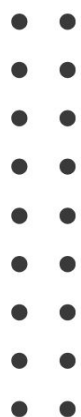


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GLOBAL ENVIRONMENTAL CHANGES: EFFECT ON DECISION MAKING IN HIGHER EDUCATION INSTITUTIONS IN NORTH INDIA.

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Abstract

This study explores the impact of global environmental changes on decision-making processes within higher education institutions (HEIs) in North India. The region faces significant environmental challenges, including air pollution, water scarcity and deforestation, which have profound implications for campus operations, infrastructure and academic activities. Through a comprehensive review of literature and case studies, this paper identifies key barriers and challenges hindering effective decision making in HEIs regarding environmental issues, such as limited funding, institutional fragmentation, lack of expertise and regulatory constraints. Moreover, the study highlights the importance of collaboration, capacity building and interdisciplinary approaches in overcoming these barriers and promoting environmental sustainability and resilience in HEIs. Implications of the findings include the need for integrating environmental considerations into strategic planning, resource allocation and policy development processes within HEIs, as well as the role of HEIs as catalysts for positive change and leadership in promoting environmental sustainability in North India. The study concludes by suggesting areas for future research and intervention to advance environmental sustainability and resilience in the region, such as longitudinal studies assessing the effectiveness of sustainability initiatives, investigating socio-economic impacts of environmental changes, exploring innovative technologies for climate adaptation and engaging in cross-sectoral collaborations for collective action. Overall, this study contributes to a better understanding of the complex interactions between global environmental changes and decision making in HEIs and underscores the importance of proactive measures to address environmental challenges and foster sustainability in higher education.

Keywords: Global environmental changes, Higher education institutions, Decision making, Sustainability, Climate change adaptation.

1. Introduction:

1.1 Contextualize the importance of higher education institutions in addressing environmental challenges:

Higher education institutions (HEIs) play a pivotal role in addressing environmental challenges due to their unique position as centers of knowledge creation, dissemination and societal influence. Contextualizing the importance of HEIs in addressing environmental challenges involves considering several key factors:

1.1.1 Knowledge Generation and Research: HEIs are hubs of research and innovation, where scholars and scientists conduct studies to understand environmental issues, their causes and potential solutions. Through

interdisciplinary research, HEIs contribute to the development of sustainable technologies, conservation strategies and policy recommendations.

1.1.2 Education and Awareness: HEIs are responsible for educating the next generation of leaders, professionals and citizens. By integrating environmental education into curricula across disciplines, HEIs raise awareness about pressing environmental issues, foster critical thinking skills and empower students to become informed and engaged stewards of the environment.

1.1.3 Institutional Practices and Policies: HEIs serve as role models for sustainable practices and responsible stewardship of resources. By implementing environmentally friendly policies and adopting green campus initiatives, HEIs demonstrate their commitment to sustainability and set an example for other organizations.

1.1.4 Community Engagement and Partnerships: HEIs have the potential to catalyze positive change beyond campus borders through community engagement and partnerships. By collaborating with local communities, government agencies, non-profit organizations and industry stakeholders, HEIs can leverage their expertise, resources and influence to address shared environmental challenges.

1.1.5 Policy Advocacy and Leadership: HEIs can advocate for evidence-based policies that promote environmental sustainability, climate resilience and social justice. HEIs also serve as platforms for convening stakeholders, hosting conferences and facilitating dialogue on pressing environmental issues, fostering collaboration and collective problem-solving.

1.2 Introduce the specific environmental issues facing North India, such as air pollution, water scarcity and deforestation.

North India faces a myriad of environmental challenges that pose significant threats to public health, ecological integrity and socio-economic development. Three prominent environmental issues facing the region include air pollution, water scarcity and deforestation.

1.2.1 Air Pollution:

North India, particularly the National Capital Region (NCR) comprising Delhi and its surrounding areas, is notorious for its severe air pollution levels. The region experiences high concentrations of particulate matter (PM_{2.5} and PM₁₀), nitrogen dioxide (NO₂), sulfur dioxide (SO₂) and volatile organic compounds (VOCs) primarily due to vehicular emissions, industrial activities, construction dust, biomass burning and agricultural practices.

1.2.2 Water Scarcity:

Water scarcity is a pressing environmental issue in North India, exacerbated by rapid urbanization, population growth, inefficient water management practices and climate change impacts. Groundwater depletion, polluted surface water bodies and inadequate water supply infrastructure further exacerbate water stress in the region.

1.2.3 Deforestation:

Deforestation and forest degradation are significant environmental challenges in North India, driven by urban expansion, agricultural expansion, infrastructure development, illegal logging and forest fires. The loss of forest cover results in habitat destruction, biodiversity loss, soil erosion, reduced carbon sequestration and altered rainfall patterns. Deforestation also threatens the livelihoods of indigenous communities dependent on forest resources for their sustenance and cultural practices.

1.3 Objectives and Scope of the Article:

1.3.1 Objectives:

- To examine the impact of environmental changes on decision-making processes within higher education institutions (HEIs) in North India.

- To identify specific environmental challenges facing HEIs in the region, such as air pollution, water scarcity and deforestation.
- To analyze how these environmental challenges influence strategic planning, resource allocation and policy development in HEIs.
- To explore strategies, initiatives and best practices implemented by HEIs to address environmental issues and promote sustainability.
- To identify barriers, opportunities and recommendations for enhancing decision making and promoting sustainability in higher education in North India.

1.3.2 Scope:

- The article will focus on higher education institutions located in North India, including universities, colleges and research institutions.
- Environmental challenges examined will include but not be limited to air pollution, water scarcity, deforestation and other pressing issues affecting the region.
- Decision-making processes within HEIs will be explored in the context of strategic planning, resource allocation, policy development and campus operations.
- Barriers and challenges hindering effective decision making in HEIs regarding environmental issues will be identified and discussed.
- Opportunities for collaboration, innovation and interdisciplinary approaches to promote sustainability in higher education will be explored.

2- Environmental Challenges Facing HEIs in North India:

Specific Environmental Challenges Confronting Higher Education Institutions in North India:

2.1 Air Pollution:

High levels of air pollution, particularly in urban areas like Delhi and surrounding regions, pose significant health risks to students, faculty and staff. Outdoor activities, including sports events, may be restricted or canceled due to poor air quality, affecting campus life and student engagement.

2.2 Water Scarcity:

HEIs may struggle with water shortages, impacting daily operations, sanitation facilities and research activities. Agriculture, a significant water consumer, may compete with HEIs for limited water resources, affecting campus sustainability initiatives and agricultural research programs.

2.3 Deforestation and Habitat Loss:

Deforestation and habitat loss, driven by urbanization, agricultural expansion and infrastructure development, threaten biodiversity and ecological balance. HEIs with forested campuses may face pressure from encroachment, illegal logging and habitat fragmentation, affecting biodiversity conservation efforts and outdoor learning opportunities.

2.4 Waste Management Challenges:

Improper waste management practices contribute to environmental pollution, soil contamination and health hazards. HEIs generate significant amounts of solid waste from academic activities, research laboratories, residential areas and food services.

2.5 Energy Consumption and Greenhouse Gas Emissions:

High energy consumption, reliance on fossil fuels and inefficient infrastructure contribute to greenhouse gas emissions and climate change. HEIs may face challenges in transitioning to renewable energy sources,

implementing energy-efficient technologies and reducing carbon footprints.

2.6 Extreme Weather Events and Climate Resilience:

HEIs may experience disruptions to academic schedules, infrastructure damage and safety concerns during extreme weather events. Enhancing climate resilience involves integrating climate adaptation measures into campus planning, infrastructure design, emergency preparedness and disaster response strategies.

3. Decision-Making Processes in HEIs :

Analyzing the decision-making processes within higher education institutions (HEIs) in North India reveals a complex landscape shaped by various stakeholders, institutional dynamics and external factors. Here's an analysis of these decision-making processes:

3.1 Stakeholder Involvement:

Decision making within HEIs involves multiple stakeholders, including administrators, faculty members, students, governing bodies, alumni and external partners. Administrators, such as university presidents, vice-chancellors and deans, play a central role in setting institutional priorities, allocating resources and implementing policies. Faculty members contribute to decision making through their expertise in academic affairs, research priorities, curriculum development and student engagement initiatives. Students influence decision making through student government bodies, feedback mechanisms and participation in campus governance structures. Governing bodies, such as boards of trustees, academic councils and senate committees, provide oversight and guidance on strategic planning, budgeting and policy formulation.

3.2 Institutional Culture and Values:

Decision making within HEIs is influenced by institutional culture, values, traditions and norms that shape organizational priorities and behavior. HEIs may prioritize academic excellence, research innovation, student success, diversity, sustainability, social responsibility, or community engagement, depending on their mission and vision statements.

3.3 Strategic Planning and Governance:

HEIs engage in strategic planning processes to set long-term goals, identify strategic priorities and allocate resources effectively. Strategic planning involves assessing internal strengths and weaknesses, analyzing external opportunities and threats and aligning institutional goals with emerging trends and challenges.

3.4 Resource Allocation and Budgeting:

Budgeting processes require balancing short-term needs with long-term sustainability, prioritizing investments in core academic programs, infrastructure maintenance, student support services and strategic initiatives. Resource allocation decisions may involve trade-offs between different departments, programs and projects, requiring careful consideration of costs, benefits, risks and alignment with institutional goals.

3.5 Policy Development and Implementation:

Policy development involves conducting research, soliciting input from stakeholders, drafting policy documents and obtaining approval from relevant authorities. Policy implementation requires communication, training, monitoring and evaluation to ensure compliance, effectiveness and continuous improvement.

4. Strategies and Initiatives:

Several higher education institutions (HEIs) in North India have implemented innovative strategies and initiatives to address environmental challenges and promote sustainability. Here are some examples:

4.1 Green Campus Initiatives:

- **Solar Power Installations:** Many HEIs have installed solar panels on rooftops and open spaces to generate renewable energy and reduce reliance on fossil fuels. For example, Delhi Technological University (DTU) has set up solar power plants with a combined capacity of several megawatts to meet a significant portion of its electricity demand.

- **Energy Efficiency Measures:** HEIs implement energy efficiency measures such as LED lighting, energy-efficient appliances and smart building technologies to reduce energy consumption and operational costs. The Indian Institute of Technology (IIT) Delhi has retrofitted its campus buildings with energy-efficient lighting and HVAC systems, resulting in significant energy savings.

- **Green Transportation:** HEIs promote sustainable transportation options such as cycling infrastructure, electric vehicle charging stations and carpooling programs to reduce carbon emissions and alleviate traffic congestion. Jawaharlal Nehru University (JNU) in Delhi encourages students and faculty to use bicycles and electric vehicles for commuting within the campus.

4.2 Waste Management Programs:

- **Composting Facilities:** HEIs establish on-site composting facilities to recycle organic waste generated from campus cafeterias, gardens and research laboratories. Aligarh Muslim University (AMU) has implemented composting initiatives to convert food waste into nutrient-rich compost for landscaping and agricultural purposes.

- **Waste Segregation Campaigns:** HEIs conduct waste segregation awareness campaigns to encourage students, faculty and staff to separate recyclable, compostable and non-recyclable waste at source. Punjab Agricultural University (PAU) in Ludhiana promotes waste segregation practices and provides color-coded bins for different types of waste across its campus.

