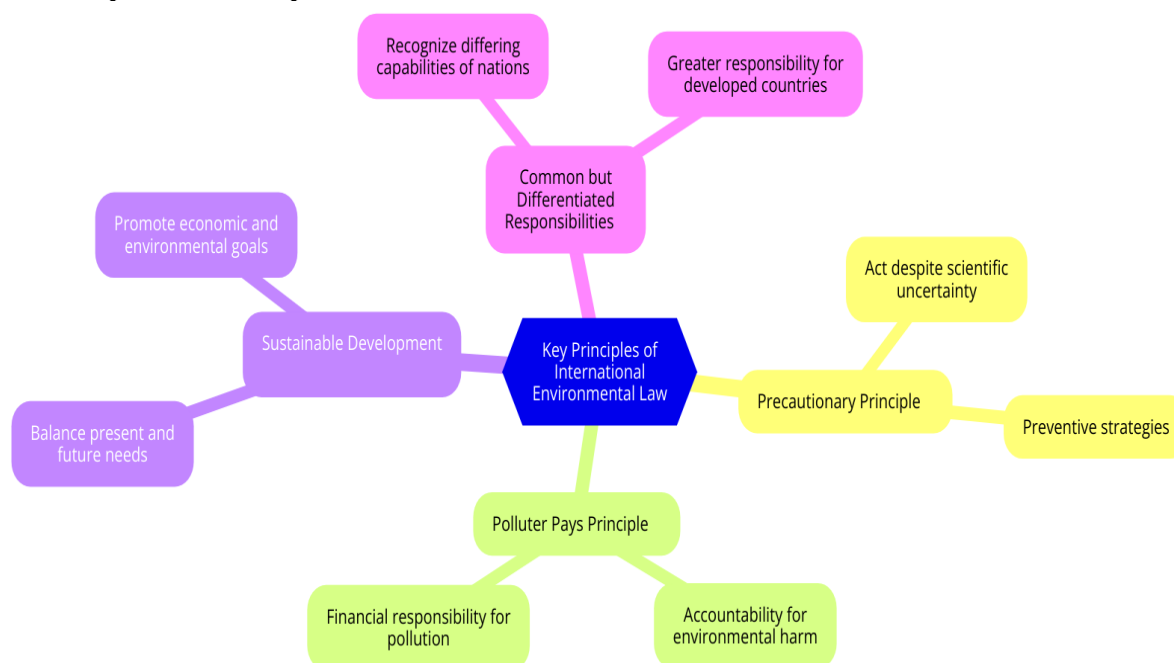
The Stockholm Conference in 1972 was a pivotal event in the history of international environmental law. This conference marked the beginning of a global recognition of environmental issues and laid the foundation for future environmental governance. The final statement of the Stockholm Conference introduced several important principles of environmental law, which have since been incorporated into various regional and international conventions and treaties. One of the key outcomes of the Stockholm Conference was the establishment of the United Nations Environment Programme (UNEP) and the Environment Fund. These institutions have played crucial roles in the development of international environmental law. The conference also emphasized the responsibility of governments to avoid causing environmental harm, a principle that has become a cornerstone of international environmental standards today. Another significant event during this period was the adoption of the Universal Charter of Nature by the United Nations General Assembly in 1982. This charter had a major impact on international environmental law, influencing subsequent conventions and treaties, such as the Convention on the Protection and Conservation of Southeast Asian Resources and the Rio Declaration of 1992. This period also saw the structural transformation of international environmental law. The establishment of UNEP and other international organizations with environmental mandates marked a shift towards more organized and collaborative efforts in environmental protection. Several key international conventions were established, including the Convention on International Trade of Endangered Species of Wild Fauna and Flora (CITES) in 1975 and the United Nations Convention on the Law of the Sea (UNCLOS) in 1982 (Jalali, 2018).

2.2 From the Rio Conference to the Rio+20 Conference

The Rio Conference in 1992, also known as the Earth Summit, was another landmark event. It brought together representatives from 176 countries, including 116 heads of state, to discuss sustainable development and environmental protection. Two significant legal documents were introduced at this conference: the United Nations Framework Convention on Climate Change (UNFCCC) and the Convention on Biological Diversity (CBD). The Rio Declaration on Environment and Development, adopted at this conference, highlighted the differences between developed and developing countries and aimed to guide the development of international environmental law. Principles such as the right to development, the elimination of poverty, and the greater responsibility of

developed countries in protecting the environment were emphasized. The Rio Conference also underscored the need for governments to integrate environmental protection into their economic development plans and to recognize the role of social groups, institutions, and non-governmental organizations in environmental protection. This period was characterized by the realization, comprehension, and reform of international environmental law, as well as the emergence of conflicts between different countries regarding environmental issues (Jalali, 2018).

3. Principles and concepts in International Environmental Law



3.1 The Precautionary Principle

The Precautionary Principle stands as a cornerstone in environmental law and policy, advocating for proactive measures to safeguard both the environment and human health in the face of scientific uncertainty. Originating from the German concept of *Vorsorge* in the 1970s, it gained global recognition through pivotal agreements like the Rio Declaration in 1992, emphasizing the imperative of action despite incomplete scientific certainty. Its incorporation into international treaties and national policies underscores its legal and ethical significance, aligning with the principles of sustainable development. Across various sectors, from food safety to environmental law, the principle guides decision-making by prioritizing caution, anticipatory action, and public participation. In contrast to the traditional assimilative capacity approach, it represents a paradigm shift towards preventive strategies, urging thorough risk assessment and consideration of alternatives. Notably, the Precautionary Principle's influence extends to judicial decisions worldwide, reaffirming its legal standing and role in upholding environmental rights. Ultimately, its application underscores a commitment to responsible governance and underscores the imperative of safeguarding our planet for future generations, making it an indispensable component of contemporary environmental governance (The Precautionary Principle).

3.2 Polluter Pay Principle

The Polluter Pays Principle (PPP) represents a fundamental shift in environmental policy, aiming to assign accountability for environmental harm and pollution. Emerging in response to escalating global environmental concerns in the latter part of the 20th century, the principle gained traction through key international conferences such as the United Nations Conference on the Human Environment in Stockholm in 1972 and the Rio Earth Summit in 1992. At its core, the PPP asserts that entities responsible for environmental degradation should bear the financial burdens associated with remediation, cleanup, and prevention efforts. Here, we delve into the origins, application, challenges, and international context of the Polluter Pays Principle, examining its role in balancing economic development with environmental protection. The origins of the PPP can be traced back to the heightened awareness of environmental issues that emerged in the latter half of the 20th century. As industrialization expanded and technological advancements accelerated, so too did pollution and environmental degradation. Recognizing the need for a paradigm shift in environmental governance, policymakers and scholars began



advocating for principles that would hold polluters accountable for the consequences of their actions. The concept of the PPP crystallized during landmark international environmental conferences, where discussions centered on the imperative of incorporating environmental considerations into economic decision-making processes.

3.3 Sustainable Development

On December 22, 1992, the United Nations General Assembly sanctioned the formation of a high-level Commission on Sustainable Development to ensure the implementation of "Agenda 21". This Commission is composed of 53 members. Subsequently, on February 12, 1993, the Economic and Social Council officially established this 53-member Commission to track the progress of "Agenda 21", a comprehensive action plan adopted during the U.N. Conference on Environment and Development (UNCED) held in Rio de Janeiro in June 1992. As a functional body of the Economic and Social Council, the Commission is also responsible for overseeing the integration of environmental and developmental objectives across the U.N. system. Starting its operations in May 1993, the Commission aimed to consider organizing high-level ministerial meetings to provide political support for the commitments and resolutions made during the Earth Summit (Kappor, 2021).

The World Summit on Sustainable Development also developed a comprehensive implementation plan addressing various critical issues. These included poverty eradication, shifting unsustainable consumption and production patterns, protecting and managing the natural resources foundational to economic and social development, sustainable development in a globalizing world, health and sustainable development, sustainable development for Africa, implementation strategies, and the institutional framework for sustainable development. Despite limited expectations from such global summits, they play a crucial role in emphasizing the seriousness and urgency of these issues. However, due to significant differences in attitudes and approaches to meeting their commitments, the outcomes of the Summit were not particularly encouraging. Developed countries are not fully committed to fulfilling their obligations, while developing countries lack the financial resources to abandon traditional energy sources in favor of those that promote sustainable development (Kappor, 2021).

4. Some Major Environmental Agreements

4.1 Stockholm Declaration, 1972

The United Nations Conference on the Human Environment, held in Stockholm from June 5 to 16, 1972, recognized the necessity for a shared vision and guiding principles to help preserve and enhance the global environment. It declared that humans are both products and architects of their environment, which sustains them and facilitates their intellectual, moral, social, and spiritual growth. The rapid advancement of science and technology has given humans unprecedented power to alter their surroundings, necessitating the protection of both natural and man-made environments for well-being and basic human rights. Protecting and improving the environment is a critical global issue affecting well-being and economic development, a duty shared by all governments. Humans must continually innovate and advance; used wisely, human capabilities can benefit all and improve life quality, but misused, they can cause significant harm, evident in pollution, ecological imbalance, resource depletion, and unhealthy living conditions. In developing countries, environmental problems are often due to underdevelopment, with many living below decent standards. These countries must focus on development while protecting the environment, and industrialized nations should help reduce this disparity, as their environmental issues are mainly linked to industrialization. Population growth presents challenges for environmental preservation, necessitating appropriate policies and measures. People are crucial for social progress, wealth creation, and environmental transformation. Humanity must now act with greater care for environmental consequences to prevent irreversible damage; with better knowledge and actions, a better life in a healthier environment can be achieved. Achieving environmental goals requires responsibility from individuals, communities, enterprises, and institutions at all levels, with local and national governments bearing primary responsibility for large-scale policies, though international cooperation is also essential to support developing countries. The conference urged governments and people to unite in preserving and improving the human environment for the benefit of current and future generations (Declaration of the United Nations Conference on the Human Environment).

4.2 Rio Declaration and Agenda 21

The Rio Declaration, a milestone in sustainable development, originated from the 1992 United Nations Conference on Environment and Development (UNCED), also known as the Earth Summit, in Rio de Janeiro. Initially intended to be named the Earth Charter, the title was changed to the Rio Declaration to address concerns from developing countries that the original name overemphasized the earth and nature over human and

developmental aspects. The declaration comprises twenty-seven principles designed to steer global sustainable development. Although concise, it was the center of intense debate over its phrasing, ultimately gaining signatures from almost every nation, including the United States, which expressed reservations about possible misinterpretations.

One significant feature of the Rio Declaration is its human-centered approach. Principle 1 asserts that human beings, entitled to a healthy and productive life in harmony with nature, are at the heart of sustainable development concerns. This highlights a prioritization of developmental needs with environmental conservation as a secondary consideration. The document also underscores the disparity between developed and developing nations. Principle 7 addresses "common but differentiated responsibilities," acknowledging the greater environmental impact of developed countries and their obligation to lead sustainable development initiatives.

Focusing more on human welfare than non-human nature, the Rio Declaration's environmental ethics encountered resistance from developed countries to proposals addressing the lifestyles of the affluent as a path to sustainable development. This revealed underlying tensions regarding responsibility for environmental harm. Criticism of the declaration includes its mild stance on population growth, a topic fraught with ideological and religious objections. Despite this, the Rio Declaration introduced crucial themes into environmental law, such as the polluter-pays principle, intergenerational equity, and public participation. Disappointment with the Rio Declaration fueled ongoing efforts to draft an Earth Charter, completed in 2000 in The Hague. While the Earth Charter has not been formally endorsed by the United Nations General Assembly, it has garnered support from thousands of organizations and UNESCO (III, 2009).

Agenda 21, a comprehensive action plan resulting from the 1992 Earth Summit (United Nations Conference on Environment and Development) in Rio de Janeiro, Brazil, aims to address environmental challenges on global, national, and local levels. Developed by the United Nations and endorsed by 178 governments, Agenda 21 seeks to achieve sustainable development by the 21st century through collaboration among UN organizations, governments, and various major groups. The plan is divided into four main sections: Social and Economic Dimensions, which focuses on poverty reduction, health promotion, sustainable population levels, and informed decision-making for human settlements; Conservation and Resource Management, which addresses deforestation, biodiversity conservation, pollution control, and biotechnology management; the Role of Major Groups, highlighting contributions from children, youth, women, NGOs, local authorities, and indigenous communities; and Means of Implementation, covering science, technology transfer, education, and financial mechanisms.

Since its unveiling at the Earth Summit in 1992, Agenda 21 has seen uneven progress, as noted during the 1997 UN General Assembly review (Rio+5), influenced by globalization, income inequality, and environmental degradation. Globally, Agenda 21 encourages local governments to develop their localized versions, promoting sustainable development through integrated policies that emphasize social equity, economic growth, and environmental protection. At the local level, Agenda 21 emphasizes grassroots action, recognizing the crucial role of local governments in implementing its principles through strategies like land-use planning, waste management, and community engagement.

The plan advocates for integration across sectors, urging the development of holistic policies that address interconnected challenges, such as simultaneously considering environmental conservation, economic growth, and social well-being in urban planning. Involving diverse stakeholders, including governments, NGOs, businesses, and citizens, is vital, and local Agenda 21 initiatives engage communities in decision-making, fostering public participation, ownership, and commitment to sustainable practices. Education is seen as a crucial driver of change, with Agenda 21 calling for environmental education, capacity-building, and awareness campaigns to cultivate informed citizens who are more likely to adopt sustainable behaviors.

4.3 Kyoto Protocol, 1997

The Kyoto Protocol, adopted in 1997 in Kyoto, Japan, is a significant international treaty designed to combat climate change by mandating reductions in greenhouse gas (GHG) emissions. It is an extension of the United Nations Framework Convention on Climate Change (UNFCCC) and focuses on curbing global warming by setting legally binding targets for industrialized nations. These targets are based on reducing emissions below 1990 levels and vary by country, considering their historical emissions and economic capabilities. The protocol introduced innovative market-based mechanisms such as Emissions Trading, the Clean Development Mechanism (CDM), and Joint Implementation (JI), allowing countries to trade emissions allowances, invest in emission reduction projects in developing countries, and collaborate on such projects, respectively. Despite its groundbreaking nature, the protocol faced challenges, including the non-ratification by major emitters like the United States, limited scope covering only certain countries and sectors, and its expiration after the first commitment period in 2012. Nevertheless, the Kyoto Protocol laid a foundational framework for future climate agreements and highlighted the principle of "common but differentiated responsibilities," acknowledging historical emissions and influencing subsequent global climate policies (Böhringer, 2003)

4.4 Paris Agreement, 2015.

The Paris Agreement, adopted on December 12, 2015, during the Paris Climate Change Conference, is a landmark accord in the global effort to combat climate change. This agreement emerged from a series of laborious meetings and negotiations by the Ad Hoc Working Group on the Durban Platform for Enhanced Action (ADP), highlighting the urgent need for a cohesive international strategy. Since 1992, parties to the United Nations Framework Convention on Climate Change (UNFCCC) have aimed to stabilize greenhouse gas concentrations to prevent dangerous interference with the climate system, as recommended by the Intergovernmental Panel on Climate Change (IPCC).

The Paris Agreement departs from previous treaties by requiring all countries, including developing nations, to set and report their climate targets through Nationally Determined Contributions (NDCs), which must be updated every five years to reflect increased ambition. Additionally, the agreement introduces a global stocktake every five years to assess collective progress and a transparency framework to ensure accountability. It also emphasizes the importance of adaptation and addresses loss and damage from climate impacts, urging parties to enhance resilience and reduce vulnerability. While the adoption of the Paris Agreement marked a significant achievement, it also underscored the challenges ahead, particularly in mobilizing financial and technological support for developing countries. The future success of the agreement will depend on sustained political will and international cooperation, with upcoming global stocktakes playing a crucial role in maintaining momentum. Ultimately, the Paris Agreement provides a foundation for meaningful progress in addressing climate change, representing a new beginning in the global effort to tackle this pressing issue.

4.5 The Ozone Layer and Montreal Protocol

The ozone layer, a crucial shield protecting the Earth from the sun's harmful ultraviolet radiation, plays a vital role in safeguarding all forms of life on our planet. However, the discovery of ozone-depleting substances (ODSs), particularly chlorofluorocarbons (CFCs), posed a significant threat to this protective layer. In response to this looming environmental crisis, nations worldwide came together to address the issue through the 1985 Vienna Convention for the Protection of the Ozone Layer and the subsequent 1987 Montreal Protocol on Substances that Deplete the Ozone Layer.

The Montreal Protocol's success in protecting the ozone layer can also be attributed to the collaborative efforts of various stakeholders, including governments, scientists, industry representatives, and environmental organizations. This multi-faceted approach has enabled the Protocol to garner broad support and engagement, fostering a sense of shared responsibility for environmental stewardship. Moreover, the Protocol's emphasis on transparency, accountability, and information-sharing has facilitated effective monitoring and enforcement mechanisms, ensuring that countries adhere to their commitments and take necessary actions to phase out ODSs. Furthermore, the Montreal Protocol's success has been bolstered by the leadership and dedication of key individuals, such as Mostafa Tolba, the former Executive Director of the United Nations Environment Programme (UNEP). Tolba's strategic vision and diplomatic skills played a pivotal role in navigating complex negotiations and building consensus among diverse stakeholders. His emphasis on informal consultations and fostering trust among representatives laid the foundation for constructive dialogue and cooperation, ultimately leading to breakthroughs in the Protocol's implementation.

The Montreal Protocol's impact extends beyond ozone layer protection, serving as a catalyst for innovation and technological advancement in the field of environmental sustainability. The development and adoption of ozone-friendly alternatives to ODSs have not only helped in phasing out harmful substances but have also spurred economic growth and job creation in industries focused on green technologies. This transition towards environmentally friendly practices underscores the potential for addressing environmental challenges while promoting sustainable development and economic prosperity. Looking ahead, the Montreal Protocol's legacy offers valuable insights for addressing current and future environmental crises, such as climate change and biodiversity loss. By emphasizing the importance of international cooperation, scientific evidence-based decision-making, and proactive policy interventions, the protocol provides a roadmap for navigating complex global challenges that require collective action and shared responsibility. As the world grapples with the urgent need to mitigate the impacts of climate change and preserve our planet's natural resources, the Montreal Protocol stands as a shining example of what can be achieved through concerted efforts and a commitment to environmental sustainability (Parker, 2019).

5. India and International Environmental Law

International environmental law consists of treaties, conventions, and principles that regulate state and international organization behaviors regarding environmental protection. The need for such a framework arises from the transboundary nature of many environmental issues like climate change, ozone depletion, and

biodiversity loss. By participating in international agreements, countries can coordinate efforts and implement comprehensive strategies to address environmental challenges. India's involvement in these agreements highlights its dedication to global environmental governance.

Domestically, India has developed a comprehensive legal framework for environmental protection, including constitutional provisions, legislative acts, and regulatory mechanisms. The Indian Constitution enshrines environmental protection as a fundamental duty of both the state and its citizens. Article 21 guarantees the right to life, which the Supreme Court has interpreted to include a healthy environment. Article 48A directs the state to protect and improve the environment, while Article 51A(g) imposes a duty on citizens to protect and improve the natural environment.

India's legislative framework includes several key acts aimed at environmental protection. The Water (Prevention and Control of Pollution) Act of 1974 establishes Pollution Control Boards to prevent and control water pollution. The Air (Prevention and Control of Pollution) Act of 1981 provides a framework for controlling air pollution. The Environment (Protection) Act of 1986, enacted after the Bhopal Gas Tragedy, provides comprehensive authority to regulate and manage environmental pollution. The National Environment Tribunal Act of 1995 and the National Environment Authority Act of 1997 establish mechanisms for addressing environmental grievances and ensuring compliance with environmental regulations. The Biological Diversity Act of 2002 implements provisions of the Convention on Biological Diversity, focusing on conserving and sustainably using biological resources.

The Indian judiciary has played a crucial role in developing and enforcing environmental laws, often incorporating principles from international environmental law into its rulings. The Supreme Court has been instrumental in promoting sustainable development, as seen in the landmark case of *Vellore Citizens Welfare Forum v. Union of India*, where the court emphasized the need to balance development and environmental protection. The precautionary principle, which mandates that environmental measures must anticipate and prevent harm even in the face of scientific uncertainty, has been upheld in cases like *Vellore Citizens Welfare Forum*. The polluter pays principle, which requires the polluter to bear the cost of pollution, has been affirmed in several judgments, including the *Bichhri Case*. The public trust doctrine, asserting that the state holds natural resources in trust for the public and must protect them from exploitation, has been reinforced in cases like *M.C. Mehta v. Kamal Nath*.

India's role in international efforts to combat climate change has been significant. As a party to the UNFCCC and the Kyoto Protocol, India has participated in global initiatives such as the Clean Development Mechanism (CDM), allowing developed countries to invest in emission reduction projects in developing countries. Despite significant progress, India faces several challenges in implementing and enforcing environmental laws. Regulatory bodies often lack the necessary resources and authority to enforce environmental regulations effectively. Courts, while proactive, sometimes struggle with the technical complexities of environmental cases. Rapid urbanization and industrial growth continue to exert pressure on India's environmental resources, necessitating more robust and adaptive regulatory frameworks. Addressing the impacts of climate change remains a critical challenge, requiring coordinated efforts at both national and international levels.

6. Conclusion and Suggestion

International environmental law has evolved significantly from its nascent stages in the mid-20th century to its current status as a comprehensive and multifaceted legal framework. This progression has been driven by a growing recognition of the interconnectedness of global ecosystems and the necessity for collective action to address environmental challenges. Early milestones, such as the Stockholm Conference in 1972, laid the foundation by establishing fundamental principles and raising awareness about the global nature of environmental issues. Subsequently, landmark agreements like the Montreal Protocol and the Paris Agreement have demonstrated the potential for international cooperation to address specific environmental problems effectively. The development of international environmental law has been characterized by an increasing sophistication in both scope and implementation mechanisms. Initially focused on specific issues such as wildlife conservation and pollution control, the legal framework has expanded to encompass broader concepts like sustainable development and climate change mitigation. This evolution reflects an understanding that environmental protection must be integrated with economic and social development to achieve long-term sustainability. Additionally, the establishment of various international institutions and compliance mechanisms has strengthened the enforcement of environmental laws, although challenges remain in ensuring universal adherence and effectiveness.

Even with significant progress, international environmental law faces ongoing challenges. These include issues of compliance and enforcement, disparities in capabilities and resources among countries, and the need for more ambitious and inclusive agreements to address emerging threats like biodiversity loss and plastic pollution. The dynamic nature of environmental issues requires continuous adaptation and innovation in legal approaches, as well as robust will and international cooperation.



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De Centralization of Health Care System: A Case Study of Mohalla Clinic in India

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Abstract : *Proposed article will look health as a subject, requires special care and regulation by the State apparatus. State needs to protect the health care system from the clutches of multilateral Companies whose sole purpose is to maximize their profit.*

Proposed article will highlight the steps taken by the government of Delhi and Punjab of India in this regard. Here health care system has been more and more decentralized by establishing Mohalla Clinics. It also provides an alternative to the privatization of health care system in the name of quality health care. Mohalla Clinic is set up by the Aam Aadmi Party (AAP) in 2015 across the city of Delhi. The idea behind the Mohalla Clinics is to provide access to quality health care system at the door step to the people. As its name denote, Mohalla means close to the home. It includes expert consultation, diagnostic, Laboratory testing, providing essential medicine free of cost at a walking distance (2,3 k.m radius) to their home. Mohalla Clinics are structured by adjoining two 20 feet long containers. Containers have double-gazed window which reduces the transmission of heat and saves energy consumptions. The clinic has equipped with all the essential infrastructure to treat patients like: examination room, reception, waiting area, washroom, washbasin etc.

Mohalla clinic through its decentralized structure of health care system, has improved the access to diagnosis of various health problems with expert consultations. Here 60 percent doctors are female which keeps women less hesitant while consulting the doctors. Proposed article will further explore the methods and working system of Mohalla Clinics in helping the larger cause of access to health care which could be adopted to other South Asian Countries as well.

Key Words : *Public Health Care System, State Regulation, Mohalla Clinic, State Response to privatization of Health Care System.*

1. INTRODUCTION :

Mohalla Clinic is built by the Aam Admi Party in the National Capital region o Delhi in 2015 as their election promise. The concept behind this initiative lies in the difficulties of accessibility of health care system faced by the people at Delhi. Health care system was there at Delhi accessing them was very difficult by the large section of people. Delhi, which inhibits the people across the nation for their livelihood and heath treatment, the region consists of the vast chunk of people of every stratum of society. This makes Delhi a very densely populated region. People comes here for education, for health, employment. This makes burden on health system. Treatment in Private hospitals becomes very expensive for the low-income group people and quality treatment in government hospitals proves very tiresome for them. People in Delhi have a shortage of time due to their nature of work. Facing long traffic and long que for any treatment becomes very lengthy for them.

In this scenario Mohalla Clinic concept took its shape. It is designed as per the need of national capital Delhi. Delhi witnesses the influx of people across the nation for their specialized treatment. It aimed at reducing the day long traffic jam to rush for hospitals between their busy time schedule. It focused on avoiding the long que for their treatment in both specialized government and private hospitals.

Delhi government took health of the people seriously. Citing the problem of the people, government decentralized the hospital structure system by increasing the number of clinics. The clinics were around every corner of the city, that's why it is named as Mohalla Clinic. The term Mohalla means close to home or in neighbor. Mohalla Clinic serves the people close vicinity of their home. It is equipped with clinical advice, diagnostic and essential medicine. It serves the people free of cost.

2. Literature Review

India has achieved improvement in its various health indicators like improvement in maternal and child mortality rate. India has done good improvement on most of the National Health Programme (Katiyar, Bihari and Arun, 2008). India has done significant improvement in maternal health and 2000 death is averted (Yasmeen 2019). Government of India is assessing that India will meet most of the sustainable Development Goal before the advent of 2030 (PTI, 2025). But these progress in India is uneven. It is good in some states while some states are left behind.

In India 80% clinical care is associated with private sector. 20 percent of people in India are very poor. (Aggarwal, 2008) They depend on government run hospitals. In Delhi a large chunk of people are students who come from the different parts of country for their studies. They largely depend on government run hospitals for their treatment because they can't pay out of their pockets. Instead of privatizing the health care, government should decentralize the health care system by using the taxpayer's money.

