



S.D.V.S. Sangh's

**S. S. ARTS COLLEGE & T. P. SCIENCE INSTITUTE,**

**SANKESHWAR - 591313**

Tal. Hukkeri      Dist. Belgaum (Karnataka)

Accredited at "B<sup>++</sup>" Level by NAAC

**DEPARTMENT OF CHEMISTRY**

A report on field visit to

**Agricultural Research Centre,**

**Sankeshwar**

23-08-2022



S.D.V.S. Sangh's  
S. S. Arts College & T. P. Science Institute, Sankeshwar.

A report on Field visit to

AGRICULTURAL RESEARCH CENTRE –Sankeshwar – 591313

BSc – IV Semester 2021-22

Date of the activity	23-08-2022
Organizing Department	Chemistry
Name of the Scientific advisor	<b>Dr. S. V. Hugar</b> Scientist, Department of Entemology, ARC, Sankeshwar
No. of teachers participated	07
No. of students participated	23
Collaborating Agency	Department of Chemistry
Impact of the activity	<ul style="list-style-type: none"><li>- Awareness about the Knowledge of Agricultural Research Centre, Sankeshwar.</li><li>- Chemistry of Vermicompost, its preparation, maintenance, and vermiculture.</li><li>- Knowledge about some of the analytical instruments used in the research centre such as – Laminar Air Flow, Bacterial Incubators, Tissue Culture Plants, Pilot plant for sugarcane extract, Auto analyzer</li><li>- Jaggery Preparation methods</li><li>- Insecticides related information for instance which causes threat to sugarcane plants and other crops.</li><li>- Awareness about the micro &amp; macro nutrients present in the soil for the suitability of the crop selection in a particular agricultural field.</li><li>- Importance of the soil fertility for sustainable management</li><li>- Systematic methodology of the procedures followed to collect the soil and water samples for the analysis.</li><li>- Creating awareness about the preservation of the environmental ecosystems for the future generations.</li></ul>

  
Head of The  
Chemistry Department



  
PRINCIPAL  
S. S. Arts College & T P Science Institute  
SANKESHWAR



VISIT TO AGRICULTURAL RESEARCH CENTRE, SANKESHWAR.



DR. S. V. HUGAR, SCIENTIST, DEPARTMENT OF ENTOMOLOGY, EXPLAINING ABOUT VERMICOMPOST.



BSC IV SEM STUDENTS AT ARC RESEARCH ROOM.



DR. S. V. HUGAR EXPLAINING ORGANIC JAGGERY PREPARATION

S. S. Arts College & T. P. Science Institute, Sankeshwar.

B.Sc.- IV SEMESTER 2021-22

FIELD VISIT to- Agricultural Research Centre, Sankeshwar.

DATE: 23/08/2022

SL. NO.	REG. NO	NAME	SIGN
1	S2022468	LAXMI RAVINDRA SAVANT	
2	S2022473	MAHESH LAGAMANNA GOKAVI	<i>(Signature)</i>
3	S2022474	MAHESH MALAKARI KEMP	
4	S2022475	MAHESH SUNIL KADALAGI	
5	S2022483	MRUTYUNJAYYA V VIRAKTAMATH	<i>(Signature)</i>
6	S2022484	NAMRATA G HIREMATH	<i>(Signature)</i>
7	S2022487	NILESH IRAGOUDA DESAI	<i>(Signature)</i>
8	S2022491	OMKAR VIDYARANYA PATIL	
9	S2022497	PRAJWAL RAMALING CHOUGALA	
10	S2022499	PRATHAMESH DUNDAPPA KHADE	
11	S2022506	PUNDALIK YALLAPPA KURABAR	<i>(Signature)</i>
12	S2022507	RAJU IRAPPA MAGADUM	<i>(Signature)</i>
13	S2022509	RAMU SATYAPPA HELAVAGOL	<i>(Signature)</i>
14	S2022510	RANJITA DAYANAND HUDDAR	<i>(Signature)</i>
15	S2022519	SHAKTI BHIMARAO GHODAGERI	<i>(Signature)</i>
16	S2022529	SHIVANI SANJIV DAVANKATTI	<i>(Signature)</i>
17	S2022531	SHIVARAJ ASHOK JARALI	<i>(Signature)</i>
18	S2022537	SHWETARANI MOHANDAS ALURI	<i>(Signature)</i>
19	S2022548	SULOCHANA RAMAGOUDA PATIL	<i>(Signature)</i>
20	S2022552	SUSHMA SANJAY HEBBALI	<i>(Signature)</i>
21	S2022560	VEENA S MUNCHANDI	<i>(Signature)</i>
22	S2022564	VINAYKUMAR A KUMBAR	<i>(Signature)</i>
23	S2022556	VAIBHAV S SHRAVANE	<i>(Signature)</i>

Staff Members:

1. Dr. Honnur Krishna
2. Miss; Laxmi Mudgal
3. Smt: Vidya Jirage
4. Miss: Madhu Wagi
5. Miss: Anu Mahalingpur
6. Shri: Abhijeet Sankannavar

*(Signatures of staff members)*



*(Signature)*  
HOD  
Head of The  
Chemistry Department

*(Signature)*  
Principal  
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## S.S.Arts College & T.P. Science Institute, Sankeshwar

### Report on Field Visit

Date of the activity	22-02-2023
Organizing Department	Department of Economics
Name of the Chief Guest	-----
Name of the <del>President</del> place	Khamapur -----
No. of teachers participated	-----
No. of students participated	16
Collaborating Agency	-----
Impact of the activity	Awareness about Modern agriculture Farm



GPS Map Camera

Belagavi, Karnataka, India  
HMGP+GP3, Belagavi, Karnataka 591106, India  
Lat 15.576274°  
Long 74.687708°  
22/02/23 04:04 PM GMT +05:30

Google

Head  
Department of Economics  
S.S.Arts College & T.P.Science Institute  
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**S.D.V.S. Sangh's**

**S. S. Arts and T. P. Science Institute,**



**Sankeshwar**

**FIELD VISIT**

**Government Yoga & Nature Cure Center**

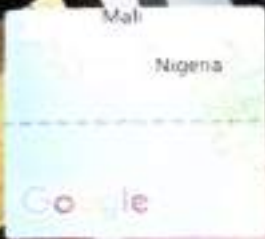
**2021 - 2022**







GPS Map Camera



Sankeshwar, Karnataka, India

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Long 74.483853°  
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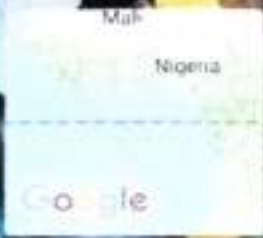
GPS Map Camera



Sankeshwar, Karnataka, India

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23/08/22 12:14 PM





**Sankeshwar, Karnataka, India**

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GPS Map Camera



**Sankeshwar, Karnataka, India**  
7F6M+4HM, near GOVT hospital, Sankeshwar,  
Karnataka 591313, India  
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Long 74.483853°  
23/08/22 12:29 PM





Mali  
Nigeria

**Sankeshwar, Karnataka, India**  
 7F6M+4HM, near GOVT hospital, Sankeshwar, Karnataka 591313, India  
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 Long 74.483853°  
 23/08/22 12:26 PM

GPS Map Camera



Sankeshwar

**Sankeshwar, Karnataka, India**  
 7F6M+8F0, Sankeshwar, Karnataka 591313, India  
 Lat 16.260421°  
 Long 74.483677°  
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→ Hospital Name :- →

Government Yoga & Nature Cure Center.  
Govt. of Karnataka Ayush Directorate N.R.H.M.  
& Management By Shanthivana Trust (R)  
Shri Kshetra Dharmasthala

→ Address :- →

San Keshwar - 591313, District - Belagavi  
Tq - Hukkesi  
Near San Keshwar Bus stand.

→ Specialty :- →

This hospital is one of the ten hospitals in Karnataka. At present, This hospital is the only one hospital in North Karnataka.





- Name of the Doctor : → Dr. Shankaragouda B. Patil  
- (B.N.Y.S)
- Qualification : → Medical degree in naturopathy  
and Yoga Therapy.
- Native : → Shiradan.
- Working from : → Government Yoga and nature  
care center.
- Working place : → Sankeshwar
- Joining date : → April - 2015.



# Methods of treatments in Yogic and Natural Science.

- ① Yoga Therapy
- ② Massage Therapy
- ③ Mud Therapy
- ④ Hydrotherapy
- ⑤ Diet Therapy
- ⑥ Air Therapy
- ⑦ Chromo (light) Therapy.

→ These Therapies or Treatments are derived from our Traditional Cultures and Alature.

→ We just using These treatments with good methods.



# Yoga Therapy:

- Yoga Therapy is a type of therapy that draws on yoga exercises, practices, and philosophies, to improve mental and physical health.
- While the practice of yoga is commonly associated with stress-relief.
- Yoga therapy can be helpful in the treatment of several other mental health conditions as well.
- It may be recommended to you in combination with another type of therapy.
- Yoga therapy can involve several techniques such as:
  - yoga postures
  - Breathing exercise.
  - Meditation.
  - Guided imagery
  - Relaxation exercises.





# Massage Therapy:

- Massage is an age old technique uses Both stretching and pressure in a rhythmic flow.
- Massage Therapy helps in relieving tension in specific muscles that have built up due to injury or stress.
- Massage Therapy help you to get the Blood flowing which speeds up the recovery process.
- In general, massage Therapists treat patients By using touch to manipulate the muscles and other soft tissues of the Body.
- Massage Therapies aim to relieve pain, help heal injuries, improve circulation, relieve stress, increase relaxation, and aid in the general wellness of patients.



# Mud Therapy:

- Mud Therapy is used for giving coolness to Body.
- It dilutes and absorbs the toxic substances of Body and ultimately eliminates them from Body.
- Mud is used successfully in different diseases like constipation, headache due to tension, high Blood pressure, skin diseases, etc.
- Generally, Black soil from around water bodies is regarded as suitable for mud therapy.
- Three main types of mud have been used -
  - ① Water based muds
  - ② Oil-based muds
  - ③ Synthetic muds.



# Hydro Therapy:-

- Hydro therapy involves the use of water for pain relief and treating illness.
- Hydrotherapy or water therapy is an important tool in physical therapy.
- It is used as a cleansing agent as well as a medium for delivery of heat and cold to the body, which has long been the basis for its application.
- generally, heat quiets and soothes the body, slowing down the activity of internal organs.
- Cold, in contrast, stimulates and invigorates, increasing internal activity.
- Hydrotherapy involves the use of water for soothing pains and treating certain medical conditions.



# Diet therapy:

- A therapeutic diet is a meal plan that controls the intake of certain foods or Nutrients.
- It is part of the treatment of a medical condition and are normally prescribed by a physician and planned by dietician.
- A therapeutic diet is usually a modification of a regular diet.
- A significant benefit of nutritional therapy is its ability to support management of chronic diseases like diabetes, digestive problems, heart disease and Cancer.
- Special Diets :-
  - Regular Diet.
  - Mechanical Soft Diet
  - Clear liquid Diet.
  - full liquid diet
  - GI Soft Diet.
  - low fiber Diet
  - Salt restricted.



# Air Therapy:

- Fresh air is most essential for good health
- The advantage of air therapy can be achieved by means air Bath
- Everybody should take an air Bath daily for 20 minutes or longer if possible.
- It is more advantageous when Combined with morning cold rub and Exercises.
- Common uses of oxygen include production of Steel, plastics and textiles, brazing, welding and cutting of steels and other metals, rockets propellant, oxygen therapy, and life systems in aircraft, submarines, spaceflight.
- principles of oxygen therapy: → oxygen therapy will: Decrease the work of Breathing in patients with respiratory or Cardiovascular Conditions.