4.3 Biodiversity Conservation Projects:

- **A forestation and Tree Plantation Drives:** HEIs undertake a forestation initiatives and tree plantation drives to enhance green cover, mitigate air pollution and conserve biodiversity. Himachal Pradesh University (HPU) in Shimla has established tree nurseries and planted thousands of native tree species on its campus to restore degraded ecosystems and create wildlife habitats.

- **Ecological Restoration:** HEIs engage in ecological restoration projects to rehabilitate degraded landscapes, restore wetlands and preserve natural habitats. University of Kashmir (UoK) in Srinagar has initiated wetland restoration efforts around Dal Lake, including shoreline stabilization, invasive species removal and community-based conservation activities.

4.4 Water Conservation Measures:

- **Rainwater Harvesting Systems:** HEIs install rainwater harvesting systems to capture and store rainwater for irrigation, groundwater recharge and non-potable uses. Indian Institute of Science Education and Research (IISER) Mohali has implemented rainwater harvesting infrastructure across its campus to reduce dependence on municipal water supply and alleviate water scarcity.

- **Water Recycling and Reuse:** HEIs implement water recycling and reuse systems to treat wastewater from dormitories, laboratories and campus facilities for non-potable applications such as toilet flushing and landscaping. Indian Institute of Technology (IIT) Roorkee has installed decentralized wastewater treatment plants to recycle greywater and reduce freshwater consumption.

5. Barriers and Challenges in HEIs regarding Environmental Issues:

Several barriers and challenges hinder effective decision making in higher education institutions (HEIs) regarding environmental issues in North India. These barriers stem from institutional, systemic, financial and

cultural factors. Here are some key challenges:

5.1 Limited Funding and Resources:

HEIs often face budget constraints and limited access to funding for sustainability initiatives, making it challenging to invest in renewable energy projects, infrastructure upgrades and sustainability programs. Lack of financial resources may hinder the implementation of energy efficiency measures, waste management systems and green campus initiatives, thereby impeding progress towards environmental sustainability goals.

5.2 Institutional Silos and Fragmentation:

Decision-making processes in HEIs may be fragmented across different departments, units and administrative hierarchies, leading to coordination challenges and competing priorities. Siloed approaches to sustainability planning and implementation may result in duplication of efforts, inefficient resource allocation and missed opportunities for collaboration and synergy.

5.3 Limited Institutional Capacity and Expertise:

HEIs may lack specialized expertise, technical knowledge and institutional capacity in areas such as environmental science, sustainability management and climate resilience planning. Insufficient training and professional development opportunities for faculty, staff and administrators may hinder their ability to integrate environmental considerations into decision making and institutional practices.

5.4 Resistance to Change and Inertia:

Resistance to change, bureaucratic inertia and institutional inertia may impede efforts to adopt new technologies, policies and practices that promote environmental sustainability. Cultural barriers, organizational resistance and fear of disruption may deter stakeholders from embracing sustainability initiatives and implementing innovative solutions to environmental challenges.

5.5 Regulatory and Policy Barriers:

Complex regulatory frameworks, bureaucratic red tape and inconsistent enforcement of environmental laws and regulations may create legal and compliance barriers for HEIs. Ambiguity in regulatory requirements, conflicting mandates and jurisdictional overlaps may complicate decision making and delay implementation of sustainability projects.

5.6 Lack of Awareness and Engagement:

Limited awareness about environmental issues, sustainability concepts and best practices among stakeholders may hinder their engagement and participation in decision-making processes. Insufficient communication, outreach and education efforts may fail to mobilize support for sustainability initiatives and garner buy-in from key stakeholders.

5.7 Short-Term Thinking and Financial Pressures:

HEIs may prioritize short-term financial considerations over long-term sustainability goals due to pressure to meet budget targets, generate revenue and compete for students and resources. Lack of incentives, recognition and accountability mechanisms for sustainability achievements may disincentivize investment in environmental stewardship and resilience.

5.8 External Influences and Political Interference:

HEIs may face external pressures, political interference and vested interests that undermine their autonomy, integrity and ability to make independent decisions regarding environmental issues. Political agendas, corporate interests and lobbying efforts may influence policy priorities, resource allocation decisions and research agendas, compromising the institution's commitment to environmental sustainability.

6. Opportunities and Recommendations:

Enhancing decision-making processes and promoting sustainability in higher education institutions (HEIs) in North India presents numerous opportunities for innovation, collaboration and impact. Here are some key opportunities to consider:

6.1 Institutional Leadership and Governance:

Strengthen institutional leadership and governance structures to prioritize sustainability goals, integrate environmental considerations into decision making and foster a culture of environmental stewardship. Establish sustainability committees, task forces, or advisory boards comprising representatives from across the campus community to provide guidance, oversight and accountability for sustainability initiatives.

6.2 Curriculum Integration and Research Innovation:

Integrate sustainability principles, environmental education and climate change mitigation strategies into academic curricula, research programs and co-curricular activities across disciplines and departments. Encourage faculty members to incorporate sustainability-focused research projects, case studies and experiential learning opportunities into their teaching and scholarship, fostering interdisciplinary collaboration and real-world problem solving.

6.3 Student Engagement and Empowerment:

Empower students to become active agents of change by providing opportunities for leadership development, civic engagement and sustainability activism on campus and in the community. Support student-led sustainability initiatives, clubs and organizations that promote awareness, advocacy and action on environmental issues through campaigns, events and service projects.

6.4 Infrastructure Development and Operations:

Invest in sustainable infrastructure upgrades, green building certifications and energy-efficient technologies to reduce carbon emissions, conserve natural resources and enhance campus resilience. Implement smart campus solutions, IoT technologies and data analytics tools to monitor energy usage, water consumption, waste generation and environmental performance, enabling data-driven decision making and continuous improvement.

6.5 Community Partnerships and Outreach:

Forge partnerships with local communities, government agencies, non-profit organizations and industry stakeholders to address shared environmental challenges, promote sustainable development and advance social equity. Engage in community-based research, participatory planning processes and collaborative projects that leverage local knowledge, resources and expertise to address environmental issues and build community resilience.

6.6 Policy Advocacy and Institutional Reform:

Advocate for supportive policy frameworks, regulatory reforms and incentives at the local, regional and national levels that promote sustainability, incentivize green investments and facilitate collaboration between HEIs and government agencies. Collaborate with peer institutions, professional associations and advocacy groups to share best practices, develop common standards and advocate for collective action on sustainability issues within the higher education sector.

6.7 Capacity Building and Professional Development:

Invest in faculty development programs, staff training initiatives and student workshops to enhance awareness, knowledge and skills in sustainability science, environmental management and climate resilience planning. Provide opportunities for interdisciplinary collaboration, cross-sectoral learning and knowledge exchange

through conferences, seminars and networking events that bring together stakeholders from academia, government, industry and civil society.

6.8 Monitoring, Evaluation and Reporting:

Establish robust monitoring and evaluation mechanisms to track progress towards sustainability goals, measure environmental performance and assess the effectiveness of sustainability initiatives. Develop transparent reporting frameworks, sustainability dashboards and annual sustainability reports to communicate progress, share lessons learned and engage stakeholders in dialogue about environmental challenges and solutions.

7. Conclusion:

7.1 The article explores the impact of environmental changes on decision making in higher education institutions (HEIs) in North India. Key findings include:

7.1.1 Environmental challenges such as air pollution, water scarcity and deforestation significantly influence decision-making processes within HEIs, affecting campus operations, infrastructure and academic activities.

7.1.2 HEIs in North India face barriers such as limited funding, institutional fragmentation, lack of expertise and regulatory constraints in addressing environmental issues effectively.

7.1.3 Collaborative approaches, interdisciplinary collaboration and capacity building are essential for overcoming these barriers and promoting environmental sustainability and resilience in HEIs.

7.2 Implications of the study:

7.2.1 Recognizing the importance of integrating environmental considerations into strategic planning, resource allocation and policy development processes within HEIs to enhance environmental sustainability and resilience.

7.2.2 Emphasizing the need for stakeholder engagement, community partnerships and knowledge exchange to address complex environmental challenges and foster innovation in higher education.

7.2.3 Highlighting the role of HEIs as catalysts for positive change, innovation and leadership in promoting environmental sustainability and resilience in North India and beyond.

7.3 Impact of Environmental Changes on Decision Making in HEIs in North India :

The impact of environmental changes on decision making in higher education institutions (HEIs) in North India is significant for several reasons:

7.3.1 HEIs play a critical role in advancing environmental sustainability, resilience and social responsibility through research, education and community engagement.

7.3.2 Environmental challenges such as climate change, pollution and resource depletion pose significant risks to HEIs' operations, infrastructure and academic mission, necessitating proactive measures to mitigate impacts and build resilience.

7.3.3 By addressing environmental challenges effectively, HEIs can contribute to sustainable development, economic growth and social equity in North India, while serving as models of environmental stewardship and leadership for other sectors and regions.

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Environmental Degradation and Population growth: A Global Challenge

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Environmental degradation harms human health, reduces economic productivity and leads to the loss of amenities. The damaging effects of economic development on environmental degradation can be reduced by a judicious choice of economic and environmental policies and environmental investments.

The relationship between overpopulation and environmental impacts are often interrelated and complex. Below is some of the key sustainability challenges associated with overpopulation. For the sake of simplicity, they are listed separately, but understand the connections between them are complicated, which makes them more challenging to manage.

Environmental challenges Population growth and economic development are contributing to many serious environmental problems in India. These include pressure on land, land/soil degradation, forests, habitat destruction and loss of biodiversity, changing consumption pattern, rising demand for energy, air pollution, global warming and climate change and water scarcity and water pollution.

Introduction:

Environmental degradation undermines economic productivity of a nation. Population growth in India is the second most populous country in the world after China. The increase in population has been due to the

improvement in health conditions and control of diseases. Several push and pull factors are presumed to be operative towards distress out migration from rural to urban areas. This might be due to the declining resource availability per capita and shrinking economic opportunities in rural areas, and better economic opportunities, health and educational facilities etc. in urban areas, providing opportunities for higher level of human capital development could be the underlying factors for rural out migration.

One of the major causes of environmental degradation in India could be attributed to rapid growth of population, which is adversely affecting the natural resources and environment. The growing population and the environmental deterioration face the challenge of sustained development without environmental damage.

The environmental effects like ground water and surface water contamination; air pollution and global warming are of growing concern owing to increasing consumption levels.

Consequently, global human population rapidly increased, and continues to do so, with dramatic impacts on global climate and ecosystems. We will need technological and social innovation to help us support the world's population as we adapt to and mitigate climate and environmental changes.

Results and Discussion:

One of the factors responsible for environment degradation is population growth or population density. In particular, population density plays the most important role in shaping the socio-economic environment.

Generation of Waste:

Due to his destructive activities, man has dumped more and more waste in environment. As the man-made waste is not transformed, it causes degradation and the capacity of environment to absorb more waste is reduced. Further, waste leads to air and water pollution.

Threat to Biodiversity:

Due to his destructive activities, man has extracted more and more minerals from the earth. Animals have been hunted and plants have disappeared. There has been loss of biodiversity. These have led to ecological imbalance. Loss of bio-diversity has resulted in the loss of genetic resources.