After globalization, health care has also become a blue-chip industry and it has also attracted foreign investment. Now privatization in health care have gone beyond the nursing homes and polyclinics. Now privatization has come in form of super specialty care. This has been started way back in 1983 by a group known as Apollo. Now number of other foreign companies have entered in the market like Escorts, Medici, Nicholas, Medinova, Ispat, Parkway, Duncan, Sedgwick and Jardine (Vishvanathan V, 1997)

Bhore Committee was set up the British government India in 1943 to survey health conditions in India under the chairmanship of Sir Joseph William Bhore which has given its report in 1946. It's recommendations became the guiding principle of health care system in India. It was the recommendation of Bhore Committee in 1946 itself for one health center per 20,000 people. But till 2001, India has Primary Health Centre per 31000 people. Even the existing health care centers ran with very low resources. Some states have even advocated participation of private companies in health sector for running the health facilities (Hamine, 1998).

Although public health care system is improving in recent past with various new schemes to benefit the people by the government. Still private sector hospital is providing the leading services. It is giving 58% of inpatient expenditure, 82% of outpatient services and 40% of the institutional births (Sengupta Amit, Nandy S, 2005). Excessive privatization leads to the inequitable access to health care and also turns commodification of health care. Here role of state for regulating the health services and making it accessible for every section of society becomes very important.

The policy of Mohalla clinic and Mohalla Clinic was started by Delhi government in 2015. It was started in the light of the need of the health and treatment problem faced by the people of Delhi. It was aimed to provide primary healthcare, necessary diagnostic in their neighborhood to reduce their time and money. The Mohalla Clinic policy particularly focused on people of the poor localities of Delhi. It gives consultations, diagnostic, pathological testing and essential drugs free of cost to low-income people who lack formal health insurance coverage. It is found that Mohalla Clinics have reduced the pressure faced by the tertiary health centers in Delhi (Sah Tania, Kaushik Rituparna, Bailwal Neha, Tep Neisetuonuo, 2019). Tertiary health centers are super specialized health centers. Mohalla Clinics have reduced this pressure by giving treatment to the minor ailment at their doorstep. Mohalla Clinics have reduced the out-of-pocket expenditure of the people on tests and medicines.

By providing health care at community level, Mohalla Clinic reduced the work load of secondary and tertiary health care centers in Delhi (Khanna Aparna. Srivastava Arushi, 2021). Secondary and tertiary health Centers are specialized and super specialized health centers. Delhi's government health care system is divided in three main administrative units: the government of the National Capital Territory of Delhi (GNCTD), the Municipal Corporation of Delhi (MCD) and Delhi Cantonment Board (DCB). Apart from these government bodies, there are private and civil sector bodies in Delhi which are providing health. The Department of Health and family welfare, which comes under GNTDC is responsible of providing health care in Delhi. Department of Health and Family welfare has various departments has various departments and secretaries which report to principal secretary. This principle secretary reports to the Ministry of Health and Family welfare (GNTDC). Delhi is again divided into eleven districts and twelve zones (Khanna and Srivastava, 2021).

3 The Objective of Present study are:

- 1) Scarcity of resources in health care system after privatization can be met with the coming up of Mohalla Clinics in Delhi?
- 2) Do initiatives brought by private companies could solve the budget crunch in public health care hospitals?
- 3) Do health care system be regulated and decentralized through Mohalla Clinics?

4 Methodology

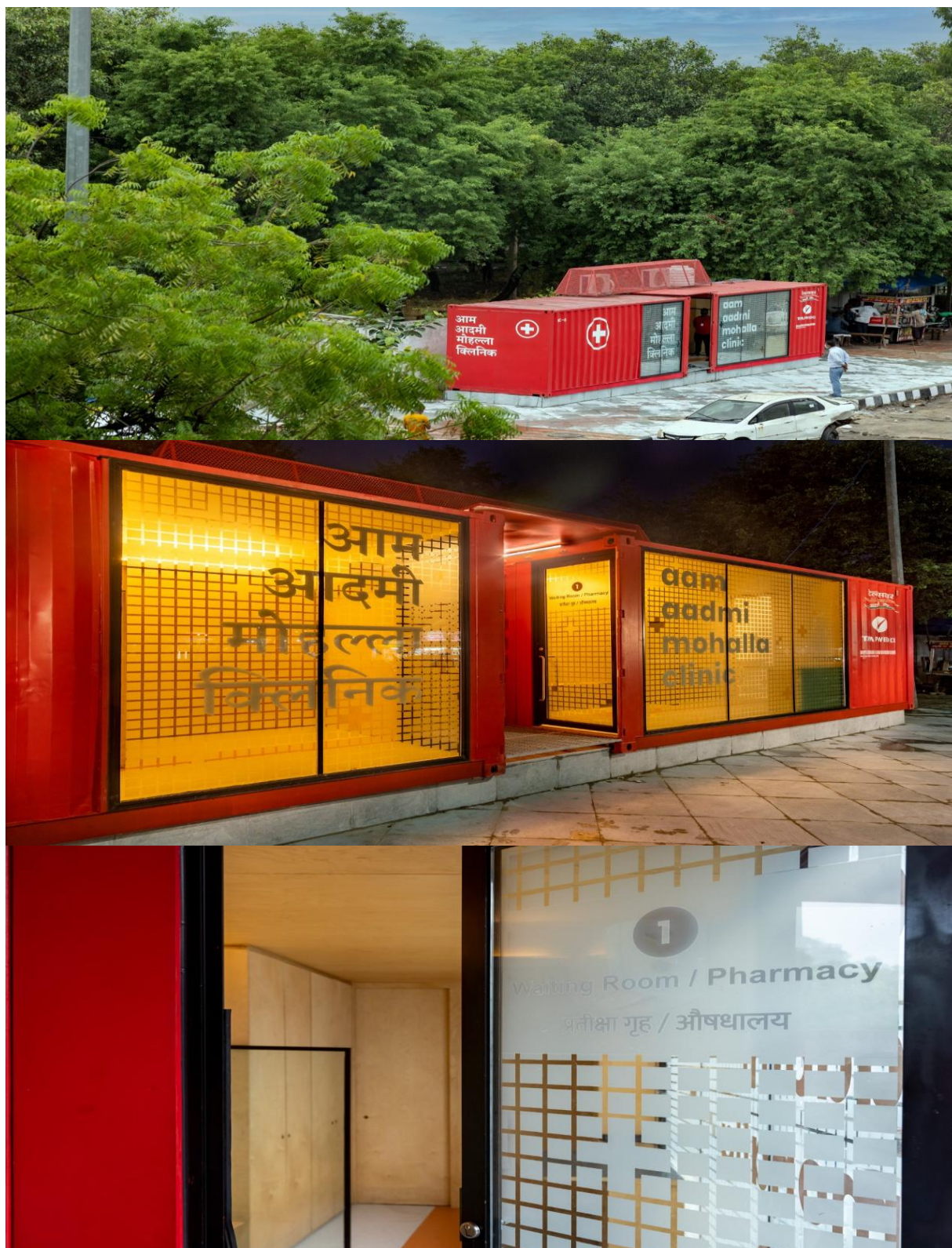
This is an analytical study based on primary and secondary data. For primary data Mohalla Clinics are visited, numerous interactions were made by the patients there. Information is also taken from the websites of Mohalla Clinic. Relevant research papers were searched from google scholar, Pub Med, Em Base. Study has analyzed the impact of privatization on accessibility, affordability of health care system. Study evaluated the concept behind the Mohalla Clinic in regulating and improving affordability, accessibility of health care system of National Capital of Delhi.

5 Discussion

A vegetable vendor from Munirka in South Delhi, Rajesh Kumar was tired of waiting in the long queues for OPD in the government hospital for his eye treatment. This long waiting takes him out of the roads for long hours. It was negatively impacting his profession and income. It was not possible for him to visit in private hospital for treatment due to its heavy treatment cost. When Mohalla clinic opened in his nearby locality of Munirka, Rajesh felt it easy. Mohalla clinic is primary health care centers started in the densely populated yet unserved innermost urban locality. As per 2023, there are 300 Mohalla Clinics, which are backed by fees for health care staff, portable or movable structure of clinic.

As per Ministry of Health and Family Welfare 2018 b, primary health care expenditure in India in 2015-2016 consists of 51.1 percent of government total health expenditure. It faces scarcity of human resource which is the base of the functioning of health care system. Again, Ministry of Health and Family Welfare 2017, Rural health statistics of 2016-2017, 7.8% primary health centers don't have doctors till 2017. 18% primary health lacked pharmacists; 36.2% primary health centers don't have lab technicians.

Primary health care in India has generally associated with rural health services, Urban primary health in India is neglected. But it is the urban poor who are more sufferer than the rural poor in terms of financial protection. It is only in 2013, government of India has introduced National Urban Health Mission for providing systematic primary health care in urban population. Mohalla clinics aims to provide accessible and affordable primary health care to all sections of society specially to the underdeveloped areas of Delhi.



Location of the clinics are chosen where the under privileged population of Delhi lives. It includes Jhuggi-Jhopri colony and declared slums areas. The first Mohalla Clinic has started at Jhuggi-Jhopri colony in North West Delhi. The site is chosen after good consultation from the local authorities involved there like: Resident Welfare Association (RWA), planning branch survey, team of health professionals and the local communities. It is located 400 metres from the main road and in the center of the town.

Mohalla Clinics are architecturally designed to provide accessibility, affordability, immediacy of care with an approach to health and well-being. It is made of two 20-foot-long containers separated by 1.2 m wide metal deck, which is used as an entry gate between the two parts. Containers are covered with micron insulation which consists of non-woven thermally bonded fibre (a non-flammable, hypoallergenic material). This coating protects the clinic from Delhi's scorching heat. Its wall consists of hermetically sealed double-glazed units with aluminium frame. This way clinic maintains the temperature and keep naturally lit.

Table-1 Year wise fund allotment on health care by Delhi government

Year	Fund Allotted	Fund Received	Expenditure Rs
2018-19	93 Cr	93Cr	127994662
2019-20	100Cr	100 Cr	843240370.72
2020-21	150.56 Cr	125.25 Cr	1494728025.21
2021-22	345 Cr	190.37 Cr	136 Cr

Source: Govt. of Delhi

Overall health care is ignored in India. It is reflected with the overall budget allocation on health care services. Over the time different states have allotted 3% to 8% on health care services. This reflects the pity state of public health infrastructure. State has given free hand to private players to enter in the health market. Over the years, these private companies are charging exorbitantly and making health care more and more unaffordable to average poor peoples. Delhi government under the Aam Aadmi Party has taken the issue seriously. Govt. has raised the health care budget to 14% to meet the challenges (Mohalla Clinic Official Website). This increased budget allocation has utilized by setting Mohalla Clinic. Mohalla clinic is giving health services to all and making it accessible.

Table. 2 Number of Mohalla Clinic District wise

S.N	District Name	Number of Clinics
1	East Delhi	33
2	North East Delhi	33
3	South East Delhi	51
4	North Delhi	40
5	North West Delhi	79
6	West Delhi	56
7	South West Delhi	71
8	South Delhi	46
9	Central Delhi	42
10	New Delhi	15
11	Shahdara	52

Source: mohallaclinic.nic.in

Mohalla Clinic came in the given scarcity of funding to health care in India. Grant for health care from central to state is constantly decreasing since liberalization. In 1974-82, it was 19.9%. In 1982-89, it fell down to 5.6%. It further decreased to 3.3% in 1992-93. It is mentioned in table below:

Table. 3 Percentage Finance to Health Care from Central government to State government

Year	Medical and Public Health	Prevention and disease control
1984-85	6.73	41.47
1990-91	3.21	24.43
1991-92	3.50	25.21
1992-93	3.70	18.50

Source: National Institute of Public Finance and Policy (NIPFP) 1993 SAP and its impact on health sector.

The falling public expenditure on health care has been capitalized by many private initiatives. An increasing participation of corporate is evident growing specialty and super specialty private hospitals. Due to the rising cost of health care with privatization, multinational companies are investing in health



insurance market in India. These companies are devising the health insurance scheme which can suit to Indian context. Estimated multinational health insurance market in India is between 6500-275000 million. Annual health insurance Corporation premium in India 1000 million (Purohit, 2001).

The initiative made by Mohalla Clinic has decreased the pressure of specialized and super specialized health centers or hospitals. Now there are abundance of hospitals which are giving treatment at the very first point in their neighborhood. Every Mohalla Clinic has a well-paid specialized doctor, nurse. Mohalla clinics have their own pathology lab which conducts necessary testing and prescribe drug. Patients get these medical facilities free of cost at their door step. This decentralized health care service has given an accessibility to health care to the needy peoples who can't bear the exorbitant price of private hospitals. It also acts as a regulator to the health care system.

6. Limitation and Recommendation

So far, the domain of the Mohalla Clinic is to provide treatment and testing of the diseases at primary level. It refers to other specialized and super specialized health centers even private health centers for their specialized treatment with the subsidized cost. By enhancing its structure to secondary and tertiary level, state with its Mohalla Clinic structure could check, regulate and challenge privatization of health care system.

7. Conclusion

Mohalla clinics have successfully reduced out-of-pocket expenditure of those people. There is no doubt that it has reduced secondary and tertiary care hospitals both private and public in Delhi. It is giving its contribution in achieving Universal Health Coverage. It has achieved a global recognition for sustainable health care model. Many other Indian states have also replicated the Mohalla Clinic model of state sponsored health providing model. Notable of them are: Andhra Pradesh (Basti Dawakhana), Jharkhand (Atal Clinic), Rajasthan (Janata Clinics), Madhya Pradesh (Sanjeevani Clinics) and so on. Mohalla Clinic model could also be replicated in other South Asian countries too.

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A conceptual paper of personal and cultural factors in improving English language proficiency among undergraduate students

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Abstract: This paper presents a comprehensive framework aimed at addressing the personal and cultural factors affecting English language proficiency among Saudi Arabian undergraduates. Recognizing the significant role of English in achieving Saudi Arabia's Vision 2030, the framework integrates key components such as fear of making mistakes, self-confidence, anxiety, motivation, attitude towards learning, and cultural and social barriers. By synthesizing recent literature and empirical studies, the framework offers a holistic approach to understanding the multifaceted challenges faced by EFL learners in Saudi Arabia. The proposed framework has profound implications for theory, practice, and policy. Theoretically, it enriches the understanding of language acquisition by incorporating socio-cultural and affective dimensions often overlooked in traditional models. Practically, it provides actionable insights for educators and curriculum developers to design more effective and supportive learning environments. For policymakers, the framework underscores the need for systemic changes in the educational landscape to foster English language proficiency. Validation of the framework through empirical testing and expert reviews is essential, and the paper discusses potential methods for this. It also identifies limitations and challenges in applying the framework, such as individual variability among students and resistance to change in teaching practices. The conclusion highlights the framework's contributions and suggests directions for future research, including empirical validation, adaptation to different cultural contexts, and the integration of technology in language learning. This framework offers a robust foundation for improving English language proficiency among Saudi Arabian undergraduates, aligning with the broader educational and economic goals of Vision 2030.

Keywords: English Language Proficiency, Personal Factors, Cultural Factors, Saudi Arabian Education, FL Learners.

1. INTRODUCTION

In the process of learning a new language like English, either as a second (ESL) or foreign language (EFL), learners often find mastering speaking skills most challenging (Alqahtani, 2021). Nevertheless, speaking well is a crucial component of language learning and plays a significant role in achieving proficiency in the English language (Khan, 2022). Alrabai (2023) stated that those learning English believed that their proficiency in the language is determined by their ability to communicate with others. This view is corroborated by Ahmad (2022), who posited that a learner's ability to speak in English well allows them to attain their personal goals and academic objectives and engage in active discussion with peers and teachers. On the other hand, Al-Qahtani and Al-Saleh (2022) posited that Saudi Arabian students are still challenged when learning to communicate and speak in English. Mohammed and Shamsan (2022) also asserted that Saudi Arabian students' cultural upbringing could cause them to feel uncomfortable using the language communicatively due to fear of being ridiculed.

According to Alrasheedi (2023), such emotions could be attributed to the student's lack of exposure to the language used in social contexts. Moreover, as Arabic is their first language, they do not have the opportunity to use the language in a natural context, which would have enabled them to improve their

language proficiency. As these students are insufficiently exposed to English outside the academic environment, the lack of exposure also restricts their opportunity to use the language to communicate orally and narratively with those around them. However, the younger generation of Saudi Arabia has no choice but to equip themselves with good language skills, especially after the launch of Saudi Vision 2030 in 2016. The vision aims to reform the nation and sees the new generation as the catalyst for change. Therefore, the government promised the youth access to world-class education and training to ensure the future workforce has key skills to boost the economic sector.

The English language's prominent role in helping the country achieve Vision 2030, the language is no longer viewed as a subject required for academic progression (Althobaiti et al., 2020). Alharbi (2022) further explained that as the English language is considered the country's official foreign language, the government views the language as a crucial tool for international relations and scientific-technological improvement. Moreover, those with good English proficiency will have better career opportunities and professional advancements (Alnasser, 2022). In short, more Saudi Arabian students have become more interested in mastering the language as it will allow them to communicate with others from different countries and obtain employment in the public and private sectors.

With English being viewed as a global trade language (Khan, 2022), EFL learners strive to acquire four skills: speaking, listening, reading, and writing, but they struggle to speak English. Speaking is the productive form of the language, as learners are intimidated not only by the language's technicalities, such as pronunciation, intonation, vocabulary, etc., but also by personal factors such as confidence, attitude, motivation, and language anxiety (Juhana, 2023). According to Huang and Lu (2023), language learners perceive speaking as daunting. They tend to feel anxious or apprehensive about speaking, especially when they believe they might make mistakes or be misunderstood. Therefore, as the students' poor spoken English is also believed to be personal, this study aims to investigate the effects of personal and cultural factors on Saudi Arabia's undergraduates' English language ability to provide better insight into these factors' influence on their language mastery. Speaking is challenging for most English as a Foreign Language (EFL) learners as they rarely use it in social and professional contexts (Normawati, Nugrahaeni, & Susanto, 2023). As English is used dominantly in the classrooms, the learners are deprived of the opportunities that would necessitate them to communicate in English as often as they should. Despite English being recognized as a global lingua franca and the language for international communication and academic exchange, many Saudi Arabian EFL undergraduates encounter significant difficulties in achieving proficiency in spoken English. According to Elbashir (2023), Saudi Arabian EFL undergraduates' inability to communicate in English has impeded their ability to participate actively in classroom discussions, engage in meaningful interactions with native speakers, and compete in a global job market that often requires English proficiency.

Issues surrounding the undergraduates' low proficiency are multifaceted and manifest in various aspects, such as underexposure to the language used in real-life events, limited fluency, pronunciation problems, and a lack of confidence when conversing in English (Islam & Stapa, 2021). These views align with Lowie, Verspoor, and Dijk (2018), who attributed EFL speaking challenges to time and attention constraints that indirectly limited the learners' opportunity to practice using the language outside their classroom environment. Therefore, understanding the root causes of this problem and identifying effective strategies to improve English language abilities among EFL undergraduates is crucial to addressing this educational and career disadvantage.

According to Erdiana, Bahri, and Akhmal (2019), although speaking is one of the four language skills to master, the learners feel that expressing their views, emotions, and thoughts while engaging in a discussion or conversation is intimidating as they felt that their fear, anxiety, and poor confidence inhibited them from trying to speak or respond to others in English. Liu (2018) explained that EFL learners tend to feel that speaking is difficult due to the skill's interactive nature, where the speakers must produce verbal utterances to convey meaning. Therefore, speaking is a process that requires two or more people to deliver, receive and process information verbally. As a productive skill, Riswanto,

Teferi, and Ahmed Abdel-Al Ibrahim (2023) accentuated that EFL learners must have the opportunity to practice and use the language effectively. Researchers like Liu (2018), Juhana (2023), and Riswanto et al. (2023) believed that issues surrounding EFL learners' speaking performance are not only related to their knowledge of the language's mechanics. Their investigation showed that the learners are affected by personal factors such as anxiety, confidence, motivation, attitude, and cultural factors which discourage EFL undergraduate students in Saudi Arabia from practising and improving their English language abilities.

2. Literature Review

Existing literature highlights the critical role of English language proficiency in Saudi Arabia, particularly in the context of the nation's Vision 2030 initiative. The Saudi Arabian curriculum offers English as a foreign language starting from Grade 7, yet students often perceive it merely as an academic requirement rather than a vital skill (Althobaiti, 2020). The emphasis on English proficiency is essential as the language is crucial for international communication, business, and education (Altalhab, 2023). Despite these educational reforms, challenges remain, especially regarding the practical application of English in real-world contexts (Allmnakrah & Evers, 2020). The education system in Saudi Arabia has historically been religious-based, focusing less on technical and language studies, leading to a reliance on expatriates for skilled positions (Darwish et al., 2022). Vision 2030 aims to address this by enhancing English language education to develop a competent workforce (Al-Malki et al., 2022).

Despite these efforts, many students still struggle with English proficiency, particularly in STEM fields, where poor language skills impact their academic performance (Alqahtani, 2019). The education system's focus on rote learning and examination preparation rather than communicative competence further exacerbates this issue (Daif-Allah & Aljumah, 2020; Alsowat, 2022). The importance of English in the global context cannot be overstated. As a lingua franca, it facilitates international trade, diplomacy, and scientific collaboration (Rao, 2022). In Saudi Arabia, proficiency in English opens doors to better career opportunities and professional advancement, aligning with the goals of Vision 2030 to diversify the economy and reduce reliance on oil (Althobaiti et al., 2020). However, achieving these goals requires significant improvements in the way English is taught and learned in Saudi schools and universities.

3. Gap Identification

Despite recognizing the importance of English proficiency, significant gaps remain in understanding the personal and cultural factors influencing English language learning among Saudi Arabian students. Current literature points to several reasons behind the poor language skills of EFL students, including demotivation due to the education system's emphasis on technical rules over practical use (Daif-Allah & Aljumah, 2020). Additionally, cultural attitudes towards English, such as associating it with Western lifestyles, further hinder motivation (Alsowat, 2022). Personal factors such as anxiety, confidence, and motivation are critical yet underexplored elements affecting language learning (Burhanuddin et al., 2023; Qureshi et al., 2020). Research indicates that EFL learners often feel inadequate in oral presentations and discussions due to these personal barriers (Rajitha & Alamelu, 2020; Vadivel et al., 2022). The impact of personal factors on language fluency and accuracy, including the influence of pauses, linguistic elements, and discourse markers, remains insufficiently addressed (Chambers, 1997; Aprielieva et al., 2021).

While the negative impact of rote learning and examination-focused teaching methods on language acquisition is well-documented, there is a lack of research on how interactive and communicative teaching approaches could mitigate these issues. Effective language learning requires not only understanding the technical aspects of a language but also using it in real-life communicative contexts (Abrar et al., 2022; Bakhtiar & Suwandi, 2022). This calls for a shift from traditional methods to more interactive and student-centered learning environments. Language anxiety, particularly in speaking, is

a significant barrier for many EFL learners. The fear of making mistakes, coupled with a lack of confidence, often leads to poor performance and reluctance to participate in language activities (Avhustiuk, 2021; Tari & Roslin, 2020).

In Saudi Arabia, cultural factors can exacerbate these issues. For instance, the strong association of English with Western culture can create resistance among students who view it as a threat to their cultural identity (Daif-Allah & Aljumah, 2020). This cultural resistance, combined with limited opportunities to practice English outside the classroom, contributes to the low proficiency levels observed. Another critical gap is the lack of sufficient vocabulary, grammar knowledge, and pronunciation proficiency among EFL learners (Moses & Mohamad, 2019). These linguistic challenges are compounded by teaching methods that prioritize memorization over practical use. Students often learn grammar and vocabulary in isolation, without understanding how to apply them in real conversations (Zrekat & Al-Sohbani, 2022).

Pronunciation difficulties further hinder communication, as learners struggle to be understood despite having a good grasp of grammar and vocabulary (Nguyen et al., 2021). Exposure to authentic English language materials is another area where Saudi EFL learners face significant challenges. Limited access to English media, such as films, books, and interactive content, restricts their ability to hear and practice the language in context (Huang et al., 2022). Studies have shown that increased exposure to English through media and social interactions can significantly improve language skills, but such opportunities are often lacking in Saudi Arabia (Al-Zoubi, 2018).

4. Framework Development

The development of this framework was driven by the need to address the persistent challenges faced by Saudi Arabian EFL undergraduates in achieving English language proficiency. Building on the literature that highlights various personal and cultural factors impacting language learning, this framework aims to provide a comprehensive understanding of these influences and how they interact to affect students' language abilities. Recent studies have pointed to the significance of these factors, such as fear of making mistakes, self-confidence, anxiety, motivation to learn, attitude towards learning, and cultural and social barriers, in shaping language learning outcomes (Burhanuddin, Hudriati, & Juniansyah, 2023; Alrabai, 2023). The conceptualization process involved synthesizing findings from these studies to construct a cohesive model that captures the multifaceted nature of language learning in the Saudi context.

In developing this framework, the research considered the socio-cultural environment in Saudi Arabia, which plays a pivotal role in shaping students' attitudes and behaviors towards English language learning. Vision 2030, the Saudi government's initiative to diversify the economy and improve education, underscores the importance of English proficiency as a critical skill for future workforce readiness (Althobaiti et al., 2020). Despite these efforts, many students continue to struggle with English, particularly in real-world applications outside the classroom. The framework, therefore, not only addresses individual learner differences but also contextual factors that influence language acquisition.

4.1 Components

The framework comprises six key components: fear of making mistakes, self-confidence, anxiety, motivation to learn, attitude towards learning, and cultural and social barriers. Each component represents a critical factor that influences English language proficiency among Saudi Arabian undergraduates.

Fear of Making Mistakes addresses the apprehension and fear students experience when they are likely to make errors while speaking or writing in English. This fear can significantly hinder their willingness

to practice and improve their language skills. According to Abrar et al. (2022), fear of making mistakes is prevalent among EFL learners and can be attributed to the high stakes associated with language learning in academic settings. This fear is often exacerbated by negative past experiences and the pressure to perform well, leading to avoidance behaviors and reduced language practice.

Self-confidence is crucial for language learners as it affects their ability to communicate effectively and participate actively in learning activities. Higher levels of self-confidence are associated with better language performance and reduced anxiety (Yousefabadi & Ghafournia, 2023). Confidence allows learners to take risks in using the language, experiment with new vocabulary and structures, and engage more deeply with the learning process. Lack of self-confidence, on the other hand, can lead to reluctance to speak or participate in class, thus limiting opportunities for improvement.

Language learning anxiety can be debilitating, leading to avoidance behaviors and poor performance in language tasks. It is essential to understand the sources of anxiety and implement strategies to mitigate its effects. Rajitha and Alamelu (2020) highlight that anxiety in language learning can stem from various sources, including fear of negative evaluation, low self-esteem, and high expectations. Anxiety can create a mental block, making it difficult for learners to process and produce the language effectively.