# Chromo therapy:-

[Chromo - color]

- Color therapy and healing (Also known as Chromotherapy or light therapy) is a type of holistic healing that uses the visible spectrum of light and colour to effect a person's mood and physical or mental health.
- Chromotherapy is a method of treatment that uses the visible spectrum (colours) of electromagnetic radiation to cure diseases.
- It is a centuries-old concept used successfully over the years to cure various diseases.
- Green is the color of healing; It is beneficial in all healing situations.
- father of Chromotherapy: Edwin Dwight Babbitt.



23/08/22

RANI CHANNAMMA UNIVERSITY, BELAGAVI  
S. S. ARTS COLLEGE & T. P. SCIENCE INSTITUTE, SANKESHWAR  
BA III & IV SEM 2021-22

Field Visit

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3	A2034465	SAHANA SURESH PATOLI	<i>Patoli</i>
4	A2034466	SAMREEN MEHBOOB MULLA	
5	A2034468	SANDESH SUNIL JADHAV	<i>Jadhav</i>
6	A2034469	SARASWATI ASHOK NAIK	
7	A2034470	SATAPPA BADAkar	<i>Bada</i>
8	A2034472	SHILPA KRISHNA JADHAV	<i>Jadhav</i>
9	A2034475	SHRINIVAS MOHAN GONDHALI	<i>Gondhali</i>
10	A2034477	SHRUTIKA DUNDAPPA NELLIKAI	
11	A2034478	SNEHAL PANDAV	<i>Pandav</i>
12	A2034479	SUJATA VASANT GOUNALE	<i>Gounale</i>
13	A2034480	SUNITA BASAVANNI GOKAR	<i>Gokar</i>
14	A2034483	SWATHI IRAPPA GOKAR	<i>Gokar</i>
15	A2034487	TEJASHWINI RAM MAYANNAVAR	
16	A2034488	VANISHRI MALLINATH DUPADALI	<i>Dupadali</i>
17	A2034489	VASU RAYAPPA KARIGAR	<i>Karigar</i>
18	A2034490	VINAYAK JOMALING PATOLI	<i>Patoli</i>
19	A2034491	VISHAL SURESH GHASTI	<i>Ghasti</i>

A2034477. 20. Nikita . R. Durgappgol

A2034481. 20. Supreet. R. Khot

*Patil*  
*Patoli*



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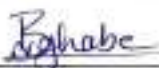



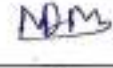
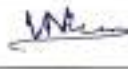


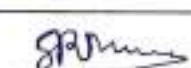
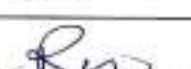
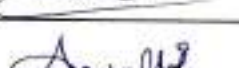
**DEPARTMENT OF ENGLISH  
PROJECT**

**READING MAKES A MAN PERFECT....**



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## PROJECT TEAM - Francis. Bacon.

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1	Dastageer R Multani	U15CH21S0001	
2	Basavaraj V Ghabe	U15CH21S0011	
3	Chandrakanth D Hosamani	U15CH21S0013	
4	Yash S Mahajan	U15CH21S0047	
5	Suprit S Myagadeywar	U15CH21S0048	
6	Ningappa D Maradi	U15CH21S0054	
7	Vinodkumar Naik	U15CH21S0060	
8	Ravi R Khanapuri	U15CH21S0067	
9	Rohit Nevade	U15CH21S0080	
10	Shekhar R Magadum	U15CH21S0085	
11	Sudarshan R Mankale	U15CH21S0087	
12	Rehan Jamadar	U15CH21S0096	
13	Arun Walaki	U15CH21S0098	

**Guided By**  
Prof: M .G.Khaded



  
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S.S.Arts College & T.P Science Institute  
SANKESHWAR

# CERTIFICATE

This is to certify that the project report on **"READING A BOOK MAKES MAN PERFECT"** is a work done by B.Sc students under my guidance and submitted to the principal, SS Arts and T P Science Institute, Sankeshwar.


To the best of my knowledge and belief, the matter of this report has not been submitted anywhere for award of any degree.

Sankeshwar

Prof.Smt.M.G.Khaded

Date: 22/2/23



  
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S.S.Arts College & T.P Science Institute  
SANKESHWAR

## DECLARATION

We hereby declare that this project report entitled "**READING BOOK MAKES MAN PERFECT**" is written and submitted to the principal, SS ARTS AND T P SCIENCE INSTITUTE, SANKESHWAR. The present work is based on how reading makes a man perfect. To the best of my knowledge this work has not submitted for award of any degree of any institution anywhere.

Sankeshwar

B.Sc III Sem students

Date: 22/2/23



## ACKNOWLEDGEMENT

Our team is extremely grateful to the principal, P B Burji Sir, for giving encouragement to take- up the project. We also express our wholehearted thanks to Board of Management, S.D.V.S. Sangh who are the source of inspiration.

We express our appreciation to Prof.Smt.M.G.Khaded, for the guidance, suggestion and help in completing this and the report.

We are thankful to our librarian Smt.Rajashree.R. Patil, for providing Computer and Internet facility for the report.

Sankeshwar

B.Sc III Sem students

Date:





# Francis Bacon



# Francis Bacon

**Francis Bacon** (1561–1626) was one of the leading figures in natural philosophy and in the field of scientific methodology in the period of transition from the Renaissance to the early modern era. As a lawyer, Member of Parliament, and Queen's Counsel, Bacon wrote on questions of law, state and religion, as well as on contemporary politics; but he also published texts in which he speculated on possible conceptions of society, and he pondered questions of ethics (*Essays*) even in his works on natural philosophy (*The Advancement of Learning*).

After his studies at Trinity College, Cambridge and Gray's Inn, London, Bacon did not take up a post at a university, but instead tried to start a political career. Although his efforts were not crowned with success during the era of Queen Elizabeth, under James I he rose to the highest political office, Lord Chancellor. Bacon's international fame and influence spread during his last years, when he was able to focus his energies exclusively on his philosophical work, and even more so after his death, when English scientists of the Boyle circle (*Invisible College*) took up his idea of a cooperative research institution in their plans and preparations for establishing the Royal Society.

To the present day Bacon is well known for his treatises on empiricist natural philosophy (*The Advancement of Learning*, *Novum Organum Scientiarum*) and for his doctrine of the idols, which he put forward in his early writings, as well as for the idea of a modern research institute, which he described in *Nova Atlantis*.

The ethical dimension of Bacon's thought has been underrated by generations of scholars. Time and again a crude utilitarianism has been derived from Book I, Aphorism 1 of the *Novum Organum*; this cannot, however, withstand a closer analysis of his thought. Since Bacon's philosophy of science tries to answer the question of how man can overcome the deficiencies of earthly life resulting from the Fall, he enters the realm of ethical reflection. The improvement of mankind's lot by means of philosophy



and science does not start from a narrow utilitarian point of view, involving sheer striving for profit and supporting the power or influence of select groups of men, but instead emphasizes the construction of a better world for mankind, which might come into existence through the ascertaining of truths about nature's workings.

Bacon's struggle to overcome intellectual blockades and the dogmatic slumber of his age and of earlier periods had to be fought on many fronts. Very early on he criticized not only Plato, Aristotle and the Aristotelians, but also humanists and Renaissance scholars such as Paracelsus and Bernardino Telesio.

Although Aristotle provided specific axioms for every scientific discipline, what Bacon found lacking in the Greek philosopher's work was a master principle or general theory of science, which could be applied to all branches of natural history and philosophy. When Bacon introduces his new systematic structure of the disciplines in *The Advancement of Learning* (1605), he continues his struggle with tradition, primarily with classical antiquity, rejecting the book learning of the humanists, on the grounds that they "hunt more after words than matter" Accordingly, he criticizes the Cambridge University curriculum for placing too much emphasis on dialectical and sophistical training asked of "minds empty and unfraught with matter".

He reformulates and functionally transforms Aristotle's conception of science as knowledge of necessary causes. He rejects Aristotle's logic, which is based on his metaphysical theory, whereby the false doctrine is implied that the experience which comes to us by means of our senses (things as they *appear*) automatically presents to our understanding things as they *are*. Simultaneously Aristotle favors the application of general and abstract conceptual distinctions, which do not conform to things as they exist.

According to Bacon, man would be able to explain all the processes in nature if he could acquire full insight into the hidden





structure and the secret workings of matter (Pérez-Ramos 1988, 101). Bacon's conception of structures in nature, functioning according to its own working method, concentrates on the question of how natural order is produced, namely by the interplay of matter and motion. In *De Principiis atque Originibus*, his materialistic stance with regard to his conception of natural law becomes evident. The *Summary Law of Nature* is a *virtus* (matter-cum-motion) or power in accordance with matter theory, or the force implanted by God in these first particles, from the multiplication thereof of all the variety of things proceeds and is made up.

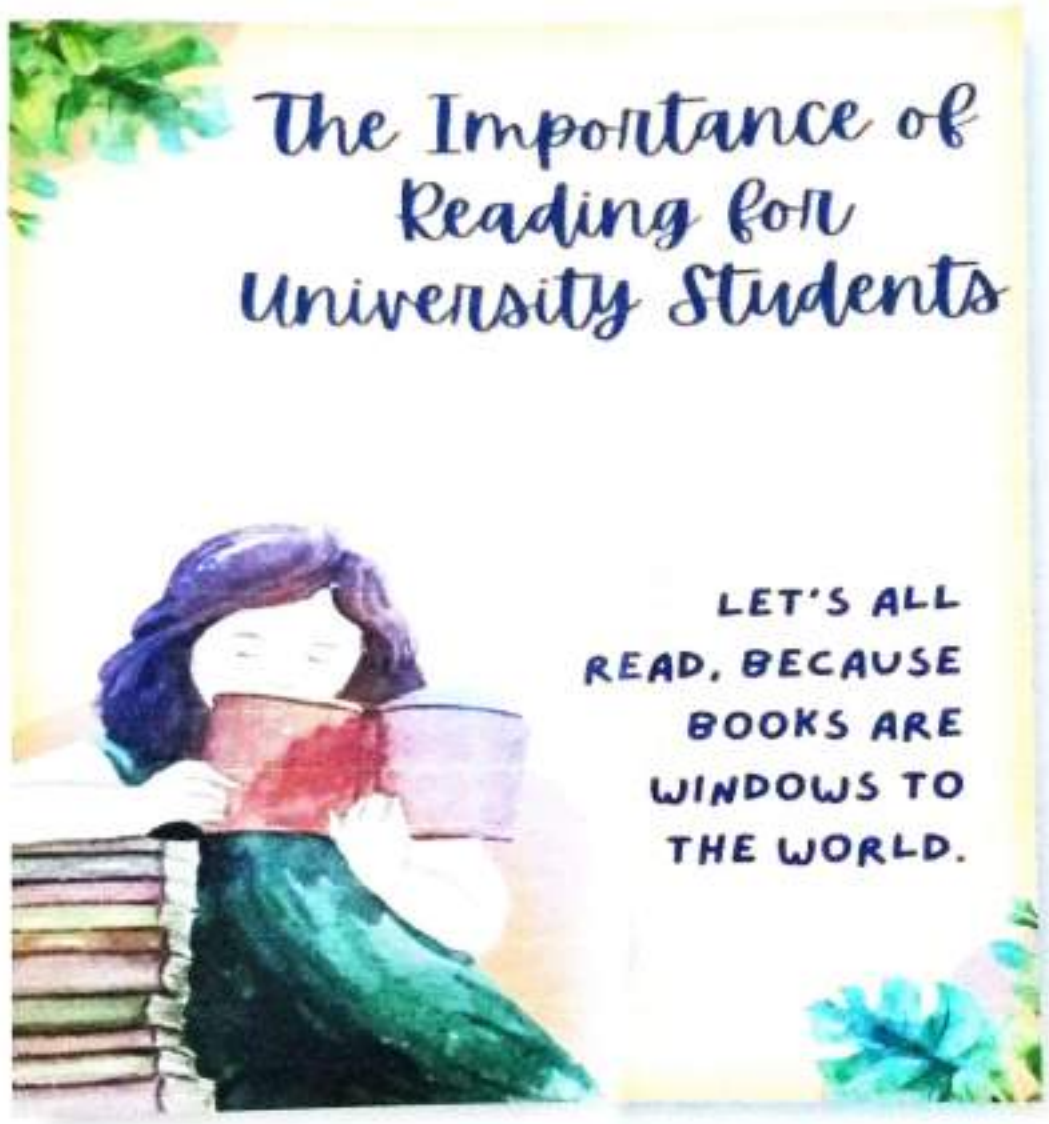
Bacon, however, introduces his new conception of *philosophia prima* as a meta-level for all scientific disciplines. There are and can be only two ways of searching into and discovering truth. The one flies from the senses and particulars to the most general axioms, and from these principles, the truth of which it takes for settled and immoveable, proceeds to judgment and to the discovery of middle axioms. And this way is now in fashion. The other derives axioms from the senses and particulars, rising by gradual and unbroken ascent, so that it arrives at the most general axioms last of all. This is the true way, but as yet untried.