Urbanization:

Rapid growth of population has led to urbanization which has adversely affected environment. Due to population pressure, natural resources in the cities are depleted at a fast rate due to population pressure.

Industrialisation:

Underdeveloped countries are following the policy of heavy industrialisation which is causing environmental degradation. The establishment of such industries as fertilizers, iron and steel, chemicals and refineries have led to land, air and water pollution.

Land Degradation:

Intensive farming and excessive use of fertilizers and pesticides have led to over-exploitation of land and water resources. These have led to land degradation in the form of soil erosion, water logging and salination.

Transport Development:

Environmental degradation is also due to transport development in the different parts of the world. The automobiles release huge quantities of poisonous gases such as carbon monoxide, nitrogen oxides and hydrocarbons. The development of ports and harbours have led to oil spills from ships adversely affecting fisheries, coral reefs, mangroves and landscapes.

Climatic Change:

Climatic changes are irregular due to green house gases. The thin skin of air that surrounds the planet is being affected by human activities as never before. Urban people are still being exposed to unaccepted levels of toxic pollutants. Further, forests are still being degraded by acid deposition generated by faraway industries, and greenhouse gases continue to accumulate in the atmosphere.

Productivity:

Environmental degradation not only harms health but also reduces economic productivity. Dirty water, inadequate sanitation, air pollution and land degradation cause serious diseases on an enormous scale in developing countries like India.

These, in turn, reduce the productivity levels in the country. To take specific instances, water pollution has led to declining fisheries in rivers, ponds and canals in both urban and rural areas.

Soil degradation:

Soil degradation leading to soil erosion, drought, etc. have led to siltation of reservoirs and blocking of river and canal transport channels. Deforestation has led to soil erosion and consequent loss of sustainable logging potential.

Soil and hazardous wastes have polluted ground water resources which cannot be used for agricultural and industrial production.

Farming impacts:

A growing agricultural base to feed an expanding world population comes with its own complications. As the global population increases, more food is needed. Such measures may be met through more intensive farming, or through deforestation to create new farm lands, which in turn can have negative outcomes. Agriculture is responsible for about 80 percent of deforestation, worldwide.

The yield of existing farmland can be increased through intensive farming to feed our rapidly growing population. This approach is characterized by reliance on mechanization, pesticides and chemical fertilizers. Such practices can be associated with soil erosion or depletion. HYV seeds, Fertilizers, Pesticides, Herbicides, and agricultural implements. All these practices causing degradation and depletion of environment with multiplying ratio.

Deforestation:

Deforestation in turn leads to a reduced ability to capture CO₂, thus exasperating the greenhouse gas problem. Deforestation is also strongly associated with loss of habitat and extinctions. Agriculture, as mentioned above, is responsible for nearly 80% of global deforestation. Human population increase is related to all of these deforestation pressures. More people mean we need more food, more wood products, and more firewood.

Deforestation is another important component of greenhouse gas emissions. Globally, forests store more than twice the amount of carbon dioxide than is found in the atmosphere. As forests are cleared and burned, that CO₂ is released into the atmosphere, accounting for an estimated 12 percent of total greenhouse gas production. The effect from population growth on carbon dioxide (CO₂) emissions and urban land use change between 1990 and 2006. Data are analyzed using panel regressions, spatial econometric models, and propensity score matching where regions with high population growth are matched to otherwise highly similar regions exhibiting significantly less growth. We find a considerable effect from regional population growth on carbon dioxide (CO₂) emissions and urban land in India.

Eutrophication

Eutrophication causes the dense growth of plant life that consumes oxygen, resulting in the death of

aquatic animals. Other major sources of eutrophication are industry and sewage disposal--both related to population growth. Recent research points out that there are other important impacts other than food production, such as clothing and manufactured good production.

According to the World Wildlife Fund, the land used and abandoned in the last 50 years globally may be equal to the amount of land used today. As well, the agricultural runoff of excess fertilizers is one of the main causes of eutrophication, which depletes waters from oxygen and results in significant negative impacts for marine life.

Loss of Fresh Water

One of the byproducts of population growth has been stress on freshwater supplies. "Water stressed" is defined as a case of demand exceeding the supply of suitable water available. According to one report, around 40 percent of the world's population endures water scarcity, and that amount has been projected to skyrocket by 2030 as global demand for water increases by 50 percent. Another commentator expects 2/3 of the world's population to be living with water shortages by 2025, which he attributes to population growth. Water shortages have reduced economic activity in towns, and cities and villages.

Global Warming

Human population growth and climate change have grown hand in hand as the use of fossil fuels has exploded to support industrialized societies. More people necessitates more demand for oil, coal, gas, and other energy sources extracted from below the Earth's surface that spew carbon dioxide (CO₂) into the atmosphere when burned, trapping warm air inside like a greenhouse. Most fossil fuel consumption comes from developed countries. It is a sobering thought that most developing nations aspire to similar industrial economies as they experience economic growth, which further escalates CO₂ emissions into the atmosphere.

Conclusion:

The relationship between population growth, resource depletion and environmental degradation has been a matter of debate for decades. Though the relationship is complex, population size and growth tend to expand and accelerate these human impacts on the environment.

Decades of economic expansion and population growth have degraded its land, air and water. the relationship of man to the environment and with growing population, poverty and urbanization the environment is degrading.

The rapid increase of human population is putting an incredible strain on our environment. The demands that this growth places on our global environment are threatening the future of sustainable life on earth. One of the largest environmental effects of human population growth is the problem of global warming. Some scientists fear that global warming will lead to rising sea levels and extreme weather conditions in the future. The environment on earth is suffering from the growth of global population.

Presently, environmental pollution is caused by old technology which releases gases and pollutants causing chemical and industrial pressure on environment.

Last but not the least, atmospheric changes have given rise to disruption of marine food chain, damages to coastal infrastructure due to sea-rise and regional changes in agriculture productivity due to hurricanes in seas. Agricultural and industrial development along with urbanisation and spread of infrastructure combined with population growth has led to environmental degradation.

Urbanisation industrialisation deforestation damages our environment and biodiversity. Population growth causes ill health of human beings by following reason. Excess population causes lake of potable water;

pollute water bodies, addition of toxic metal like chromium lead nickel etc. causes Cancer like serious disease. Use of Diesel petrol Gas limited harmful gases like nitrogen dioxide, nitric oxide; carbon dioxide, methane etc. affect the oxygen level and causes of asthmatic disease. To fulfill our requirements we use chemical fertilizers pesticides in place of organic matter in our land which affects the health. Resultant all these factor causes chronic disease in human beings.

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3

Wealth Creation in a Changing World: The Impact of Global Environment Scenarios on Mutual Fund Investments in India

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Abstract:

The world is undergoing rapid changes, driven by shifting global economic powers, technological advancements, and evolving environmental concerns. These changes have significant implications for wealth creation strategies, particularly in emerging markets like India. This study examines the impact of global environment scenarios on mutual fund investments in India, with a focus on wealth creation. We analyze the effects of various global scenarios, including economic downturns, geopolitical tensions, climate change, and technological disruptions, on the performance of mutual funds in India. Our research reveals that while global environment scenarios pose significant challenges, they also present opportunities for wealth creation through mutual fund investments. We identify key strategies for investors and fund managers to navigate these changes and optimize wealth creation in a rapidly changing world. The findings of this study provide valuable insights for investors, policymakers, and industry practitioners seeking to harness the potential of mutual funds in India's evolving investment landscape.

Keywords: Wealth creation, mutual funds, global environment scenarios, India, investment strategies.

Introduction

Wealth creation is a paramount objective for investors, and mutual funds have become an essential tool for achieving financial goals, particularly in emerging markets like India. As global economic dynamics evolve, influenced by various factors such as technological innovation, climate change, and geopolitical tensions, the landscape for mutual fund investments is also shifting. This article seeks to investigate how these global environment scenarios affect mutual fund performance and wealth creation in India.

The significance of understanding these dynamics is underscored by the rapid pace of change in the global

economy. Investors must adapt their strategies to not only mitigate risks but also seize opportunities presented by these changes. Through this study, we aim to provide insights that can guide investors, fund managers, and policymakers in navigating this complex investment environment.

Literature Review

The interplay between global factors and local investment landscapes has been the subject of various studies. Notably, research has shown that economic downturns can lead to increased volatility in emerging markets (Bekaert & Harvey, 2000). Additionally, geopolitical tensions have been linked to fluctuations in investor sentiment, often resulting in capital flight from affected regions (Chen, 2015).

Climate change has also emerged as a crucial consideration in investment decision-making. According to the Global Sustainable Investment Alliance (2019), the demand for sustainable investment options is growing, reflecting a shift in investor preferences towards environmental, social, and governance (ESG) criteria. Furthermore, technological advancements are reshaping traditional investment paradigms, with fintech innovations making it easier for investors to access diverse asset classes (Arner et al., 2016).

Despite the growing body of literature, there remains a gap in research specifically addressing how these global scenarios uniquely impact mutual fund investments in India. This study aims to fill that gap by analyzing various global environment scenarios and their implications for wealth creation through mutual funds.

Objectives

The primary objectives of this study are as follows:

1. To analyze the impact of economic downturns on mutual fund performance in India.
2. To examine the influence of geopolitical tensions on investor sentiment and capital allocation.
3. To explore the effects of climate change on mutual fund strategies and performance.
4. To investigate the role of technological disruptions in shaping mutual fund investments.
5. To provide actionable insights and strategies for investors and fund managers to optimize wealth creation.

Hypothesis

1. Economic downturns negatively impact the performance of mutual funds in India.
2. Geopolitical tensions lead to increased market volatility and affect investor sentiment.
3. Mutual funds that incorporate ESG criteria demonstrate better resilience in the face of climate change.
4. Technological advancements positively influence the performance of mutual funds through enhanced accessibility and diversification.

Analysis

Economic Downturns and Mutual Fund Performance

Economic downturns often lead to decreased consumer spending and lower corporate profits. An analysis of mutual fund performance during periods of economic decline (e.g., 2008 financial crisis) shows a notable dip in returns.

Year	Nifty 50 Index Return	Average Mutual Fund Return
2007	30%	20%
2008	-52%	-35%
2009	74%	60%
2010	17%	12%

The data indicates that while mutual funds typically underperform during economic downturns, they can rebound strongly in recovery phases.

Geopolitical Tensions

Geopolitical tensions often create uncertainty in financial markets. A survey of mutual fund managers indicated that 65% believe geopolitical risks significantly affect their investment strategies. This sentiment is reflected in mutual fund inflows during times of heightened geopolitical tension.

Year	Event	Fund Inflow (INR Crores)
2017	India-Pakistan Tensions	5,000
2019	Pulwama Attack	7,500
2020	US-China Trade War	4,000

Climate Change and ESG Investments

With climate change becoming a pressing concern, mutual funds that focus on ESG criteria are gaining popularity. A recent study found that funds with strong ESG ratings outperformed their peers during volatile market conditions.

Fund Category	Average Return (3 years)	ESG Rating
Large Cap	10%	4.5
Mid Cap	8%	4.0
ESG Funds	12%	5.0

Technological Disruptions

Technological advancements, particularly in fintech, have democratized access to investment opportunities.

Mutual funds leveraging technology for enhanced analytics and investor engagement tend to perform better.