Motivation, both intrinsic and extrinsic, drives students to engage with the language learning process. Motivated learners are more likely to persist through challenges and achieve higher levels of proficiency. Ai, Pan, and Zhong (2021) emphasize that motivation is a key determinant of language learning success. Intrinsic motivation, which is driven by personal interest and enjoyment, tends to produce more sustained and effective learning outcomes compared to extrinsic motivation, which is driven by external rewards or pressures.

A positive attitude towards English learning can enhance students' engagement and willingness to participate in language activities. Conversely, a negative attitude can lead to resistance and lack of progress. Getie (2020) notes that attitudes towards learning are shaped by various factors, including previous learning experiences, cultural influences, and perceived relevance of the language. Positive attitudes can foster a more conducive learning environment, while negative attitudes can create barriers to effective learning.

These barriers include societal attitudes towards English and the cultural context in which students learn. Overcoming these barriers is critical for creating an environment conducive to language learning. Al-Qahtani and Al-Saleh (2022) discuss how cultural perceptions of English as a Western language can impact students' willingness to engage with it. In Saudi Arabia, where Arabic is deeply tied to cultural and religious identity, learning English can sometimes be seen as adopting foreign values, which may lead to resistance.

4.2 Relationships

The relationships between these components are intricate and dynamic. Understanding these interconnections is essential for developing effective strategies to enhance English language proficiency among Saudi EFL learners. Fear of making mistakes and anxiety are closely related; students who fear making mistakes are likely to experience higher levels of anxiety. This fear can negatively impact their self-confidence and overall motivation to learn (Avhustiuk, 2021). Anxiety exacerbates the fear of mistakes, creating a vicious cycle where students become increasingly reluctant to practice the language, further entrenching their anxiety and limiting their progress.

Conversely, higher self-confidence can mitigate anxiety and reduce the fear of making mistakes, creating a positive feedback loop that enhances language learning. Yousefabadi and Ghafournia (2023) found that self-confident learners are more likely to take risks, participate in class, and engage in

conversations, which are critical for improving language proficiency. Building self-confidence involves providing supportive learning environments, positive reinforcement, and opportunities for successful language use.

Motivation to learn and attitude towards learning are also interconnected. Students with a positive attitude towards English are generally more motivated to engage with the language, while high motivation can reinforce a positive attitude (Ai, Pan, & Zhong, 2021). This bidirectional relationship suggests that interventions aimed at improving motivation can also positively affect attitudes, and vice versa. For instance, incorporating culturally relevant materials and topics of interest can make learning more engaging and relevant, thus boosting motivation and fostering positive attitudes.

Cultural and social barriers can influence all other components by shaping students' perceptions and experiences of learning English. For instance, societal attitudes towards English can impact students' motivation and anxiety levels, either facilitating or hindering their language acquisition process (Al-Qahtani & Al-Saleh, 2022). In environments where English is viewed positively and integrated into daily life, students are more likely to practice and improve their skills. Conversely, negative societal attitudes can create an atmosphere of resistance and discomfort, making it difficult for students to engage with the language.

An integrative approach that addresses multiple components simultaneously can be particularly effective. For example, creating a supportive classroom environment that reduces anxiety and fear of making mistakes can simultaneously boost self-confidence and motivation. Incorporating culturally relevant content and fostering positive attitudes towards English can further enhance these effects. Teachers play a crucial role in this integrative approach by adopting pedagogical strategies that are sensitive to students' personal and cultural contexts.

The practical implications of understanding these relationships are significant. Educators can design interventions that target specific components based on their interconnections. For instance, if a student exhibits high anxiety and low self-confidence, strategies to build confidence through positive reinforcement and gradual exposure to speaking tasks can help reduce anxiety. If cultural barriers are a significant issue, integrating culturally relevant materials and creating a classroom culture that values multilingualism can help mitigate these barriers.

By addressing the personal and cultural factors outlined in this framework, educators can create more effective and supportive language learning environments for Saudi Arabian EFL undergraduates. Understanding the intricate relationships between these components allows for targeted interventions that can significantly enhance students' English language proficiency, aligning with the broader educational and economic goals of Vision 2030.

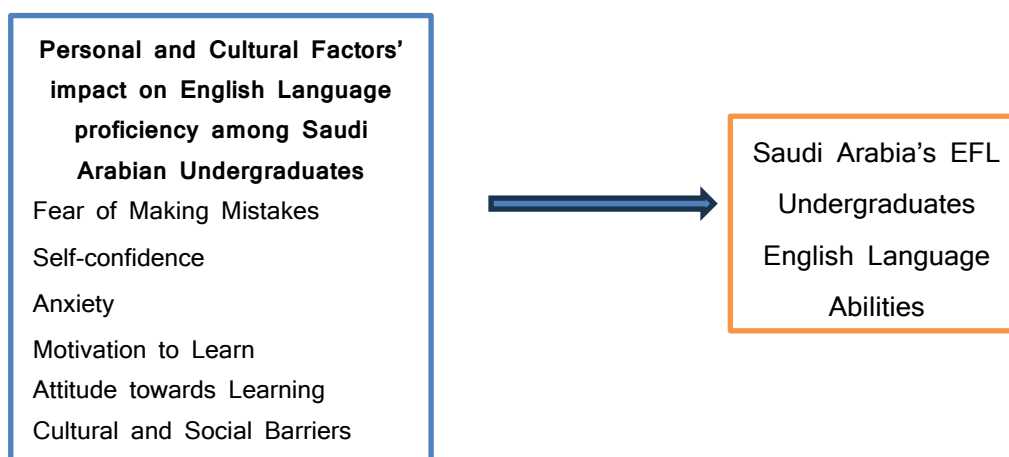


Figure 1 Proposed Framework

The application of the framework that examines personal and cultural factors affecting English language proficiency among Saudi Arabian undergraduates is multifaceted and can be integrated into various educational settings and practices. This framework can serve as a guideline for educators, curriculum developers, and policymakers to create more effective and supportive learning environments that address the specific needs of EFL learners in Saudi Arabia. One practical example of applying this framework is seen in a case study conducted at a Saudi university, where the English language program was restructured to incorporate strategies addressing personal and cultural factors. The program included workshops on building self-confidence, activities to reduce language anxiety, and cultural exchange sessions to mitigate social and cultural barriers. According to Alzahrani (2023), these interventions led to significant improvements in students' English proficiency and their willingness to participate in class discussions and language activities. Another example is a high school in Riyadh that implemented a peer mentoring system, pairing students with higher English proficiency with those struggling with the language. This approach aimed to boost self-confidence and provide a supportive learning environment. The mentors received training on providing constructive feedback and encouragement, which helped reduce the fear of making mistakes among mentees. The results showed enhanced speaking and listening skills and a more positive attitude towards learning English (Hassan, 2022).

The framework can be utilized in various educational scenarios to enhance English language proficiency among EFL learners. In one scenario, a university might integrate this framework into its freshman orientation program, providing new students with workshops that focus on overcoming anxiety and building self-confidence. These sessions could include role-playing activities, stress management techniques, and opportunities for students to share their experiences and fears in a supportive environment. This proactive approach could help students start their academic journey with a positive mindset towards learning English (Alharbi, 2022). In another scenario, language instructors at a high school could use the framework to design their lesson plans, ensuring that each lesson addresses one or more of the personal and cultural factors identified. For example, teachers might start classes with motivational activities that relate to students' personal interests and future goals, thus enhancing their intrinsic motivation to learn. Additionally, lessons could incorporate cultural elements relevant to both Saudi and English-speaking contexts, helping students see the practical benefits of bilingualism and reducing cultural resistance to learning English (Althobaiti, 2020). Furthermore, policymakers can apply this framework to reform national English language education policies. By recognizing the importance of personal and cultural factors, policies could mandate teacher training programs that equip educators with the skills to address these factors effectively. This could include professional development on managing classroom anxiety, fostering positive attitudes, and using culturally responsive teaching methods. Implementing such policies can create a more supportive and effective language learning environment nationwide (Al-Qahtani & Al-Saleh, 2022).

5. Evaluation validation and Challenges

To validate the framework that examines the personal and cultural factors affecting English language proficiency among Saudi Arabian undergraduates, a combination of empirical testing and expert reviews is recommended. Empirical testing can involve implementing the framework in various educational settings and measuring its impact on students' English language proficiency through pre- and post-intervention assessments. For instance, quantitative methods such as standardized language proficiency tests and surveys can be used to collect data on students' language skills, anxiety levels, self-confidence, and attitudes towards learning English before and after the framework's application (Hassan, 2022). Additionally, qualitative methods such as interviews and focus groups can provide deeper insights into students' experiences and perceptions, offering a comprehensive understanding of the framework's effectiveness. Expert reviews are also crucial for validating the framework. This involves seeking feedback from language education specialists, curriculum developers, and experienced EFL teachers to assess the framework's relevance, feasibility, and comprehensiveness. Experts can evaluate the framework's theoretical foundations, its practical applicability in diverse educational

contexts, and its potential to address the identified personal and cultural barriers. By incorporating expert feedback, the framework can be refined and adjusted to better meet the needs of Saudi Arabian EFL learners (Alqahtani, 2021).

Despite its potential benefits, the framework may face several limitations and challenges in its application. One significant limitation is the variability in individual student characteristics and educational contexts. Factors such as students' prior language exposure, socioeconomic background, and personal learning preferences can influence the effectiveness of the framework. This variability means that the framework may not yield uniform results across different student populations and educational settings, necessitating adaptations to cater to specific needs and contexts (Al-Qahtani & Al-Saleh, 2022). Another challenge is the potential resistance from educators and institutions accustomed to traditional teaching methods. Shifting from rote learning and examination-focused approaches to more interactive and communicative methods requires a substantial change in teaching practices and mindset. Teachers may need extensive training and support to effectively implement the framework, which could be resource-intensive and time-consuming. Additionally, institutional resistance to change may slow the adoption and integration of the framework into existing curricula (Althobaiti, 2020). Furthermore, addressing cultural and social barriers to English language learning can be particularly challenging in conservative environments where English is perceived as a threat to cultural identity. Overcoming these barriers requires not only educational interventions but also broader societal changes in attitudes towards English and its role in Saudi society. This process can be slow and complex, and the framework alone may not be sufficient to address deeply entrenched cultural attitudes (Alzahrani, 2023). Finally, continuous assessment and feedback are essential for the framework's success, but they also present logistical challenges. Regular monitoring and evaluation require additional time and resources, which may be limited in some educational institutions. Ensuring consistent and accurate data collection and analysis can also be demanding, especially in large-scale implementations.

6. Discussion

The proposed framework examining the personal and cultural factors affecting English language proficiency among Saudi Arabian undergraduates offers significant implications for theory, practice, and future research. This framework provides a holistic understanding of the multifaceted challenges faced by EFL learners and offers a structured approach to address these barriers.

7. Implications

From a theoretical perspective, this framework contributes to the existing body of knowledge by integrating personal and cultural dimensions of language learning. Traditionally, language acquisition theories have primarily focused on cognitive and linguistic aspects, often neglecting the socio-cultural and affective factors that play a crucial role in language proficiency (Alqahtani, 2021). By incorporating elements such as fear of making mistakes, self-confidence, anxiety, motivation, attitude towards learning, and cultural and social barriers, this framework presents a more comprehensive view of language learning. It aligns with contemporary educational theories that emphasize the importance of a learner's emotional and social context in the learning process. In practice, the framework offers valuable insights for educators and curriculum developers. Understanding the personal and cultural factors that influence English language learning can help educators design more effective teaching strategies and learning environments. For instance, addressing anxiety and building self-confidence can be achieved through supportive classroom practices, such as positive reinforcement and peer mentoring programs (Hassan, 2022). Incorporating culturally relevant content and promoting a positive attitude towards English can help overcome resistance and increase student engagement. Additionally, recognizing the role of motivation in language learning suggests that teachers should create learning experiences that are both enjoyable and relevant to students' lives and future goals (Alharbi, 2022). For policymakers, the framework underscores the need for systemic changes in the educational landscape to support English language proficiency. This includes revising national curricula to include interactive and

communicative teaching methods, providing professional development for teachers, and fostering an educational culture that values language diversity and bilingualism. These changes can help create a more conducive learning environment that addresses both the personal and cultural challenges faced by Saudi EFL learners (Althobaiti, 2020).

Future research can build on this framework by empirically testing its components and relationships in various educational settings. Longitudinal studies could examine how interventions targeting these factors influence language proficiency over time. Additionally, research could explore the framework's applicability to other cultural contexts, potentially adapting and expanding it to understand language learning challenges in different regions. Comparative studies could also investigate the effectiveness of different strategies in addressing the identified factors, providing a deeper understanding of best practices in EFL education.

8. Comparisons

When compared to existing frameworks, the proposed framework stands out due to its comprehensive integration of personal and cultural factors. Traditional models of language learning, such as Krashen's (1982) Input Hypothesis and Affective Filter Hypothesis, primarily focus on the input received by learners and the impact of emotional variables on language acquisition. While these theories highlight important aspects of language learning, they do not fully account for the broader socio-cultural context and the specific personal challenges faced by learners in different environments (Krashen, 1982). The Socio-Cultural Theory of Vygotsky (1978) emphasizes the role of social interaction and cultural tools in cognitive development, including language learning. However, it primarily focuses on the social aspects and may not sufficiently address individual affective factors like anxiety and self-confidence (Vygotsky, 1978). The proposed framework builds on this by explicitly incorporating both personal and cultural dimensions, offering a more balanced approach that recognizes the interplay between these factors. Moreover, frameworks like Gardner's (1985) Socio-Educational Model of Second Language Acquisition stress the importance of integrative and instrumental motivation in language learning but may not provide detailed strategies to address cultural barriers and the fear of making mistakes (Gardner, 1985). The proposed framework not only highlights the importance of motivation but also provides practical recommendations for building self-confidence and reducing anxiety, making it more actionable for educators. In comparison to these existing models, the proposed framework's unique contribution lies in its dual focus on personal and cultural factors, and its application to the specific context of Saudi Arabian EFL learners. This context-specific approach ensures that the framework is relevant to the unique challenges faced by Saudi students, such as the cultural resistance to English and the impact of socio-economic factors on language learning (Alzahrani, 2023). Additionally, the proposed framework is designed to be flexible and adaptable, allowing educators to tailor interventions to the specific needs of their students. This adaptability makes it a practical tool for improving English language proficiency in diverse educational settings. By providing a clear structure for addressing personal and cultural barriers, the framework offers a comprehensive solution that can be integrated into existing educational practices and policies.

9. Future Work

Looking ahead, several directions for future research and further development of the framework can be identified. First, empirical testing across diverse educational settings is essential to validate the framework's effectiveness and adaptability. Longitudinal studies could provide valuable insights into how interventions based on the framework impact language proficiency over time. Additionally, research should explore the framework's applicability in different cultural contexts, potentially adapting it to address language learning challenges in other regions. Comparative studies examining the effectiveness of various strategies in mitigating personal and cultural barriers would also be beneficial, offering a deeper understanding of best practices in EFL education. Moreover, the framework could be expanded to include technological integration, examining how digital tools and online learning

platforms can support and enhance language learning. Investigating the role of technology in reducing anxiety, building self-confidence, and providing culturally relevant content could further enrich the framework. Additionally, exploring the impact of teacher training programs designed around the framework could provide insights into how educators can be better equipped to address the identified factors.

10. Conclusion

The proposed framework addressing the personal and cultural factors affecting English language proficiency among Saudi Arabian undergraduates represents a significant contribution to the field of language education. By integrating critical components such as fear of making mistakes, self-confidence, anxiety, motivation, attitude towards learning, and cultural and social barriers, the framework offers a comprehensive approach to understanding and improving English language learning. This holistic perspective aligns with contemporary educational theories that emphasize the importance of a learner's emotional and social context. The framework provides practical insights for educators, curriculum developers, and policymakers, enabling them to design more effective teaching strategies and learning environments. Through empirical validation and expert reviews, the framework can be refined to better meet the needs of EFL learners, ultimately contributing to the broader goals of educational reform in Saudi Arabia under Vision 2030.

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Interweaving Ancient Mythology with Contemporary Thought: A Comparative Exploration of Devdutt Pattanaik's Reinterpretations in the Modern Era

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Abstract: The present study, seeks to critically examine how Devdutt Pattanaik reimagines and reinterprets ancient Indian mythological narratives to address the complexities of the modern world. Drawing from a range of Pattanaik's seminal works, the study explores how traditional mythological symbols, deities, rituals, and philosophies are reframed to offer insights into contemporary issues such as gender identity, leadership, mental health, diversity, and globalization. Through a comparative approach, this research juxtaposes Pattanaik's storytelling against classical renditions of mythology, highlighting the transformative shifts in meaning and context. It investigates how Pattanaik retains the philosophical core of ancient myths while simultaneously adapting their interpretations to resonate with modern sensibilities, challenging rigid dogmas, and promoting inclusivity. The study also analyzes his narrative strategies—such as simplification, symbolism, and interdisciplinary analogies—that make ancient wisdom accessible to contemporary readers without diminishing its depth.

It underscores the dynamic, living nature of mythology as envisioned by Pattanaik: not as a relic of the past, but as an evolving, interpretative framework that continues to shape human consciousness across time. Ultimately, the study reflects on the significance of mythological reinterpretation in the modern era, considering Pattanaik's contributions as a bridge between ancient tradition and contemporary thought, and as a catalyst for redefining cultural identity in an increasingly globalized world. Additionally, the study delves into how Pattanaik's reinterpretations challenge linear, historically rigid readings of mythology by emphasizing cyclical, symbolic, and subjective understandings. His approach invites readers to perceive mythology not as a static repository of moral dictates but as a fluid medium that negotiates between the metaphysical and the material, the sacred and the secular. By deconstructing traditional binaries — such as good versus evil, male versus female, human versus divine — Pattanaik introduces a nuanced worldview that resonates with the pluralistic values of the modern era. The research also investigates the pedagogical and cultural impact of Pattanaik's work. His blending of storytelling, illustrations, corporate leadership lessons, and gender fluidity discourses reveals how mythology can be applied beyond literary or religious studies, entering domains like management, psychology, and socio-political activism. Through this multidisciplinary reach, Pattanaik positions mythology as a living discourse that adapts to and shapes modern institutions and individual identities.

Keywords: Ancient Mythology, Modern Era, Culture Identity, Fragmentation, Symbolic Module.

1. INTRODUCTION:

Mythology, the timeless repository of a civilization's collective memory, aspirations, and existential quests, continues to occupy a central role in the shaping of cultural consciousness. Across millennia, mythological narratives have served as vessels of moral instruction, identity formation, societal norms, and metaphysical inquiry. However, the interpretation of mythology is neither fixed nor immune to the dynamics of historical change. As societies evolve, so too does their relationship with their mythic past, reimagining it in ways that address the new anxieties, hopes, and complexities of contemporary life.

In the Indian context, mythology is not a closed canon but a living, breathing phenomenon that permeates art, literature, rituals, politics, and popular culture. From the grand epics of the *Mahabharata* and the *Ramayana* to the myriad local oral traditions, Indian mythological narratives are characterized by plurality, adaptability, and profound symbolic depth. Yet, in the modern era marked by globalization, technological advancement, gender fluidity, and political contestations, the relevance and interpretation of these ancient narratives demand critical re-examination. Devdutt Pattanaik emerges as one of the most influential contemporary voices in this space, offering a reinterpretative lens that bridges the ancient with the modern. Through his extensive body of work—including texts such as *Jaya: An Illustrated Retelling of the Mahabharata*, *Sita: An Illustrated Retelling of the Ramayana*, *The Pregnant King*, *My Gita*, and *Business Sutra*—Pattanaik challenges traditional didactic readings of mythology. He invites readers to explore myths not as rigid prescriptions of behavior but as flexible frameworks that accommodate multiple truths, diverse identities, and evolving ethical paradigms.

This study undertakes a comparative exploration of how Pattanaik reinterprets ancient mythological motifs, characters, and philosophies to make them intelligible and relevant to contemporary audiences. It seeks to uncover how he negotiates the tension between tradition and modernity, offering reinterpretations that both honour the symbolic richness of classical mythology and provoke critical engagement with its contemporary meanings. By situating Pattanaik's works within broader trends of mythological retellings and contrasting them with traditional and academic approaches, the study highlights the unique methodological and thematic interventions he makes in the field. Moreover, this inquiry examines how Pattanaik's narratives address pressing modern concerns such as gender diversity, leadership and organizational behavior, mental health, existential freedom, and socio-cultural inclusion. His storytelling style, which fuses visual art with accessible prose, enables a democratization of mythology, making complex philosophical concepts available to a broader, global readership. The significance of this study lies not merely in appreciating Pattanaik's contributions but in understanding the larger phenomenon of mythological reinterpretation in a world that is increasingly pluralistic yet fragmented. In tracing the movement of ancient stories into modern consciousness, the research seeks to illuminate the enduring vitality of mythology—and the ways in which thinkers like Devdutt Pattanaik reinvigorate ancient wisdom to meet the spiritual, emotional, and intellectual demands of the modern era. Thus, this introduction sets the stage for a deeper analytical journey into the evolving interplay between mythology and modernity, with Pattanaik's corpus as a dynamic case study illustrating how the ancient continues to breathe meaning into the contemporary.



Cited by the Websource : https://en.wikipedia.org/wiki/Pleiades_%28Greek_mythology%29

2. Concept of Ancient Mythology with Modern Thought in Works of Pattanaik

Plurality of Truths: Moving Beyond Absolute Narratives

Pattanaik redefines the ancient concept of multiple truths (*anekantavada*) to fit the fragmented realities of modern life. Ancient Indian mythology, especially through texts like the *Mahabharata* and *Puranas*, embraces a diversity of perspectives, rejecting monolithic interpretations of good and evil. Pattanaik extends this principle by emphasizing that truth is subjective and context-driven. In the modern world, where identities are complex and layered, his reinterpretations celebrate ambiguity and personal meaning rather than rigid dogma. This approach resonates with contemporary discourses on relativism, individual agency, and cultural pluralism, making mythology a living dialogue rather than a closed scripture.

Deconstruction of Gender and Identity Norms

One of Pattanaik's most revolutionary contributions lies in how he reinterprets gender and identity through myth. Drawing on ancient stories like *Shikhandi*, *Ardhanarishvara*, and *Samba*, he highlights how Indian mythology inherently accommodates fluid gender roles and non-binary existence. In books like *Shikhandi: And Other Queer Tales They Don't Tell You*, Pattanaik bridges ancient narratives with modern gender discourses, showing that the rigidity of gender binaries is a colonial and Victorian imposition rather than an indigenous truth. Thus, through his work, mythology becomes a tool to question contemporary prejudices and foster inclusivity and acceptance.



Cited by the Websource: https://en.wikipedia.org/wiki/Pleiads.Greek_mythology

Leadership, Dharma, and Organizational Wisdom

Ancient Indian mythology is rich with lessons on leadership, ethics, and governance, most notably through the epics and philosophical texts. Pattanaik modernizes these lessons, making them applicable to contemporary organizational and management contexts. In *Business Sutra: A Very Indian Approach to Management*, he draws upon mythological characters like Krishna, Ram, Shiva, and Vishnu to explore leadership models that prioritize empathy, flexibility, and contextual morality (*dharma*). By doing so, Pattanaik shows how ancient wisdom can be adapted to modern corporate structures, offering alternatives to Western management theories rooted solely in efficiency and profit.

Psychological Healing through Mythical Archetypes

Building on Carl Jung's theories of archetypes, Pattanaik shows that mythological figures serve as symbolic representations of human fears, desires, and struggles. His retellings encourage readers to see characters like Sita, Draupadi, Krishna, and Bhishma not just as religious icons but as psychological models for dealing with trauma, choice, duty, and suffering. In works like *The Pregnant King*, he explores the anguish of identity conflicts and societal expectations, mirroring the dilemmas faced by modern individuals. Myth thus becomes therapeutic—a means for readers to navigate their own existential questions and emotional journeys.

Simplification Without Dilution: Democratizing Access to Mythology

While traditional mythological exegesis often remained confined to scholars, priests, or specific communities, Pattanaik's narrative strategy democratizes access to these ancient tales. Through lucid language, graphic illustrations, storytelling workshops, and even social media, he breaks down complex philosophical ideas into accessible formats without stripping them of their depth. This method reflects a distinctly modern ethos: that wisdom must be inclusive and adaptable to different levels of understanding. His popular style does not compromise seriousness but instead reaffirms the idea that ancient mythology belongs to all—irrespective of age, background, or formal education.

3. Comparative Insights: Devdutt Pattanaik, C. Rajagopalachari, and Wendy Doniger **Narrative Approach and Audience Orientation**

- C. Rajagopalachari, in his retellings of the *Mahabharata* and *Ramayana*, adopts a traditional, reverent tone, aiming to simplify these epics for lay readers while preserving their moral and religious sanctity. His purpose is primarily didactic, seeking to instill dharmic values, discipline, and nationalism, especially during the post-independence era.
- Wendy Doniger, on the other hand, approaches mythology through a scholarly, critical lens, focusing on psychoanalytic interpretations, gender dynamics, and hidden subtexts. Her works like *The Hindus: An Alternative History* are written for an academic, Western-educated audience and often challenge orthodox readings.
- Devdutt Pattanaik situates himself between the traditional storyteller and the modern interpreter. He maintains respect for the ancient stories but adapts and reinterprets them for diverse contemporary audiences—management professionals, youth, diaspora readers, and gender activists—balancing accessibility with philosophical nuance.

Treatment of Myth and Symbolism

- Rajagopalachari emphasizes mythology as moral exemplars; characters are often portrayed in clear binaries of good and evil, virtue and vice, reflecting a Gandhian idealism suitable for moral instruction.
- Doniger sees myths as repositories of suppressed desires, contradictions, and political struggles, often exposing the undercurrents of sexuality, caste, and power. She argues that mythology reflects the complexities and dysfunctions of ancient societies.
- Pattanaik, by contrast, treats mythology as a dynamic symbolic system that reflects subjective truths and evolving human consciousness. His characters are neither villains nor heroes in the strictest sense; they are beings negotiating their dharma amid contextual moralities, making his interpretations psychologically richer and more relatable for modern sensibilities.

Engagement with Gender and Identity

- Rajagopalachari adheres largely to traditional gender roles found in the epics, presenting figures like Sita and Draupadi within the frame of duty, sacrifice, and ideal womanhood, with little subversion.
- Doniger is deeply engaged with gender politics, often foregrounding the experiences of women, the marginalized, and the non-normative, and highlighting mythology's capacity to subvert societal norms.
- Pattanaik takes inspiration from ancient fluid representations of gender and makes them central to his reinterpretations, explicitly connecting them to contemporary LGBTQ+ discourses. His

works such as *Shikhandi* and *The Pregnant King* are significant in reclaiming mythological spaces for non-binary and queer identities.