The laws of nature, which Bacon intended to discover by means of his new method, were expressed in the 'forms', in which the 'unbroken ascent' culminates. Through these forms the natural philosopher understands the general causes of phenomena (Kargon 1966, 48). In his endeavor to learn more about the secret workings of nature, Bacon came to the conclusion that the atomist theory could not provide sufficient explanations for the "real particles, such as really exist"

His language turned from that of Greek physics to the usage of contemporary chemists. This is due to his insight that "subtlety of investigation" is needed, since our senses are too gross for the complexity and fineness of nature, so that method has to compensate for the shortcomings of our direct comprehension. Only method leads to the knowledge of nature: in *Sylva Sylvarum*, Century I.98 Bacon deals explicitly with the question of the asymmetrical relationship



between man's natural instrument (i.e., the senses) and the intricacy of nature's structures and workings.



## Reading makes a man perfect...

"Reading makes a man perfect" said English philosopher Sir Francis Bacon and no truer words were said than these. Reading nourishes the intellect and nurtures the imagination. There is nothing more relaxing and soothing than sitting in the corner of a room with a book in your hands. Without travelling, without even moving an inch, the reader is transported to a new world and is exposed to a new culture and new ideas.

Today's world is a world of technology. People have many distractions and diversions to spend their time. Most prefer to play a game on a computer or be active on social media, rather than to get involved in a simple activity such as reading. To steer them away from electronics and make them hold a book would be tantamount to climbing Mt Everest in inhospitable circumstances. So, parents and teachers will have to set the ball rolling. In order to do so, they can set a specific time at home and school for reading, and not only this, they should also read at the same time.



## **“BOOKS ARE A UNIQUELY PORTABLE MAGIC.”**

“Reading makes man perfect,” means that anyone who wants to be perfect man must keep on reading. A perfect man does not mean that one who has a mind filled with ideas or one who has good knowledge. Certainly, school education can fill the young minds with a certain amount of ideas and knowledge. But, it is not mean that the ideas and knowledge make a perfect man because he is a graduate of a middle school or even a university. A perfect man can also make a mistake because he/she may have good knowledge and experience in some field, but he/she has not knowledge and experience in all fields. For example, a carpenter’s experience is different from a barber. Similarly, a doctor’s experience is different from a lawyer. Therefore, no matter, how high our education may be or how much experience we may have, we cannot become a perfect man unless we keep reading.

Our life is too short to gather some knowledge from the ocean of knowledge. What we have read in the school and college is not enough even for earning, our livelihood. Therefore, to gather knowledge we have to read a lot daily. It may a book of history or economics or geography or politics or any other subject in which we have some interest. So don’t waste your time and try your best to find out some time to read books of your interest. It increases understanding of subjects and you can gain confidence and knowledge.

A love of books is always pleasant and never loses interest. Books are man’s best friend. Books contain wisdom of all ages. One may read them and become wiser. An hour spent in reading is the best way of enjoying one’s free time. If a person is kept busy with books, he does not think of any mischief.

According to **Omar Khayam**, the poet of Persia, a desert is converted into a paradise if only there is a book of poetry.



Good books are storehouses of human knowledge and wisdom. Anyone who has the key can enter these store houses and help himself. What is the key? Simply the ability to read. He who can read can store his mind with the great thoughts of the great thinkers of the world.

The man who never opens a book has a comparatively empty mind. He, no doubt, learns something from his own experience and from others; but to what mankind has learnt and thought and done his mind is a blank. But he who reads widely and judiciously has a full mind. "Reading makes a full man".

By "conference" Bacon means discussion, debate. To be a good debater, one must have a quick and ready mind. He must be able to see a point quickly, to think quickly, and to have a quick reply to arguments ready. Taking an active part in a keen debating society gives one valuable practice in this; for one has to be alert and ready for all that can be said on a given subject. So, "conference makes a ready man".

By "writing", here, Bacon does not mean writing books or practice in composition. He means making notes in writing of what we learn in our reading. It is not always wise to trust entirely to memory, especially when exact words and figures are important.

We may remember something in a general way; but, unless we have made a note of the details, we may be at a loss in speaking or discussion. Vague statements and mere generalizations will not always serve the purpose. Our knowledge must be accurate and exact. So make written notes of what you read; for this kind of "writing makes an exact man".

The completion of this quotation will make its meaning clearer: "Reading makes a full man; conference a ready man; and writing an exact man. And, therefore, if a man writes little, he had needed have a great memory; if he confers little, he had need of a ready wit; and if he read little, he had need of much cunning to seem to know that he knowledge not".



Bacon's words should be taken to heart by young men who want to become public speakers. For a public speaker must have a full mind, readiness of speech, and an accurate and exact knowledge of his subject.

Books record what wise men have heard, seen, thought or discovered. The eternal truths are recorded in good books. They instruct us in our youth and comfort us in our old age.

Francis Bacon says: "Reading make a full man; conference a ready man; and writing an exact man".

Reading habit is one of the best characteristics that a man can possess. Once the habit of reading books grows in one, it seldom dies out. It is said that a book is one's best friend in life. By reading a good book, one can not only earn knowledge but also gain experience in life, and realize the eternal truth. A good book can guide one in the right direction in his life's journey.

The taste of reading' should be acquired early in life, because a good book refreshes one's mind and bring immense pleasure.

Just to read any book, whatever comes near at hand, is not to be called a good reading habit, because worthless books cannot provide knowledge. It is only the good books that can provide innocent joy and pure wisdom that one aspires. So there must be a proper selection of books which are to be read.

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# OUR LIBRARY...



"When in doubt go to the library."







The things I want to know are in  
books; my best friend is the man  
who'll get me a book I ain't read.

~ Abraham Lincoln

AZ QUOTES



S.D.V.S. Sangh's

**S.S.ARTS COLLEGE & T.P. SCIENCE INSTITUTE, SANKESHWAR**



**DEPARTMENT OF ENGLISH**

PROJECT

**“ Indian Tourism ”**

2022 - 23



# CERTIFICATE

This is to Certify that the project report on “ **INDIAN TOURISM** ” is work done by B.Sc III<sup>rd</sup> sem. student under my guidance and submitted to the principal **S.S. Arts College & T. P. Science Institute, Sankeshwar.**

To the best of my knowledge and belief, the matter of this report has not been submitted anywhere for award of any degree.

Sankeshwar

Date:22/02/2023

**Prof. Smt. M. G. Khaded**



  
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## ACKNOWLEDGEMENT

Our team is extremely grateful to the principal, Praveen Burji, for giving encouragement and financial assistance to take-up the project. We also express our wholehearted thanks to Board of Management, S.D.V.S. Sangh who are the source of inspiration.

We express our appreciation to Prof. M.G. Khaded for the guidance, suggestions and help in completing this and the report.

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Date: 22/2/23

B.Sc III<sup>rd</sup> sem Students



  
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## DECLARATION

We hereby declare that this project report entitled " **INDIAN TOURISM** " is written and submitted to the principal, **S.S. Arts College & T. P. Science Institute, Sankeshwar**. The present work is based on " **INDIAN TOURISM** " to the best of my knowledge this work has not submitted for award of any degree of any institution anywhere.

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Date: 22/02/2023

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## INTRODUCTION









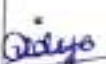

Indian is known for its rich cultural heritage and an element of mysticism, which is why tourists come to India to experience it for themselves. The various fairs and festivals that tourists can visit in India are the Pushkar Fair (Rajasthan), Taj Mahotsav (Uttar Pradesh), And Suraj Kund Mela (Haryana) and also the famous places that tourists can visit in India are Mysore Palace, Taj Mahal, Tirupati Temple, Golden Temple, The Red Fort Delhi, Charminar, Akbar's Tomb Agra, Marina Beach Chennai, St. Paul's Cathedral Kolkata, Ghats at Varanasi, Uttar Pradesh.

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NO	TOPIC NAME
1.	Mysore Palace
2.	Taj Mahal
3.	Tirupati Temple
4.	Golden Temple
5.	The Red Fort Delhi
6.	Charminar
7.	Akbar's Tomb, Agra
8.	Marina Beach, Chennai
9.	St. Paul's Cathedral, Kolkata
10.	Ghats At Varanasi, Uttar Pradesh

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# MYSORE PALACE



The Mysore palace was built between 1897 and 1912 ,by the Wodeyar Kings of Mysore and is knows for its remarkable architectural design, receiving more than 6 million visitors each year. The design of the palace beautifully combines elements from Hindu, Mughal and Gothic architecture decorated with ornamental designs.



# TAJ MAHAL



The Taj Mahal, in Agra , India , is the spectacular mausoleum built by Muslim Mughal Emperor Shah Jahan to honor the memory of his beloved late wife , Mumtaz Mahal. Construction began in 1632 and took about 15 years to complete. The opulent , domed mausoleum , which stands in formal walled gardens, is generally regarded as finest example of Mughal art and architecture .It includes four minarets, each more than 13 stories tall. Shah Jahan was deposed and put under house arrest by one of his sons soon after the Taj Mahal's completion. It's said that he spent the rest of his days gazing at the Taj Mahal from a window.

# TIRUPATI TEMPLE



Venkateswara Temple is a landmark Vaishnavite temple situated in the hill town of Tirumala at Tirupati in Chittoor district of Andhra Pradesh, India. The temple is dedicated to Lord Sri Venkateswara, an incarnation of Vishnu, who is believed to have appeared here to save mankind from trials and troubles of Kali Yuga. Hence the place has also got the name Kaliyuga Vaikuntham and Lord here is referred to as Kaliyuga Prathyaksha Daivam. The temple, is also known by other names like Tirumala Temple, Tirupati Temple, Tirupati Balaji temple. Lord Venkateswara is known by many other names: Balaji, Govinda, Srinivasa.



# GOLDEN TEMPLE



Known by its formal name Harmandir Sahib, The Golden Temple is one of the most revered places of worship for the Sikh community in India. Located in the pilgrim town of Amritsar in the state of Punjab, Harmandir Sahib is known for its gilded façade and the exquisite architecture that is one of a kind among all other religious places in India.



## THE RED FORT DELHI



Established as Shahjahanabad in 1648, The Red fort was known as the capital of the Mughal Empire in India. Its construction is attributed to Shah Jahan who also built the famous Taj Mahal in Agra, and was also known by the name Quila Mubarak and remained the residence of the Mughal Imperial family for nearly 20 decades.