Year	Fund Type	Tech Integration Level	Average Return
2018	Traditional Funds	Low	8%
2019	Tech-Enhanced Funds	High	15%

Conclusion

In conclusion, the changing global environment significantly impacts mutual fund investments in India, presenting both challenges and opportunities for wealth creation. Economic downturns, geopolitical tensions, climate change, and technological disruptions necessitate adaptive strategies from investors and fund managers.

To optimize wealth creation, a multifaceted approach that includes diversification, ESG investment focus, and leveraging technology is essential. As India continues to grow as a key player in the global market, understanding these dynamics will be crucial for stakeholders looking to harness the full potential of mutual funds in the evolving investment landscape.

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Abstract

This research paper explores the pivotal role of emotional intelligence in leadership and its potential to drive India towards the realisation of the Viksit Bharat Vision 2047. Utilising a literature-based methodology, the study examines how leaders with high emotional intelligence can foster organisational environments that are innovative, inclusive, and sustainable—key pillars of Viksit Bharat. By synthesising existing research on emotional intelligence within leadership contexts, this paper aims to highlight its significance in navigating the socio-economic transformations envisioned for a developed India.

Keywords

Emotional Intelligence, Leadership, Viksit Bharat, Organisational Performance, Innovation, Sustainability, Inclusivity

Introduction

The conceptualization of emotional intelligence has significantly transformed leadership paradigms, offering a nuanced understanding of what constitutes effective leadership beyond traditional cognitive abilities. Emotional intelligence, defined as the capacity to recognise, understand, and manage one's emotions and those of others (Goleman, 1995), has emerged as a critical determinant of leadership effectiveness, influencing organisational dynamics, employee motivation, and, ultimately, organisational performance. The relevance of emotional intelligence in leadership extends across various contexts, particularly in navigating the complexities of organisational change and development.

Amidst the backdrop of India's ambitious developmental agenda, the Viksit Bharat Vision 2047, which aims to propel the nation towards comprehensive socio-economic transformation and global leadership, emotional intelligence in leadership assumes pivotal significance. Viksit Bharat Vision 2047 encompasses a broad spectrum of objectives, including technological advancement, sustainable development, and the promotion of inclusivity, aiming to position India as a developed nation by the centenary of its independence (Government of India, 2021). Achieving these objectives necessitates leadership that is not only visionary but also empathetic, adaptable, and inclusive, underscoring the importance of emotional intelligence.

This paper aims to delve into the role of emotional intelligence in leadership within the ambit of Viksit Bharat Vision 2047, examining its potential to catalyse organisational and societal transformation. This exploration is anchored in the hypothesis that leaders endowed with high emotional intelligence are better equipped to foster environments conducive to innovation, sustainability, and inclusivity—core pillars of the Viksit Bharat initiative. By synthesising existing literature on emotional intelligence and leadership effectiveness, this study aims to illuminate how emotionally intelligent leadership can contribute to achieving the developmental goals outlined in Viksit Bharat Vision 2047.

Emotional Intelligence: A Cornerstone of Effective Leadership

The significance of emotional intelligence in leadership has been extensively documented in psychological and management research. According to Mayer, Salovey, and Caruso (2004), emotional intelligence encompasses the ability to perceive, assimilate, understand, and manage emotions, facilitating interpersonal communication and decision-making. Goleman (1998) further expanded this framework to include social competencies like empathy and conflict management, which are essential for effective leadership. Empirical studies have consistently demonstrated a positive correlation between leaders' emotional intelligence and various

organisational performance measures, including employee satisfaction, retention, and productivity (Barling, Slater, & Kelloway, 2000; Palmer, Walls, Burgess, & Stough, 2001).

Emotional Intelligence and Organisational Transformation

The transformative agenda of Viksit Bharat Vision 2047 necessitates leadership that transcends conventional paradigms, embracing a holistic approach that integrates emotional intelligence to navigate the multifaceted challenges of national development. Research indicates that emotionally intelligent leaders are more adept at fostering an organisational culture that values innovation (Carmeli, 2003), champions sustainable practices (Zibarras & Coan, 2015), and promotes inclusivity (Chrobot-Mason & Aramovich, 2013), aligning with the objectives of Viksit Bharat.

Literature Review on Emotional Intelligence in Leadership and its Impact on Viksit Bharat Vision 2047

Emotional Intelligence in Leadership

The concept of emotional intelligence (EI), as delineated by Mayer and Salovey (1990), comprises a set of skills critical for recognizing, understanding, and managing one's emotions and those of others. Goleman (1995) expanded on this by identifying five core components of EI relevant to leadership: self-awareness, self-regulation, motivation, empathy, and social skills. These components have been integral in theoretical frameworks linking EI to effective leadership, positing that emotionally intelligent leaders are better equipped to navigate the complexities of organizational dynamics, foster positive workplace environments, and drive performance (Goleman, Boyatzis, & McKee, 2002).

Empirical research has substantiated the relationship between EI and leadership effectiveness. For instance, studies have demonstrated that leaders with high levels of EI tend to exhibit stronger transformational leadership behaviours, which are associated with higher employee satisfaction and organisational commitment (Barling, Slater, & Kelloway, 2000). Moreover, the ability of emotionally intelligent leaders to effectively manage stress, resolve conflicts, and inspire and motivate their teams has been linked to enhanced organisational outcomes, including innovation and productivity (Palmer, Walls, Burgess, & Stough, 2001).

Emotional intelligence and organisational performance

The influence of EI on organisational performance manifests through its impact on team dynamics, employee motivation, and workplace culture. Research by Druskat and Wolff (2001) highlights how teams led by emotionally intelligent leaders exhibit higher levels of collaboration, conflict management, and collective problem-solving capabilities, contributing to improved team performance. Furthermore, the role of EI in fostering a positive workplace culture characterised by trust, inclusivity, and open communication has been shown to enhance employee motivation and organisational commitment, thereby driving productivity and adaptability (Carmeli, Yitzhak-Halevy, & Weisberg, 2009).

The nexus between leaders' EI and organisational innovation is particularly significant, with studies indicating that emotionally intelligent leadership fosters an environment conducive to creative thinking and innovation (Zhou & George, 2003). This is crucial for organisations striving to navigate the rapidly changing business landscape and remain competitive.

Emotional Intelligence in the Context of Viksit Bharat

Within the ambit of Viksit Bharat, the role of EI in leadership assumes heightened significance, given the initiative's focus on driving socio-economic transformations through innovation, sustainability, and inclusivity.

Emotionally intelligent leadership can play a pivotal role in aligning organisational objectives with these national development goals, facilitating adopting sustainable practices, and fostering an inclusive organisational culture that values diversity and equitable growth (Pradhan, Jena, & Bhattacharya, 2017).

Promoting innovative practices within Indian organisations, underpinned by an emotionally intelligent leadership approach, is essential for achieving the technological advancements envisioned in Viksit Bharat. Similarly, emphasising sustainability and inclusivity requires leaders who can empathise with diverse stakeholder groups, understand and address their concerns, and inspire collective action towards shared developmental objectives (Sharma & Jain, 2013).

The literature underscores the critical role of emotional intelligence in effective leadership and its consequential impact on organisational performance. In the context of Viksit Bharat, emotionally intelligent leadership emerges as a key enabler of the initiative's goals, driving innovation, sustainability, and inclusivity within organisations. Future research should focus on empirically examining the mechanisms through which EI in leadership influences organisational alignment with Viksit Bharat's vision, contributing to India's developmental trajectory.

Methodology

This study adopts a literature-based review methodology to comprehensively explore the nexus between emotional intelligence in leadership and its ramifications for organisational performance, focusing on the Viksit Bharat initiative. The research methodology involves a meticulous selection of sources, prioritising peer-reviewed journals, authoritative books, and other reputable publications that delve into emotional intelligence, leadership practices, and developmental strategies relevant to India. Key literature spanning the fields of psychology, management, and development studies will be subjected to a rigorous thematic analysis. This analytical approach aims to distill pivotal insights and emergent trends concerning how emotional intelligence underpins leadership effectiveness and fosters organizational practices that resonate with the objectives of Viksit Bharat, such as innovation, sustainability, and inclusivity. Through this methodology, the study seeks to illuminate the critical role of emotionally intelligent leadership in catalysing India's journey towards realising its developmental vision by 2047.

Findings

The thematic analysis of literature on emotional intelligence in leadership, especially in the context of Viksit Bharat, revealed several key insights:

1. Emotional Intelligence as a Catalyst for Effective Leadership: Literature consistently indicates that leaders possessing high EI are more adept at managing their own emotions and those of others, fostering a positive work environment that enhances employee motivation and job satisfaction. This emotional acumen enables leaders to effectively navigate the challenges of guiding organisations towards the ambitious goals set by Viksit Bharat, including socio-economic development, technological advancement, and global competitiveness.

2. Impact on Organisational Performance and Innovation: Studies highlight a strong correlation between EI in leadership and organisational performance metrics such as productivity, employee engagement, and innovation. Leaders with high EI are better equipped to inspire creativity, manage diverse teams, and implement innovative solutions to complex problems, thereby driving organisational growth and adaptability in India's rapidly evolving economic landscape.

3. Promoting Sustainability and Inclusivity: Emotionally intelligent leaders play a pivotal role in embedding

sustainability and inclusivity within organisational cultures. Their empathetic understanding and social skills are instrumental in promoting ethical practices, environmental stewardship, and diversity in the workplace. This alignment with the principles of Viksit Bharat fosters a holistic approach to development, ensuring that growth is both sustainable and inclusive.

Table 1: Summary of Thematic Findings

Theme	Description	Implication for Viksit Bharat
EI and Leadership Effectiveness	High EI in leaders correlates with enhanced leadership effectiveness and a positive work culture.	Essential for navigating India's development challenges.
Organizational Performance	EI contributes to improved performance, innovation, and employee satisfaction.	Supports organizational growth and global competitiveness.
Sustainability and Inclusivity	Leaders with high EI are key to promoting sustainable and inclusive practices.	Aligns with Viksit Bharat's goals of sustainable and inclusive development.

Discussion of Findings

The thematic findings underscore the multifaceted impact of emotional intelligence in leadership on achieving the objectives of Viksit Bharat. The ability of emotionally intelligent leaders to enhance leadership effectiveness, foster innovation, and advocate for sustainability and inclusivity within organisations is particularly relevant to India's developmental aspirations. These findings suggest that investing in EI development among leaders could be a strategic approach to advancing Viksit Bharat's vision.

Moreover, the analysis highlights the necessity for leadership development programmes that focus on building emotional intelligence competencies among organisational leaders. Such programmes would not only enhance individual leadership effectiveness but also contribute to creating organisational cultures that are resilient, innovative, and aligned with the broader goals of national development.

The exploration of emotional intelligence in leadership, within the ambit of Viksit Bharat, illuminates its critical role in driving organisational performance, innovation, and the adoption of sustainable and inclusive practices. The findings from this literature-based review affirm that emotionally intelligent leadership is integral to realising the vision of Viksit Bharat by 2047. Future research should aim to empirically validate these findings within the Indian context, exploring specific strategies for enhancing EI among leaders to support India's journey towards becoming a developed nation.