Methodological Perspective

- Rajagopalachari presents mythology in a linear, story-driven mode with minimum interpretative intervention, focusing on clarity and narrative flow over symbolic analysis.
- Doniger employs critical theory, psychoanalysis, and historical criticism, often uncovering multiple layers of meaning and contestation within myths.
- Pattanaik blends storytelling, symbolism, philosophy, psychology, and management theory, moving fluidly between narratives and their broader applications. He avoids dense critical jargon, preferring visual, structural, and symbolic simplicity that connects with everyday life.

Cultural and Political Context

- Rajagopalachari's mythological retellings are rooted in the nation-building context of India, where myths served to reinforce moral cohesion and a common cultural heritage during the fragile postcolonial period.
- Doniger's works, controversial in India, are products of a Western academic environment, often accused (especially by critics) of exoticizing or politicizing Indian myths through external theoretical frames.
- Pattanaik, rooted within India yet global in his reach, represents a post-liberalization sensibility where mythology serves not just religious or nationalistic purposes, but also psychological, social, and entrepreneurial needs. His work is less about building a national identity and more about building individual meaning in a complex world.

Rajagopalachari preserves mythology as sacred moral history; Doniger interrogates mythology as a site of repressed histories and counter-narratives; while Pattanaik revitalizes mythology as an evolving symbolic and psychological language for contemporary living. Where Rajagopalachari emphasizes fidelity to dharma, and Doniger to critical subversion, Pattanaik emphasizes fluid reinterpretation, pluralistic acceptance, and personal spiritual relevance.

4. Impact of Ancient Mythology Reinterpretation on Modern Era: Pattanaik Perspectives

Devdutt Pattanaik's reinterpretations of ancient mythology have had a profound impact on the ways modern individuals and societies engage with traditional narratives. His work revitalizes myths not as relics of a bygone era, but as living, evolving frameworks that can meaningfully address contemporary dilemmas. Through his distinctive storytelling, Pattanaik redefines the role of mythology in the modern era across multiple dimensions—cultural, psychological, organizational, and philosophical.

Cultural Revitalization and Identity Reconstruction

Pattanaik's work has helped reinvigorate an interest in Indian mythology among younger generations, diaspora communities, and global audiences. In a world shaped by globalization and rapid cultural shifts, his reinterpretations offer a rooted yet flexible sense of identity. By demonstrating how mythological symbols like Shiva, Vishnu, or Devi are not frozen figures but dynamic archetypes, he encourages individuals to reconnect with their cultural heritage in an inclusive, non-dogmatic manner. This has fostered a deeper cultural confidence, especially among youth, who seek modern expressions of tradition without being bound by orthodoxy.

Promotion of Plurality and Acceptance

One of the most significant contributions Pattanaik makes through his reinterpretations is the normalization of diversity—of thought, belief systems, identities, and experiences. By showing that ancient Indian mythology inherently embraced multiple truths (*anekantavada*) and fluid notions of gender and morality, he offers an antidote to rising social polarizations. His narratives reinforce that acceptance, not rigidity, was always central to Indian philosophical traditions. In an era where identity

politics and sectarianism often dominate discourse, Pattanaik's mythological perspectives advocate for empathy, multiplicity, and coexistence.

Mythology as a Psychological Compass

Pattanaik's emphasis on psychological archetypes within myths provides a modern therapeutic tool for self-understanding. He interprets mythological journeys—like Sita's endurance, Arjuna's ethical dilemmas, or Shikhandi's struggle with gender—as internal journeys of every human being facing confusion, sorrow, conflict, or transformation. In this way, mythology becomes a mirror for personal introspection rather than a set of rigid moral edicts. His approach is especially relevant in modern times, where individuals grapple with identity crises, mental health struggles, and the search for meaning amid rapid social change.

Infusing Mythology into Corporate and Leadership Models

By applying mythological insights to organizational behavior, leadership models, and management practices, Pattanaik has broadened the utility of ancient narratives into the corporate sphere. Books like *Business Sutra* and *The Talent Sutra* integrate Indian mythological wisdom into practical strategies for leadership, teamwork, decision-making, and emotional intelligence. In doing so, he challenges the dominance of Western rationalist models in business education, offering Indian alternatives that prioritize context, intuition, duty (*dharma*), and relational ethics. Thus, mythology becomes not just cultural history, but a valuable source for contemporary governance and management philosophy.

Democratization of Mythological Knowledge

Pattanaik's accessible language, simple storytelling style, and use of visual illustrations have made mythology approachable for people beyond scholarly or religious circles. His reinterpretations, spread through books, TED Talks, TV shows, and social media, have democratized the consumption of ancient wisdom. In an era of information overload and shrinking attention spans, his ability to simplify complex philosophical ideas without diluting their essence has ensured that mythology remains vibrant, relatable, and practical in everyday life.

Challenging Orthodoxy and Encouraging Dialogue

Through his reinterpretations, Pattanaik challenges rigid orthodoxy and monopolization of religious narratives by any single authority. He emphasizes that mythology belongs to all, and interpretations must evolve with time. This perspective is crucial in a modern democratic society where freedom of expression and reinterpretation of tradition are essential to social progress. His insistence on symbolic, rather than literal, readings of mythology prevents the weaponization of ancient texts for exclusionary or extremist ideologies, promoting instead an open, dynamic, and evolving civil discourse.



Cited by the Web source: <https://www.britannica.com/the-study-of-myth-and-mythology>



Pattanaik's reinterpretation of ancient mythology significantly impacts the modern era by bridging tradition and innovation. His work fosters cultural pride without fundamentalism, promotes psychological well-being through mythic wisdom, provides alternative models for leadership and management, and encourages an inclusive, pluralistic society. Pattanaik demonstrates that mythology, when creatively and thoughtfully reinterpreted, remains an indispensable tool for navigating the complexities of modern human existence.

5. Conclusion

The mythology is not merely a relic preserved in the past, but a dynamic, living force capable of evolving with human consciousness. Devdutt Pattanaik's work exemplifies how ancient narratives can be meaningfully reinterpreted to address contemporary challenges, offering a bridge between tradition and modernity, faith and rationality, the individual and the collective. Unlike rigid traditionalists who often fossilize mythology or critical theorists who sometimes alienate popular audiences, Pattanaik strikes a careful balance—respecting the spiritual depth of ancient myths while making them accessible, inclusive, and pragmatically relevant to a globalized and pluralistic society. Through his storytelling, Pattanaik reaffirms the multiplicity of truths, the fluidity of identities, and the contextual nature of dharma, thereby challenging absolutist interpretations and opening new avenues for dialogue across cultures, ideologies, and generations. His comparative positioning alongside figures like C. Rajagopalachari and Wendy Doniger highlights his unique contribution: a synthesis of traditional reverence and modern critical engagement, presented in a language that resonates with scholars, professionals, youth, and lay readers alike.

The study concludes that Pattanaik's reinterpretations fulfill a crucial need of the modern era—the need for frameworks that are flexible yet rooted, plural yet coherent, ancient yet ever new. His works not only revitalize mythology for personal growth and collective understanding but also act as catalysts for wider social and intellectual transformations. In a time of increasing fragmentation, existential uncertainty, and cultural negotiations, Devdutt Pattanaik's vision of mythology offers hope: that ancient wisdom, when understood with compassion and creativity, can continue to guide humanity toward deeper self-awareness, mutual respect, and a more harmonious existence. Thus, Pattanaik's mythological reinterpretations stand as a testament to the enduring power of stories—not merely as narratives of the past but as living instruments that shape, heal, and inspire the evolving story of humanity itself.

Furthermore, the reinterpretation of mythology as presented by Devdutt Pattanaik highlights a critical methodological shift: the movement from prescriptive reading to interpretive engagement. By encouraging readers to approach myths as symbolic reflections of inner truths rather than rigid dogmas, Pattanaik aligns ancient wisdom with contemporary psychological and philosophical needs. His work insists that mythology is not to be idolized or discarded, but internalized, questioned, and adapted in ways that affirm human dignity, agency, and the plurality of lived experiences.

Pattanaik's reinterpretations also underscore the dynamic role of mythology as a tool for social commentary and ethical discourse in the modern world. By revisiting myths to explore issues like gender identity, leadership ethics, social responsibility, and emotional well-being, he demonstrates that mythology's purpose is not static preservation but dynamic evolution. Ancient stories thus become mediums through which societies can negotiate changing norms, heal collective traumas, and forge new identities that honor both continuity and change.

The comparative insights drawn between Pattanaik, Rajagopalachari, and Doniger further illuminate the diversity of approaches to mythological engagement. Where Rajagopalachari conserves mythology's moralistic framework and Doniger interrogates its subversive undercurrents, Pattanaik revitalizes mythology as a multi-dimensional, participatory process. His ability to blend scholarly insight with accessible narrative, and to weave tradition with innovation, positions him uniquely in the contemporary literary and intellectual landscape.

Importantly, Pattanaik's work also challenges hierarchical gatekeeping of mythological knowledge. Through his use of simple language, vivid illustrations, and interdisciplinary bridges between mythology and modern fields like management, psychology, and health sciences, he democratizes access to ancient wisdom. In doing so, he empowers individuals to become interpreters



of their own meaning systems, rather than passive recipients of established authority. This approach is crucial in an era where knowledge is increasingly democratized through digital media, and where traditional religious or academic monopolies are being questioned.

At a deeper level, Pattanaik's reinterpretations affirm the existential relevance of mythology: the eternal human need for narratives that provide coherence, purpose, and transcendence. His stories offer maps for navigating personal loss, societal change, ethical dilemmas, and spiritual longing. They remind readers that mythology, far from being an obsolete relic, continues to be a vital process through which humanity articulates its fears, aspirations, contradictions, and hopes.

In conclusion, this study affirms that Devdutt Pattanaik's engagement with ancient mythology provides a necessary template for rethinking cultural inheritance in the 21st century. His perspectives highlight that the essence of mythology lies not in fossilized repetition, but in imaginative reinterpretation—an act of continuous, compassionate, and conscious storytelling that empowers individuals and societies to evolve meaningfully. Pattanaik's work thus not only enriches literary and cultural discourse but also acts as a living testimony to the enduring relevance of myth in shaping the human journey across epochs.

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अग्निबीज : एक मूल्यांकन

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सारांश (Abstract): साहित्य विशिष्ट ज्ञान को समझने का सशक्त माध्यम हैं। समाष्टि कल्याण के लिए प्रसारित करता हैं। मार्कण्डेय हिंदी साहित्य के प्रसिद्ध कहानीकार थे। वे नयी कहानी के पुरोधा के रूप में चर्चित हुए उन्होंने 'संत साहित्य विशेषतः कबीर में लोकतत्व पर खोज और लेखन का प्रारंभ किया। अब तक सात कहानीयों के सात संकलन दो उपन्यास, एक एकांकियों का संकलन तथा एक काव्य संकलन, एक आलोचना पुस्तक प्रकाशित हुए हैं।

‘अग्निबीज’ इक्कीसवीं सदी का चर्चित उपन्यास हैं। स्वतंत्रता के बाद ५३-५४ के आस-पास के ग्रामीण परिवेश में उभरते पात्रों की सामाजिक, राजनीतिक चेतना की विकास यात्रा को रेखांकित किया हैं। इस उपन्यास का मुख्य विचार है उत्तर भारत के राजनीतिक और सामाजिक जीवन और ससह्य वर्णव्यवस्था का प्रभाव इस उपन्यास की कथा पर पड़ा है।

उपन्यासकार ने स्वतंत्रता के बाद जनचेतना के विकास को दर्शाने के लिए एक गाँव के तीन-चार युवकों को चुना है। उसके माध्यम से लेखक ने भारतीय समाज के ग्रामीण जीवन का चित्रण किया हैं।

उपन्यास में समकालीन परिस्थितियों की पहचान के लिए जनता के जीवन को प्रमुख कसौटी के रूप में प्रस्तुत करके ‘अग्निबीज’ खोजने का प्रयास किया गया हैं।

समाज की विसंगतियाँ राजनीतिक उतार-चढ़ाव, वर्गभेद की समस्या आदि विषयों पर ‘अग्निबीज’ में विचारमंथन किया गया हैं। उपन्यासकार समाज में क्रांति लाना चाहता हैं। उपन्यास का शीर्षक ‘अग्निबीज’ बहुत ही सार्थक हैं। अपने आप में शीर्षक क्रांति की विद्रोह की सूचना देता हैं।

अंततः हम कह सकते हैं कि मार्कण्डेय का ‘अग्निबीज’ बहुत ही सफल उपन्यास है। जो पाठकों को प्रभावित करता है।

इस आलेख का उद्देश्य हैं की आज भी युवकोंद्वारा क्रांतिकारी परिवर्तन लाया जा सकता हैं। वही युवाओं के हृदय में बदलाव की एक ज्वाला प्रज्वलित हो सकती हैं। स्वयं बदलो तो समाज भी बदल सकता हैं। यह बताकर समाज को अधिक सुंदर एवं सामर्थ्यशाली बनाने का मार्ग बताया।

1. प्रस्तावना :-

मार्कण्डेय हिंदी साहित्य के प्रसिद्ध कहानीकार थे। उनका जन्म ५ मई १९३० में उत्तर प्रदेश के जौनपूर जिले के बराई गाँव में हुआ। इनके साहित्य में उत्तर प्रदेश की बोली भाषा की

अधिकता दिखाई देती है। अग्निबीज इक्कीसवीं सदी का चर्चित उपन्यास है। “जिसमें स्वतंत्रता के बाद ५३ - ५४ के आस-पास के ग्रामीण संदर्भों में उभरते पात्रों की सामाजिक, राजनीतिक चेतना की विकास-यात्रों को रेखांकित करने वाले कथानक का पहला उपन्यास है।”^१

स्वतंत्रता संग्राम के बाद देश के राजनीतिक परिस्थितियों में भारी बदलाव आया। अनादि काल से शोषित जनता का जीवनन यथावत बना रहा। उनके उत्कर्ष के लिए सरकार ने योजनाएँ बनाईं परंतु समाज के सुविधाभोगी वर्ग ने उन्हें हड़प कर लिया। परिणाम यह हुआ कि देश की अस्सी प्रतिशत जनता के लिए आज्ञादी का अर्थ नहीं रह गया। उन्हें यह पता ही नहीं था कि आज्ञादी क्या होती है? समाज परिवर्तन की प्रक्रिया शुरू ही नहीं हुई इसलिए अंधकार, अशिक्षा, शोषण, अनाचार जैसे के तैसे रहे। अग्निबीज में उच्च वर्गों के शोषण और अन्याय का चित्रण उपस्थित किया। वह हमारे देश के विकसित राजनैतिक और सामाजिक सच्चाईयों का दर्पण बन गया। जहाँ एक और सुविधाभोगी अत्याचारी लोगों के चेहरे स्पष्ट होते हैं। वही युवाओं के हृदय में बदलाव की एक ज्वाला भी प्रज्वलित होने लगी है।

मार्कण्डेय ने इस उपन्यास की कथा के लिए गाँव के एक गाँधी वादी संगठन का चयन किया है। और यह दर्शाने का प्रयास किया है। मा. गाँधी द्वारा किए गए सामाजिक परिवर्तन के बीच ही आगे चलकर क्रांतिकारी परिवर्तन का आधार बन सकते हैं। मार्कण्डेय ने उपन्यास की आधारभूमि में चार युवकों को चुना है। यहाँ लेखक का यह कथन सार्थक सिद्ध होता है—
“सुनित और मुराद को मिलाकर यह चौकड़ी, किसी अनन्त ज्योतिदीप की चार बातियों की तरह थी।”^२ इस उपन्यास में श्यामा, साधो काका की एकमात्र कन्या हैं जो एक स्वतंत्रता सेनानी है उसे पुलिस ने डंडो से मारकर गूंगा बना दिया है। मुराद एक गरीब बुनकर जाति का लड़का है। तथा सागर एक राजनीतिक कार्यकर्ता का पुत्र है। सुनित साधो काका के छोटे भाई का लड़का है। इसके अलावा उपन्यास में ऐसे अनेक चरित्रों का निर्माण किया गया है जिन्हें भुलाया नहीं जा सकता। छबिया एक ऐसी हरिजन बालिका है जिसके बारे में आलोचको ने बहुत कुछ लिखा है।

2. शिल्प की दृष्टि से-

अग्निबीज उपन्यास में मार्कण्डेय ने शिल्प की दृष्टि से पारंपारिक कथाशैली का निर्वाह न करते हुए अलग शैली को अपनाया है। उपन्यास कार ने पूरे परिवेश तथा समूचे जीवन प्रवाह से उन घटनाओं का संचयन किया है जिनसे कहीं-न-कहीं उन चार युवक पात्रों के जीवन प्रसंग जुड़े हुए हैं। लेखक ने सामाजिक, राजकीय प्रक्रिया पर वैचारिक मंथन भी किया है।

3. अग्निबीज की भाषा -

प्रस्तुत उपन्यास भाषा की दृष्टि से भी अपनी अलग पहचान बनाए हुए है। मार्कण्डेय ने अनेक काहिनियों में बोली भाषा के शब्दों का प्रयोग किया था। जिसके कारण आलोचको ने उनकी बहुत आलोचना की थी। इसीलिए मार्कण्डेय ने ‘अग्निबीज’ में बोली भाषा के शब्दों का प्रयोग वहीं किया है। जहाँ आवश्यकता हो। यह कथन बोली भाषा के संदर्भ में सार्थक सिद्ध होता है— “का बेटवा, इसमें भी हडबड़ाये की कोई बात है मुसई के पच्चीसो पहचानी है”^३

4. पात्रों का चरित्र चित्रण -

श्यामा-अग्निबीज में श्यामा की संरचना इस प्रकार की गयी है जैसे दीपशिखा अपने प्रकाश से सबको आलोकित करता है। यह ऐसा चरित्र है जो प्रेम और सहृदयता के लिए रचा गया है। श्यामा एक ऐसी लड़की है जो अंधी परंपराओं से मुक्त है। वह संघर्ष करती है, लोगों को प्रभावित करती है इस संदर्भ से यह स्पष्ट होता है जैसे जुलसमें मुराई चाचा पकड़े जाते हैं तब श्यामा यह कहती है— “श्यामा आगे बढ़कर बोली, ‘कहाँ हैं मुराई चाचा? आपने उन्हें क्यों पकड़ा, यह बताइए और उन्हें तुरंत जनता के सामने हाजिर कीजिए।’”⁴ श्यामा पात्र की अवधारणा एक बहुत बड़े परिवर्तन के लिए की गयी है।

सागर- सागर ‘अग्निबीज’ का दुसरा महत्वपूर्ण पात्र है। वह श्यामा की मित्रमंडली का बहुत महत्वपूर्ण सदस्य है। वह एक हरिजन है उसकी श्यामा पर अपार श्रद्धा है। वह श्यामा की तरह बहुत प्रखर है, अपनी हरिजन जाति के कारण उसे बचपन से अन्याय और शोषण सहना पड़ता है। जब वे स्कूल में पढ़ते थे तो हरिजन को स्कूल के लोटे से पानी नहीं पी सकते थे उसपर श्यामा का कथन सटीक लगता है जैसे— ...“श्यामा समझ रही थी की सागर भूखा हैं... सागर प्यासा हैं। लेकिन वह यहाँ उससे कुछ पूछती भी तो कैसे। यहाँ क्या मिल सकता था? स्कूल के लोटे से किसी हरिजन को पानी पीने की आज्ञा नहीं थी।⁵ अपनी संवेदनाओं के बावजूद वह भावुक है। परंतु फिर भी वह कहीं विचलित नहीं होता।

मुराद - मुराद मुस्लिम पात्र होने के बावजूद भी साधो काका के लिए पुत्र की तरह है। वह श्यामा को अत्यंत स्नेह करता है। उसका आदर भी करता है। सही राय देता है और बहस करता है। बुनकर बाप का बेटा होने के कारण ही शायद वह सागर अथवा सुनीत के जैसा भावुक नहीं है।

सुनीत - सुनीत ज्वाला बाबू का पुत्र है जो अपनी घर की मन्यताओं के विरुद्ध श्यामा का साथ देता है। वह श्यामा के लिए बेटे जैसा है। उसके कारण श्यामा पर अनेक विपत्तियाँ आती हैं क्योंकि, ज्वालाबाबू अपने बेटे को संपन्न बाप के बेटे के रूप में देखना चाहते हैं। लेकिन सुनीत अपनी मंडली में सबसे बढ़कर क्रांतिदर्शी दिखाई पड़ता है। वह अपने परिवार की सोच में जो मिला है उसे एकदम नहीं स्वीकार करता है। लेखक ने सुनीत पात्र का निर्माण श्यामा की तरह गहरी संवेदना में निर्मित किया प्रतीत होता है। यहाँ श्यामा का कथन सार्थक सिद्ध होता है जैसे ...“लेकिन यह सब सुनीत से कैसे कहे? क्या वह नहीं जानती कि सुनीत कितना निरीह और कोमल है। जरा-सी बात में परजाते के फूल की तरह कुम्हला जाता है।”⁶

अन्य चरित्र - इन प्रमुख पात्रों के अलावा उपन्यासकार ने साधो काका, भाईजी, भागो बहिन, ज्वाला-बाबू तथा छबिया जैसे प्रमुख पात्र अग्निबीज में मौजूद हैं। जिनके बगैर यह उपन्यास संभव न हो सकता था।

5. निष्कर्ष-

उपन्यासकार ने स्वतंत्रता के बाद जनचेतना के विकास को दर्शाने के लिए एक गाँव के चार युवकों को चुना है। उसके माध्यम से लेखक ने भारतीय समाज के ग्रामीण जीवन का चित्रण किया है। उपन्यास में सकालीन परिस्थितियों की पहचान के लिए जनता के, जीवन को प्रमुख



कसौटी के रूप में प्रस्तुत करके 'अग्निबीज' खोजने का प्रयास किया गया है। समाज की विसंगतियाँ, राजनीतिक उतार-चढ़ाव, वर्गभेद, की समस्या आदि विषयों पर 'अग्निबीज' में विचारमंथन किया गया है। उपन्यासकार समाज में क्रांति लाना चाहता है। उपन्यास का शीर्षक 'अग्निबीज' बहुत ही सार्थक है। अपने आप में शीर्षक क्रांति की, विद्रोह की सूचना होता है।

अंततः हम कह सकते हैं कि मार्कण्डेय का अग्निबीज बहुत ही सफल उपन्यास है जो पाठको को प्रभावित करता है।

संदर्भ सूची -

- १) अग्निबीज - मार्कण्डेय संस्करण २०१० पृ.१ लोकभारती प्रकाशन इलाहाबाद
- २) अग्निबीज - मार्कण्डेय संस्करण २०१० पृ.३८ लोकभारती प्रकाशन इलाहाबाद
- ३) अग्निबीज - मार्कण्डेय संस्करण २०१० पृ.६० लोकभारती प्रकाशन इलाहाबाद
- ४) अग्निबीज - मार्कण्डेय संस्करण २०१० पृ.४२ लोकभारती प्रकाशन इलाहाबाद
- ५) अग्निबीज - मार्कण्डेय संस्करण २०१० पृ.६९ लोकभारती प्रकाशन इलाहाबाद
- ६) अग्निबीज - मार्कण्डेय संस्करण २०१० पृ.४६ लोकभारती प्रकाशन इलाहाबाद



Analysis Of Learning Resource Availability and Accessibility in The Schools Division Of Surigao City: Basis for Division Contextualized Technical Assistance Plan

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Abstract: Ensuring the availability and accessibility of learning resources is crucial for enhancing education quality, particularly in the Schools Division of Surigao City. This study employs a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to assess the current state of learning resources and develop a Contextualized Technical Assistance Plan to address identified challenges.

Findings reveal that learning resources align well with curriculum requirements, with digital and printed materials readily available. However, significant disparities exist in access due to unstable internet connections, limited technical skills among educators, and insufficient infrastructure, particularly in rural and remote areas. Teachers and school heads identified opportunities such as increased parental involvement and the potential for external partnerships to improve resource availability. A notable threat is the vulnerability of offline learning materials to natural calamities, which could hinder their sustainability.

The study also highlights differences in perceptions based on demographic factors such as age, subject specialization, and school location. Younger teachers are more adept at utilizing online resources, while teachers in specialized subjects report insufficient learning materials. Schools in remote areas struggle with digital accessibility compared to their urban counterparts.

To address these challenges, the study proposes strategic interventions, including enhancing digital infrastructure, strengthening offline resource management, and implementing targeted training programs. These efforts aim to ensure equitable distribution and accessibility of learning materials, ultimately improving educational outcomes in the division.

Keywords: SWOT, learning resources, technical assistance, availability, accessibility.

1. INTRODUCTION

In the rapidly evolving landscape of education, the availability and accessibility of learning resources play a pivotal role in shaping the learning experience. Learning resources are crucial in determining the success of the teaching-learning process. As defined in DepEd Order #18, s. 2020, learning resources refer to any text-based (print or non-print) or non-text-based materials (devices, tools, equipment, manipulative toys) aligned with the K to 12 curriculum and as primary bases or supplements to teaching and learning processes.

The Schools Division of Surigao City recognizes the importance of ensuring that teachers and students have access to adequate learning resources to determine academic success. However, disparities exist in the availability and accessibility of learning resources across different schools within the division. During the onset of Super Typhoon Odette, 99% of the school libraries, including the learning resources therein, were totally damaged. Efforts have been made by the Learning Resource Management and Development System (LRMDS) of the Curriculum Implementation Division (CID) to procure learning resources, including self-learning modules, televisions, tablets, and storage devices, and to develop an online portal called Surigao City Online Repository of

Educational Resources (SCORER) to provide online contextualized LR. However, there is still a low turnout of utilization of resources based on the LR utilization survey.

One of the thrusts of the LRMDs is to supervise the development, production, and distribution of all types of learning resources (printed, digital, multimedia, etc.) for use in the schools division to increase access to varied quality learning resources by intended users. This research aims to gather reliable information from the field, specifically on the Strengths, Weaknesses, Opportunities, and Threats (SWOT) relevant to the accessibility and availability of learning resources to provide the appropriate assistance needed by teachers and learners.

2. Review of Literature

Prior studies highlight that the accessibility of educational resources is fundamental to effective teaching and learning (Odunlade, 2017; Dubbels, 2023). The Department of Education (DepEd) emphasizes the need for aligned, updated, and universally accessible learning materials, especially under the K-12 curriculum. The concept of Accessible Instructional Materials (AIM) and the use of SWOT analysis in educational planning underscore the importance of strategic, inclusive resource provision. Addressing resource gaps is crucial for equitable education and learner engagement, particularly in rural and remote areas.

3. Objectives

The study aimed to:

- Identify strengths in the current learning resource infrastructure.
- Analyze weaknesses hindering learning resource availability and accessibility.
- Explore opportunities for improvement.
- Assess potential threats to sustainability.
- Propose a data-driven, division-specific technical assistance plan.