# THE CHARMINAR



The Charminar or 4 Minarest is a historical monument that was built by the Qutub Shahi Dynasty during the late 16<sup>th</sup> century. Muahmmad Quil Qutub Shah who was the rulelr of Golkanda built the monument the founding of the city of Hyderabad an important trade route . The structure is known for the signature 4 minarets, which are built I a marvelous indo-islamic style. The second floor of the structure also houses a mosque, which is also a remarkable work of medieval architecture .



## AKBAR'S TOMB, AGRA



Known to be the final resting place of the Great Mughal emperor Akbar was constructed during 1605 and was completed in 1613. The construction was started by Akbar himself and was finished by his son Jahangir who succeeded him as the Mughal Emperor. The design is very much similar to the Buland Darwaza, which is the main entrance of Fatehpur Sikri.



## MARINE BEACH CHENNAI



One of the longest beaches in the world, the Marina Beach is major tourist attraction in Chennai and sees thousands of visitors on a daily basis. The beach was developed only after the construction of the Madras Harbar in 1881 when the British Governor of Madras commission the construction of a promenade near the shoreline.





## ST. PAUL'S CATHEDRAL, KOLKATA



The Angelical St. Paul's Cathedral was built in 1847 and displays a remarkable Gothic Revival architectural design. The building suffered massive damage during an earthquake in 1934 and was rebuilt with a new design. The church's construction is attributed to the British rule in Calcutta and is perhaps one of the few buildings with Indo-Gothic Architecture.



# GHAT AT VARANASI, UTTAR PRADESH



Ghat also known by the names Kashi and Benaras , Varanasi is said to have been continuously inhabited since the 11<sup>th</sup> century BC and is known to be the spiritual capital of India. The city is also known for its Ghats located on the banks of the Ganges River and were mostly built during the 18<sup>th</sup> century. Today, the Ghats are known to attract a large number of devotees and tourists who visit Varanasi to Pradeep kumbhashi seek spiritual salvation.



Department of English.  
Project report on  
Covid-19 Pandemic.



**S.D.V.S Sangh's**  
**S. S. Arts and T. P Science Institute**  
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# CERTIFICATE

This is to certify that the project report on COVID-19 PANDEMIC Is work done by B.Sc 3 sem students under my guidance and submitted to principal S.D.V.S SANGHAS S.S. ARTS AND T.P. SCIENCE INSTITUTE, SANKESHWAR.

To the best of my knowledge and belief, the matter if this report has been submitted anywhere for award of my degree..

Sankeshwar



  
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## DECLARATION

We here by declare that this project report entitled "Corona fandamic and the fallout on families" is submitted to the principal, S.S Arts and T.P Science institute, Sankeshwar. The present work is based on corona fandamic and the fallout on families. To the best of our knowledge this work has not submitted for award of any degree of any institutions anywhere.

Place: Sankeshwar

Date:20/02/2023



BSc 3rd sem students

# HISTORY OF CORONA VIRUS

Coronaviruses(CoV ) are a large family of viruses that cause illness ranging from the common cold to more severe diseases such as middle East Respiratory Syndrome(MERS-CoV) and Severe Acute respiratory Syndrome(SARS-CoV) is a new strain that has not been previously identified in humans .

Coronaviruses are zoonotic, meaning they are transmitted between animals and people. Detailed investigations found that SARS-CoV was transmitted from civet cats to humans and MERS-CoV from dromedary camels to humans. Several known coronaviruses are circulating in animals that have not yet infected humans.

## Where Did the Coronavirus come from?

There have been numerous investigation to determine the origin of SARS-CoV-2 but none has been conclusive. The coronaviruses behind Middle East respiratory syndrome(MERS) and severe acute respiratory syndrome(SARS) developed from bats.

The virus first appeared on a small scale in November 2019 with the first large cluster appearing in Wuhan, China in December 2019. It was first thought SARS-CoV-2 made the jump to humans at one of Wuhan, China's open air "wet markets". Later theories voiced concern that it may have originated as a biological weapon in a lab in China.

As COVID-19 spread both inside and outside China, it infected people who have had no direct contact with animals. That meant virus is transmitted from one human to another . Its spread continued to the U.S. and around the globe , meaning that people are unwittingly catching and passing on the coronavirus. The worldwide transmission is what is pandemic declared on March 11, 2020 by the World Health Organisation. We present here the first case of COVID-19 infection reported in Kerala, India. On Jan 27, 2020, a 20 yr old female presented to the emergency department in



general Hospital ,Thrissur,Kerala, with a one day history of dry cough and sore throat. There was no history of fever, rhinitis or shortness of breath.

By September 2021, almost two years after COVID-19 was first identified, there had been more than 200 millions confirmed cases and over 4.6 million lives lost to the disease. Here , we take an depth look at the history of COVID-19 from the first recorded case to the current efforts to curb the spread of the disease with worldwide vaccination programs.

Scientists first identified a human coronavirus in 1965. It caused a common cold. Later that decade, researchers found a group of similar human and animal viruses and named them after their crown like appearance .

Seven coronaviruses can infect humans. The one that causes SARS emerged in southern China in 2002 and quickly spread to 28 others countries More than 8,000 peoples were infected by July 2003, and 774 died. A small outbreak in 2004 involved only four more cases. This virus causes fever, headache, and respiratory problems such as breath and shortens of breath.

MERS started in Saudi Arabia in 2012. Almost all of the nearly 2,500 cases have been in people who live in or travel to middle East.

This coronavirus is less contagious than its SARS cousin but more deadly,killing 858 people. It has the same respiratory symptoms but can also causes kidney failure.





# COVID-19 SYMPTOMS

Coronaviruses are a family of viruses that can cause illnesses such as the common cold, severe acute respiratory syndrome (SARS) and Middle East respiratory syndrome (MERS). In 2019, a new coronavirus was identified as the cause of a disease outbreak that originated in China.

The virus is known as severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The disease it causes is called coronavirus disease 2019 (COVID-19). In March 2020, the World Health Organization (WHO) declared the COVID-19 outbreak a pandemic.

Public health groups, including the U.S. Centers for Disease Control and Prevention (CDC) and WHO, are monitoring the COVID-19 pandemic and posting updates on their websites. These groups have also issued recommendations for preventing and treating the virus that causes COVID-19. Sickle cell disease or thalassemia

Weakened immune system from solid organ transplants or bone marrow transplants

## What are the most common symptoms of COVID-19



Shortness of breath



Sore throat



Headache



Runny nose



Cough



Tiredness



Muscle pain



Diarrhoea



Sneezing



Fever

- Pregnancy
- Asthma
- Chronic lung diseases such as cystic fibrosis or pulmonary hypertension
- Liver disease



- Dementia
- Down syndrome
- Weakened immune system from bone marrow transplant, HIV or some medications
- Brain and nervous system conditions, such as strokes
- Substance use disorders
- Other medical conditions may increase your risk of serious illness from COVID-19.

This list isn't complete. Children have similar symptoms to adults and generally have mild illness.

The severity of COVID-19 symptoms can range from very mild to severe. Some people may have only a few symptoms. Some people may have no symptoms at all, but can still spread it (asymptomatic transmission). Some people may experience worsened symptoms, such as worsened shortness of breath and pneumonia, about a week after symptoms start.

Some people experience COVID-19 symptoms for more than four weeks after they're diagnosed. These health issues are sometimes called post-COVID-19 conditions. Some children experience multisystem inflammatory syndrome, a syndrome that can affect some organs and tissues, several weeks after having COVID-19. Rarely, some adults experience the syndrome too.

People who are older have a higher risk of serious illness from COVID-19, and the risk increases with age. People who have existing medical conditions also may have a higher risk of serious illness. Certain medical conditions that may increase the risk of serious illness from COVID-19 include:

- Serious heart diseases, such as heart failure, coronary artery disease or cardiomyopathy
- Cancer
- Chronic obstructive pulmonary disease (COPD)
- Type 1 or type 2 diabetes
- Overweight, obesity or severe obesity
- High blood pressure
- Smoking
- Chronic kidney disease
- Sickle cell disease or thalassemia



- Weakened immune system from solid organ transplants or bone marrow transplants
- Pregnancy
- Asthma
- Chronic lung diseases such as cystic fibrosis or pulmonary hypertension
- Liver disease
- Dementia
- Down syndrome
- Weakened immune system from bone marrow transplant, HIV or some medications
- Brain and nervous system conditions, such as strokes
- Substance use disorders





World Health Organization

Western Pacific Region

# Common symptoms of COVID-19



FEVER



COUGH



FATIGUE



LOSS OF TASTE AND SMELL



DIARRHOEA



HEADACHE



SORE THROAT



ACHES AND PAIN



CONJUNCTIVITIS



People infected with coronavirus, including Delta, can also be asymptomatic:

they may not show any symptoms.



27 October 2021



# EFFECT OF CORONA ON GOVERNMENT



State and local governments are on the frontlines of this crisis. That means increased spending on public health and Medicaid. As of March 26th, 14 states have enacted supplemental appropriations or transferred general revenue funds in order to help public health agencies deal with the virus, and many others are in the process of doing so. Others will be offering assistance delays in tax payments or expanded unemployment insurance to affected workers to cushion the blow on their citizens and residents.

- From a public health perspective, ensuring that these agencies have all the funds required to address this crisis is of utmost importance. But economically, the larger source of stress may be the effects of the coming recession. Large scale "social distancing" will reduce consumer spending and workers' wages and, in turn, cause sales and income tax revenues to plummet. State tax revenues declined by more than \$120 billion—about 9 percent—during the Great Recession (Q2 2008 – Q2 2009), for example.

Increases in unemployment will boost spending on unemployment insurance and make more people eligible for Medicaid, both of which state governments help finance. Lower taxes and increased demands for funding will impose severe strains on state and local budgets.

WILL STATES AND LOCALITIES IMMEDIATELY CUT SPENDING IN ORDER TO BALANCE THEIR BUDGETS?

States have less room than the federal government to increase spending in response to downturns. Most states have balanced budget requirements, meaning that declines in tax revenues, if not offset by increases in federal funding, must be met by spending cuts or tax and fee increases.



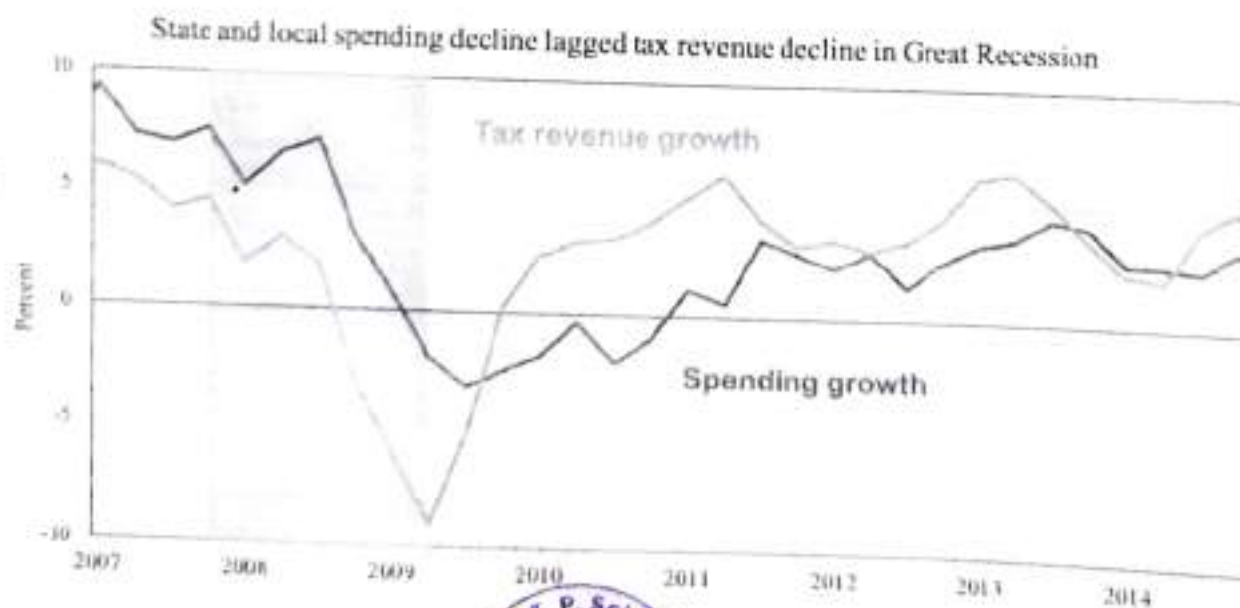
Fortunately, these cutbacks may occur somewhat gradually, since it is difficult for state and local governments to make quick adjustments to spending: Contracts for the current fiscal year have already been written, and budget authority has already been granted to agencies. Furthermore, states came into this crisis with record-high rainy day fund reserves. The median rainy day fund balance has more than quadrupled since 2010, reaching 7.6 percent of state general spending by the end of 2019. States will undoubtedly use these funds to help cushion the blow of the pandemic.