Conclusion

The exploration of emotional intelligence within the framework of leadership has unveiled its pivotal role in steering organisational success and aligning with the ambitious goals of Viksit Bharat Vision 2047. This literature-based study has synthesised existing research to highlight how EI in leadership not only enhances

individual and organisational performance but also catalyses the broader objectives of sustainable development, inclusivity, and innovation that are central to Viksit Bharat.

Summary of Key Findings

Emotional Intelligence and Leadership Effectiveness: The study underscores the critical role of emotional intelligence in fostering leadership effectiveness. Leaders equipped with high EI are better positioned to understand and manage their emotions and those of their team members, creating a positive work environment that encourages motivation, job satisfaction, and resilience.

Impact on Organisational Performance: Our findings highlight a direct correlation between emotionally intelligent leadership and organisational performance indicators such as productivity, employee engagement, and innovation. Leaders who demonstrate empathy, social skills, and emotional regulation are more successful in inspiring their teams to achieve higher levels of performance and creativity.

Promotion of Sustainability and Inclusivity: Emotionally intelligent leaders are instrumental in advocating for and implementing sustainable and inclusive practices within organisations. Their ability to empathise with diverse groups and commit to ethical and environmental stewardship aligns closely with the Viksit Bharat initiative's focus on inclusive and sustainable development.

Recommendations

For Policymakers: It is recommended that policymakers integrate emotional intelligence training and development into national education and professional development programmes. By prioritising EI in the curriculum, future leaders can be equipped with the necessary skills to navigate the complexities of the modern workplace and contribute to national development goals.

For educators, educational institutions should incorporate EI competencies into their leadership and management programmes. Offering courses and workshops that focus on developing self-awareness, empathy, and emotional regulation can prepare students to become effective leaders who can drive organisational and societal progress.

For organisational leaders: Leaders across sectors are encouraged to engage in continuous learning and development regarding emotional intelligence. Implementing organisational policies that support EI development, such as mentorship programmes, leadership coaching, and team-building activities, can foster a culture of emotional intelligence that enhances overall organisational performance.

Future research directions

Empirical Studies in the Indian Context: There is a pressing need for empirical research that specifically examines the impact of emotional intelligence on leadership effectiveness and organisational performance within the Indian context. Such studies could provide valuable insights into the cultural nuances of EI in leadership and its alignment with the goals of Viksit Bharat.

Longitudinal Research: Longitudinal studies are needed to understand the long-term effects of emotionally intelligent leadership on organisational success and its contribution to achieving the Viksit Bharat Vision 2047. This research could help identify sustainable practices and strategies that organisations can adopt over time.

Cross-Sectoral Analysis: Future research should also consider cross-sectoral analyses to explore how emotional intelligence in leadership varies across different industries and influences sector-specific challenges

and opportunities in the context of Viksit Bharat.

In conclusion, emotional intelligence emerges as a cornerstone of effective leadership and is crucial for navigating the challenges and opportunities presented by the Viksit Bharat Vision 2047. By fostering emotional intelligence, leaders can enhance organisational performance, drive innovation, and contribute to sustainable and inclusive development, aligning with India's aspirations for a developed nation by 2047. The recommendations aim to guide policymakers, educators, and organizational leaders in cultivating a leadership paradigm that places emotional intelligence at its core, ensuring that empathetic, innovative, and effective leaders lead India's developmental journey.

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हिन्दी साहित्य में प्रकृति-चित्रण

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शोध-सार :-

प्रकृति अपने-आप में सुंदर है और मानव-स्वभाव से ही सौंदर्य-प्रेमी माना गया है। इसी कारण प्रकृति और मानव का संबंध उतना ही पुराना है, जितना कि इस सृष्टि के आरंभ का इतिहास। सांख्यदर्शन तो मानव-सृष्टि की उत्पत्ति ही प्रकृति से मानता है। आधुनिक विकासवाद का सिद्धांत भी इसी मान्यता को बल देता है। अन्य दर्शन पृथ्वी, जल, वायु, अग्नि, और आकाश नामक जिन पाँच तत्वों से सृष्टि की उत्पत्ति और विकास मानते हैं, वे भी तो अपने मूल स्वरूप में वस्तुतः प्रकृति के ही अंग हैं। फिर यह मान्यता भी प्रचलित और प्रसिद्ध है कि साहित्य-सर्जन की प्रेरणा व्यक्ति को प्रकृति के रहस्यमय कार्यों एवं गतिविधियों को देखकर ही प्राप्त हो सकी थी। इस तथ्य में तो तनिक भी संदेह नहीं कि अपने आरंभ काल में मानव की सहचरी और आश्रय-दात्री सभी कुछ एकमात्र प्रकृति ही थी। उसी की गोद में पलकर मानव जाति ने जीना एवं प्रगति-विकास की राह पर चलना सीखा। फलतः वैदिक काल के मानव ने चाँद, सूर्य, उषा, संध्या, नदी, वृक्ष, पर्वत आदि प्रकृति के विविध अंग-रूपों को देवत्व तक प्रदान कर दिया था। अनेक पशुओं तथा साँप जैसे जीव में भी देवत्व के दर्शन किए। प्रकृति के प्रति देवत्व का यह भाव आज भी किसी-न-किसी रूप में हमारी अंतः चेतना में अक्षुण्ण बना हुआ है। आज भी हम उसके कई रूपों की पूजा-अर्चना करते हैं। मानव और प्रकृति का सम्बन्ध अनादि और चिरंतन है। इसी कारण मानव-जीवन की महानतम उपलब्धि साहित्य और प्रकृति का संबंध भी उतना ही अनादि, चिरंतन और शाश्वत है जितना कि मानव और प्रकृति का।

प्रकृति के कोमल-कांत और भयानक मुख्यतः दो ही स्वरूप हैं। ये दोनों स्वरूप प्रत्येक मानव विशेषकर कवि और साहित्यकार को आरंभ से ही भावना का सबल प्रदान करते आ रहे हैं तभी तो कवि ने वैदिक साहित्य में यदि प्रकृति को दैवी स्वरूपों में देखा और प्रतिष्ठित किया है, तो परवर्ती कवियों ने उसे उपदेशिका, पथप्रदर्शिका, प्रेमिका, मां, सुंदरी-अप्सरा आदि जाने कितने-कितने रूपों में देखा है। प्रकृति अपने सगुण-साकार स्वरूप एवं चेतना से आरंभ से ही साहित्यकार के मन-मस्तिष्क पर प्रभावी रही है। उसे सहज सुंदर और शाश्वत की उपासना की प्रेरणा देती आ रही है। हर युग के कवि और साहित्यकार ने किसी-न-किसी रूप में प्रकृति का दामन अवश्य ही थामा है। वैदिक साहित्य प्रकृति-चित्रण संबंधी ऋचाओं और सूक्तों से भरा हुआ है। परवर्ती लौकिक संस्कृत काल का साहित्य भी इसका अपवाद नहीं। कालिदास का 'मेघदूत' प्रकृति-चित्रण से संबंधित एक अजोड़ काव्य कहा जा सकता है। बाणभट्ट की 'कादंबरी' से विशाल, विराट और उदात्त प्रकृति-चित्रण को भला कौन भुला सकता है? संस्कृत में ऐसा एक भी कवि एवं साहित्यकार नहीं हुआ, जिसका मन-मस्तिष्क प्रकृति के रूपचित्रों के चित्रण में न रमा हो। पालि और प्राकृतों के काल में भी मुक्त रूप से प्रकृति-चित्रण साहित्य का अंगभूत रहा। हाँ जब हम हिंदी साहित्य के प्रारंभिक युग आदिकाल में आते हैं, तब प्रकृति के उन्मुक्त चित्रण कुछ विलुप्त से होते हुए दिखाई देने लगते हैं। हम पाते हैं कि कविगण मात्र आलंबन या उद्दीपन के रूप में ही प्रकृति का आश्रय लेते हैं, मुक्त चित्रण में उनकी रुचि बहुत कम दिखाई देती है। तब के कवियों के लिए प्रकृति के मुक्त निरीक्षण-वर्णन के लिए उपयुक्त अवसर ही नहीं रह गये थे। यही बात भक्ति और रीतिकाल के बारे में भी एक सीमा तक सत्य कही जा सकती है। फिर भी प्रकृति ने मानव और साहित्य का साथ कभी छोड़ा नहीं, यह परम सत्य है। षड्रत्न-वर्णन, बारहमासा आदि के रूप में इन कालों में, विशेषतः महाकाव्यों आदि में प्रकृति-चित्रण होता ही रहा है। इस प्रकार प्रस्तुत आलेख में साहित्य में प्रकृति-चित्रण लक्षित है।

प्रकृति प्रेम भारत के कवियों का सम्बल है।

साहित्य में प्रकृति चित्रण अत्युज्ज्वल है।

बीज शब्द :-

प्रकृति-प्रेम, उपदेशात्मकता, स्थूल-सूक्ष्म भावनाओं की अभिव्यक्ति, आनन्द उल्लास, मानवीकरण, प्रतिबिम्बवाद, संजीवता,

शोध-पत्र :-

मानव सदियों तक प्रकृति के उन्मुक्त वातावरण में रहकर ही चिन्तन-मनन करता है। वह पूर्णतया प्रकृति पर ही अवलम्बित रहा है। प्रकृति के पंच तत्वों से उसका शरीर बना है।

“क्षिति जल पावक गगन समीरा

पंच रचित अति अधम शरीरा।”¹

अनादिकाल काल से लेकर आज तक अपने भरण-पोषण और विकास के जितने भी साधन मानव-जाति ने अन्वेषित एवं उपलब्ध किए हैं वे सब भी तो उसे प्रकृति से ही प्राप्त हुए हैं इसलिए ये असम्भव था कि प्रकृति पुत्र मानव अपने जीवन की महत्तम उपलब्धि साहित्य में अपनी मातृत्व प्रकृति के विविध रूपों और गुणों का गायन करके उसे अपने श्रद्धा, भक्ति और प्रेम का भाव अर्पित न करता। प्रकृति के मानव जीवन पर अनन्त उपकार हैं। आज तो एक ममतामयी माँ के समान उसने अपने ज्ञानी-विज्ञानी पुत्रों की स्थूल रूप से अधीनता भी स्वीकार कर ली है; फिर भी उसके भंडार और रहस्य अनन्त बने हुए हैं। प्रकृति का अर्थ है स्वभाव और जो कुछ स्वाभाविक है, मनुष्य द्वारा नहीं बनाया गया है, वह सब 'प्रकृति' शब्द में समाविष्ट है। मनुष्य के लिए प्रकृति शब्द का आशय उस विस्तृत मानवेतर जगत से है, जिसके साथ उसका सम्बन्ध अनादि काल से अक्षुण्ण चला आ रहा है। प्रकृति के ही परिवेश में मनुष्य जन्म ग्रहण करता है, विकास के पथ पर चलता हुआ जीवन व्यतीत कर अनेक संस्कार ग्रहण करता है और प्रकृति की नैसर्गिक सुंदरता पर आकर्षित एवं मंत्रमुग्ध भी होता है। भारत प्रकृति की रम्य क्रीड़ा स्थली है। यहाँ के यमुना तट के कुंज, वसंत की मादक समीर और पर्वतों के मखमली दृश्य शायद ही अन्यत्र कहीं मिले।