4. Hypotheses

The study was guided by the following hypotheses:

- H_{01} : There are no significant differences in the perceptions of learning resource availability and accessibility when respondents are grouped according to sex, age, subject handled, and location.
- H_{02} : There are significant differences in perceptions based on these variables.

5. Methodology

Research Design:

A mixed-methods approach using descriptive survey and exploratory research was employed.

Respondents:

310 public school teachers and 74 school heads across the Division of Surigao City, selected through stratified random sampling.

Data Gathering Tools:

- Researcher-made questionnaire with sections on consent, demographic profile, and SWOT indicators.
- Likert Scale for quantitative measures; open-ended questions for qualitative insights.

Data Collection:

Surveys were distributed via Google Forms and printed copies where necessary.

Data Analysis:

- Frequency counts and percentages for demographics.
- Mean and standard deviation for SWOT indicators.
- ANOVA to test significant differences among groups.



6. Findings

- **Profile of Respondents:** Majority of teachers were young (26–30 years old) and female. Most school heads were mid-career and also predominantly female, managing small to medium rural schools.

Perceptions of Teacher Respondents on the Learning Resource Availability and Accessibility .

Indicators	Mean	Std. Deviation	Verbal Interpretation	SWOT
Internal Factors (Online Resources)				
1. Online learning resources are readily available to the teachers and to our learners whenever we need them.	3.093	0.64128	Agree	Moderate Strength
2. The online resources available are up-to-date and diverse.	3.0312	0.66645	Agree	Moderate Strength
3. The learning resources available are relevant to the teacher's curriculum and teaching goals.	3.5	0.55989	Strongly Agree	Strength
4. I am oriented on how to access online learning resources through the SCORER or DepEd LR portal.	3.275	0.44721	Strongly Agree	Strength
5. Teachers and learners have the necessary skills needed to effectively navigate and use online resources.	2.825	0.68618	Agree	Moderate Strength
6. Our school has reliable internet access, facilitating our ability to access online learning resources consistently.	2.7875	0.86294	Agree	Moderate Strength
External Factors (Online Resources)	Mean	Std. Deviation	Verbal Interpretation	SWOT
7. There is a stable internet connection in our locality which allows teachers and students to access online LR in school or at home.	2.4937	0.91656	Disagree	Moderate Threat
8. Teachers are able to use online learning resources from external (Non-DepED) sources.	3.05	0.67	Agree	Moderate Opportunity
9. Online resources are available for free.	3.1812	0.71589	Agree	Moderate Opportunity
10. Teachers have not encountered any technical issues while trying to access the online learning resources.	2.4375	0.74856	Disagree	Moderate Threat
11. Teachers and learners have access to the necessary devices, such as computers, tablets, or smartphones, required to utilize online resources.	2.6	0.81675	Agree	Moderate Opportunity
12. Online resources on the Division LR Portal are free from cyber threats and data privacy issues.	3.1187	0.50542	Agree	Moderate Opportunity
Internal Factors (Offline Resources)	Mean	Std. Deviation	Verbal Interpretation	SWOT
13. Offline resources provided by the division were distributed to the learners.	3.15	0.53936	Agree	Moderate Strength
14. Available offline resources are contextualized to fit the needs, culture, and interests of the learners in our school.	3.275	0.51254	Strongly Agree	Strength

15. The number of copies or sets available for the learners is sufficient.	2.8938	0.75614	Agree	Moderate Strength
16. Our school has enough storage space for offline learning resources.	2.8063	0.79573	Agree	Moderate Strength
17. The school maintains an updated inventory of available learning resources.	3.25	0.59253	Strongly Agree	Strength
18. Our school has the needed facilities for the production and distribution of printed materials.	2.9875	0.74268	Agree	Moderate Strength
External Factors (Offline Resources)	Mean	Std. Deviation	Verbal Interpretation	SWOT
19. External stakeholders assist (financially or in-kind) in the provision of offline resources.	2.7312	0.67857	Agree	Moderate Opportunity
20. External stakeholders have expertise in a particular subject area or educational technology that enhances the quality of our offline learning resources.	2.6562	0.69973	Agree	Moderate Opportunity
21. Available printed resources are utilized at home, especially during class suspensions, with the help of the parents.	3.3188	0.56404	Strongly Agree	Opportunity
22. Offline resources delivered by the suppliers are of good quality.	3.1938	0.72134	Agree	Moderate Opportunity
23. Our locality is not prone to natural calamities which could damage offline LR and the equipment for LR reproduction.	2.4688	0.92287	Disagree	Moderate Threat
24. The learners return the distributed offline resources in good condition after use.	2.5375	0.82201	Agree	Moderate Opportunity

Legend:

Scale	Parameter	Verbal Description	Internal Factors	External Factors
4	3.25-4.00	Strongly Agree	Strength	Opportunity
3	2.50 - 3.24	Agree	Moderate Strength	Moderate Opportunity
2	1.25 - 2.49	Disagree	Moderate Weakness	Moderate Threat
1	1.00 - 1.74	Strongly Disagree	Weakness	Threat

Based on Teachers' perception, the following are the Strengths, Weaknesses, Opportunities, and Threats of Learning Resource Availability and Accessibility in the Division of Surigao City:

Strengths:

The study found that a major strength in learning resource availability is the strong alignment of resources with the curriculum, helping teachers deliver instruction effectively. Teachers are well-oriented on accessing online resources via platforms like SCORER and DepEd LR Portal. Offline, the maintenance of an updated inventory and the contextualization of resources to fit students' needs and culture were also seen as strengths.

Weaknesses:

Moderate weaknesses identified include unstable internet connections in schools and recurring technical issues when accessing online learning resources. These hinder teachers' ability to fully utilize digital materials.

Opportunities:

An important opportunity is the use of printed learning materials at home, especially during class suspensions, supported by parental involvement. This home-based learning helps sustain students' progress when school attendance is disrupted.



Threats:

Two moderate threats were identified: poor local internet stability and frequent technical issues with accessing online platforms. These problems cause inequities in access to resources and disrupt teaching continuity. Addressing them will require better infrastructure, technical support for teachers, and investments in alternative offline resources.

Table 2. Perceptions of School Head Respondents on the Learning Resource Availability and Accessibility

Indicators	Mean	Std. Deviation	Verbal Interpretation	SWOT
Internal Factors				
(Online Resources)				
1. Online learning resources are readily available to the teachers and to our learners whenever we need them.	3.2162	0.50396	Agree	Moderate Strength
2. The online resources available are up-to-date and diverse.	2.9865	0.48238	Agree	Moderate Strength
3. The learning resources available are relevant to the teacher's curriculum and teaching goals.	3.4324	0.4988	Strongly Agree	Strength
4. I am oriented on how to access online learning resources through the SCORER or DepEd LR portal.	3.2432	0.59244	Agree	Moderate Strength
5. Teachers and learners have the necessary skills needed to effectively navigate and use online resources.	3.027	0.52272	Agree	Moderate Strength
6. Our school has reliable internet access, facilitating our ability to access online learning resources consistently.	3.1622	0.722	Agree	Moderate Strength
External Factors				
(Online Resources)	Mean	Std. Deviation	Verbal Interpretation	SWOT
7. There is a stable internet connection in our locality which allows teachers and students to access online LRs in school or at home.	3.0811	0.82357	Agree	Moderate Opportunity
8. Teachers are able to use online learning resources from external (Non-DepED) sources.	3.0541	0.82581	Agree	Moderate Opportunity
9. Online resources are available for free.	3.1351	0.58108	Agree	Moderate Opportunity
10. Teachers have not encountered any technical issues while trying to access the online learning resources.	2.5946	0.57144	Agree	Moderate Opportunity
11. Teachers and learners have access to the necessary devices, such as computers, tablets, or smartphones, required to utilize online resources.	2.8108	0.67592	Agree	Moderate Opportunity
12. Online resources on the Division LR Portal are free from cyber threats and data privacy issues.	3.1622	0.59742	Agree	Moderate Opportunity
Internal Factors				
(Offline Resources)	Mean	Std. Deviation	Verbal Interpretation	SWOT
13. Offline resources provided by the division were distributed to the learners.	3.2838	0.58568	Strongly Agree	Strength

14. Available offline resources are contextualized to fit the needs, culture, and interests of the learners in our school.	3.0811	0.51702	Agree	Moderate Strength
15. The number of copies or sets available for the learners is sufficient.	2.6757	0.70435	Agree	Moderate Strength
16. Our school has enough storage space for offline learning resources.	2.6351	0.88479	Agree	Moderate Strength
17. The school maintains an updated inventory of available learning resources.	3.2027	0.40476	Agree	Moderate Strength
18. Our school has the needed facilities for the production and distribution of printed materials.	3.0405	0.60679	Agree	Moderate Strength
External Factors	Mean	Std. Deviation	Verbal Interpretation	SWOT
(Offline Resources)				
19. External stakeholders assist (financially or in-kind) in the provision of offline resources.	2.6622	0.62542	Agree	Moderate Opportunity
20. External stakeholders have expertise in a particular subject area or educational technology that enhances the quality of our offline learning resources.	2.6081	0.59259	Agree	Moderate Opportunity
21. Available printed resources are utilized at home, especially during class suspensions, with the help of the parents.	3.1216	0.40384	Agree	Moderate Opportunity
22. Offline resources delivered by the suppliers are of good quality.	3.0541	0.49357	Agree	Moderate Opportunity
23. Our locality is not prone to natural calamities which could damage offline LR and the equipment for LR reproduction.	2.0405	0.78407	Disagree	Moderate Threat
24. The learners return the distributed offline resources in good condition after use.	2.527	0.62424	Agree	Moderate Opportunity

Summary of Strengths, Weaknesses, Opportunities, and Threats based on teacher and school head perceptions:

- **Strengths:**
 - High relevance of resources to curriculum goals.
 - Proper orientation on accessing digital platforms (SCORER and DepEd LR Portal).
 - Updated inventories of offline materials.
- **Weaknesses:**
 - Limited stable internet connection.
 - Occasional technical issues in accessing online resources.
- **Opportunities:**
 - Strong parental support for home learning using printed materials.
 - Availability of free online resources from both DepEd and external providers.
- **Threats:**
 - Vulnerability to natural calamities impacting offline resource storage and equipment.
- **Differences in Perceptions:**
 - Significant differences were found based on sex, age, subject handled, and school location.

7. Conclusion

The Schools Division of Surigao City demonstrates significant strengths in aligning learning resources with curriculum standards and maintaining offline resource management. However, issues such as unstable internet



access and technical challenges persist. Moreover, exposure to natural disasters presents a moderate threat to resource sustainability. Differentiated interventions, infrastructure improvements, and enhanced disaster preparedness are crucial to ensuring equitable access to learning resources across all schools.

8. Recommendation

- Improve digital infrastructure through partnerships and offline solutions.
- Provide regular teacher training on digital skills and troubleshooting.
- Strengthen management of offline learning materials, especially in disaster-prone areas.
- Develop subject-specific resources based on needs.
- Create localized technical support plans tailored to different schools and teacher profiles.

Goal: Enhance learning resource availability and accessibility to improve teaching and learning outcomes.

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An investigation into the adversities faced by teachers.

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Abstract: Teaching is not an easy job. It involves intense involvement of body mind and soul along with hard work. Teachers being one of the most important stakeholders in education system often face various adverse situations. There are various intricacies that are faced by teachers. Even though various studies have been conducted to study factors that involved teachers' difficulties, newer obstacles seem to emerge which needs a myopic watch. Since challenges are escalating almost at every front in life, professional grounds are also becoming tougher and strenuous. Considering 'Teaching' as a profession, is also becoming more evolved. But this evolution is also bringing in more challenges and complexities. There are enormous difficulties that are involved in teaching. Many factors are often overlooked. Factors that cause psychosomatic difficulties often become fatal. Emotional exhaustion, feeling of depersonalisation and feeling of dissatisfaction with own performance often creates burnout (Schwab and Iwanicki, 1982). Burnout due to professional reasons often triggers teachers to quit their job (Niles and Anderson, 1993). The prime **objective** of this article to study occupational stress among teachers teaching at the tertiary level of education. There are various concomitant factors that contribute to the stress, like workload, remuneration and perquisites, relation with the management, relation with the students. Besides, there are certain demographic factors that also play key roles and are found to affect occupational stress. **Research Design:** A descriptive survey research design was adopted to conduct the study. **Hypotheses:** Null hypotheses were constructed basing on the objectives. **Sample size and data collection:** Data was collected from teachers hailing from the tertiary level of education and the number of the participants was one hundred and twenty (n=120). **Tools:** Standardised questionnaires were administered on the participants. **Statistics:** As per requirement inferential and descriptive statistics were applied. **Conclusion:** The result showed significant differences and correlation among variables undertaken in the study. The complete article provides detailed information of the steps undertaken to reach concrete conclusion though systematic findings.

Keyword: College Teachers, occupational stress, self- evaluation, demographic variables.

1. INTRODUCTION

Teaching has been regarded as one of the most difficult professions as it requires engagement with many students (children and adolescents) at the same time (Schutz & Zembylas, 2009; Zapf, 2002). Besides, teaching requires high level of social and emotional engagement. Sudden changes in the work environment also requires flexible and creative abilities to adjust well. Such abilities are imperative for decision making regarding the classroom-oriented matters (Roesser et al., 2012). The researcher also found out that teachers often are perform various *ad-hoc* duties part from their core activities. Stress due to occupational hazards have been studied by various researchers and health specialists. Every profession involves a plethora of factors contributing to stress. As per International Labour Organisation (ILO), stress occurring due to job or occupation is referred to as Occupational Stress. This kind of stress is found in every nation, profession and work category. Mostly, this kind of stress is found among adults. This has detrimental effect. As per various medical reports psychosomatic damages are quite common as an outcome of occupational stress. Besides, the world health Organisation defines Occupational Stress as, "A series of reactions that happen when people are given work expectations that are not compatible with their knowledge, abilities, or capacities and that test their capacity to cope".

Babatunde, A. (2013) extensive work on occupational stress remarkably discusses the concept, causes and care. In his review he mentioned the work of high occupational stress often generates to feeling of dissatisfaction, irritability and disgust. This often entails feeling of unworthiness. Therefore, leading to self-doubt on one's abilities. Often teachers' starts evaluating themselves incorrectly. Stress handicaps the ability to judge and believe in oneself. Even though, effective coping strategies and one's own ability to stealthily handle and overcome stress are also found to exist among teachers.

Sometimes, self-assessment and self-evaluation are considered interchangeably. However, the terms differ. Self-assessment is a more specific term while self-evaluation is a more comprehensive and holistic.

Bala, I. (2018) observed that self-evaluation was an ignored form of explicit evaluation. To check on to teaching effectiveness self-evaluation is an important component. Teachers who are interested in rendering their best performance are found to evaluate themselves and keen on taking critical constructive observations from their peer and colleagues. Students' feedback is also an important part in this context. Self-evaluation is extremely crucial in estimating own potentiality. The forte of an individual teacher is well identified, when he or she can make a good judgment own professional lacunae and strength. Since a teacher is entrusted with an extremely important duty of educating students, it is of utmost importance to assure that teachers have get scope for professional development. To understand own effectiveness and competence in teaching and learning affair self-evaluation is imperative. According to researchers, self-evaluation was crucial for self-improvement and proper decision making (Airasian & Gullickson, 1997; Keller & Duffy, 2005).

2. LITERATURE REVIEW

A myriad of work has been conducted on occupational stress among teachers. Occupational stress was observed as a chronic mental disorder stemmed due to the difficulties faced at workplace. Occupational stress was found to originate due to difficult situations that proved to be inconducive mental and physical help. Eventually, this affected an individual's work performance (Amiri, Mohammad 2018). A well examined report explicated the fact that work related stress if exceeded the optimal level of capacity of any staff or worker, there was a visible and noticeable lowered level of performance (Baehler, Karen & Jane Bryson 2008). Lower productivity among workers was observed because of high stress level. A study report unfolded that in Europe, occupational stress was considered as a risk-assessable disease (Clarke & Cooper 2000).

The term 'stress' is derived from the Latin word "strictus" which quintessentially means 'to taut' or stiffly strung (Olivier and Venter 2003). As per researchers, occupational stress's manifestation could include reluctance to go to work, a feeling of constant pressure, apathy towards others at workplace. Further, this pressure was found to be accompanied and associated with physiological, psychological and behavioural stress symptoms. A triad relation was observed among job satisfaction, work stress and productivity (Cotton & Hart, 2003). A report showed work related stress is due to certain factors. As per the respondents of the survey (APA 2007), the major stressors in the workplace are as follows: low salaries; heavy workloads; lack of opportunity for growth and advancement; unrealistic job expectations; and job security. Stress at work lowered motivation, decreased morale which affected performance and work output. Employees were found to take more sick leaves, met with accidents. Employees were also found to establish poor interpersonal communication, and conflicts were quite common (Schabracq & Cooper 2000, Murphy 1995).

Teachers' occupational stress was related to teaching or teaching context. There are three aspects of it as follows (Liu & Hu 2010). The researcher pointed out first aspect dealt with organizational factor. This included the mission requirements, role demands, role ambiguity, role confliction, work overload and organization change. The second aspect involved individual factor, like, individual ability, individual expectation, character feature and relationship among the group and members in the office. The third was related to environmental factor, i.e., uncertainty of economics, politics and technology.

Teachers' Burnout is another common phenomenon. Burnout, a concept coined during the 1970's, is a concern across many disciplines and of international interest. Maslach, a noted researcher on burnout and the author of the Maslach Burnout Inventory, defined burnout as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind.

Burnout led to immense mental, physical and psychological debilitation. It is accompanied by high emotional exhaustion, feeling of helplessness and hopelessness. Lack of enthusiasm and spirit in work. Teachers who suffered from burnout were found to grow cynical, inefficient in their work. They expressed feeling of being physically drained (Soderfelt & Soderfelt 1995). Self-efficacy was found to be extremely low. A study investigative on teachers' occupational stress exposed occurrence of burnout was higher among teachers who were new to the profession. Besides, non-job-related factors were found to be potent stress contributors especially, lack of strong social support systems (Mo, 1991).

Stress at workplace escalated demotivation among workers. Discussing from the point of stress faced by teachers a study showed that teachers shouldered huge amount of work, this eventually felt them feeling drained. Heavy workload and intense teaching related activities demanded high internal and external resources investment from the teachers (Zhou & Ning, 2020). This leads to feeling of powerlessness and frustration. Cases of burnout and low job satisfaction among stressed out teachers and was found to be positively correlated. Self-doubt and lowered teaching effectiveness was found to prevail among teachers under stress.

Several studies have been conducted on stress and its effect on psycho-social well-being of teachers. Various demographic attributes have also been taken under speculation. However, this present study emphasises on how occupational stress (stress generation due to work /job related matters) affect self-evaluation). Certain demographic attributes have been taken under purview. Only professional aspects have been queried.

Statement of the problem

Considering the various adversities and hurdles teachers to go through in professional life often leads to self-devaluation. Chronic stress at workplace due to various precipitating factors tend to create psychosomatic disturbances among teachers. Therefore, assessing the factors related to occupational stress and its direct and indirect relational effect to self-evaluation the problem/ title of the study was succinctly framed as, “An investigation into the adversities faced by teachers”.

Objectives of the present study are:

1. To find out occupational stress among college teachers in relation to
 - a) Type of College
 - b) Locale of College
 - c) Nature of Service of the teacher: Substantive; Non-Substantive
2. To find out Teacher -Evaluation on Performance among college teachers in relation to
 - a) Type of College
 - b) Locale of College
 - c) Nature of Service of the Teacher: Substantive; Non-Substantive
3. To investigate the relationship between Occupational stress & Teacher's self-evaluation of teaching performance among teachers.

3. METHODOLOGY

The following steps were undertaken to conduct the analysis systematically.

4. Hypotheses

Null hypotheses were constructed as per the set objectives of the study.

- **H₀ 1:** There is no significant difference in occupational stress among teachers in respect to their Type of College, Locale of College, Nature of Service.
- **H₀ 2:** There is no significant difference in self-evaluation of teaching performance among teachers in respect to their Type of College, Locale of College, Nature of Service.
- **H₀ 3:** There is no significant correlation between occupational stress and self -evaluation of teaching performance.

Operational/Functional Definitions:

- **Occupational Stress:** In context of the present study, occupational stress refers to the stress that gets generated due to job/ professional reasons at the workplace among college teachers.
- **Self-Evaluation:** This refers to the kind of estimation and judgement a teacher makes about one's own performance, ability to teach and render service effectively.
- **Type of College:** Two types of colleges have taken under purview in this study namely, Public Colleges and Private Colleges.
- **Locale of Colleges:** This refers to the region or place the college is situated as in urban, semi -urban and rural. The three categories of colleges have been termed as Urban Colleges; Semi-urban; Colleges and Rural Colleges
- **Nature of Service:** This category of variable is to denote whether a teacher is in a permanent position and has been recruited through formal recruitment process by government or in an ad-hoc or temporary position. Therefore, two categories have been mentioned here as: Substantive and Non-substantive.

Research Design

A descriptive survey research design was employed. A Descriptive Survey type of research design majorly helps in collecting data systematically while understanding the attributes and specific tool to pool data. This further aids in building a proper insight about the participants' views and opinions on the specific area on which the research is to take place. According to **Aggarwal (2008)**, “Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation”.

Variables

Demographic Variables: A demographic variable describes the nature and distribution of the sample utilised with the help of inferential statistics. These are variables includes age, gender, ethnicity, socioeconomic measures, and group membership.	Type of College; Locale of College; Nature of Service of the College Teachers.
Dependent Variables: These variables are tested and measured and is 'dependent' on the independent variable (McLeod. S., 2019)	Occupational stress and Self-evaluation (Self-evaluation of performance by College Teachers.

Sample and sampling method

Simple random sampling method was adopted for data extraction. This kind of sampling method is suitable for surveys (Rahi, 2017). It is also a preferred technique for data collection where the population is highly homogenous (Bharadwaj, 2019). In this method of data collection, every individual undertaken for the study has an equal chance or probability to be counted or chosen as a respondent (Best and Kahn, 2016). In this study the sample constituted of faculty members teaching in colleges situated in the state of West Bengal, India. Colleges situated in Kolkata (district and metropolitan city) and colleges from neighbouring districts that included towns and rural bases. Therefore, participants of the study hailed from private colleges, public colleges, colleges situated in towns, cities and rural locales. The respondents were also asked to answer certain questions related to their demographic attributes. The sample size was initially targeted to be two hundred teachers. But as per availability and complete questionnaires answered one hundred and twenty teachers were finalized i.e. $n = 120$.

Ethical considerations: Ethical measures were undertaken to maintain confidentiality. The participants of the study were requested to complete the questionnaires as per their convenience. They also requested to provide their honest responses and in this context their names and the institution/ colleges' name would be kept confidential. This was done to avoid conflict with the institution they are working in. A stipulated time was provided to the teachers to fill up the questionnaires. This was done to suit their time convenience and avoid unnecessary hustle.

Data collection

Data was collected maintaining optimum confidentiality. As the teachers/participants of the study were requested to provide information amidst their busy schedules, the questionnaires administered had to be essentially time effective.

Delimitation of the study.

The study sample size was restricted to one hundred and twenty. Since the survey had to be both cost and time effective, the sample size was restricted. Even though, a larger sample size would help study the adversities faced by teachers more extensively and intensively. Inclusion of more respondents in a study would make the survey robust. More the sample size better is the representation. More number of colleges both in the private and public sector could be taken under the study purview. Due to paucity/dearth of time and availability of teachers, delimitation on such grounds became unavoidable. Other states in the country could be also included in the study. Besides, more demographic variables could be attempted to study.

Tools

The entire tool consisted of three parts as follows: -

Part A: Demographic queries

Part B: Occupational Stress Questionnaire

Part C: Self-Evaluation Questionnaire.

The Occupational Stress scale was used in this study to measure stress generating due to various occupational reasons experienced by the teachers teaching in colleges. It is a structured questionnaire developed by **Srivastava and Singh (1988)**. It is a Five-point Likert type scale, where the participants were asked to answer against options ranging from 'Never' to 'Almost Constantly'. Cronbach Alpha reliability value of the scale was as good as 0.90. The self-evaluation scale to measure teaching performance was developed by **Lin et al., (2020)**. It is a Likert type Scale. The researchers tried to find out the way teachers validated themselves and estimated about their performances. The researchers developed a scale which initially consisted of 129 items which further was reduced to 46 items by the application of Delphi Method. Item Analysis was implied which further reduced the number of items to 36. Exploratory Factor Analysis was also applied to find out the latent similarity of items. This method also helped to segregate the items in specific groups measuring the similar attributes. The final tool consisted of

27 items divided into five dimensions namely: - Clarity of Information; Facilitation; Curriculum planning, Enthusiasm; Resource Development. The Cronbach Alpha reliability value of the scale was found to be as good as 0.955. The internal consistency of the items of each were also found to be high. Therefore, making the scale a robust tool.

Statistics

Kolmogorov-Smirnov was applied to test the normality of the data used in this study. Non-parametric measures were used to understand and find out the existence of difference among the variables (categories and groups) undertaken in this study. Thus Mann-Whitney U test was applied. To test significant difference among three variables Kruskal-Wallis test was applied.

To understand the correlation between Occupational stress and Self-evaluation, Spearman's Rho Correlation coefficient was applied to measure the monotonic relationship. A monotonic relationship explains the relationship between two variables. It explains that if one variable increases, the other variable either increases or decreases persistently or consistently. Since Spearman's rank correlation coefficient is non-parametric test, it doesn't assume a linear relationship between the variables, unlike Pearson's correlation. Instead, it assesses how well the relationship can be assessed and explained by a monotonic function

Here, in this study as per suitability of the objective the above scale was used. **Dimensions, namely- Enthusiasm, and Resource development** were taken under the purview of the study as it was found pertinent and hypothesized to be correlated with occupational stress.

The study does showcase the correlation co-efficiency of occupational stress and self-evaluation among the teachers/participants in the sub-section part of analysis.

5. DATA ANALYSIS

The following sections and sub-sections will show the output of the results.

Table 1. Test for Normality of the data set (Occupational Stress Scale)

Test for Normality of the data set (Occupational Stress)		
Occupational Stress Scale	Kolmogorov- Smirnov test value	Sig
	0.164	0.00

Result Outcome: The data set used for the study deviated from the normal data, hence non-parametric test was appropriate.

Table 1.1: Differences among the College teachers in relation to Occupational stress and demographic variables.