But recent developments have increased the short-term pressure on state budgets. Investor worries about the effects of the pandemic have spilled over into the market for municipal bonds, making debt more costly for states and localities—when they can borrow at all—and pushing the Federal Reserve to step in with support. In addition, the Treasury's recent decision to delay the tax deadline until July 15, while beneficial for taxpayers, may create a cash shortfall for states that follow the Treasury's deadlines and were expecting to receive large tax payments on April 15.

### ➤ WHAT DID STATE AND LOCAL GOVERNMENTS DO DURING THE GREAT RECESSION?

Unlike the federal government, states and localities can't compensate for lower tax revenues with increased borrowing—they must make up for them with some combination of lower spending, higher tax rates, or fees. After tax revenues declined significantly in 2008 and 2009, state and local governments cut spending sharply.

The figure below shows that spending (excluding spending financed by grants from the federal government) declined after state and local tax revenues plummeted. Even after revenues recovered in 2011 and 2012, state and local spending was sluggish for years while governments rebuilt their budgets.



Note: Figure shows the 4-quarter percent change in current tax receipts (light blue) and spending (dark blue). Spending includes state and local consumption, investment, and transfers to persons net of federal grants to states. Shaded area indicates the Great Recession. Source: Bureau of Economic Analysis.

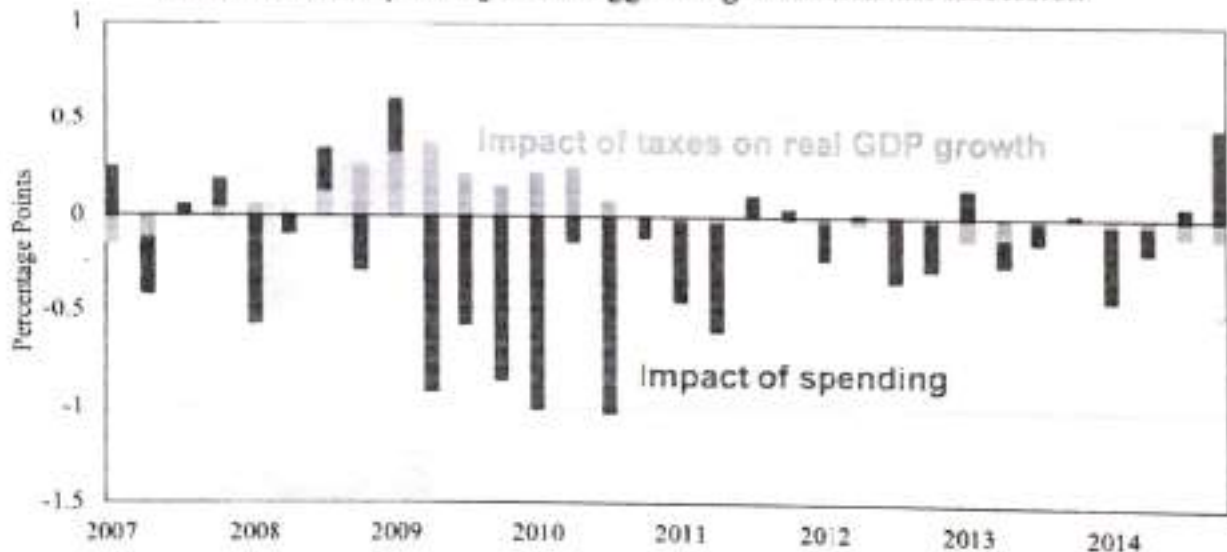
➤ DO SPENDING REDUCTIONS BY STATE AND LOCAL GOVERNMENTS MATTER FOR THE OVERALL ECONOMY?

Yes. State and local governments are significant players in the U.S economy. Employment by state and local governments, for example, represents about 13 percent of total employment in the U.S., and state and local tax revenues make up about 9 percent of GDP.

According to the Hutchins Center Fiscal Impact Measure, which tracks how much tax and spending policy adds to or subtracts from overall economic growth, cuts in state-financed spending lowered real GDP growth about 1.2 percentage points between 2009 and 2012 (on average, 0.3 percentage point each year).

Automatic declines in taxes that households and businesses paid to state and local governments helped fuel private spending during the recession and boosted growth slightly. Still, the negative effects of spending cuts more than offsets these benefits. The figure below shows the small positive impact on real GDP growth from state and local tax policies (light blue) and the large negative impact on growth from spending cuts (dark blue).

State and local spending cuts dragged on growth after the Recession



# CORONA EFFECTS ON HUMANKIND



In the present report, the United Nations High Commissioner for Human Rights presents an update on the impact of the coronavirus disease (COVID-19) pandemic on human rights and highlights the extent to which it has exposed systemic gaps in human rights protection that have undermined resilience. The High Commissioner also presents select good practices of Member States as they attempt to deal with the worst global health crisis in over a century. In the recommendations she makes, the High Commissioner underscores the need for addressing human rights throughout the response and recovery to the pandemic in order to build a more sustainable, equitable and secure future for people and for the planet.

## 1. Introduction

1. In statement PRST 43/1, the President of the Human Rights Council requested the United Nations High Commissioner for Human Rights to submit a report to the Council, at the forty-sixth session, on the impact of the coronavirus disease (COVID-19) pandemic on the enjoyment of human rights around the world, including areas of concern and good practices.
2. Much of the negative impact of the COVID-19 pandemic has been exacerbated by a failure to address previously existing structural causes of inequality, social exclusion and deprivation, and the inability of many countries, rich and poor alike, to meet the basic needs of a sizeable proportion of their populations. The current multifaceted crisis has unmasked the strong linkages that have existed between race, ethnicity and socioeconomic status, and health outcomes, and which persist to this day.
3. The current global crisis has not only highlighted glaring disparities between people's enjoyment of their human rights, but also represents an opportunity for change and improvement in order to recover better. A new spirit of innovation has been seen in the development of several new vaccines in record time





Therefore, in all aspects, it is vital to continue the treatment of these patients and keep LDL levels low during the pandemic period.<sup>2</sup>

### ➤ POSITIVE IMPACT OF COVID-19 PANDEMIC ON THE LIFESTYLE

- 1). **Work Life Balance** : Lately, busy schedules, running around to make ends meet, & rushing to be in urgent meetings has stolen our family time so badly and snatched most beautiful moments with our loves ones. Due to COVID'19 pandemic organization came up with work from home(remote working) concept, which results in more time to family. This is one of the positive impacts of COVID'19 on our life.
- 2) **Building Strong and Genuine Relationships with each other** : Advancement in technologies and busy life schedules has made our relationships fake and weak. Most of us had no time for each other. There were least genuine get-together, mostly people was looking for their benefit for a single meeting. But thanks to social distancing which made us realize the real worth of relationships
- 3) **Adopting Hygienic Lifestyle** : Strictly following SOPs, has developed the habit of staying clean, from washing hands regularly to covering your mouth while sneezing or coughing. Cleanliness has become the very skill you need for survival. In other words, being hygienic is no longer just a good habit but essential life style to be adapted.
- 4) **Understanding Value of Life** : Increased number of deaths under this pandemic made us understand the true value of life. What is its cost and how painful it is to lose our love ones. As a result, we have started to taking care of ourselves as well as our love ones health, which is the most important thing and should be our top most priority.
- 5) **Realizing the Value of Home made Food** : Closure of restaurants and other eateries due to COVID'19 pandemic forced us to switch towards home made food and surprisingly it turned out to be a delicious change ever. It helped us realizing the value of home made food from the lovely hands of our mother, sister and wives, in some cases husbands. I must say the home made food is way fresh and healthy as compared to junk food.
- 6) **Importance of Beautiful connections with our Elders** : In the same way closure of entertainment & public places made us spend more time with our elders, listening to their experiences and life-stories. It amazingly described the importance of beautiful connections with them. And listening to their experiences and life-stories helped us developing wisdom which is the dire need of this era.

### Conclusion

Patients with HoFH like other rare diseases require regular and sustained medical care even in the pandemic era.<sup>2</sup> However, the results of this descriptive survey revealed that management of patients with HoFH with regard to heart-healthy lifestyle and access to LA has significantly deteriorated during the pandemic in a tertiary lipid center. More rigorous follow-up and education of these patients with telemedicine, better measures such as establishing COVID-free hospitals to make sure these patients have access to specialists, or



# Impact of COVID-19 on health.

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The COVID-19 pandemic has shown how vulnerabilities in health systems can have profound implications for health, economic progress, trust in governments, and social cohesion.

Containing and mitigating the spread and infection rate of the virus continue to be essential. But so is strengthening the capacity of health systems to respond swiftly and effectively. This includes administering COVID-19 vaccines. After lightening speed development and testing, vaccine campaigns are rolling out in many countries. But questions about production, delivery and equitable access remain, not least for low and middle-income countries.



Coronavirus disease (Covid-19) has led to a global pandemic since its emergence in December 2019. The majority of research into Covid-19 has focused on transmission, and mortality and morbidity associated with the virus. However, less attention has been given to its impact on health-related quality of life (HRQoL) of patients with Covid-19.



Other symptoms, such as a rash and changes in the menstrual cycle

Keep in mind that it can be hard to tell if you are having symptoms due to COVID-19 or another cause, such as a preexisting medical condition.

It's also not clear if post-COVID-19 syndrome is new and unique to COVID-19. Some symptoms are similar to those caused by chronic fatigue syndrome and other chronic illnesses that develop after infections. Chronic fatigue syndrome involves extreme fatigue that worsens with physical or mental activity, but doesn't improve with rest.

## Why does COVID-19 cause ongoing health problems?

Organ damage could play a role. People who had severe illness with COVID-19 might experience organ damage affecting the heart, kidneys, skin and brain. Inflammation and problems with the immune system can also happen. It isn't clear how long these effects might last. The effects also could lead to the development of new conditions, such as diabetes or a heart or nervous system condition.

The experience of having severe COVID-19 might be another factor. People with severe symptoms of COVID-19 often need to be treated in a hospital intensive care unit. This can result in extreme weakness and post-traumatic stress disorder, a mental health condition triggered by a terrifying event.

## What are the risk factors for post-COVID-19 syndrome?

You might be more likely to have post-COVID-19 syndrome if:

- You had severe illness with COVID-19, especially if you were hospitalized or needed intensive care.
- You had certain medical conditions before getting the COVID-19 virus.
- You had a condition affecting your organs and tissues (multisystem inflammatory syndrome) while sick with COVID-19 or afterward.