प्रकृति के विषय में डॉ० किरण कुमार गुप्ता ने कहा है कि— “व्यवहारिक रूप से तो जितनी मानवेतर सृष्टि है, उसको ही हम प्रकृति कहते हैं किन्तु दार्शनिक दृष्टि से हमारा शरीर और मन उसकी ज्ञानेन्द्रिया, मन बुद्धि, चित्त, अहंकार आदि सूक्ष्म तत्व प्रकृति के अन्तर्भूत है।”² सांख्यदर्शन की प्रकृति सारी सृष्टि का कारण है। वेदान्तियों ने भी भिन्न-भिन्न रूप से प्रकृति की व्याख्या की है।

शंकर मतानुसार प्रकृति माया के रूप से अनिर्वचनीय है। विशिष्टाद्वैत में वह उचित रूप से ब्रह्म का एक विशेषण है, लेकिन व्यावहारिक क्षेत्र में प्रकृति का अर्थ मानवेतर जगत है।

आचार्य रामचन्द्र शुक्ल के अनुसार— “मानव मन की यही दशा मुक्तावस्था कहलाती है और यही मुक्तावस्था रस दशा है। प्रकृति के उपयोगी और विश्लेषणात्मक रूप का विचार करने वाला मानव वैज्ञानिक है। प्रकृति के सौन्दर्य पर लीन होकर उसका वर्णन करने वाला व्यक्ति भावुक है। दोनों ही प्रकृति से सम्बन्ध स्थापित करते हैं लेकिन दोनों के दृष्टिकोण में भिन्नता है।” प्रकृति मानव हृदय और साहित्य के बीच संयोजन का कार्य भी करती रही है। प्रकृति हमारे कवियों के लिए प्रभा का स्रोत ही नहीं सौन्दर्य का अक्षय भण्डार, कल्पना का अद्भुत लोक, अनुभूति का अगाध सागर और विचारों की अटूट श्रृंखला भी है।

जीवन की प्रत्येक परिस्थिति में अपना साथ देने वाली प्रकृति के साथ हृदय से जिस रागात्मक सम्बन्ध की अनुभूति मानव को हुई, कलात्मकता एवं कोमलता के साथ उसे दूसरों पर व्यक्त करने की इच्छा ने मनुष्य को कलाकार बना दिया। सभी कलाओं के आश्रय से कवि ने सहचरी प्रकृति का अभिव्यंजन किया, परन्तु उसका सबसे अधिक यथातथ्य स्वरूप का चित्रण उसने काव्य कला में किया। प्रकृति के जड़ और चेतन दोनों ही रूप कवि की विराट संवेदना का अंग बनकर सरस एवं सुन्दर प्रकृति-कविता के रूप में ढल गए। यही कारण है कि विश्वसाहित्य में प्रकृति-वर्णन की अनिवार्यता स्वीकार की गई है।

साहित्य जहाँ मानव की अन्तः प्रवृत्तियों का उद्घाटन करता है, वहाँ प्रकृति के नाना रूपों के साथ मनुष्य के रागात्मक सम्बन्धों की भी व्याख्या करता है। इस प्रकार प्रकृति भी साहित्य की एक अत्यन्त बलवती प्रेरणा है। साहित्य में सभी ख्याति प्राप्त साहित्यकारों ने अपने काव्यों, कहानियों, उपन्यासों, नाटकों में प्रकृति के विभिन्न रूपों एवं तत्वों का चित्रण किया है। प्रकृति-सौन्दर्य से आकृष्ट मानव आत्म विभोर हो जाता है तथा प्रकृति-चित्रण के बिना साहित्य अधूरा है।

भारतीय साहित्य में ही नहीं पाश्चात्य साहित्य में भी प्रकृति ने महत्वपूर्ण स्थान प्राप्त किया है। मानवीय भावनाओं की अभिव्यक्ति के लिए हर देश के कवियों ने प्रकृति का सहारा लिया है। ग्रीक, लैटिन जैसी भाषाओं के प्राचीन साहित्य में प्रकृति चित्रण का अक्षय भंडार है। विश्वविख्यात नोबल पुरस्कार प्राप्त, महाकवि रविन्द्रनाथ ठाकुर की रचनाओं में भी प्रकृति का वर्णन मिलता है। उनकी गीतांजलि का एक उदाहरण इस प्रकार है :-

“आषाढ़ की संध्याघनी हो गई, दिवस का अवसान हो गया।

अंधेरी रात के सारे रिक्त पहर आज फिर स्वरो से भर सकूँगा।

कौन सी मुरली खाने से मैं आज सब भूलकर व्याकुल हो उठा हूँ,

वर्षा की जलधारा रह रहकर बरस रही है।”³

भारत के कवियों का प्रकृति से विशेष अनुराग होना स्वाभाविक ही है। संस्कृत कवियों व संस्कृत आचार्यों ने प्रकृति के विभिन्न दृश्यों का वर्णन महाकाव्यों के लिए अनिवार्य रूप से स्वीकार कर लिया था। आदिकाल से लेकर अब तक के साहित्य का अध्ययन करें तो संस्कृत की प्रकृति-चित्रण की परम्परा पालि, प्राकृत तथा अपभ्रंश काल में भी निरन्तर चलती रही और स्वयंभू, पुण्यदंत आदि की रचनाओं में नदी, पर्वत, वन, समुद्र आदि का मोहक वर्णन देखने को मिलता है। ‘संदेशरासक’ आदि अति प्राचीन रचनाओं में तो पूरा-पूरा प्रकृति-चित्रण ही देखने को मिलता है।

परवर्ती काल में भी कवियों के हृदय में प्रकृति के प्रति आकर्षण स्पष्टतः दृष्टिगोचर होता है। व्याध के निष्ठुर शर से काममोहित क्रौंचयुग्म में से एक का वध और दूसरे का अपने मृत सहचर के प्रति क्रन्दन सुनकर आदिकवि बाल्मीकि का मानस करुणा से आन्दोलित हो उठा और उनकी व्यथा ने छन्दोमयी वाणी के रूप में काव्य का सृजन कर दिया—

“मा निषाद्! प्रतिष्ठां त्वमगमः शाश्वतीः समाः

यत्क्रौंचमिथुनादेकम्वधीः काममोहितम्।।”⁴

हिन्दी-काव्य के आदिकाल के कवियों ने सामान्यता जो प्रकृति-चित्रण अपने काव्यों में किये हैं, उनमें उद्दीपन एवं आलम्बन भावों की ही प्रमुखता है। उसे युगीन परिस्थितिजन्य विवशता स्वीकारा जा सकता है। इसी प्रकार आगे चलकर भक्तिकाल में भी प्रकृति के इन्हीं रूपों को

ही अधिक प्रमुख मिली है। भक्ति काल के कुछ कवियों ने प्राकृतिक उपादानों का प्रयोग रहस्यमय अभिव्यक्तियों के लिए भी किया है। जायसी आदि प्रेममार्गी कवियों के काव्य में दार्शनिक प्रतिबिम्बवाद जैसे सिद्धान्तों का प्रतिपादन भी प्रकृति के माध्यम से ही सम्भव हुआ है और विविध आध्यात्मिक रहस्यों के प्रतिपादन के लिए भी अनेकशः प्रकृति का सहारा लिया गया है। कहीं-कहीं विरह-वर्णन की गहन अनुभूतियों के चित्रण के लिए भी प्राकृतिक उपादानों का आश्रय ग्रहण किया गया है, पर इस प्रकार के वर्णनों को आलम्बन-विभाग के अन्तर्गत भी रखा जा सकता है। दार्शनिक प्रतिबिम्बवाद के चित्रण के लिए प्राकृतिक उपादानों के प्रयोग का यह उदाहरण देखें :-

रवि ससि नखत दिपहिं ओहि जोती ।

रतन पदारथ मानिक मोती ।

जहँ जहँ बिहँसि सुभावहिं हँसी ।

तहँ तहँ छिटकी जोति परगसी ।

वीरगाथा काल के काव्यों में यद्यपि वीर रस की प्रधानता है फिर भी कवियों ने प्रकृति का विशद वर्णन किया है। पृथ्वीराज रासों में विभिन्न ऋतुओं में प्रकृति की दशा का वर्णन किया है। वर्षा ऋतु का एक उदाहरण देखिए—

‘झिरमिर झिरमिर झिरमिट ए मेहाबरिसंति ।

खलहल खलहल खलहल बादला वहंति ।

झब झब झब झब झबझब बीजुलिय झबकाइ ।

थरहर थरहर थरहर ए विरहिणिमणु कंपइ ।’⁵

यद्यपि शब्दांश की तरफ कवि का ध्यान अधिक गया है तथापि वर्षा के समय की प्राकृतिक दशा का स्वाभाविक वर्णन हुआ है। इसी प्रकार रहस्यात्मक आध्यात्मिक साधना के लिए भी प्रेममार्गी कवियों ने प्राकृतिक उपादानों का खुलकर प्रयोग किया है। जैसे—

देखि मानसर रूप सोहावा । हिय हुलास पुरइ न होइ छावा ।

गा अन्धियार रैनि मसि छूटी । भा भिनसार किरन रवि फूटी ।।

इतना ही नहीं प्रेमाश्रयी शाखा के कवियों ने प्रकृति को महत्वपूर्ण स्थान दिया है जैसे पदमावत में तो प्रकृति के सुन्दर एवं स्वाभाविक वर्णनों का अक्षय भंडार विद्यमान है। मलिक मुहम्मद जायसी ने प्रकृति को अपने काव्य में स्थान दिया। नागमती वियोग वर्णन का एक सुन्दर उदाहरण प्रस्तुत है :-

‘पिय सौ कहिड संदेसड़ा से भौरा हे काग ।

सो धन विरह जरि हुई, तेहिक धुआ हम लाग ।।’⁶

विद्यापति तथा अन्य कवियों की कविता में भी आलंबन-उद्दीपन रूप में यत्किंचित प्रकृति-चित्रण मिल जाता है। परवर्ती भक्तिकाल के साहित्य में जायसी और तुलसीदास के काव्यों में प्रकृति के प्रायः सभी रूपों के उन्मुक्त दर्शन होने लगते हैं। वहाँ प्रकृति मानव के सुख-दुःख की सहभागिनी भी बनती हुई दिखाई देती है तभी तो जायसी की रानी नागमती की विरह-दशा सी पीड़ित होकर ‘आधी रात पपीहा बोला’ वर्णित किया गया है। विरह-वर्णन के लिए तो भक्तिकाल के सभी कवियों ने ही प्रकृति का मुक्त सहारा लिया है। सीताहरण के बाद तुलसी के राम प्रकृति के एक-एक उपादान से सीता का पता व्याकुल हो-होकर पूछते हैं :-

‘हे खग मृग, हे मधुकर सेनी ।

तुम देखी सीता मृगनैनी ।।’⁷

और राम के साथ सारी प्रकृति भी सीता के वियोग में मुरझाकर उदास-निराश हो जाती है। प्रकृति के अनेक उपादान तो राम के साथ मिलकर सीता को खोज लाने की बात भी कहते हैं। इसी प्रकार जायसी की नायिका भी वियोग में मुरझा जाती है। उसके मुरझाएपन का वर्णन करने के लिए कवि स्पष्टतः प्रकृति का सहारा लेता है:

‘कंवल जो विगसा मानसर, बिनु जल गउ सुखाइ ।

कबहुँ बेलि फिर पलुहै, जो पिय सीचे आइ।।⁸

इतना ही नहीं, उमड़ घुमड़कर आते बादलों को देख श्रीराम लक्ष्मण से कह उठते हैं—

“घन घमंड नभ गरजत घोरा।

प्रियाहीन डरपत मन मोरा।।”⁹

साहित्य में सदा से ही प्रकृति अपने विभिन्न रूपों में झाँकती है। निर्गुण पंथ की ज्ञानाश्रयी शाखा के प्रमुख कबीर ने उपदेश, रहस्य अलंकार तथा प्रतीक के रूप में प्रकृति को ग्रहण किया है। कबीरदास जी की निम्न पंक्तियों में नलिनी के कुम्हलाने का कारण पूछा है। वे नलिनी को ‘आत्म-तत्त्व’ से विभूषित करके उससे पूछते हैं—

“काहे री नलिनी तू कुम्हलानी, तेरेही नाल सरोवर पानी

जल में उत्पत्ति जल में बास, जल में नलिनी तोर निवास।।

न तलि तपति न ऊपर आगि, तोर हेतु कहे कासन लागि

कहै कबीर जे उदकि समान, ते नहि मुए हमारे जान।।”¹⁰

संसार की अनित्यता को प्रकट करने के लिए भी अन्योक्ति रूप में उन्होंने माली और कली को प्रस्तुत किया है—

माली आवत देखिकर कलियन करी पुकार।

फूले-फूले चुन लिए काल्हि हमारी बार।।

भक्तिकालीन कवियों ने तत्त्व ज्ञान की बातें भी प्रकृति के माध्यम से रूपायित की हैं। इस प्रकार के वर्णन में अत्यधिक मार्मिक एवं प्रभावी बन पड़े हैं—

भँवर आइ बनखण्ड सन लेई कँवल कै बास।

छादुर बास न पावई भलेहिं जे आछे पास।।

अपनी वस्तु एवं भाव-योजनाओं के विकास तथा अभिव्यक्ति के लिए भी भक्तिकालीन कवियों ने प्रकृति को उपादान बनाया है। जैसे—

सूर उदयगिरी चढ़त भुलाना।

गहन गहा कँवल कुभिलाना।।

इसी प्रकार सूर की गोपियों के लिए कृष्ण-वियोग में राते नागिन बन जाती हैं और उन्हें वृन्दावन का फूलना और जमुना का बहना तक व्यर्थ प्रतीत होने लगता है। उनकी दृष्टि में श्रीकृष्ण के अभाव में वायु भी वृथा बहती है और फूल-कलियाँ भी व्यर्थ में ही खिलती हैं। चाँदनी तो जैसे उन्हें डसने ही लगती है :

“पिया बिनु नागिन सारी रात।

कबहुँक नागिनी उगत गुहैया डसि उलटि होय जात।।”¹¹

सूर ने अपने काव्य में उद्दीपन और अलंकार के रूप में प्रकृति का जो वर्णन किया है, वह अद्वितीय है। उद्दीपन के रूप में सूर का यह प्रकृति-वर्णन अपनी तुलना नहीं रखत।

“बिनु गोपाल बैरिन भई कुन्जै,

तब ये लता लगति अति शीतल, अब भई विषम ज्वाल की पुंजै।

बृथा बहति जमुना खग बोलत, वृथा कमल फूलै अलि गुंजै

पवन, पानि, घनसार, घनसार, संजीवनि—दधिसुत किरन भानु भई भुजै।।”¹²

भक्तिकालीन कवियों ने, विशेषतः गोस्वामी तुलसीदास ने उपदेशात्मक रूप में भी प्रकृति का बहुधा प्रयोग किया है। विशेषतः यह है कि प्रकृति के ये उत्प्रेक्षात्मक एवं उपदेशात्मक रूप भी नीरस न होकर अत्यन्त सरस और सजीव हैं। तुलसीदास के ‘रामचरित मानस’ के ‘किष्कन्धाकाण्ड’ का ऋतु-वर्णन विशेषतः वर्षा और शरद ऋतुओं का वर्णन उपदेश प्रधान ही है। जैसे एक उदाहरण देखें :—

“रस-रस सूख सरित सर पानी।

ममता त्याग करहिं जिमि ग्यानी।।¹³

इस प्रकार कहा जा सकता है कि भक्तिकाल के कवियों का प्रकृति-चित्रण अधिक व्यापक एवं संश्लिष्ट है। वहाँ प्रकृति के सभी प्रकार के चित्रणों के, आलम्बन, उद्दीपन, उपदेशात्मक, अलंकरणात्मक और रूपकात्मक या मानवीकृत रूप सामान्यतया मिल जाते हैं। आगे चलकर रीतिकाल के कवियों ने भी मुख्यतः आलम्बन एवं उद्दीपन रूपों में ही प्रकृति का चित्रण किया है। प्रकृति का मुक्त चित्रण यहाँ भी, रीति काल में भी बहुत न्यून रूप में ही मिल पाता है। बिहारी जैसे प्रबुद्ध एवं प्रतिभा-सम्पन्न कवि ने भी एक-एक दोहे में प्रकृति के विभिन्न-रूप-अर्थात् ऋतुओं का वर्णन करके अपने कर्तव्य की इतिश्री मान ली है। इस प्रकार के वर्णनों में अलंकरण की प्रवृत्ति स्पष्टतः प्रमुखता प्राप्त करती हुई देखी जा सकती है। बिहारी का शरद ऋतु-वर्णन का एक उदाहरण देखिये :-

“अरुन सरोरुह कर चरन, दृग खंजन मुख चंद।

समै आई सुन्दरि सरद, काहि न करत अनंद।।¹⁴

इसी प्रकार बसन्त का अलंकृत वर्णन भी बड़ा सरस, प्रभावी एवं मार्मिक है। कवि ने इस प्रकार के वर्णनों में रूपक आदि अलंकारों का बड़ा ही सजीव एवं सरस प्रयोग किया है :

चुवत स्वेद मकरन्दकन, तरु-तरु तर बिरमाइ।

आवत दच्छिन देस ते थक्यों बटोही बाइ।।

इसी प्रकार रीतिकाल के अन्य कवियों ने भी प्रकृति के विशेष बद्ध एवं मान्य शास्त्रीय परम्पराओं में चित्रण किये हैं। ऐसे चित्रण शास्त्रीय होने पर भी इनमें निश्चय ही एक प्रकार की सरस प्रभविष्णुता दिखाई देती है। कवि देव का वर्षा-ऋतु आगमन का सूचक यह प्राकृतिक वर्णन कितना सजीव एवं सरस बन पड़ा है :-

सुनि कै धुनि चातक मोरन की चहुँ ओरनि कोकिल कूकनि सौं।

अनुराग भरे हरि बागन में सखि! रागत राग अचूकनि सौं।।

कवि देव घटा उनयी जू नई बन भूमि भई दल-दूकनि सौं।

रंग राती हरी हहराती लता झुकि जाती समीर के झूँकनि सौं।।

विशुद्ध अलंकरण की दृष्टि से भी रीतिकालीन कवियों ने प्रकृति का अनेकशः भव्य एवं आकर्षण चित्रण किया है। वर्णनों एवं स्थिति के चित्रण में अलंकरण की प्रवृत्ति का यह उदाहरण कितना सरस-सजीव है :-

सघन कुंज छाया सुखद, सीतल सुरभि समीर।

मन हवै आज अजौं वहै वहि जमुना के तीर।।

रीतिकालीन प्रतिनिधि कवि बिहारी के प्रकृति-चित्रणों में जो रूपकात्मक प्रयोग हुये हैं, उन्हें आधुनिक मानवीकृत रूप (मानवीकरण) भी कहा जा सकता है। बिहारी का निम्नलिखित पद्य तो स्पष्टतः प्रकृति के मानवीकृत स्वरूप को ही रूपायित करने वाला है :

“छकि रसाल सौरभसने, मधुर माधवी गन्ध।

ठौर-ठौर झूमत झँपत, झौर-झौर मधु अन्ध।।¹⁵

रीतिकाल के बाद आगे चलकर आधुनिक काल में आरम्भ से ही प्रकृति-चित्रण होने लगता है। परन्तु दर्शनीय तथ्य तथ्य यह है कि भारतेन्दु एवं द्विवेदी-युगों में प्रकृति आलम्बन-उद्दीपन के साथ उपदेशात्मक रूपों में ही मुख्यतः चित्रित हो पाई है। भारतेन्दु युग के कवियों ने यदि प्रकृति के भयानक रूपों का भी चित्रण किया है, तो द्विवेदी-युग के ‘हरिऔध’ का यह चित्रण पूर्णतया प्रकृति के आलम्बन-रूप को ही लेकर चला है:-

“दिवस का अवसान समीप था,

गगन था कुछ लोहित हो चला।

तरु-शिखा पर थी अब राजती

कमलिनी-कुल-बल्लभ की प्रभा।¹⁶

पं० रामनरेश त्रिपाठी ने उसमें चैतन्यारोपण किया एवं मानवीकरण की प्रतिष्ठा की। छायावाद में आकर प्रसाद जी 'झरना, लहर' में रहस्यवाद के शीतल सुरभित समीर के साथ क्रीड़ा करने लगे। प्रसाद जी आस्तिक होने के कारण परमात्मा को प्रकृति में व्याप्त देखते थे। इसी कारण उनकी प्रकृति सम्बन्धी सौन्दर्योपासना कुछ अधिक गम्भीर है। प्रकृति के हृदय को विकसित करने की स्वाभाविक शक्ति के विषय में प्रसाद जी कहते हैं :-

“नील नीरद देखकर आकाश में क्यों खड़ा चातक रहा किस आश में।

क्यों चकोरी को हुआ उल्लास है, क्या कलानिधि का अपूर्व विकास है।”¹⁷

इसी युग के अन्तिम चरण के श्रीधर पाठक जैसे कुछ कवियों ने 'कश्मीर सुषमा' और 'स्वर्गीय वीणा' जैसी कविताएँ रचकर प्रकृति के मुक्त रूपों का चित्रण अत्यन्त सजीव, साकार एवं संगीतात्मक स्वर-सन्धान करते हुये किया है। वस्तुतः यह सतरंगा चित्रण स्वरूपात्मक तो है ही, संगीत से संवलित होने के कारण सरस रागात्मक भी है। कवि श्रीधर पाठक को तो प्रकृति में एक मुक्त स्वर्गीय संगीत ही सुनाई देने लगता है :-

कहीं पै स्वर्गीय कोई बाला

सुमंजु वीणा बजा रही है।

इसके बाद छायावादी काव्य-चेतना का तो अभिव्यक्ति का माध्यम ही प्रकृति है। वहाँ प्रकृति के माध्यम से ही सभी प्रकार की स्थूल-सूक्ष्म भावाओं को अभिव्यक्ति मिली है। छायावादी काव्य में प्रकृति के सभी स्थूल-सूक्ष्म रूप सशक्त ढंग से अभिव्यक्ति प्राप्त कर सके हैं। विशेषता यह है कि प्रकृति के अन्य रूपों को अपनाकर भी-