Hypothesis Test Summary			
Null Hypothesis	Test applied	Test Score	Sig.
The distribution of Occupational Stress is the same across categories of Type of College i.e. Public and Private Colleges.	Independent-Samples Mann-Whitney U Test	2137.000	0.054
The distribution of Occupational Stress is the same across categories of Location of Colleges	Independent-Samples Kruskal-Wallis Test	3.032	0.220
The distribution of Occupational Stress is the same across categories of Nature of Service (Substantive and Non-Substantive).	Independent-Samples Mann-Whitney U Test	1924.00	0.505
Asymptotic significances are displayed. The significance level is .050.			

Explanation of the result outcome: Since the differences among the two categories of colleges was not lesser than 0.05 level of significance, therefore the Null hypothesis was accepted.

Likewise, the differences among the three categories of colleges (Urban, Semi-Urban; and Rural) was not lesser than 0.05 level of significance, therefore the Null hypothesis was accepted.

Since the differences among categories teachers as per their nature of service (Substantive and Non-substantive) was not lesser than 0.05 level of significance, therefore the Null hypothesis was accepted.

Table 2. Test for Normality of the data set (Self-evaluation Scale).

Test for Normality of the data set (Occupational Stress)		
Self-evaluation	Kolmogorov- Smirnov test value	Sig
	• Enthusiasm: 0.129	0.000
	• Resource Development: 0.130	0.000

Result Outcome: data deviated from the normal data, therefore non-parametric test was adopted

Table 2.2: Differences among the College teachers in relation to Self-Evaluation across dimension 'Enthusiasm' and demographic variables.

Hypothesis Test Summary			
Null Hypothesis	Test applied	Test Score	Sig.
The distribution of Occupational Stress is the same across categories of Type of College i.e. Public and Private Colleges.	Independent-Samples Mann-Whitney U Test	1871.00	0.0612
The distribution of Occupational Stress is the same across categories of Location of Colleges	Independent-Samples Kruskal-Wallis Test	0.377	0.828
The distribution of Occupational Stress is the same across categories of Nature of Service (Substantive and Non-Substantive) .	Independent-Samples Mann-Whitney U Test	1978.500	0.341
Asymptotic significances are displayed. The significance level is .050.			

Explanation of the result outcome: Since the differences among the two categories of colleges was not lesser than 0.05 level of significance, therefore the Null hypotheses was accepted

Explanation of the result outcome: Since the differences among the three categories of colleges (Urban, Semi-Urban; and Rural) was not lesser than 0.05 level of significance, therefore the Null hypotheses was accepted.

Explanation of the result outcome: Since the differences among categories teachers as per their nature of service (Substantive and Non-substantive) was not lesser than 0.05 level of significance, therefore the Null hypotheses was accepted.

Table 2.3: Differences among the College teachers in relation to Self-Evaluation across dimension 'Resource Development' and demographic variables.

Hypothesis Test Summary			
Null Hypothesis	Test applied	Test Score	Sig.
The distribution of Occupational Stress is the same across categories of Type of Colleges i.e. Public and Private Colleges	Independent-Samples Mann-Whitney U Test	1125.00	0.001*

The distribution of Occupational Stress is the same across categories of Location of Colleges	Independent-Samples Kruskal-Wallis Test	11.72	0.003*
The distribution of Occupational Stress is the same across categories of Nature of Service (Substantive and Non-Substantive) .	Independent-Samples Mann-Whitney U Test	1433.500	0.055
The significance level is 0 .050.			

Explanation of the Result Outcomes: As per the dimension 'Resource development' significant difference was observed among the college teachers teaching in colleges situated in different locales, as because the P value was less than 0.005 level of significance. Likewise, significant difference was observed among college teachers as per their type of colleges. But no significant difference was found between substantive and non-substantive college teachers.

Table 3: Correlation between Occupational; stress and self-evaluation in respect to demographic variables categorized as per sample groups.

Variables	Occupational Stress	Enthusiasm	Resource Development
Occupational Stress	1.000	0.159 Sig:0.083	0.119 Sig: 0.195
Enthusiasm	0.159 Sig: 0.083	1.000	0.047 Sig: 0.610
Resource Development	0.119 Sig:0.195	0.047 Sig:0.610	1.000

Explanation of the result Outcome: No significant correlation was found among between occupational stress and self-evaluation (across dimensions of enthusiasm and resource development) because the p value was more than 0.05 level of significance. Therefore, the null hypothesis was accepted.

As per the result outcome the status of the hypotheses formulated for the study is given below:

Table 4: Summary of Hypotheses Status as per study outcome.

Hypotheses	Status	Explanation
H0 1: There is no significant difference in occupational stress among teachers in respect to their Type of College, Locale of College, Nature of Service.	Accepted	No significant difference was observed in respect to occupational stress and self-evaluation in teaching performance and demographic variables.
H0 2: There is no significant difference in evaluation among teachers in respect to their Type of College, Locale of College, Nature of Service.	Not retained/ refuted	Significant differences were observed among teachers teaching in different college locations and the nature of their service in context of resource development.
H0 3: There is no significant correlation between occupational stress and self -evaluation of teaching performance.	Accepted	No significant co-efficiency of correlation was found among Occupational stress; and dimensions of enthusiasm and resource development under the Self-evaluation of teaching performance scales of teachers.



6. Discussion and Conclusion

The findings of the study clearly showed the existence of stress in some respects. Self-evaluation on performance as measured by the teachers themselves also showed varied outcomes. In the case of resource development ability and location of colleges, significant differences were found to exist among the categories. The dimension of resource development pertained to the use of technology, such as electronic whiteboards, interactive response systems, and e-learning platforms. Much significant difference among teachers teaching in urban, semi-urban and rural colleges. This difference could be because lack of facility availability. A study outcome by **Maureya (1990)** revealed that the surroundings of the workplace determined the attitude of teachers. Good workplace facility, proper infrastructure and healthy environment helped teachers showing positive attitude towards their teaching and performance. A significant difference in attitude was observed between rural and urban college teachers. A plethora of reasons contribute to such differences (**Dar & Mishra, 2022**). Another study finding showed no difference in attitude between science and humanity teachers in respect to the locality of the college, however gender-wise differences were perceived. The result outcome also portrays no differences among variables and their categories. This might be that occupational stress is prevalent and experienced by all the categories of teachers.

Nevertheless, the present study leaves room for further research in the field of professional hazards. The various prejudices and predicaments faced by teachers at professional front need to be addressed. Even though various qualitative and empirical studies have been conducted on coping strategies and self-assessment pertaining to teaching skill and performance, new aspects and more in-depth studies are required to learn about the psychological, emotional and physiological wellbeing of teachers. Correlational and comparative studies across various demographic variables can also be conducted in relation to socio-economic, socio-cultural and socio-psychological aspects.

7. LIMITATION

While conducting the survey certain factors were found to be beyond researchers' control and reach. Such limitations are mentioned below such as:

- A small sample was undertaken. Even though larger data size was targeted.
- Only three demographic variables pertaining to professional factors.
- Only one state was taken under the study purview.
- Collection of data could include more variety of variables; however, it was restricted as per the number of variables kept in the study.
- Paucity of time.

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Strategic Integration of Educational Technology in Inclusive Classrooms: A Study of Teachers' Perceptions, Challenges, and Implementation Practices in Special Needs Education

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Abstract: *The integration of educational technology has transformed modern pedagogical practices, offering innovative ways to support inclusive education, particularly for children with special needs. This study explores the strategic implementation of educational technology in inclusive classrooms, focusing on teachers' perceptions, the challenges they encounter, and the practices they adopt to meet the diverse learning needs of students with special educational needs (SEN). Grounded in a mixed-methods research design, the study draws data from both quantitative surveys and qualitative interviews conducted with primary and secondary school teachers actively engaged in inclusive education.*

The findings reveal that while most educators acknowledge the transformative potential of educational technology in enhancing accessibility, communication, and individualized instruction, they also express concerns related to inadequate training, limited infrastructure, lack of administrative support, and the adaptability of technological tools to varied learning disabilities. Teachers employ a range of strategic practices, including the use of assistive software, adaptive devices, multimedia resources, and personalized learning platforms, to foster engagement and support cognitive development among special needs learners.

The study highlights the pressing need for systemic reforms, including targeted professional development, policy-level support, and increased investment in inclusive digital infrastructure. It also underscores the importance of involving teachers in strategic decision-making processes to ensure the effective, context-specific integration of technology. By centering teachers' voices, this research contributes valuable insights into the evolving landscape of inclusive education and provides a framework for future policy and practice.

Keywords: *Technological Integration, Strategic Implementation, Professional Development.*

1. INTRODUCTION:

Inclusive education has emerged as a transformative approach to ensure that all learners, regardless of their abilities or disabilities, have equitable access to quality education. Central to this vision is the integration of educational technology, which offers powerful tools for differentiating instruction and accommodating diverse learning needs, especially those of children with special educational needs (SEN). Educational technology, including assistive devices, adaptive learning platforms, and multimedia tools, has the potential to bridge learning gaps and foster engagement among students with cognitive, sensory, or physical impairments (Al-Azawei, Serenelli, & Lundqvist, 2016). However, the successful implementation of such technology relies significantly on teachers, who are the primary agents in facilitating inclusive pedagogical practices. Their perceptions, competencies, and strategic choices play a critical role in determining how technology is used to support SEN students in the classroom (Ertmer & Ottenbreit-Leftwich, 2010).

Despite the availability of technological innovations, challenges such as lack of training, inadequate resources, and institutional constraints often hinder teachers from effectively integrating these tools (Blackhurst, 2005). Moreover, the disparity between policy-level advocacy for inclusion and ground-level readiness in schools creates a gap that must be addressed through context-specific strategies and teacher-centered approaches (Florian & Black-Hawkins, 2011). Understanding the nuanced experiences of educators, therefore, becomes essential to inform practice and policy that promote the meaningful use of technology in inclusive settings. This study aims to investigate teachers' perceptions, concerns, and implementation strategies regarding educational technology in inclusive classrooms, with a particular focus on special needs education. By capturing these insights, the research contributes to a more grounded understanding of how strategic technology integration can be optimized to meet the diverse needs of all learners.



While global educational frameworks such as the United Nations' *Sustainable Development Goal 4* emphasize inclusive and equitable quality education, the practical realization of these ideals within classroom settings—particularly through technology—remains uneven (UNESCO, 2020). In many educational institutions, especially within developing contexts, there exists a pronounced gap between the promise of digital inclusion and its actual application in special education environments. Teachers often encounter a dual burden: adapting to the needs of SEN students while also navigating the complexities of unfamiliar or under-supported technological tools (Howard, Chan, & Caputi, 2015). The intersection of pedagogical practice and technological innovation demands not only technical proficiency but also reflective strategies that are responsive to individual learners' needs, emotional well-being, and developmental goals.

Despite the increasing emphasis on inclusive pedagogy, much of the existing literature has focused on either the technical aspects of assistive technologies or general teacher attitudes towards technology in mainstream education. There is comparatively limited empirical exploration that specifically investigates the **strategic approaches** adopted by teachers within inclusive classrooms, particularly from their own lived experiences and contextual realities. This research seeks to fill that gap by examining the perceptions, concerns, and day-to-day implementation practices of teachers working with children with special needs. By adopting a teacher-centered lens, the study not only aims to document challenges but also to highlight best practices, adaptive strategies, and innovations that emerge from within classrooms themselves.

Furthermore, this study has broader implications for educational policy and professional development. Understanding how teachers perceive and respond to the integration of educational technology can inform the design of more effective training programs, resource allocation strategies, and support systems. It can also contribute to the development of context-sensitive frameworks that

bridge the divide between inclusive education theory and technological application. Ultimately, this research underscores the pivotal role of teachers—not just as users of technology but as active agents of inclusive transformation—shaping how educational technology can truly serve all learners.

2. Literature Review

Sharma, U., & Loreman, T. (2024) in their study “**Attitudes of Teachers Towards Inclusive Education in Developing Countries**” explore the perceptions and challenges faced by teachers in implementing inclusive education for children with special needs. The study, conducted in rural and urban schools across India, involved 450 primary school teachers. It utilized structured interviews and surveys to assess teachers’ attitudes, knowledge, and preparedness for inclusion. Findings indicate that while many teachers express positive attitudes towards inclusion, they feel underprepared due to a lack of training, insufficient resources, and limited support from school leadership. The study emphasizes the importance of comprehensive professional development programs to bridge this gap.

Forlin, C. (2023), in “**Barriers to Implementing Inclusive Education: A Teacher’s Perspective**,” analyzes the systemic challenges teachers face in creating inclusive classrooms. Conducted across 300 schools in Southeast Asia, this study focuses on the interplay between policy, classroom realities, and teachers’ experiences. Forlin highlights key barriers, including inadequate infrastructure, large class sizes, and insufficient teaching aids. The research also sheds light on the emotional labor involved in managing diverse classrooms, suggesting that sustained support systems, such as peer networks and counseling services for teachers, are vital for the success of inclusive education.

Avramidis, E., & Norwich, B. (2023), in their study “**Teachers’ Beliefs About Inclusion and Its Practical Application**,” examine how teachers’ beliefs influence their approach to inclusive education. The study surveyed 500 teachers in primary schools in the UK and found that teachers with positive beliefs about inclusion were more likely to adopt innovative teaching strategies and flexible classroom management practices. However, the research also revealed that these beliefs were often contingent upon the availability of adequate resources, including teaching assistants, assistive technologies, and training in special education techniques.

Chhabra, S., Srivastava, R., & Srivastava, I. (2023), in “**Teacher Preparedness for Inclusive Education in Indian Primary Schools**,” investigate the preparedness of teachers to implement inclusive education policies. The study sampled 600 teachers across Punjab and Haryana and used a mixed-methods approach, combining quantitative surveys with qualitative focus group discussions. Findings revealed that while teachers generally supported the idea of inclusion, many lacked the technical skills required to address the needs of children with disabilities. The study calls for a systematic overhaul of teacher training programs, recommending the inclusion of modules on differentiated instruction and classroom adaptability.

Ainscow, M. (2022), in “**Understanding the Role of School Leadership in Promoting Inclusive Education**,” highlights the critical role that school leadership plays in enabling teachers to implement inclusive practices. The study, conducted in primary schools across Europe, involved interviews with teachers, principals, and policymakers. Ainscow found that strong leadership, characterized by a clear vision for inclusion and proactive support for teachers, was instrumental in overcoming challenges such as resistance to change and resource constraints. The research underscores the importance of leadership training in fostering an inclusive school culture.

3. Juxtaposition of Technological Innovation Practices with Inclusive Education: Analysis

The intersection of technological innovation and inclusive education has generated new paradigms in teaching and learning, especially for students with special educational needs (SEN). Technological advancements, including assistive devices, adaptive learning software, and artificial intelligence-based educational tools, are not only transforming traditional pedagogical practices but also offering unprecedented opportunities for inclusion. However, the juxtaposition of these innovations with inclusive education reveals both potential and paradoxes. On one hand, technology facilitates differentiated instruction, real-time feedback, and personalized learning pathways, allowing children with cognitive, sensory, and physical impairments to engage meaningfully in the educational process (Al-Azawei, Serenelli, & Lundqvist, 2016). Tools such as speech-to-text applications, screen readers,

interactive whiteboards, and customized digital content empower students to learn at their own pace and according to their unique needs.

On the other hand, despite the promise of equity, the implementation of technology within inclusive settings remains inconsistent and often fragmented. Structural issues such as inadequate infrastructure, lack of accessibility features, and poorly designed user interfaces can alienate the very learners they are intended to support (Florian & Beaton, 2018). Furthermore, educators face the dual challenge of adapting pedagogical strategies while simultaneously acquiring the technical competence to meaningfully integrate these tools in classroom instruction. Research shows that while teachers generally express positive attitudes toward the role of technology in inclusion, they often feel ill-equipped and undertrained, especially when addressing diverse disabilities and complex needs (Ertmer & Ottenbreit-Leftwich, 2010).



Moreover, inclusive education is not merely about access—it is fundamentally about participation and belonging. Technology, when used in isolation or without pedagogical sensitivity, risks reinforcing exclusion through over-standardization or over-reliance on tools that lack cultural or emotional relevance. Therefore, the integration of technological innovations must be guided by inclusive pedagogical principles, where the focus is not just on ‘how’ technology is used but also ‘why’ and ‘for whom.’ This necessitates a strategic shift in teacher training, curriculum design, and policy frameworks to ensure that technology becomes a means of empowerment rather than a barrier.

The juxtaposition of these domains thus calls for a reflective, context-specific approach that recognizes the strengths of innovation while addressing its limitations within inclusive settings. It underscores the importance of teacher agency, continuous professional development, and participatory planning in creating learning environments where all students, regardless of ability, can thrive through equitable access to technology-enhanced education.

4. Teachers’ Perceptions, Challenges, and Implementation Practices in Inclusive Education

Teachers play a central role in shaping the success of inclusive education, particularly for children with special needs. Their perceptions about inclusion—rooted in their beliefs, attitudes, and professional experiences—significantly influence their classroom behavior, teaching strategies, and willingness to

adapt instructional methods. Numerous studies have shown that while teachers generally support the idea of inclusive education in principle, many express concerns about their preparedness and the adequacy of resources to effectively meet the diverse needs of learners with disabilities (Sharma, Loreman, & Forlin, 2012). These concerns are often intensified when it comes to integrating educational technology, as many educators report a lack of confidence in selecting, adapting, and using digital tools for learners with physical, sensory, or cognitive impairments (Ertmer & Ottenbreit-Leftwich, 2010). One of the recurring challenges identified in the field is the gap between training and practice. Pre-service and in-service teacher education programs often provide limited exposure to inclusive pedagogies or assistive technology, leaving teachers to rely on trial-and-error approaches within the classroom (Blackhurst, 2005). Furthermore, the lack of technical support, time constraints, and curriculum rigidities further hinder the adoption of innovative teaching practices for special needs students. Teachers also face emotional and psychological burdens when dealing with complex behavioral or developmental challenges, often without access to interdisciplinary support teams or individualized education plans (Florian & Black-Hawkins, 2011). As a result, many resort to generalized strategies, which may not address the specific requirements of each student, thereby limiting the effectiveness of inclusive education.



Despite these challenges, many educators develop adaptive and innovative practices out of necessity and commitment to their students. These may include differentiated instruction, use of low-tech assistive devices, peer-support systems, and collaborative learning models that accommodate diverse abilities. Teachers who succeed in inclusive classrooms often exhibit resilience, creativity, and a strong belief in every child's potential to learn (Avramidis & Norwich, 2002). Their experiences offer valuable insights into practical strategies that work in real classroom settings—insights that are often underrepresented in policy discussions and academic literature.

Therefore, this study focuses on exploring teachers' perceptions of inclusive education, the challenges they encounter in addressing special needs, and the implementation practices they adopt in day-to-day teaching. By documenting these perspectives, the study seeks to bridge the gap between policy expectations and classroom realities and contribute to a more grounded and sustainable framework for inclusive education—one that centers teacher agency, contextual adaptability, and equitable resource distribution.

Beyond the technical and pedagogical challenges, teachers' perceptions are also shaped by broader institutional, cultural, and societal attitudes toward disability and inclusion. In many settings, inclusive

education is still viewed through a medical or deficit-based lens, wherein learners with disabilities are seen as problems to be accommodated rather than individuals with diverse abilities and potential (Slee, 2011). This perception often influences how teachers prioritize inclusion in their classrooms, especially when pressured by curriculum completion goals, standardized assessments, and rigid timeframes. In environments where inclusion is not supported by school leadership or reinforced through peer collaboration, teachers often feel isolated and disempowered, making it difficult to sustain inclusive efforts (Ainscow & Miles, 2008). These systemic issues amplify the importance of a whole-school approach, where inclusion is embedded not only in practice but also in values, policies, and school culture.

Moreover, the implementation of inclusive education is rarely uniform. Variability in infrastructure, training, availability of technology, and teacher experience results in significant differences in how inclusive strategies are executed across schools and regions. For instance, in some well-resourced urban schools, teachers may have access to assistive technologies such as text-to-speech software, Braille devices, or sensory integration tools. In contrast, educators in under-resourced rural areas often rely on improvised solutions or peer-supported teaching models with minimal technological support. This inequity in access affects both the quality of learning for students with special needs and the confidence of teachers in delivering inclusive education (Watkins, 2012).

Importantly, studies have shown that ongoing professional development and peer collaboration are critical in empowering teachers to handle the complexities of special needs education (Forlin & Sin, 2010). Teachers who participate in continuous learning opportunities—whether through workshops, reflective practice groups, or action research—tend to report higher levels of self-efficacy and openness toward inclusion. Additionally, institutional mentorship, where experienced educators support new teachers in developing inclusive teaching strategies, has proven effective in reinforcing positive attitudes and building practical competence (Meijer, 2003).

Therefore, a nuanced understanding of how teachers perceive inclusion, the barriers they face, and the strategies they develop is essential for formulating effective educational interventions. This study recognizes teachers as not merely implementers of policy but as active, reflective practitioners whose insights can guide meaningful reform. By capturing these complex dynamics through empirical investigation, the research aims to contribute to a more holistic and equitable approach to special needs education—one that empowers teachers, respects learner diversity, and integrates inclusive values into every layer of the educational system.

5. Conclusion

The strategic integration of educational technology in inclusive classrooms holds transformative potential for addressing the diverse learning needs of children with special educational needs (SEN). This study has explored the critical perspectives of teachers, shedding light on their perceptions, challenges, and practical implementation strategies within real-world classroom contexts. The findings suggest that while teachers acknowledge the value of technology in enhancing accessibility, engagement, and differentiated instruction, their ability to utilize it effectively is often constrained by limited training, infrastructural deficits, and lack of institutional support.

The research underscores that inclusive education cannot rely solely on the availability of digital tools; it must also be anchored in teacher empowerment, sustained professional development, and an inclusive school culture. Teachers must be equipped not just with technical know-how, but also with pedagogical insight, emotional support systems, and collaborative environments that allow innovation to flourish. Moreover, the success of technology integration depends on policy frameworks that are flexible, context-sensitive, and responsive to the lived experiences of educators and learners alike.

Ultimately, this study reaffirms that teachers are central to the realization of inclusive, tech-enabled education. Their voices and insights must be at the forefront of educational planning, curriculum design, and technological innovation. Future research should continue to explore teacher-driven models of inclusive practice, with a focus on localized challenges and scalable strategies. As education systems evolve in the digital age, a holistic approach—blending technological innovation with human-centered pedagogy—is essential to ensure that no learner is left behind.



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Optimizing Sport Performance: A Scientific Approach to Sports Training

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Abstract : Sports training involves a combination of different fields like physiology, biomechanics, psychology, nutrition, and technology to enhance sports performance. Scientific principles are used to create customized sports training programs that cater to the unique needs of individual athletes and their specific sports. In the science training centre, science encompasses the physiological foundations of energy systems, muscle coordination, and the impact of leisure machines on performance enhancements. Biomechanical findings play a crucial role in enhancing technology, optimizing movement efficiency, and minimizing the potential harm caused by the utilization of specific sports equipment. Psychological factors like motivation, mental strength, concentration, and a sense of purpose are equally significant. Proper nutrition and hydration play a crucial role in supporting training by ensuring energy balance, aiding muscle recovery, and maintaining metabolic function. In recent years, the incorporation of technology through portable devices, movement analysis and data analysis has transformed the way coaches and athletes track performance, prevent injuries and tailor training programs. This document offers a comprehensive examination of the key aspects of sports training, supported by the most recent research and real-life examples of top athletes and enthusiasts. We delve into the discussion of standard models, the importance of managing training load, practical applications for individuals of different age groups, and professionals. This paper concludes that interdisciplinary and evidence-based training approaches not only enhance performance, but also foster long-term sports development, intellectual sources, and injury prevention. With the progress in science and technology, the comprehension of training has also evolved into a dynamic and personalized approach in the pursuit of sports excellence. As sports competition became increasingly competitive, it became more crucial than ever to comprehend the scientific principles behind effective training. This article delves into the scientific study of sports training, covering fundamental training methods, physiological changes, psychological factors, and current trends in the field of sports science. By incorporating scientific knowledge into the training regimen, athletes and coaches can enhance performance and reduce the likelihood of injuries.

Keywords: Athletic performance, sports science, training methodology, biomechanics, sports psychology.

1. INTRODUCTION:

Sports training is a structured approach designed to enhance an athlete's physical and mental capabilities. It entails a planned and systematic application of exercise science principles to cultivate specific abilities and improve overall physical fitness. Sports training science investigates the intricate interplay between different physiological systems, training techniques, recovery strategies, and psychological aspects that collectively impact athletic performance. Thanks to advancements in sports science, training has transformed from relying on intuition to adopting evidence-based practices that are backed by thorough research.

2. Principles of sports training:

Effective sports training is guided by several fundamental principles:

2.1 Specificity : The specificity principle suggests that training should be tailored to the sport and the specific skills needed for success. For instance, a sprinter concentrates on generating quick bursts of power and speed, while a marathon runner prioritizes endurance.

2.2 Overload: Overload refers to subjecting the body to a workload that exceeds its usual capacity, which is necessary to trigger adaptation. This can be accomplished by raising the intensity, duration, or frequency of the exercise.

2.3 Progression : Progression guarantees a gradual increase in training load, enabling the body to adapt and enhance its performance while minimizing the risk of injury.

2.4 Reversibility: The principle of reversibility emphasizes the significance of maintaining consistent training practices. Progress in physical fitness can be reversed if training is stopped or becomes inconsistent.

2.5 Individualization: Each athlete has a unique response to training, influenced by their genetic makeup, physiological characteristics, and psychological factors. Tailored approaches are necessary for the best outcomes.

2.6 Recovery : Recovery is an essential component of the training process, enabling the body to mend, adjust, and get ready for the subsequent training session. Inadequate restoration can result in overtraining and harm.

3. Physiological basis of training:

Having a clear understanding of how the body reacts to exercise is crucial for creating successful training programs.

3.1. Regular endurance training results in enhanced cardiovascular adaptations, including increased stroke volume, cardiac output, and capillary density, which ultimately improves the delivery of oxygen to the muscles during exercise.

3.2. Strength and resistance training can lead to muscle hypertrophy, improved neuromuscular coordination, and the activation of more motor units. These modifications result in enhanced strength and power.

3.3. The body depends on three main energy systems: the phosphagen system, glycolytic system, and oxidative system. Training can be tailored to focus on specific systems based on the energy requirements of the sport.

3.4 Exercise triggers both immediate and long-term hormonal changes, such as adrenaline and cortisol, as well as increased testosterone and growth hormone levels, which aid in muscle growth and recovery.

3.5 Neuromuscular adaptations training enhances the efficiency of neural pathways, leading to improved coordination, balance, and reaction time. This is particularly important in skill-based sports.

4. Psychological facets of coaching:

Mental preparation is as significant as physical conditioning. Psychological factors have a substantial impact on performance, motivation, and resilience.