Post-COVID-19 syndrome also appears to be more common in adults than in children and teens. However, anyone who gets COVID-19 can have long-term effects, including people with no symptoms or mild illness with COVID-19.

The direct effects of COVID-19 on population health have been dramatic. Across the 38 OECD countries, more than 110 million infections were reported, and more than 2.1 million people have died from the SARS-CoV-2 virus, as of mid-October 2021. This represents slightly less than half of recorded global COVID-19 infections (47%) and fatalities (44%). As many infections are asymptomatic and testing capacity limited in some countries, these figures are large underestimations. An increasing number of seroprevalence studies suggest that the real magnitude of infections has been much greater than officially identified in many regions (Ioannidis, 2021[5]; Byambasuren et al., 2021[6])



# An analysis of COVID-19 Impacts On Indian Education System

## INTRODUCTION

Indian government has announced the lockdown and closure of educational institutions as a logical solution to enforce social distancing within communities. The nationwide lockdown has had a tremendous impact on the education system of the country, especially for students from rural areas. Since the Indian education system is dominated by classroom study, the present scenario has made the functioning of the educational institutions go very difficult. All educational activities like examinations, school admissions, entrance tests of various universities and competitive examinations, others, are being held during this period. As the days are passing by with no immediate solution to stop this outbreak, the closure of schools and universities is hugely affecting the learning across the country. The structure of the Indian education system i.e. learning methodology, teaching techniques & assessment methodologies, is quite affected, resulting in a shift to online education. But only a handful of schools and universities could adopt such methods and the low-income private and government schools are quite inefficient to adopt the same, thus resulting in a shutdown.

## OBJECTIVES

The overall objective of this study is to analyze the Impact of COVID-19 on Indian Education System. In particular, this study will examine:

- i. How the Indian education system is facing the Impact of COVID-19, and highlighting the role played by teachers and students through online education
- ii. How the positive impact helpful to student, parents and school teachers in the scenario of the online education
- iii. How to reduce the negative impact of COVID-19 on students for their smooth education.

## PURPOSE OF THE STUDY

All systems have strengths and weaknesses. Maximizing strengths and minimizing weaknesses in order not to miss the opportunity to move forward should be the goal. The main purpose of the study is to analyze the impact of COVID-19 on the Indian education system. It covers the impact of COVID-19 on rural and urban students, Higher education Institutions.



Indian education system has suffered a lot due to the outbreak of COVID-19. It has created many negative impacts on education and some of them are as pointed below

- ⇒ Educational activity hampered- Schools are closed and classes have been suspended. Different boards have already postponed the annual examinations and entrance tests across India.
- ⇒ Unpreparedness of teachers and students - Teachers and students are unprepared for online education; they were not ready for this sudden transition from face to face learning to online learning.
- ⇒ Parents' role- In urban area some educated parents are able to guide but some may not have the adequate level of education needed to teach children in the house.
- ⇒ Digital gadgets: Especially in rural area many students have limited or no internet access and many students may not be able to afford computer, laptop or supporting mobile phones in their homes, online teaching-learning may create a digital divide among students. The lockdown has hit the poor students very hard in India as most of them are unable to explore online learning according to various reports.
- ⇒ Create Difference: This online teaching-learning method creates a big gap between rich vs poor and urban vs rural students.

## **CONCLUSION:**

COVID-19 has impacted immensely the education sector of India. Though it has created many challenges, various opportunities are also evolved. The Indian Govt. and different stakeholders of education have explored the possibility of Open and Distance learning by adopting different digital technologies to cope up with the present crisis of COVID-19. The students who aren't privileged like the others will suffer due to the present choice of digital platforms. The priority should be to utilize digital technology to create an advantageous position for millions of young students in India Even if the COVID-19 crisis stretches longer, there is an urgent need to take efforts on maximum utilization of online platforms. India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID- 19Further detailed statistical study may be undertaken to explore the impact of COVID-19 on education system of India.



# VACCINATION:

## DEFINITION

\_The act of introducing a vaccine into the body to produce protection from a specific disease.

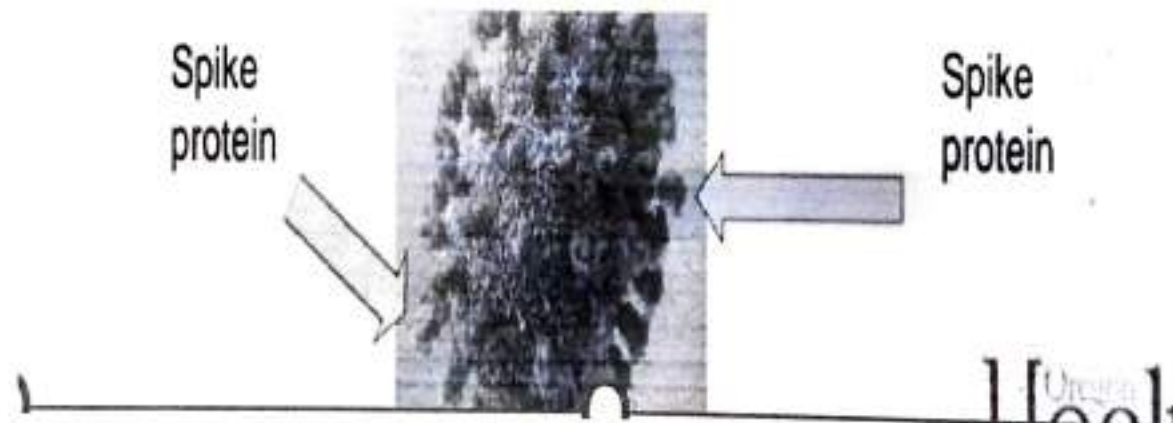
- ❖ Vaccine is a preparation that is used to stimulate the body's immune response against diseases.
- ❖ Vaccines are usually administered through needle injections, but some can be administered by mouth or sprayed into the nose.

## COVID VACCINATION

- ❖ India developed it's own vaccination.
- ❖ The government of India started vaccinated it's citizens with the two vaccinations. Those two vaccinations were covaxine and covishield.
- ❖ There are two doses of each vaccination.
- ❖ Covaxin is an inactivated viral vaccine. This vaccine is developed with Whole-Virion Inactivated Vero Cell-derived technology. They contain inactivated viruses, which can not infect a person but still can teach the immune system to prepare a defence mechanism against the active virus.

## HOW DO VACCINES WORK

- ❖ There are no vaccines in the United States that use live viruses.
- ❖ They cannot change or modify your DNA.
- ❖ Both types of vaccines give our cells instructions to make a harmless spike protein found on COVID-19 virus.
- ❖ Our bodies learn to recognise such spike protein and fight against them by not falling sick.



## **STEPS TAKEN BY GOVERNMENT OF INDIA:**

- ❖ Government of India is taking all necessary steps to ensure that we are prepared well to face the challenge and threat posed by the growing pandemic of COVID-19 the Corona Virus.
- ❖ The most important factor in preventing the spread of the Virus locally is to empower the citizens with the right information and taking precautions as per the advisories being issued by Ministry of Health & Family Welfare.
- ❖ It promoted preparation, distribution and insertion of vaccines throughout India, it helped to fight against the deadly disease.

## **CONCLUSION:**

- ❖ On one side Covid-19 has brought a lot of problems in our life, on the other side it has brought us close to our loved ones.
- ❖ Of course it had made Indian families weak, poor, and many negative things but it had also taught us to fight against powerful problems that may come in our future.
- ❖ It has taught the meaning of hygiene, the value of family and friends, the importance of virtual classes, the need of entertainment and the list continues.
- ❖ Hence, Covid-19 has made us financially vulnerable but mentally the strongest.



English Department

"Listening skill improve by the experience"

**S.S ARTS COLLEGE AND**  
**T.P SCIENCE INSTITUTE**  
**SANKESHWAR**



**-: PROJECT WORK :-**



# CERTIFICATE

This is to certify that the project report on "LISTENING SKILL IMPROVE BY THE EXPERIENCE" is a work done by BSc third sem students under my guidance and submitted to principal S. S. ARTS AND T. P. SCIENCE INSTITUTE, SANKESHWAR

To the best of my knowledge and belief, the matter if this report as been submitted any where for award of degree.

Sankeshwar

Date:20/02/2023

Prof. Smt. M. G. Khaded



  
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# DECLARATION

We hereby declare that this project report entitled "LISTENING SKILL IMPROVE BY THE EXPERIENCE" is submitted to the principal, S. S ARTS AND T. P. SCIENCE INSTITUTE, SANKESHWAR. The present work is based on "LISTENING SKILL". To the best of my knowledge this work has not submitted for award of degree of any institution anywhere.

Sankeshwar

Date:20/02/2023

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# LISTENING SKILL IMPROVE BY THE EXPERIENCE



Listening skills are skills that contribute to your ability to accurately receive information when communicating with others. These skills are an important part of effective communication in the workplace. Developing good listening habits can help to ensure you understand the information correctly, interpret messages accurately and optimise your conversations and communications for efficiency.

**The Different Types Of Listening:** There are different types of listening in communication based on your circumstances and intent. You've probably used them all at one point or another without even realizing it. Let's look at them in detail.

### 1. Informational Listening

This type of listening is about paying close attention to the speaker and trying to gain as much information from them as possible. Informational listening is widely used in education, where students learn by listening intently to lectures, seminars and other forms of knowledge dissemination.

Think back to your own college lectures, when you would listen to your teachers attentively. You would make notes about everything you considered important and ask questions when you needed further clarification. The informational listening that you practiced enriched you with new insights and knowledge.

### 2. Biased Listening

As the name suggests, we only hear what we want to when we practice biased listening. Or rather, we interpret what other people say to fit in with what we want to hear. Most of the time, we don't even realize we're doing so.

This is among the kinds of listening that happens in the workplace or in personal relationships. Say you have a deadline that you want your boss to extend. So you have a conversation about it and even though your boss has not expressly given you more time, you go away believing that they have. Similarly, if you're looking for appreciation in a feedback session, you remember the positive things your manager says and ignore the negative comments.

### 3. Critical Listening

This involves listening carefully and critically to any information that is conveyed to you. You listen to what someone says, ignore the unimportant bits and analyze and use what's most relevant to your line of work.

This is among the types of listening skills that are very important in the business world. Team leaders and managers make quick decisions and develop solutions using their critical listening skills.

### 4. Sympathetic Listening

This is one of the essential types of listening in communication. Sympathetic listening is our way of showing that we understand and care about what the other person is saying. It is used most often during sensitive or personal conversations. Remember, your care and sympathy should also be conveyed through your body language and all the nonverbal cues you emit.

You use sympathetic listening, for instance, when coworkers tell you about their stress or financial problems or when a colleague shares her dismay at receiving negative feedback from her manager.

### 5. Empathetic Listening

This is similar to sympathetic listening but goes deeper than just feeling bad for the other person. Listening empathetically to someone means putting yourself in their shoes to understand what they're saying and feeling, and conveying that understanding to them.

Think about the feeling of joy you get when a hardworking colleague tells you about a well-deserved promotion or the sadness you feel when a bright junior says he's decided to move on. It is important to listen empathetically during emotional and high-stakes conversations.

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood.

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to better customer satisfaction, greater productivity with fewer mistakes, and increased sharing of information that in turn can lead to more creative and innovative work. Many successful leaders and entrepreneurs credit their success to effective listening skills. Richard Branson frequently quotes listening as one of the main factors behind the success of Virgin.