कहो कौन दयन्ती-सी तुम तरु के नीचे सोई।

क्या तुमको भी छोड़ गया अलि, नल-सा निष्ठुर कोई।

तो भावनाओं का मानवीकृत रूप निम्न पंक्तियों में कितने संजीव रूप से हो पाया है। यह अपना उदाहरण स्वयं है :-

कभी लोभ-सी लम्बी होकर, कभी तृप्ति-सी होकर पीन।

क्या विश्व की अचिर भूति को नापती हो होकर स्थिति हीन।।

कवि छाया के घटने-बढ़ने का मानवीकरण लोभ और तृप्ति के मनोभावों से करता है। परन्तु प्राकृतिक सौन्दर्य का अपूर्वानन्द प्राप्त करने के लिए हृदय में भी भावुकता चाहिए। प्रसाद जी का विचार है कि बना लो, अपना हृदय प्रशान्त, तनिक तब देखो वह सौन्दर्य।

प्रकृति के सुकुमार कवि पंत प्रकृति की गोद में पले होने के कारण प्रकृति के अनन्य उपासक ही नहीं वरन् अनन्य मित्र बन गये हैं। वे कभी प्रकृति को मस्त कभी सन्तुष्ट कभी प्रफुल्लित और उल्लास एवं अनुरागपूर्ण देखते हैं। पंत जी के प्रकृति वर्णन में मानव और प्रकृति का तादात्म्य है। चराचर प्रकृति मानव के साथ मिलकर एकरूपता प्राप्त कर लेती है। मधुपकुमारियों का मधुकर गान उन्हें मुग्ध कर देता है। वे प्रार्थना कर उठते हैं-

सिखा दो ना हे मधुप कुमारि मुझे भी अपने मीठे गान।

“नौका विहार” नामक कविता में गंगा की शांत धारा का एक लेटी हुई शान्त क्लांत बाला के रूप में कैसा सुन्दर वर्णन किया है।

“सैकत शैय्या पर दुग्ध धवल, तन्वंगी गंगा ग्रीष्म विकल,

लेटी है श्रान्त, क्लान्त, निश्चल

गोरे अंगों पर सिहर सिहर लहराता तार तरल सुन्दर

चंचल अंचल सा निलाम्बर।”¹⁸

इतना ही नहीं पंत प्राकृतिक सौन्दर्य में अन्नय आराधक है। इन्होंने प्रकृति को ही सर्वस्व मानते हुये यहाँ तक कह दिया कि-

“छोड़ द्रुमों की मृदु छाया, तोड़ प्रकृति से भी माया,

बाले तेरे बाल जाल में कैसे उलझा दूँ लोचन ?”¹⁹

सूखे हुए वृक्ष पर कली खिली है, मुस्कराती है। वह मानव को उपदेश देती है कि दुःख को भी हँसकर सहन करना चाहिये। मानव प्रयत्न करने पर भी इसका पालन नहीं कर पाता। कवि विवश होकर कहता है—

वन की सूखे डाली पर, सीखा कलि ने मुस्काना।

मैं सीख न पाया अब तक, सुख से दुःख को अपनाना।।

डॉ० वर्मा ने 'तारों भरी रात' का कैसा सुन्दर चित्र खींचा है :-

इस सोते संसार बीच, जगकर सजाकर रजनी बाले।

कहाँ बेचने ले जाती हो, ये गजरे तारों वाले।

कौन करेगा मोल, सो रही हैं उत्सुक आँखें सारी।

वर्तमान युग में नई कविता का बोलबाला है। इन कवियों ने प्रकृति की उपेक्षा नहीं की। तथापि उनके प्रस्तुतीकरण का कुल अलग ढंग है फिर भी उन्होंने रात, दिन, बसंत, धूप, वर्षा आदि का वर्णन किया है। अपनी प्रेमिका की या बीते यौवन की याद इन प्राकृतिक क्रियाओं को देखकर इन कवियों के हृदय में भी उदित होती है।

यह जुलाई की हल्की

उभरती धूप — और आसमान में छितरी — काली घटाएं

पता नहीं क्यों — याद दिला रही है उस नव यौवन की जिसने

अभी-अभी — अपने उलझे बाल धोकर निचोड़े है।

आधुनिक युग में भारतेन्दु युग हिन्दी काव्य में विचार और अभिव्यंजन की दृष्टि से परिवर्तन का युग था। काव्य के सभी क्षेत्रों में क्रांतिकारी परिवर्तन हुए। इससे प्रकृति वर्णन की परिपाटों में भी काफी परिवर्तन आया रीतिकालीन काव्य की रुढ़िबद्ध शैलियों और विषय की सीमाओं को तोड़कर कविता को नई दिशा देने का प्रयास किया गया। इसका प्रभाव तत्कालीन प्रकृति वर्णन पर भी पड़ा। नयी शैली में अधिक स्वच्छंदता के साथ अनेक कवियों ने प्रकृति वर्णन प्रस्तुति किये। भारतेन्दु की महिला में एक ओर गंगा के मनोहर रूप का चित्रण किया गया है तो दूसरी ओर भारतीय संस्कृति से उसका सम्बन्ध जोड़ा गया है। श्रीधर पाठक की 'काश्मीर सुषमा' रोमांटिक भाव विकास का उत्तम उदाहरण है।

द्विवेदी युग के कवियों में भी अनेकों ने अपने काव्य में प्रकृति को यथेष्ट स्थान दिया है। मैथिलीशरण गुप्त, रामनरेश त्रिपाठी, गया प्रसाद शुक्ल स्नेही, श्यामनारायण पाण्डेय, सुमित्रानन्दन पंत, महादेवी वर्मा आदि के नाम उल्लेखनीय हैं। इस काल में स्वच्छ भाव विकास की प्रवृत्ति अधिक बढ़ी जिसका प्रभाव तत्कालीन प्रकृति वर्णनों में भी देखा जा सकता है। रामनरेश त्रिपाठी के मिलान, पथिन स्वप्न आदि के प्रकृति वर्णन अत्यंत स्वच्छ कल्पना के उदाहरण हैं। दूसरी ओर मैथिलीशरण गुप्त की कविताओं में प्रकृति के द्वारा भी आदेशों को प्रस्तुत करने की प्रवृत्ति अधिक मिलती है।

इस प्रकार प्राकृतिक सौन्दर्य पूर्ण, निष्काम, नित्य नवीन एवं चिरन्तर है। इस सौन्दर्य का साक्षात्कार प्रायः हमारी सत्ता पर ऐसा अधिकार कर लेता है कि हम कुछ काल के लिए अपने आप को भूलकर उस सौन्दर्य की भावना के रूप में परिणम हो जाते हैं। यहीं सौन्दर्य की अनुभूति है और इसी सौन्दर्य के धरातल पर कवि की अनुभूतिजन्य भावना और कल्पना द्वारा काव्य और प्रकृति का संगम होता है, यही साहित्य का चरम लक्ष्य है।

निष्कर्ष :-

छायावादी कवि ने सुख-दुःख, आनन्द-उल्लास, आशा-निराशा आदि के विविध मनोभावों, स्थितियों का चित्रण प्रकृति के माध्यम से मुक्त रूप से किया है। कहीं वह प्रकृति को अलहड़ मुग्धा के रूप में चित्रित करता है तो कहीं शिशु के भोलेपन के रूप में। भक्तिकाल के और छायावादी युग के कवियों द्वारा सम्पन्न की गई रहस्य-साधना में भी प्रकृति सभी प्रकार से सहायक हुई है। दार्शनिक भावों की अभिव्यक्ति भी कवियों ने प्रकृति-चित्रण द्वारा ही की है। प्रसाद की "बीती विभांवरी जाग री" जैसी कविताओं में प्रकृति का स्वतन्त्र स्वच्छन्द वर्णन भी मिलता है। छायावादी युग के बाद काव्य में प्रकृति-चित्रण का स्वर एवं रूप निश्चय ही मन्द पड़ गया है। या यों भी कहा जा सकता है कि उसका रूप

बदल गया है, फिर भी प्रकृति ने कवि का साथ छोड़ा कभी नहीं और न ही भविष्य में छोड़ेगी ही। नई कविता, अ-कविता और प्रयोगवादी कविता में भी प्रकृति का उपकरण बनाया गया है अवश्य, पर परम्परागत रूपों में नहीं, बल्कि नितान्त आधुनिक रूपों में। प्रयोगवादी कवि मुक्तिबोध तक ने अपने मन्त्रव्यों को व्यंजित करने के लिए बड़े गहन एवं दुरुह ढंग से प्राकृतिक बिम्बों-प्रतीकों का अनेकशः सहारा लिया है। अन्य कवि भी लेते रहे और ले रहे हैं। मूल अन्तर यह आया है कि प्राकृतिक बिम्ब जो भाव अर्थ और उत्तेजना पहले दिया करते थे, अब उनके ये सारे स्वरूप बदल कर नये एवं नितान्त आधुनिक हो गये हैं। अब वे दूसरे प्रकार ही कहा जा सकता है कि आधुनिक उत्तेजना प्रदान करने लगे हैं। भावादीपति में भी सहायक हो रहे हैं। यह भी ध्यातव्य है कि जैसे अ-कविता जैसी स्थितियाँ भोगने के बाद अपने मूल रूप में कविता लौट आई और लौट रही है, अ-कहानी की सीमा-रेखा को लाँघ कर कहानी आम जन तक पहुँचने लगी है; उसी प्रकार अपने भव्य एवं नव्य आयामों में प्रकृति भी काव्य-जगत में लौटकर उसकी सम्बल और भाव-साधिक फिर से बनने लगी है। इसे निश्चय ही सुखद स्थिति कहा जाएगा।

उपर्युक्त विवेचन के निष्कर्ष स्वरूप कहा जा सकता है कि मनुष्य और प्रकृति सृष्टि के आदिकाल से ही एक दूसरे से सम्बन्धित रहे हैं। कभी सतरंगी चूनर ने मानव मन को लुभाया है, तो कभी विशाल पर्वतों और दुर्गम जंगलों ने उसे विस्मित किया है। कवियों ने प्रकृति को प्रत्यक्ष या परोक्ष रूप में भावनाओं के चित्रण का आधार बनाकर साहित्य को अत्यन्त मार्मिक बनाया है। साहित्य में प्रकृति के साधन रूपों को प्रस्तुत कर प्रकृति-चित्रण को पूर्ण रूपेण वर्णित किया है। इस प्रकार हिन्दीसाहित्य में प्रकृति-चित्रण का अपना विशिष्ट स्वरूप एवं महत्व है। कवियों का आरम्भ से ही प्रकृति के प्रति अनुराग रहा है और आज भी है। प्रकृति अपने सुन्दर स्पन्दनों के द्वारा आरम्भ से ही काव्य को सँवारती आ रही है, आगे भी अपना यह महत्वपूर्ण कार्य इसी प्रकार सम्पादित करती रहेगी।

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11. सूरदास – विरह पदावली, राग सोरठा-174
12. आचार्य रामचन्द्र शुक्ल – भ्रमरगीत सार, लोक भारती प्रकाशन, पृष्ठ सं०-89
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14. बिहारी – बिहारी सतसई
15. बिहारी – बिहारी सतसई
16. हरिऔध – प्रिय प्रवास
17. जयशंकर प्रसाद – कानन कुसुम
18. सुमित्रानन्दन पंत – नौका विहार (गुंजन)
19. सुमित्रानन्दन पंत – मोह