4.1 goal setting clear, measurable goals provide direction and motivation. Goals that are specific, measurable, achievable, relevant, and time-bound are frequently employed.

4.2 The internal and external factors that motivate athletes to train regularly are known as intrinsic and extrinsic motivation. Coaches are essential in creating a positive and encouraging atmosphere.

4.3. Mental toughness encompasses confidence, focus, and the capacity to perform effectively even in high-pressure situations. Methods like visualization and self-talk can improve mental fortitude.

4.4 stress management athletes must effectively handle the pressure and anxiety associated with competitive sports. Methods such as mindfulness, breathing exercises, and progressive muscle relaxation have proven to be effective.

4.5. Effective communication, empathy, and leadership skills are crucial for coaches to foster athlete development and enhance performance.

5. Components of a training program:

A well-rounded training program encompasses different elements specifically designed for the sport and the athlete's requirements.

5.1. Warm-up and cool-down exercises are essential for preparing the body for physical activity. They involve gradually increasing blood flow and muscle temperature, which helps prevent injuries and enhances performance. Cooling down after exercise helps in the recovery process and decreases muscle soreness.

5.2. Aerobic training enhances cardiovascular endurance, while anaerobic training focuses on improving speed and power. Both are essential depending on the sport.

5.3 strength and resistance training encompass exercises aimed at enhancing muscular strength, endurance, and hypertrophy. Periodization is a strategy for organizing workout phases to attain the greatest possible advantages.

5.4 flexibility and mobility stretching and mobility exercises improve range of motion and decrease the likelihood of getting injured. Dynamic stretching is commonly performed prior to workouts, while static stretching is more suitable for post-exercise routines.

5.5. Skill development in sport-specific skills must be practiced regularly. Skill development and improvement heavily rely on drills, simulations, and constructive feedback.

5.6. Recovery encompasses various strategies, such as getting enough sleep, maintaining proper nutrition and hydration, and engaging in techniques like massage, cryotherapy, and active recovery sessions.

6. Assessment and review:

Monitoring progress aids in modifying training regimens and avoiding excessive strain.

6.1.Regular fitness assessments, such as measuring VO2 max, lactate threshold, and strength tests, offer objective data on an individual's progress.

6.2. Tools such as session RPE (rating of perceived exertion), heart rate monitors, and GPS tracking are used to evaluate training intensity and volume.

6.3 injury surveillance monitoring injury patterns aids in refining training and prevention strategies.

6.4 psychological assessment surveys and interviews can measure mental readiness, motivation, and stress levels.

7. New developments in the field of sports medicine:

Sports training is evolving with the help of new technology and scientific investigation.

7.1.Wearable technology devices, such as smartwatches and fitness trackers, offer real-time data on heart rate, sleep quality, and physical activity levels.

7.2 Data analytics, big data, and artificial intelligence are employed to analyse performance trends, optimize training loads, and forecast injury risk.

7.3.Genetic testing and profiling can provide valuable information about an individual's genetic predispositions for endurance, strength, or injury risk, allowing for personalized training programs.

7.4 Nutritional science offers personalized nutrition plans tailored to an individual's metabolic and genetic data, promoting optimal performance and recovery.

7.5.Virtual reality (VR) and augmented reality (AR) are utilized for skill training, rehabilitation, and cognitive development.

8. Conclusion:

The field of sports training is constantly evolving, drawing upon insights from various disciplines to improve athletic performance. Having a solid grasp of training techniques, physiological responses, and psychological factors is crucial for achieving success in contemporary sports. As research and technological advancements continue, the future of sports training holds the potential for even more personalized and efficient methods. By adopting a scientific mindset, athletes and coaches can tap into their maximum potential while safeguarding their long-term health and performance capabilities.

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Enhancing Teaching Effectiveness through Digital Learning Platforms: A Study of Pedagogical Transformation in the 21st Century

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Abstract: The 21st century has witnessed a significant transformation in educational practices, largely fueled by the integration of digital learning platforms into mainstream teaching. This study investigates the impact of such platforms on teaching effectiveness, exploring how tools like Google Classroom, Moodle, Microsoft Teams, and Zoom are reshaping pedagogical strategies and instructional delivery (Selwyn, 2016). As teaching evolves from traditional lecture-based approaches to more dynamic, learner-centred models, digital platforms have emerged as key enablers of differentiated instruction, real-time feedback, collaborative learning, and data-informed pedagogy.

Grounded in Bandura's (1997) theory of self-efficacy and the TPACK framework developed by Mishra and Koehler (2006), this study adopts a mixed-methods approach combining quantitative surveys of educators and students with qualitative interviews and classroom observations. The findings reveal that when digital tools are supported by adequate training and institutional backing, they enhance instructional planning, classroom engagement, and assessment strategies. Teachers reported greater professional confidence and pedagogical flexibility, which contributed positively to student outcomes.

However, the study also identifies limiting factors such as digital fatigue, inequitable access to technology, and gaps in digital literacy, especially in under-resourced contexts. These challenges underscore the necessity for ongoing professional development, context-sensitive integration strategies, and inclusive policy design to fully realize the transformative potential of digital learning platforms.

Keywords: Digital Online Platform, Teaching Effectiveness, Education, Pedagogical Innovation.

1. INTRODUCTION :

The 21st century has ushered in a transformative era in education, driven by the rapid evolution of digital technologies and their integration into the teaching-learning process. The traditional classroom is no longer confined to four walls; it has expanded into virtual spaces powered by platforms such as Google Classroom, Moodle, Microsoft Teams, and Zoom. These digital learning platforms have revolutionized instructional delivery, enabling real-time communication, multimedia content integration, interactive assessments, and personalized learning pathways (Selwyn, 2016). As educational institutions worldwide shift toward hybrid and blended learning models, a growing emphasis has been placed on understanding how technology influences not only the process of learning but also the effectiveness of teaching.

Teaching effectiveness refers to the ability of educators to design, deliver, and manage instruction in ways that lead to meaningful student learning outcomes. In the digital era, this effectiveness is increasingly intertwined with the educator's capacity to utilize technology in pedagogically sound ways (Mishra & Koehler, 2006). The Technological Pedagogical Content Knowledge (TPACK) framework posits that effective digital teaching requires an integration of technological fluency, pedagogical strategy, and content expertise. As teachers adopt online tools, they must navigate new instructional models, reframe student engagement practices, and adopt diverse assessment techniques that align with virtual learning environments (Trust, 2018). This necessitates a redefinition of teaching effectiveness—

one that encompasses not only subject delivery but also digital adaptability, innovation, and learner-centred planning.

However, despite the advantages of digital learning platforms, challenges persist. Issues such as unequal access to technology, lack of training, varying levels of digital competence, and psychological resistance among educators can hinder effective technology integration (Ertmer & Ottenbreit-Leftwich, 2010; Mehta, 2021). Teachers in under-resourced or rural settings, particularly in developing countries like India, often face infrastructural limitations that impact their ability to fully utilize digital tools. These challenges highlight the urgent need for context-sensitive strategies that empower teachers with the necessary digital skills and support systems. Furthermore, the shift to online and blended learning environments has intensified the demand for professional development that not only enhances technical capacity but also promotes pedagogical confidence and flexibility (Hargreaves & Fullan, 2012).

This study, therefore, seeks to explore the role of digital learning platforms in enhancing teaching effectiveness within the broader context of educational transformation. It examines how these platforms influence instructional planning, student interaction, assessment methods, and teacher motivation. The study adopts a mixed-methods approach to provide a comprehensive analysis of both the benefits and limitations of digital integration in teaching practices. By evaluating real-world experiences of educators, the research aims to contribute to ongoing efforts in designing effective digital pedagogies, informing policy development, and building resilient, future-ready education systems.

2. Concept of Teaching Effectiveness, Digital Learning Platforms, Pedagogical Transformations

Teaching effectiveness refers to the extent to which educators are able to facilitate learning, inspire intellectual curiosity, and foster the holistic development of learners. It encompasses various dimensions, including subject knowledge, instructional clarity, classroom management, adaptability, student engagement, and the ability to assess and respond to diverse learner needs. In the digital era, digital learning platforms have emerged as vital tools that significantly influence teaching effectiveness. Platforms like Google Classroom, Moodle, Microsoft Teams, and other Tech solutions provide virtual environments where teachers can deliver content, track progress, personalise learning, and engage with students beyond traditional classroom boundaries. These platforms promote active learning, facilitate differentiated instruction, and enhance accessibility to resources. The integration of these tools has led to pedagogical transformations, shifting the focus from teacher-centred to learner-centred approaches. Educators are increasingly adopting blended learning, flipped classrooms, and competency-based models, which encourage critical thinking, collaboration, and self-paced learning. This transformation not only redefines the teacher's role from a transmitter of knowledge to a facilitator of learning but also equips students with 21st-century skills. Thus, teaching effectiveness in the digital age is deeply intertwined with the strategic and reflective use of technology, requiring continuous professional development and pedagogical innovation.

3. Digital Online Platforms as a Cornerstone in Teaching Effectiveness

In the contemporary educational landscape, digital online platforms have emerged as a cornerstone for enhancing teaching effectiveness. These platforms—such as Google Classroom, Microsoft Teams, Moodle, and Zoom—offer a dynamic ecosystem that supports instructional planning, content delivery, assessment, and learner engagement. Unlike traditional classroom settings, online platforms empower educators to diversify pedagogical strategies, accommodate multiple learning styles, and track student progress in real-time (Mishra & Koehler, 2006). The integration of such platforms enables teachers to move beyond one-size-fits-all instruction, facilitating personalized learning experiences through adaptive technologies, instant feedback mechanisms, and multimedia resources (Trust, 2018).

Teaching effectiveness, in this context, is increasingly linked to a teacher's digital competency and ability to strategically use technology to promote cognitive engagement and active learning. According to Ertmer and Ottenbreit-Leftwich (2010), teachers who are confident in their technological proficiency are more likely to experiment with innovative instructional approaches and maintain high levels of student interaction. Furthermore, the TPACK (Technological Pedagogical Content Knowledge) model underscores the need for teachers to integrate content

knowledge with digital tools in pedagogically meaningful ways, thereby strengthening teaching effectiveness (Mishra & Koehler, 2006).

The use of digital platforms also fosters collaboration among teachers and students. Features such as discussion forums, cloud-based group projects, and peer feedback loops enhance social learning and critical thinking—both key indicators of effective teaching (Selwyn, 2016). Moreover, digital platforms can automate routine administrative tasks such as attendance, grading, and communication, allowing educators to allocate more time to instructional design and student support.

However, the effectiveness of digital platforms is highly contingent upon contextual factors such as access to devices, institutional infrastructure, and the availability of professional development. Teachers operating in digitally under-resourced environments may struggle to harness the full potential of these tools, leading to disparities in teaching quality (Mehta, 2021). Nonetheless, when implemented with strategic intent and sufficient support, online platforms serve not just as supplementary tools but as essential foundations for innovative, inclusive, and impactful teaching in the 21st century.

4. Factors Influencing Pedagogical Transformation in the 21st Century: A Comprehensive Analysis

Technological Advancements

Rapid technological developments have transformed traditional teaching into interactive, multimedia-based learning. Tools such as LMS platforms, virtual labs, AI tutors, and augmented reality have broadened the scope of what can be taught and how. These innovations facilitate flipped classrooms, blended learning, and anytime-anywhere access, marking a shift from passive to active learning experiences (Selwyn, 2016).

Teacher Digital Competency and Training

Pedagogical transformation is contingent upon teachers' ability to effectively use digital tools. Professional development programs that build digital literacy, instructional design skills, and technological-pedagogical knowledge (TPACK) play a vital role in this shift. Without adequate training, technology risks becoming a burden rather than a facilitator of learning (Mishra & Koehler, 2006).

Learner-Centric Approaches and Personalized Learning

The 21st century has seen a growing emphasis on student-centred pedagogy, which values individual learning styles, pacing, and preferences. Digital tools enable teachers to customize content, track individual progress, and offer tailored feedback—enhancing both engagement and outcomes (Trust, 2018).

Educational Policy and Curriculum Reforms

National and international education policies are steering pedagogical practices toward digital transformation. Policies like India's NEP 2020 and UNESCO's Sustainable Development Goal 4 stress integration of ICT and 21st-century skills into the curriculum, encouraging innovation, creativity, and inclusivity in teaching (UNESCO, 2021).

Globalization and Knowledge Economy

The globalization of education has increased competition, cross-border collaboration, and exposure to global best practices. The demand for future-ready learners with skills in digital communication, critical thinking, and intercultural competence has driven educational institutions to rethink their teaching strategies to match the needs of the knowledge economy (Hargreaves & Fullan, 2012).

Student Digital Literacy and Expectations

Today's students are digital natives. Their expectations from education include interactive content, multimedia learning, and instant feedback. Pedagogical transformation must respond to these demands by adopting methods that resonate with their digital habits and enhance engagement through gamification, simulations, and real-world problem-solving.

Access and Equity in Digital Infrastructure

Equitable access to devices, the internet, and digital content remains a major determinant in successful pedagogical transformation. While urban institutions may benefit from robust ICT ecosystems, rural and marginalized communities often face a digital divide, which needs to be addressed through targeted investments and inclusive policies (Mehta, 2021).

Assessment Innovations and Data-Driven Instruction

Modern platforms provide real-time data on student performance, enabling formative assessments and learning analytics. These insights allow teachers to adjust instruction, identify learning gaps, and implement remedial strategies—making assessment a tool for improvement rather than mere evaluation.

Pandemic-Driven Shifts in Teaching Modalities

The COVID-19 pandemic accelerated the adoption of online and hybrid learning. It served as a catalyst for educational institutions to innovate rapidly, rethink pedagogy, and invest in scalable digital solutions. While the shift was challenging, it revealed the resilience and adaptability of teachers and learners alike (OECD, 2020).

Institutional Support and Leadership Vision

Pedagogical transformation thrives under visionary leadership and a supportive institutional culture. Schools and colleges that invest in digital infrastructure, provide continuous professional learning, and encourage experimentation foster an environment where pedagogical innovation can flourish sustainably (Hargreaves & Fullan, 2012).

5. Impact of Digital Learning Platforms on Teaching Effectiveness

Digital learning platforms have become powerful instruments in shaping and enhancing teaching effectiveness in the 21st century. By integrating technology into instructional design, these platforms provide teachers with diverse tools for content delivery, classroom interaction, assessment, and student engagement. Learning Management Systems (LMS) such as Google Classroom, Moodle, and Microsoft Teams enable teachers to plan lessons more efficiently, organize resources systematically, and communicate with students beyond traditional classroom hours (Mishra & Koehler, 2006). These platforms support differentiated instruction by allowing educators to tailor content to varying learner needs, pace, and preferences, thereby contributing to improved teaching outcomes (Trust, 2018). Furthermore, features like real-time quizzes, multimedia content, collaborative tools, and automated feedback mechanisms enhance the teaching process by making it more interactive, responsive, and learner-centred (Selwyn, 2016).

Teaching effectiveness is also amplified through the use of data analytics embedded in digital platforms, which help educators monitor progress, diagnose learning gaps, and adopt targeted interventions. This data-driven approach empowers teachers to make informed instructional decisions, promoting continuous improvement and adaptive teaching practices (Tondeur et al., 2012). Moreover, digital platforms reduce the administrative burden on teachers by automating attendance, grading, and content distribution, enabling them to dedicate more time to pedagogical innovation and student mentoring. However, the positive impact of these platforms is contingent on adequate digital infrastructure, teacher training, and institutional support (Ertmer & Ottenbreit-Leftwich, 2010). Without these, the potential of digital tools remains underutilized, and teaching effectiveness may even be compromised in under-resourced settings (Mehta, 2021). Therefore, while digital learning platforms have the capacity to significantly enhance teaching effectiveness, their successful integration requires a holistic framework that includes technological access, professional development, and a pedagogically sound vision.

Beyond enhancing instructional delivery and administrative efficiency, digital learning platforms contribute to a deeper pedagogical transformation, encouraging teachers to shift from passive content transmission to active facilitation of knowledge. These platforms foster constructivist teaching models, where students are co-creators of knowledge, and teachers serve as guides and mentors. Tools like discussion boards, collaborative documents, and breakout rooms support dialogic learning and peer interaction, which are central to constructivist and socio-cultural theories of learning (Vygotsky, 1978; Trust, 2018). As teachers adapt to these roles, their pedagogical strategies become more reflective, interactive, and aligned with 21st-century competencies such as critical thinking, communication, and digital literacy.

Importantly, digital platforms also reshape teacher identity and professional confidence. Teachers who successfully integrate technology often report higher self-efficacy, motivation, and job satisfaction (Tschannen-Moran & Hoy, 2001; Bandura, 1997). Access to online communities of practice and virtual peer support networks further enhances their sense of belonging and professional growth (Trust, 2018).



These changes, when institutionalized through ongoing professional development and leadership support, contribute to the long-term sustainability of digital pedagogies. However, such transformation is uneven and mediated by factors like institutional vision, teacher workload, student readiness, and the socio-economic digital divide (Selwyn, 2016; Mehta, 2021).

Furthermore, digital platforms offer opportunities for inclusive and equitable teaching. They can support students with diverse learning needs through assistive technologies, flexible pacing, language translation features, and multimedia supports. When used thoughtfully, they bridge learning gaps and democratize access to quality education (UNESCO, 2021). Yet, if left unregulated or poorly implemented, these platforms risk becoming tools of exclusion, amplifying existing inequalities in digital access and educational opportunity (OECD, 2020).

In essence, the impact of digital learning platforms on teaching effectiveness extends well beyond technological enhancement—it redefines the very ethos of teaching in the digital age. The true measure of their success lies in their alignment with pedagogical goals, equity frameworks, and the evolving needs of both educators and learners. To harness their full potential, institutions must adopt a strategic, inclusive, and capacity-building approach, where technology is not seen as a substitute for teaching, but as a scaffold for enriched, responsive, and transformative education.

6. Conclusion

The integration of digital learning platforms into educational practice has emerged as a transformative force in enhancing teaching effectiveness. These platforms offer more than just technological support—they serve as catalysts for pedagogical innovation, enabling educators to deliver flexible, engaging, and student-centered instruction. Through real-time feedback, multimedia integration, data-informed assessment, and collaborative tools, teachers are empowered to create enriched learning environments that cater to diverse learner needs and preferences.

However, the degree to which these platforms enhance teaching effectiveness is contingent on a host of enabling factors: adequate infrastructure, continuous professional development, digital literacy, institutional support, and inclusive policy frameworks. While well-resourced environments benefit from the full spectrum of digital affordances, under-resourced settings continue to grapple with inequity, access gaps, and inconsistent implementation. These disparities underline the need for context-sensitive strategies that bridge the digital divide and ensure all teachers—regardless of location or background—are equipped to leverage digital tools effectively.

Moreover, the long-term impact of digital platforms lies not just in technological adoption but in the redefinition of the teaching role itself. As educators shift from content delivery to knowledge facilitation and learning design, their professional identity, confidence, and instructional vision are also transformed. Thus, digital learning platforms must be viewed as foundational to the future of education, not simply as tools of convenience but as pillars of a responsive, inclusive, and quality-driven teaching model. Moving forward, the goal should not be technology integration for its own sake, but meaningful digital empowerment that enhances both teacher agency and student learning outcomes in the evolving educational ecosystem.

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Enhancing Inner Power for fulfilment of Self by increasing Aether Energy

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Abstract: *In today's time we generally feel deprived of one or the other power from inside as well as outside. When we observe closely we are fulfilling it from outside in form of physical facilities to some extent as we all are more accustomed to see outside world so we are more trying to fulfil this deprivation from outside but not able to fill it completely, as somewhere it is needed to realize this deprivation from inside i.e. from within. As seeing largely outside we gradually got disconnected from our innate and inherent power of ourselves within and feel deprived.*

It is need of time to recognize and regain that inherent power, which is our property and unfortunately searching it outside. By fulfilling ourselves from within we can help enriching others too.

In this article, we will see these inner powers in detail i.e. power of tolerance, power of withdraw, power of adjustment, power of cooperation, power of decision, power of discern, power of expansion & power of contraction and power to face. We will also see how we can increase our Aether energy to enhance our inner power.

Keywords: *Inner Power, Fulfilment, Inheritance, Deprivation, Physical Facilities, Aether energy.*

1. INTRODUCTION

In early ages, around 2500 years back, not only geographical conditions were aligned i.e. five elements, Earth, Water, Fire, Air and Sky, there was one magnetic centre under earth, monopole etc. but also human consciousness, human being's seven energy centres (chakras) all were awoken and his power house was in Sahastra Chakra (in centre of forehead) also known as Crown Chakra.

Now in this Kalyug (iron age), this power is contracted in Kundalini Shakti (lower base of spine) also known as serpent power and for this reason human has become powerless and ***this is all because Aether energy is imbalanced in and around us*** and that is why Satvik (pure) consciousness has been drifting towards tamasic (impure) low energy and that's why human deeds, his acts gradually has become of lower energy which often can be seen through his acts and behaviour out of violence, hatred, anger, lust, bodily attraction, greed i.e. all vices. Hence, as per science, ten percent DNA of human being is working and ninety percent is in its dormant state. As all energy is gradually becoming tamasic (impure) so man is more suffering from pain, restlessness, anxiety, over-thinking and fear etc.

Now question arises!



What is Aether energy? Let's explore:

We all know five elements i.e. earth, water, fire, air and sky, but there is one more element, which is the sixth element known as Aether (Mahaatattva in Hindi), which was talked by Tesla long ago, but unfortunately it remained unexplored.

Universe is active, energized as Aether is there. All electro-magnetic waves, radiation, gamma rays all are from Aether. From there, all life, all bio-living objects or all bio-orders i.e., plants, water, animals, all creatures, all universal objects i.e. sun, moon, water, earth, fire, air are energized.

Human approach beyond galaxies, where red Aether is there is subject to study, in India it is called as "Brahmand". It is a matter of concern to study the deep energy element Aether.

As it is very important to know that we radiate our own energy outside in environment, so it is not only impacting our body but also our relation and environment. As our **Aether energy**, which is governing our body is reduced so flowing of positive energy inside is reduced and has got imbalanced and now as it is very important to know that every unit of this world or universe is interconnected and we all are fulfilling each other needs. So because of our low **Aether energy** we are not able to fulfil environment needs as our low energy vibration is travelling around and as we all consume each other energy so while interacting with each other, we are also catching low vibration energy around us and thus reducing our energy even more as we also play role in impacting each other, not only impacting human to human but it is impacting environment also say water, plants, soil all bio order and physical order as they are not receiving **Aether energy** due to change of human consciousness into inhuman consciousness and so all around us is disturbance of **Aether energy** and thus all creatures, plants are in its minimal energized state ie not cherished fully. So we can say, now our environment has become polluted with our thought energy as lower Aether Energy is prevalent in all human being which we are radiating and impacting every unit and also as it's a vice versa process, so both we and environment impacting each other, with disturbed energy as all units whether human, nature (prakrati) i.e. plants, animals, water, sky etc. all are in relationship but not fulfilling each other needs in true sense. ***Earlier, we were recognizing and fulfilling each other needs in a satisfactory manner.*** But now, as we both human as well as nature (prakrati) are deprived so we are prioritizing to recognize our needs due to tamsik (impure) state of mind and thus we are largely harming each other in order to fulfilling our needs and also because of tamsik state we are in body consciousness state and generally our five senses are controlling the self (consciousness).

Our eyes, ears, tongue, skin, nose all has got so much indulged in sensation due to lack of **Aether energy, which is source of our innate nature**, and it is neither active nor energised. ***According to mythology, this beautiful energy is situated in centre of forehead in Sahastra Chakra (crown chakra) and it was in its full active and Satopradhan state (pure state) and controlling body and its five sense organs which is material unit made up of five material elements, say Sky (Aakash tatva), Earth (Prithvi), Air (Vayu), Water (Jal) and Fire (Agni)*** but as **Aether energy** in its lower state as it has come down in Kundalini shakti (serpent power), so people are more prone to seek energy (synergy) through outside things i.e., all around the world, from sensations through eyes, ears, tongue, skin and now they are controlling the human mind and that's how brain is becoming slow, mentally inactive, our DNA is not fully active, memory is getting faded and thus human has started running towards recognizing and fulfilling of bodily needs through physical things, physical facilities, status, post, money, assuming that it will increase our power; it will give us peace and prosperity forever.

Also, unfortunately we are mistaken with the prosperous word. ***Prosperous means my stable state, being energetic from inside means synergy in Sahastra chakra (at the centre of forehead), having this activated, and we become power house, who do not feel any sort of***

deprivation, so soul feels fulfilment from within and due to this fulfilment one can recognize everyone needs whether human being or environment and fulfil everyone needs.

Now it is time to awaken all power points (Shakti kendras) inside us, which is impacting all the organs heart, kidney, lungs etc., and mainly brain, which is processing unit of all points and control the rythm of each organ systematically. But, nowadays we can see sudden heart stroke, cancer and respiratory diseases etc., all are increasing due to unsystematic function of body organs and as human body is unorganised from the inside, he is running more outside instead of organizing himself on the inside.

One needs to organise their eight energy points present within.

2. Objective

Nowadays, as people seem to be more logical using their brain, trying to understand things, but unfortunately not able to see on wider scale of right and universal understanding for every human being, for society, for nature, for universe as human goal has become different for everyone. They are seeking peace, happiness from outside. **The major sources of happiness and peace energy shifted towards outside rather correcting one's own imbalanced Aether energy.** Major population is relying upon more and more bodily comfort, more and more physical convenience. So, in the process of seeking happiness and peace from outside, the world has become garbage of unplanned digital things, many physical things. They are continuously exploiting nature and as both nature and human being are harming each other's powerful energy because most important thing is both human being and Nature are unintentionally passing through its Tamopradhan stage (lower state) in this very profound dark Kalyug (Iron age) where human being is putting more and more effort to understand the things, using numerous logics to rectify the things, but all in vain.

He is not even able to tackle his own biological children Sanskara's (traits) as self (soul) has become weak and deluded so his energy and vibration has become low. Distinguish between right and wrong of everyone has become different in families and we all running for our own right and wrong instead of one common human goal. Now, in spite of thinking hard and sound, listening many opinions, reading many books, using AI (artificial intelligence) and all but we can witness sufferings of many mental diseases, depression, anxiety even more as *at the core level, we have forgotten how to energise ourselves and to energise one-self, as we take care of saving electrical energy in physical world by switching off lights and appliances not required and nowadays we try to save our verbal energy by using lesser words and we are heading towards neuro-plasticity also, but one needs to see within, in general terms we can say contemplation is needed and it will be found that intuitive power which is suppressed by many logical thinking, critical thinking it will start organizing itself then only right understanding will emerge which will lead to harmony inside first then our Sahastra energy to Kundalini shakti energy will start aligning in its natural manner and as self has potential to recover on its own or self can gain energy if it connects to some powerful energy source. It can be supreme soul (God) or high energy people but now a day's connecting with people with their temporary positive energy will not work out as environment is more negative and wasteful, so knowingly and unknowingly we all are consuming negative and waste energy that is why as a common example, we can see that we are not able to forgive our own children's mistake even knowing they are passing through certain stages where hormones are also playing certain impact and as we all have forgotten that actually life is process to learn and also because our own energy is reducing day by day thus we majority become deprived of forgive energy, so not able to forgive some for their little mistakes.*

But, fortunately it is not very difficult to bring up or restore our own harmonious energy, Aether (Satvik) pure energy again by itself; just we have to shift our focus to own self

realization and contemplation part which then first brings right understanding and right feeling inside us make flowing balancing harmonious energy first inside and then to our surrounding outside and thus then only we will be able to see our own common human goal for prospering society and Nature in true sense.