It's never been more important — or more difficult — for leaders to be good listeners. Job switching is rampant, and remote work means we don't get the nonverbal cues we'd pick up from an in-person conversation. Employers who fail to listen and thoughtfully respond to their people's concerns will see greater turnover. And given that the highest rates of turnover are among top performers who can take clients and projects with them, and the frontline employees responsible for the customer experience, the risk is clear.

### Becoming a Better Listener

A participant in any conversation has two goals: first, to understand what the other person is communicating (both the overt meaning and the emotion behind it) and second, to convey interest, engagement, and caring to the other person. This second goal is not "merely" for the sake of kindness, which would be reason enough. If people do not feel listened to, they will cease to share information.

This is "active listening." It has three aspects:

- **Cognitive:** Paying attention to all the information, both explicit and implicit, that you are receiving from the other person, comprehending, and integrating that information
- **Emotional:** Staying calm and compassionate during the conversation, including managing any emotional reactions (annoyance, boredom) you might experience
- **Behavioral:** Conveying interest and comprehension verbally and nonverbally



Communication isn't just about talking with others and sharing stories, ideas, goals, and desires. Effective communication often involves listening skills that develop your ability to really absorb what others say, and listen with an open mind. Just like becoming a better speaker, there are many benefits of becoming a better listener. By developing better listening skills, you will be able to get more information out of the conversations you have, increase others' trust in you, and people will be drawn to your inviting personality.

## How to Develop Listening Skill

### 1. Being Approachable

#### 1. Have inviting body language:



Inviting body language means positioning yourself in a way that makes it inviting and easier for people to come talk to you. This means facing the person who is speaking to you and standing with an open posture with your arms at your side for example, rather than crossing your arms in front of your chest. Crossing your arms in front of your chest might imply that you don't want to have a conversation. Conversely, to show that you are listening and do care what they have to say, here are some engaging body language cues you can try:

- Raising your eyebrows every once in while.
- Moving slightly closer toward the person speaking to you.
- Smiling and laughing when it is appropriate.
- Tilting your head when hearing new or interesting information.
- Nodding your head if you agree or understand what someone is saying.

#### 2. Keep eye contact:

In Western culture, making eye contact is a non-verbal way of letting someone know that they have your attention and respect -- two important factors involved in having a productive conversation. Making and keeping eye contact lets the other person know that they can proceed with what they want to say, knowing that you are ready to listen.

#### 3. Listen without distraction:

An important part of listening is being able to zone out background noise, thoughts, and conversations so you focus on the conversation in front of you. Being distracted by other things takes your attention away from the speaker and lessens your ability to fully listen.

- Turning off communication devices like cell phones is a polite and easy way to get rid of further distractions.

## 2. Use bottom-up listening strategies to gather further information and prepare a response:

Using a bottom-up strategy means using specific lingual signifiers to draw meaning from what the speaker you're listening to is saying. These signifiers include the actual language the speaker uses to express themselves, the grammar used to create their message, and the sounds used to create the message. Some other components of this strategy include:

- Picking out individual words.
- Noting words of similar origin.
- Identifying placement patterns of words.
- "Identifying prefixes, roots, and suffixes".

## 3. Don't interrupt:



Interrupting someone while they are speaking is the exact opposite of listening to what they have to say, and it sends a lot of bad messages like:

- "What I have to say is more interesting and meaningful than what you have to say."
- "You and your opinion is less important than me and my opinion."
- "I don't have time to hear how you think or feel."
- "What you have to say isn't worth listening to."
- "I'm going to do whatever I can so I get to speak, regardless if you get your turn."

## 4. Ask questions during an appropriate pause:

Rather than interrupting the speaker to ask a question, wait for a natural break, and then ask your question. It engages the speaker to hear your thoughts and areas of confusion, shows that you're interested enough to want clarification, and it follows the natural pattern of a back and forth conversation, rather than someone merely talking at you.

- Sometimes, the speaker mentions something that relates to ourselves, and we ask a question that leads the speaker to go off on a tangent. When you notice that you inadvertently caused your conversation partner to stray away from your original topic of conversation, get the conversation back on topic by saying something like, "I love hearing about your dog, but I want to hear more about what you were saying earlier with Kate starting high school. How is she liking it so far?"



#### 5. Give the speaker consistent reactions to show you're attentive:



You want to insert phrases or snippets of feedback that show that you are reflective on what the speaker is saying. You could do things like:

- Show your comprehension of what they're saying by using expressive reactions like an understanding head nod, or looking concerned if the speaker says something alarming, or asking questions if they talk about a new development in their lives.
- Provide verbal cues of encouragement to the speaker as they

talk such as asking further questions, or saying something like, "Wow that's so interesting. Tell me all about it."

#### 6. Follow up:

After some time has passed from your original conversation, it might be beneficial to send a text, email, or call and see if there have been any developments from the last time you spoke.

- This does not apply to all cases of conversations, but this added effort shows that you were listening intently to your original conversation, and cared enough to check in.

## *TEN Helpful Tips for Good Active Listening*

Listening is an important skill in all areas of life, whether you're supporting a loved one through health problems, dealing with colleagues or in family relationships. But most of us aren't as good at listening as we'd like to think.

When we show we're really listening, it's much more rewarding for the person talking to you, and you'll get more out of it too. This is called active listening, and it can help avoid misunderstanding and reduce the potential for conflict.

Here are 10 easy ways to make your communication more effective and make the other person feel more valued.

### **1. Face the speaker and have eye contact**

Eye contact is an important part of face to face conversation. Too much eye contact can be intimidating, though, so adapt this to the situation you're in. Try breaking eye contact every five seconds or so, or to show you're listening attentively, look at one eye for five seconds, then another eye for five seconds, then switch to looking at their mouth. When you look away, looking to the side or up is better than looking down, which can seem like you want to close the conversation.

Check your posture and make sure it's open – avoid crossed arms or crossed legs, which can make you look 'closed' or defensive. Leaning slightly forward or sideways whilst sitting can show that you're listening – as can a slight tilt of your head or resting your head on your hand.

### **2. "Listen" to non-verbal cues too**

**Pay attention to what the other person is saying with their body language**

Facial expressions, tone of voice and gestures can tell you just as much as what is being said in words. Pay attention to what the other person is saying with their body language - are they smiling, for example, or are their arms crossed defensively, or are they rubbing their eyes as if they're tired or upset. Even on the phone, you can learn a lot from the other person's voice, which might sound subdued or upbeat.

### **3. Don't interrupt**

Being interrupted is frustrating for the other person – it gives the impression that you think you're more important, or that you don't have time for what they have to say. If you are naturally a quicker thinker or speaker, force yourself to slow down so that the other person can express themselves. Remember, a pause or a few seconds of silence doesn't mean that you have to jump in. Letting the other person speak will make it easier for you to understand their message, too.

Even interruptions that respond to something that they've said can be distracting if it means the conversation gets sidetracked from what they were trying to tell you about.

### **4. Listen without judging, or jumping to conclusions:**

If you start reacting emotionally to what's being said, then it can get in the way of listening to what is said next. Try to focus on listening. Equally, don't assume that you know what's going to be said next.

**5. Don't start planning what to say next**

You can't listen and prepare at the same time.



**6. Show that you're listening**

Nod your head, smile and make small noises like "yes" and "uh huh", to show that you're listening and encourage the speaker to continue. Don't look at your watch, fidget or play with your hair or fingernails.

**7. Don't impose your opinions or solutions**

It's not always easy, but lending a listening, supportive ear can be much more rewarding than telling someone what they should do. When a loved one has health problems is a time when they probably want to tell you how they're feeling, and get things off their chest, rather than have lots of advice about what they should be doing.

In other areas of life too, most people prefer to come to their own solutions. If you really must share your brilliant solution, ask first if they want to hear it – say something like "Would you like to hear my suggestions?"

**8. Stay focused**

If you're finding it difficult to focus on what someone is saying, try repeating their words in your head as they say them – this will reinforce what they're saying and help you to concentrate. Try to shut out distractions like other conversations going on in the room. And definitely don't look at your phone.

S.D.V.S. Sangh's

**S.S.ARTS COLLEGE & T.P. SCIENCE INSTITUTE, SANKESHWAR**



**DEPARTMENT OF ENGLISH**

PROJECT

**“Influence of Social  
Networking”**



S.D.V.S. Sangh's

# S.S. ARTS COLLEGE & T.P. SCIENCE INSTITUTE, SANKESHWAR



## DEPARTMENT OF ENGLISH

### PROJECT

#### “ INFLUENCE OF SOCIAL NETWORKING ”

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PRINCIPAL

# CERTIFICATE

This is to Certify that the project report on "Influence of Social Networking" is work done by B.A I sem. student under my guidance and submitted to the principal S.S. Arts College & T. P. Science Institute, Sankeshwar.

To the best of my knowledge and belief, the matter of this report has not been submitted anywhere for award of any degree

Sankeshwar

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# ACKNOWLEDGEMENT

Our team is extremely grateful to the principal, Praveen Burji, for giving encouragement and financial assistance to take-up the project. We also express our wholehearted thanks to Board of Management, S.D.V.S. Sangh who are the source of inspiration.

We express our appreciation to Prof. M.G. Khaded & Prof. Kumar Marathe for the guidance, suggestions and help in completing this and the report.

Sankeshwar

Date:

B.A I sem Students

# Influence of Social Networking







## INTRODUCTION

Social networking sites have emerged as important communication channels used by individual consumers to create content, distribute materials, share ideas, express opinions, and use information and knowledge. This emerging channel is resulting in a power shift between consumers and traditional producers of messages and information (Denegri-Knott, 2006). Additionally, these social networking sites contain Web-based services where individuals can construct dynamic public profiles about themselves that contain their various interests, philosophies, educational background, and demographic information and which are shared with other individuals. Within the specific social networking site, individuals can specify their relationship with other users as well as viewing users who are following their sites (Boyd and Ellison, 2008; Lange, 2008). These social network sites, such as Twitter and Facebook, are now designed to permit users to connect with other users based upon a common interest and form or join virtual communities. Yet, it takes more than the sheer existence of a social networking site to encourage or draw users to visit repeatedly and share content.

To create these virtual communities and encourage active participation, the social networking site needs to provide the means and tools to facilitate interaction among users, must integrate these various components of Web 2.0 technologies into their sites, and must be of a sufficiently high quality as defined by the users of that social networking site (Lin, 2007). The focus of this study, then, is on investigating the various factors that facilitate the social network site's use and examining the various access methods used to access the various social networking sites.

## TYPE OF SOCIAL NETWORKING SITES

The existence and use of social networking tools to communicate and share information dates back to 1978, when users had the ability to email comments and attachments to other users, to make use of bulletin boards to post content, and to read or post information or comments to various list servers (Acar and Polonsky, 2007). The number and availability of these social networking tools have since grown to include many additional online activities such as webcasting, blogging, instant messaging, chatting, and gaming (Boyd and Ellison, 2008).