3. Analysis & Discussion

India (Maha Kumbh):

India (Bharat): The land of sages and agriculture has been moving gradually towards digitalization and moving from developing to developed country but unfortunately parallel our country is not protected from unwanted waste and negative environment. In India, after every twelve years, Mahakumbh Mela is organised since ancient times. In our country, crores of sages are still spreading their pure energy around on Earth and in Universe; chanting high energy words, doing yoga, remembering God, doing rigorous tapasya, which was witnessed in Mahakumbh Mela in India (Prayagraj) past many years, where not only from our country, many spiritual souls were collected even from other neighbouring countries as well, participated in activities like bathing in holy water during cold weather, chanting mantras through beads, all atmosphere was Satvik (full of pure energy) and *most important all giving message to the world to be pure and recalling us that India was Vishwa Guru in spirituality and again by purifying our Self, by remembering and connecting with Supreme Soul (God) or Aether Energy, one can make this true for everyone whether this is my country or other; Most Important our Earth or Universe can be protected from waste and negative environment.*

All saints came to spread unity from mainly four Mathas which is in the four corners of India; and these are Jyotir Matha in Uttarakhand, Govaradhan Matha in Odisha, Sri Sringeri Sharada Peetham in Karnataka, Kalika Matha in Gujarat. After every twelve years they come together on river sides turn by turn in Nasik (Maharashtra), in Haridwar (Uttaranchal), in Prayagraj (in Uttar Pradesh) and in Ujjain (Madhya Pradesh). *As our Saints have also passed through rigorous training, from Sanyas ashram to Naga sanyasi then Digambar sanyasi, it is quite wonderful to talk about them to be inspired from them and in Kumbh mela people from around the world were reached to visit them, but it is quite necessary to maintain that Aether energy every second.*

Also, in this profound dark Iron age (Kalyug), for ordinary people like us who is living with family, it seems quite impossible to become pure that is full of pure (Satvik) energy on its own and also it is very difficult to be always in surrounding of these Saints and moreover, not everyone can do such rigorous tapasya, which is again a matter of contemplation and realizing our inner power. So, for Aether energy to remain intact and aligned get connected with God (Supreme Soul) or powerhouse of pure energy i.e., whose Aether energy is flowing continuously on this Earth; through Rajyoga meditation, in this Diamond age (Godly age); only thing is we have to see to Him and connect to Him for our spiritual growth of self and to increase our Aether energy and aligning all our seven chakras i.e. seven energy centres these are crown (sahasra chakras), third eye (Ajna), Throat (Vishuddha), Heart (Anahata), Solar Plexus (Manipura), Sacral (Svadhithana), Root (Kundalini shakti) i.e. (Mooladhara), all associated with specific qualities and functions.

But in the profound dark iron age, dipping in river, which also has got polluted is not enough to purify the self deep rooted Sanskaras and to align Aether energy, it is all time needed to connect with elevated soul that is supreme soul who is full of pure (Aetheral energy).

We enhance our eight powers using Aether energy. They are as follows:

3.1 Power of Tolerance:

The most important power is power of tolerance that is whatever happening outside me is not influencing my state of mind, neither it is creating any excitement nor it creates any turbulence on my state of mind. *I feel harmony inside when I am able to consider any event or situation outside as only just outside situation not impacting my inside situation and this could only happen if, I watch outside activity as a pure observer only and then I can take decision which would naturally helping my participation in ordering outside things whether they are people or they are outside things, animals, plants and by contributing my participation with every unit outside, in return I will feel peace and it increases my internal energy of tolerance, energy or power and it not only ensures my internal happiness but will also ensures my external happiness outside and it will naturally seen in my outside expression through my gestures, through my behaviour, through my body language.*

Relationships which should be naturally exist first with myself and then outside with other human being independent of my blood relation, independent of those who are of my kind of Sanskaras, independent of those who appreciate me, independent of those who impressed by my outside way of presenting myself, whether by my way of talking or by my any quality I am expressing through my behaviour or even if someone who feels resistance with me with my behaviour I remain same in all interactions with any kind of people, any kind of circumstances and *this can only happen even if, I am independent of my choices, my taste, my sensation my likes and dislikes which is all based on my impure and acquired Sanskaras which knowingly and unknowingly are reasons for deluding my innate nature and dominated me and reduced my power of tolerance i.e., my Aether energy* and overpowered me through my sense organs say eyes, ears, nose, tongue, skin and I gradually have become slave of any situation then I slowly got conditioned by these factors and thereby my power of tolerance got reduced day by day and I become intolerant and escapist. In fact, I started taking pleasure through these factors and took excitements as my happiness and have become slave of these things, so every moment, if I look for these things, I become confused in my state of mind and start analysing and comparing outside and come in trap of excitement and escapist loop.

3.2 Power of withdrawal:

Nowadays, Power of withdrawal is most demanding power as *most of the time* when people coming in interaction they are more prone to influence with each other's professional or hard skills rather than meeting warmly with their heart and increasing life value. They are in boasting their professional or hard skill values. They are giving more time in learning skills only which is not wrong but in the meantime they are forgetting their life skill values, to meet each other warmly with open hearts. We gradually all have started knowingly or unknowingly, meeting with our brain only without addressing each other wants so people forgetting to meet each other warmly with open hearts rather they are coming in conflict with each other to influence their skill and with this belief they come in ego and gradually all vices start creeping up, so if one comes in ego which is highest vice then all other vices started overpowering him and people forget to meet warmly with each other so in that atmosphere we should use our withdrawal power *i.e., to be detached from situation but at the same time living in that situation. So, being detached is very important art skill in today's time. Being pure observer, we have to listen carefully what other person speaks; we can put our words too but if it seems possibility of clashing of different Sanskaras in us then we should use this power of withdrawal which we all have in us.*

It is God's inheritance power within us and we should understand that the person we are interacting is not that much competent enough to understand the things rightly, or realizing

thing in a better way now or may be there is issue of trust in relationship between other person and me. But, we should keep creating good and beautiful thoughts and good feeling for him. We should leave the person by accepting whatever understanding right now he has with him.

It might seems difficult for us but slowly practicing it we can realize this power within us and applying in day to day life we can realize it is not that much difficult to create one good wish and good feel for that person, for example: say, if a person says some wrong words to you then one can use this power of withdrawal within us and suppose we come to know that there is an issue of trust in relationship with that person, then we should try first to ensure trust in person, accept at that point of time realizing that other person has not that much competency to understand things deeply and then keeping this understanding within us, we start feeling pity for the other person's behaviour rather than coming in conflict or in pain with him.

3.3 Power of Discernment (judgement):

Nowadays, the power we lack is power of discernment, power of judgement, due to the degradation of innate nature of that person in society. While coming in interaction with other person's low frequency Sanskaras or while dealing with them unfortunately, we keep losing this power, getting affected.

For example, if someone is cheating or lying to you, then the trust factor is diminished, which we should realize that is not because of the person, but due to our incompetency of staying unaffected while coming across such situation or people.

One should realize that every second person is passing such low vibration of their acquired temporary Sanskaras and not behaving righteously. It leads to lack of right understanding so as to increase this power in us, one has to timely identify and rectify such situation and people involved in it. Unfortunately, considering if the persons' soul has got corrupted or has got less competency therefore, we should be more aware of his/ her life journey, background, so as to keep a right feeling towards him/her. We should know, what words to use while conveying ourselves so that the other soul, person is not affected by their weakness, which can have an impact on us. ***So one should act with the Souls decision power, treating every individual in a manner, creating harmonious environment, having high vibrations.***

3.4 Power of decision:

Whenever there comes a situation, where we are masters to decide, ***it is very important for us to know that our decisions should based on three factors, first is our right Sanskaras (natural, pure innate sansakaras) second is based on our right feelings and the third is right understanding.*** Generally, whenever our decision goes wrong it might be based on some temporary sensation or emotions of like or dislike, so it is very important that our Sanskaras should be based on right understanding, which is fundamental of right feeling on the inside, rather than being based on assumptions and temporary emotion and blocked or conditioned beliefs. Such decisions will be free from any bias, thus creating a clear picture of a challenging situation, helping us give right judgement in favour of all. ***The very example is our nature, which recognizes and fulfils everyone's needs selflessly, continues playing their role in a natural way, even after much intervention of humans.***

Now here comes the role of sensation based activities, understanding in detail. Those activities which are based on our five sense organs, taste i.e. pleasing to my tongue, I would like to consume; seeing what is appealing to my eyes; listening what I want to hear, should be soothing to my ears.; feeling what my mind is aligned to already, for e.g., when the cool air touches my body, I might like that sensation, but depending on the situation, there might be one particular fragrance that I might like, again depending upon my previous experiences and habits. So eventually, sensation based decisions i.e. through our eyes, ears, nose, tongue, skin

may or may not give happiness always, because these are dependent on our conditioned mind and temporary situation and will not harness growth or will satisfy all.

We all must know about our four sensations, first one comes through our five sense organs, and second through our internal organs, Third, we can see whenever someone speaks, the voice travels through our ears to the brain, creates stimulus to the sensory nerve and then that sensation is processed as information to me and based on my Sanskaras or past belief system, I decide whether I like the voice (message) or not. So that is why sometimes, I refrain talking to someone, or prefer being with a like mind person. We all have experienced butterflies inside our stomach in some or the other situation.

The fourth kind of sensation is nothing but our internal noise. *Our decision should also be free from these kind of sensations, so that we can handle any situation without any previous assumptions to it. So, if our thoughts are not coloured by our likes and dislikes, free from any temporary sensation based emotions, assumptions and conditioned beliefs, independent of environment, we can create right thoughts, creating right understanding, thus implementing more accurate and powerful decisions, without being caught in any loop.*

3.5 Power of adjustment:

Adjustment, as the word seems, very compromising, but actually it teaches us how to create balance in any kind of situation deal with people in a harmonious way. It also means we are not in conflict with someone's Sanskaras, *the only thing we have to maintain is, become pure observer to deal with other persons' low frequency vibration so that we can create right understanding and wait for the person to mature until then guide and treat the person with empathy, ensuring trust in them.* This ability to recognise and adjust makes us live comfortably in each other's company, *knowing that we all have different level of adjustment power, different point of view with variant Sanskaras working at different potentials to reach the state of purity.*

Considering some souls are weak and their resilience is not high, we should be thoughtful of their journey and understand their past karmic account as a parameter while dealing with them. But usually, while coming in interaction, we forget to see the other persons end, and we become quite reactive, going all out with our near and dear ones, which is questionable and unnatural as it is an indication of our poor Sanskaras, which we are slaves of.

To come forward and ensure healthy relationships, we should try understand other person with depth, be concerned of their opinion thus, participating in this way, we can pay attention to our responsibilities in maintaining a high vibration environment and each others well being. It will also increase the soul's innate power, promising us beautiful energy exchange amidst a tough situation too.

3.6 Power to Cooperate:

Have you ever realized, who can cooperate, the one who have the power to understand and give. It can be anything either a skill or a value like love, happiness, knowledge etc. *You can only pour endlessly and selflessly, when your own cup is full.* So first, the soul, which is powerful enough from the inside can cooperate with the other person and create harmony. *The peaceful exchange of skills, values, words and vibrations helps us to make the world a beautiful place.* The power of cooperation is often subdued by our acquired vices amongst them the highest is ego, that makes us over-evaluate ourselves and under-evaluate the other person, it stops us from being cooperative instead we become competitive with each other, trying to show off through our skills, which are actually deprive of values, makes us aloof from

the society. So this power needs to be taken care of and we must do best contemplation to see, if it is increased in our daily lives.

3.7 Power to face:

Many a times we feel lack of power to face a situation or confront it, not being able to deal or cope with it or with people involved. Thus arises conflict on the inside and with the other party. So it is very important to negate the over-reaction inside and address the issue with calmness with the person outside. Instead of becoming reactive we should comprehend and then convey ourselves with humility. ***Only if I am comfortable inside, then I will be able to solve any task outside.*** This will give us better way of dealing, which is accurate and increase our power of handling tough situations well. The unwanted and negative emotions inside will be controlled and curbed. For e.g., if a person is not in a aright state of mind so while dealing with them, being composed will be the ruling power, thus conveying words of affirmation and rather than reacting or feeling depressed or going all out with aggression, one must be authoritative, work with a cool mind, mastering this power. Naturally the result will be in favour.

3.8 Power to increase the size of your words or decrease:

When facing the live situation, it has no size and can be a small affair or of an elephants size too. It all depends on our responses, how we confront it. So if we increase our resilience, expand our words to elaborate and explain the other person or approach him or her in a positive and polite manner then it will definitely yield better resolution, intuitive power also tells us how to deal with such being and it will restore the peace too while keeping in mind when and what to speak while having a conversation. Power of withdrawal, can actually keep you away from any debate or becoming argumentative, while you will be able to sense the situation and person, knowing the precise time to convey you verbose point of view so that they feel listened to first and then can easily understand you stance with equal receptivity. For e.g., if you have observed an ant, while crossing a path, any big obstruction or a rock comes across, it will bypass it from the sides instead of knocking its head with it or digging it. Like a tortoise we all must use the art of thinking, defence at the right moment, withdrawal in the right situation and walking past it when required and staying in the composed and peaceful state until the storm passes this staying unaffected by the surrounding. The ability of sensing a situation will help you avoid any unpleasant scenarios majorly and even if, it becomes necessary or you to deal with one it will give you a 360 degree view for contemplation before using your tongue so that you remain mindful and choose the right time and words. Thus conveying thoughts and ideas will become easy and fruitful, ensuring trust in human relationships.

Keeping empathy with people having low frequency Sanskaras, guiding them, this will itself enhance souls' inner ability and power of love, compassion, will increase the power of our innate nature thus we play our best role in making the world a better place for high or valuable living.

4. Conclusion

So only listening, reading good literature, even spiritual talks or remembering any Guru can hit the Self, but cannot align our **Aether energy** completely. Contemplation and realization can only bring right understanding and right feeling in the self that is only the path to purify our **Aether energy**. Nowadays, information is abundant with us but to take filtered information is quite important as information gives us understanding so it all depends on what kind of information, I am taking otherwise understanding of that information will settled in me, which will again finally lead me to nowhere, so it's very important to verify understandable point as

by taking only random opinion and various kinds of information digitally or physically available could not fulfil the self need but filtered information, its contemplation, realization bring right understanding in me. It can awaken realization power or realizing energy in me.

As we are more concentrated towards our superficial goals so feelings in us are diminishing now a days, so it's high time to save right feeling which is finally creating right energy in me which flows around us and in fact starts flowing in me. Right feeling within me is root or fundamental, which is now started drying in us as we are becoming more logical, more practical, more digital and day by day this world seems to be going hopeless. ***So to make control over right kind of feeling and right kind of energy flow is quite important and it is now our responsibility to give our participation in maintaining right kind of feeling first in ourselves then in our family members and then society then towards our Nature, Universe as we all are having relationship with each other and thus only, we will be able to see our own common human goal for prospering society and nature in true sense by feeling super-sensual (i.e. beyond senses) pleasure in continuity.***

It is a matter of concern to study the deep energy element Aether.

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चित्र, आस्था और स्मृति: राजस्थान के भरतपुर मंदिरों में सांस्कृतिक संवाद की दृश्य यात्रा

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शोध सार: यह शोध राजस्थान के भरतपुर स्थित प्राचीन मंदिरों को केवल धार्मिक संरचनाओं के रूप में नहीं, बल्कि जीवंत सांस्कृतिक पाठों के रूप में देखने का प्रयास है। चित्रकला और स्थापत्य के माध्यम से यह अध्ययन मंदिरों की भित्तियों, मूर्तियों और दृश्यात्मक रूपकों को एक संवादशील भाषा के रूप में प्रस्तुत करता है, जो समय, समाज और श्रद्धा के बीच निरंतर संवाद स्थापित करती है।

ड्रॉइंग और पेंटिंग में प्राप्त शोध की पृष्ठभूमि इस अध्ययन को एक विशिष्ट दृष्टिकोण प्रदान करती है, जहाँ कला न केवल विषय है, बल्कि शोध की विधि भी बन जाती है। इस शोध में यह भी विश्लेषण किया गया है कि कैसे आज की तकनीकी दृष्टियाँ—जैसे डिजिटल आर्काइविंग, 3D-डी मैपिंग और इंटरएक्टिव कला प्रलेखन—इन परंपरागत रूपों को नए संदर्भों में जीवित रख सकती हैं।

भरतपुर के मंदिर एक ऐसी दृश्य गाथा कहते हैं, जहाँ ईश्वर की मूर्ति से अधिक महत्वपूर्ण है उसकी प्रस्तुति—वह रंग, वह रेखा, और वह स्पर्श, जो संस्कृति को शाश्वत बनाते हैं। यह अध्ययन संस्कृति, धर्म और तकनीक के त्रिकोण में कला की भूमिका को पुनर्परिभाषित करने का प्रयास है।

लक्ष्मण मंदिर की भित्तियों में उकेरी गई रेखाएँ और आकृतियाँ, न केवल देवत्व की अभिव्यक्ति हैं, बल्कि एक कालातीत सांस्कृतिक संवाद हैं। यह प्रस्तुति धर्म, संस्कृति और तकनीक के त्रिकोण में कला की पुनर्परिभाषा का प्रयास है—जहाँ रंग और रेखा के माध्यम से परंपरा वर्तमान से जुड़ती है।

मूल शब्द: चित्रकला, स्थापत्य कला, मंदिर संस्कृति, दृश्य संवाद, धार्मिक प्रतीक, सांस्कृतिक स्मृति, मूर्ति शिल्प, डिजिटल प्रलेखन, भित्ति चित्रण, श्रद्धा और कला।

1. प्रस्तावना

भरतपुर शहर, राजस्थान की सांस्कृतिक परंपराओं और धार्मिक चेतना का एक सजीव केंद्र है। यहाँ के मंदिर मात्र पूजा स्थलों तक सीमित नहीं हैं, बल्कि वे बहुपरतीय सांस्कृतिक विमर्शों के केंद्र भी हैं। इन मंदिरों की स्थापत्य कला, भित्ति चित्रण और मूर्तिकला न केवल देवत्व की अभिव्यक्ति करते हैं, बल्कि एक सजीव दृश्य भाषा में समाज, इतिहास और स्मृति से संवाद भी करते हैं। इस शोध का मुख्य उद्देश्य भरतपुर के मंदिरों को दृश्य माध्यमों की दृष्टि से समझना, उनके रूपात्मक संरचना का विश्लेषण करना, और समकालीन तकनीकी उपकरणों के साथ उसका पुनर्पाठ करना है।

2. शोध की पद्धति और कला दृष्टिकोण

यह अध्ययन मुख्यतः दृश्य विश्लेषण, स्थल निरीक्षण, स्केचिंग, और डिजिटल आर्काइविंग पर आधारित है। शोधकर्ता ने ड्रॉइंग और पेंटिंग विषय में अपनी पृष्ठभूमि का उपयोग करते हुए मंदिरों की कलात्मक बनावट का गहराई से अध्ययन किया है। मंदिरों के प्रत्येक दृश्य पक्ष को रिकॉर्ड करना, उसका स्केच तैयार करना और तकनीकी उपकरणों द्वारा उसका प्रलेखन इस शोध की विशिष्टता है। साथ ही, मंदिरों से जुड़े स्थानीय कलाकारों, पुजारियों और श्रद्धालुओं से हुई बातचीत ने शोध को एक सामुदायिक दृष्टिकोण भी प्रदान किया है।

3. भरतपुर के प्रमुख मंदिर: एक परिचय

भरतपुर के प्रमुख मंदिरों में लक्ष्मण मंदिर, गंगा मंदिर, गोविंद देव जी मंदिर, बिहारी जी मंदिर और राधा कृष्ण मंदिर उल्लेखनीय हैं। प्रत्येक मंदिर का निर्माण एक विशिष्ट ऐतिहासिक, सामाजिक और धार्मिक परिप्रेक्ष्य में हुआ है।

- लक्ष्मण मंदिर अपनी भित्तियों और उकेरी गई कथाओं के लिए प्रसिद्ध है।

- गंगा मंदिर में जल से जुड़ी लोककथाओं और धार्मिक प्रतीकों का सुंदर समावेश मिलता है।

- गोविंद देव जी मंदिर वैष्णव परंपरा की छवि है जहाँ संगीत, नृत्य और रंग का एक समृद्ध संवाद स्थापित होता है।

- बिहारी जी मंदिर और राधा कृष्ण मंदिर ब्रज संस्कृति के दृश्य संवाद का केंद्र हैं जहाँ भक्ति और रंगों का उत्सव देखने को मिलता है।

4. मंदिरों में चित्रकला की भूमिका

चित्रकला भरतपुर के मंदिरों की आत्मा है। इन मंदिरों की दीवारों, स्तंभों, और छतों पर उकेरे गए चित्रों में पौराणिक कथाएँ, देवी-देवताओं की लीलाएँ, और लोक जीवन के दृश्य भावनात्मक गहराई के साथ चित्रित किए गए हैं। चित्रकला का प्रयोजन केवल सजा नहीं, बल्कि यह एक दृश्य संवाद है जो अनपढ़ श्रद्धालुओं को भी धर्म और संस्कृति से जोड़ने में सहायक होता है। चित्रों में प्रयुक्त रंग, प्रतीक और संयोजन धार्मिक मनोविज्ञान का प्रतिबिंब हैं।

5. स्थापत्य और मूर्तिकला का कलात्मक संवाद

मंदिरों की स्थापत्य योजना में निहित ज्यामिति, दिशा और अनुपात धार्मिक अनुशासन के प्रतीक हैं। मूर्तियाँ—चाहे वह देवी-देवताओं की हों, यक्ष-यक्षिणियों की, या मिथकीय जीवों की—एक व्यापक दृश्य संसार का निर्माण करती हैं जो भक्ति और सौंदर्यशास्त्र के बीच पुल का काम करती हैं। भरतपुर के लक्ष्मण मंदिर में राम, लक्ष्मण, सीता की प्रतिमाएँ उनके भाव, मुद्रा और अलंकरण के माध्यम से संवादशील बनती हैं। इन मूर्तियों की रचना शैली और रेखांकन कला की परंपरागत और लोकशैली के सम्मिलन का उदाहरण हैं।

6. संस्कृति और श्रद्धा का दृश्य संवाद

मंदिरों में होने वाले अनुष्ठान, उत्सव, पोशाक, रंग सजा, और भजन-कीर्तन दृश्य स्तर पर एक सामूहिक सांस्कृतिक अनुभव को जन्म देते हैं। दृश्य तत्व जैसे झाँकी, आरती थाली, फूल-मालाएँ, वस्त्रों का रंग संयोजन—सभी मिलकर संस्कृति के दृश्य आयाम को समृद्ध करते हैं। मंदिरों में रंगों का उपयोग केवल सौंदर्य के लिए नहीं, बल्कि प्रतीकात्मक अर्थों में भी किया जाता है—जैसे लाल रंग शक्ति का, पीला रंग भक्ति का और नीला रंग शांति का प्रतीक है। यह रंग-संवाद एक गहन सांस्कृतिक संकेत तंत्र को जन्म देता है।

7. डिजिटल तकनीक और समकालीन कला विमर्श

आज के तकनीकी युग में मंदिरों की दृश्य परंपराओं को संरक्षित करने की आवश्यकता और भी बढ़ गई है। डिजिटल फोटोग्राफी, थ्री-डी स्कैनिंग, वर्चुअल रिएलिटी और इंटरएक्टिव म्यूसियम एप्स जैसे उपकरण इन मंदिरों को एक नए दर्शक वर्ग तक पहुँचाते हैं। इस शोध में लक्ष्मण मंदिर और गंगा मंदिर के डिजिटल स्केच और फोटो डाक्यूमेंटेशन के माध्यम से इनकी संरचना को नए संदर्भों में प्रस्तुत किया गया है। इससे कला शिक्षार्थियों, शोधकर्ताओं और आम दर्शकों को भी इन कलात्मक धरोहरों से जोड़ने का अवसर मिला है।

8. शोधकर्ता का कलात्मक अनुभव

शोधकर्ता ने मंदिरों की संरचना का अवलोकन करते समय अनेक स्केच और पेंटिंग तैयार कीं। इन चित्रों के माध्यम से मंदिरों की छाया, रंग योजना, रेखाओं की गति और वातावरण की अनुभूति को पकड़ने का प्रयास किया गया। यह प्रक्रिया न केवल अकादमिक थी, बल्कि एक आत्मीय अनुभव भी थी—जहाँ दृश्य संवाद ने व्यक्तिगत संवाद का रूप ले लिया। मंदिर की एक प्रतिमा की आँखों में झाँकते हुए भावनात्मक जुड़ाव उत्पन्न हुआ, जो शोध की दिशा को आत्मिकता की ओर ले गया।



9. निष्कर्ष

भरतपुर के मंदिर दृश्य कला, स्थापत्य और मूर्तिकला के माध्यम से धार्मिक आस्था और सांस्कृतिक संवाद का अनूठा उदाहरण प्रस्तुत करते हैं। इन मंदिरों में प्रयुक्त चित्र, मूर्तियाँ और रंग योजना न केवल धार्मिकता को अभिव्यक्त करते हैं, बल्कि एक जीवंत सांस्कृतिक परंपरा को भी स्थापित करते हैं। आधुनिक तकनीकों के सहयोग से इन परंपराओं को संरक्षित कर अगली पीढ़ियों तक पहुँचाया जा सकता है। यह शोध मंदिरों को केवल ऐतिहासिक या धार्मिक संरचनाओं के रूप में नहीं, बल्कि एक संवादशील सांस्कृतिक पाठ के रूप में प्रस्तुत करता है।

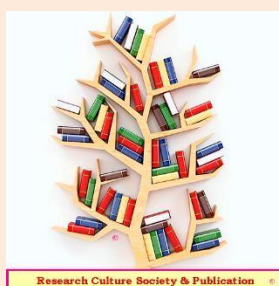
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