# What is Social Networking?



## What Is Social Networking?

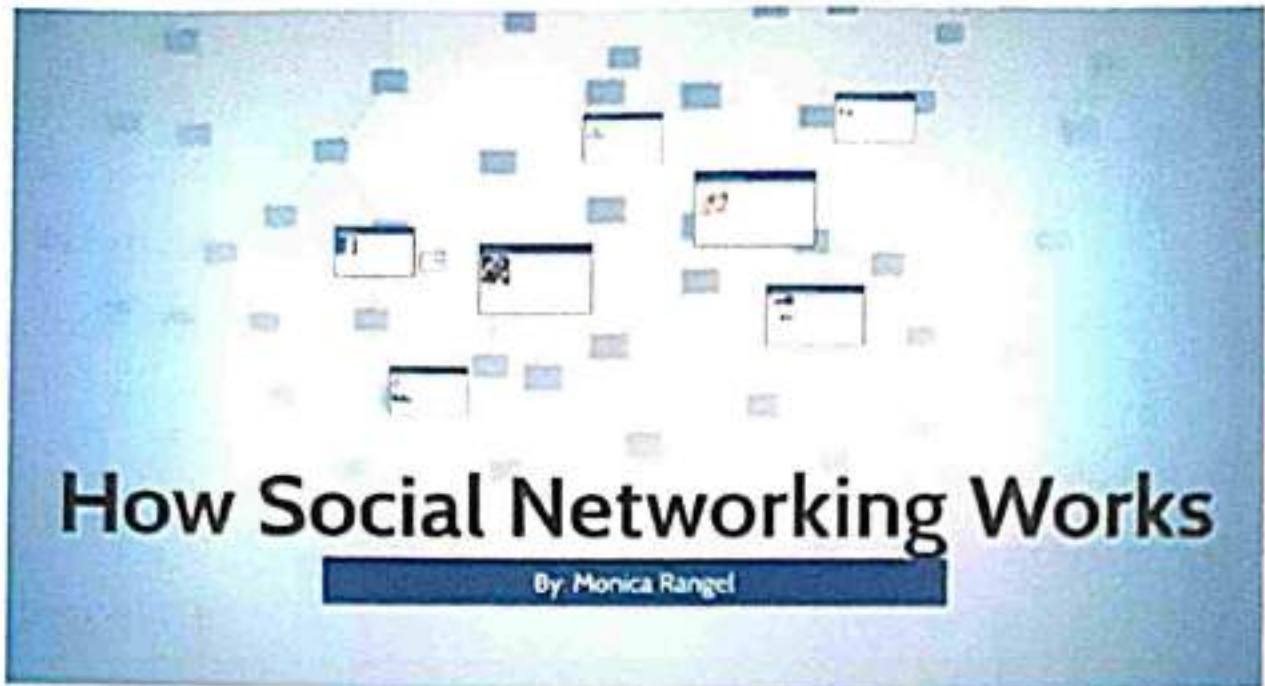
Social networking is an online platform that people use to develop a social relationship with others with similar thoughts and personal interest, backgrounds, real-time connections or career activities. There are several social media networking sites for instant messaging, sharing or posting views, and much more.



Trillions of people over the world connect through social networking to share views on a personal level. But most people use social networking to interact with their family and friends to gain knowledge or for entertainment purposes. Business people use social media to plan the target audience and execute it via attractive advertisements that pop out when related to a search. It also helps them trace the audience's ideas by throwing multiple options to the customer, getting feedback from the client ends, and promoting it in a reachable way by elevating their business to the next level. The specialist also uses social media to enhance the knowledge in the related fields and develop a network with like-minded people in a similar industry and support each other in their career







## How Social Networking Works?

includes Social Networking the turn of events and support of individual and

private social networks for business. This is done using Social Networking

services, like Facebook, Instagram, and Twitter. These sites permit

individuals and companies to associate with each other so they can foster





## What are Social Networks

Social Networks With the broad spectrum of websites, apps and services that exist online,

there is no single exact definition of a social network. Generally, though, social

networks have a few common attributes that set them apart.

- A social network will focus on user-generated content. Users primarily view





## What is the purpose of social networking?

Social networking fulfills the following four main objectives:

- **Sharing.** Friends or family members who are geographically dispersed can







## What are the different types of social networking?

While there are various categories of social networking sites, the six most common types are the following:

- **Social connections.** This is a type of social network where people stay in

touch with friends, family members, acquaintances or brands through

online profiles and updates, or find new friends through similar interests.

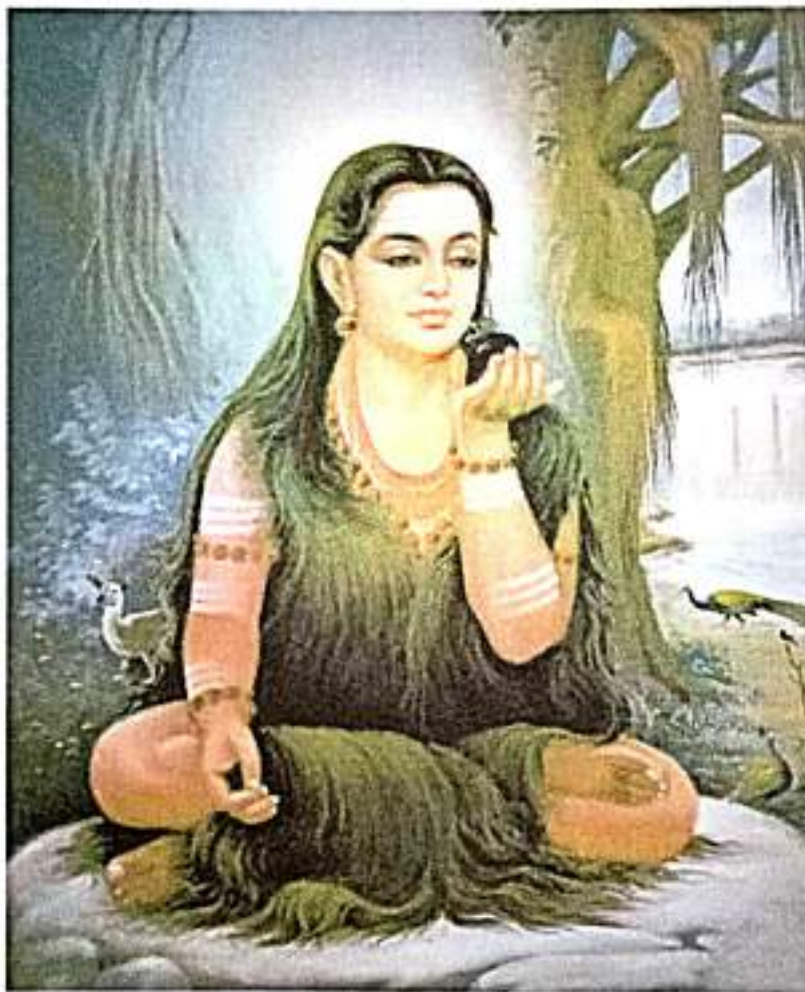


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 ಭಕ್ತಿ ಚಕ್ರವರ್ತಿಯು ಕತೀಂದ್ರಿಯ. ವಿರಚಿವರು ಹನ್ನೆರಡನೆಯ  
 ಶತಮಾನದಲ್ಲಿ ಕರ್ನಾಟಕದಲ್ಲಿ ಸಾಮಾಜಿಕ & ಔದ್ಯುಕ್ತಿಕ  
 ಪ್ರಾಂತೀಕರಣಗೊಂಡರು. ಅವರು ಸಾಂಪ್ರದಾಯಿಕ ಹಿಂದೂ  
 ಧರ್ಮ & ಅವರ ಚಿಂತನೆಗಳನ್ನು ವಿರೋಧಿಸಿದರು,  
 ಉದಾಹರಣೆಗೆ, ಜಾತಿ & ದೇವಸ್ಥಾನ & ಚರ್ಚೆಗಳ  
 ಮೂಲಕ ಹಾಗೂ ಪ್ರವಚನವನ್ನು ಅವರ ಸಂಪನ್ಮೂಲದ  
 ಪ್ರಮುಖ ರೂಪವೆಂದರೆ ವಚನಗಳು ಕಥಾ-ಅವರ  
 ಮೌಢ್ಯಭಾಷೆಯಲ್ಲಿ ಉಚಿತ ಪದ್ಯ ಸ್ತೋತ್ರಗಳ ಮೂಲಕ.  
 ವಚನಗಳ ಮೂಲಕ ವಿರಚಿವರು ಸ್ವಲ್ಪಮಟ್ಟಿಗೆ ಜನಪದ  
 ಮತ್ತು ಶಾಸ್ತ್ರೀಯ ಸಂಪ್ರದಾಯಗಳನ್ನು ತಿರಸ್ಕರಿಸಿದರು.

ಕಿಕ್ಕನ ಸಮಕಾಲೀನರಾಗಿದ್ದ ಬಸವಣ್ಣ,  
 ಕಿಲ್ಲುಪುತ್ರರು, ಕಿನ್ನರಿ ಯೊಡ್ಡಮ್ಮ, ನಿದ್ಧರಾಪು, ದಾಸಿಯಮ್ಮ  
 ಮುಂತಾದ ವಿರಚಿವ ಸಂತರು ನಡೆಸುತ್ತಿದ್ದ ಭಕ್ತಿ ಚಕ್ರವರ್ತಿಯ  
 - ಮಲ್ಲಿ ಪುಷ್ಪಾಹಾರಿಯು ಕಿಕ್ಕು ವಿಂಬ ಶಿಷ್ಯರು ಅರಿಯದರು.

ಕಾಯಕ್ಕೆ ನೆಲಲಾಗಿ ಕಾಡಿತ್ತು ಮಾಯೆ  
ಪ್ರಾಣಕ್ಕೆ ಮನವಾಗಿ ಕಾಡಿತ್ತು ಮಾಯೆ  
ಮನಕ್ಕೆ ನೆನಪಾಗಿ ಕಾಡಿತ್ತು ಮಾಯೆ  
ನೆನಪಿಗೆ ಆರಿವಾಗಿ ಕಾಡಿತ್ತು ಮಾಯೆ  
ಜಗದ ಜಂಗಳಗಳಿಗೆ ಬೆಂಗೋಲನೆತ್ತಿ ಕಾಡಿತ್ತು ಮಾಯೆ  
ಚಿನ್ನಮಲ್ಲಿಕಾರ್ಜುನ ನೀನೊಪ್ಪಿದ ಮಾಯೆಯ  
ಯಾರು ಗೆಲ್ಲಲಾರರು...

- ಅಕ್ಕ ಮಹಾದೇವಿ



## ಓಂ ಶಿವ ಶಾಸ್ತ್ರವೇದಿ ಜೀವನ :-

ಶಿವ ಶಾಸ್ತ್ರವೇದಿಯು 12 ನೇ ಶತಮಾನದಲ್ಲಿ ದಕ್ಷಿಣ ಭಾರತದ ಶರ್ವಣರ ರಾಜ್ಯದ 'ಬದುಕಡಿ' ಎಂಬ ಸ್ಥಳದಲ್ಲಿ ಜನಿಸಿದರು. ಈ ಮಹಾ ಶಿವಭಕ್ತ. 10 ನೇ ವಯಸ್ಸಿನಲ್ಲಿ, ಶಿವರು ಶಿವ ಪುಂಜನದಲ್ಲಿ ದೀಕ್ಷೆ ಪಡೆದರು. ಶಿವ ಶಾಸ್ತ್ರವೇದಿಯು ತನ್ನ ಮಗನಾದ ಭಗವಂತನನ್ನು ಕೇವಲ ತಪೋಶಕ್ತಿಗಳಿಂದ ಜೀವಂತವಾಗಿ ಚಿತ್ರಿಸಿದ್ದಾರೆ. ಹೀಗೆಯೇ ಮೂಲ, ಮಹಿಮೆ, ಶಿವರ ಚರ್ಮ ಹೇಳಿ, ಮನಸ್ಸು & ಚಿತ್ತವು ಶಿವನದ್ದಾಗಿದೆ ಎಂದು ಶಿವರು ಹೇಳಿದರು.

ಶಾಸ್ತ್ರದಲ್ಲಿ ಶಿವ ಧರ್ಮದಲ್ಲಿ ಹೆಚ್ಚಿನ ಚಿಂತೆಯನ್ನು ತೋರಿಸಿದ್ದಾರೆ & ಚಿತ್ತವು ಶಿವನನ್ನು ತನ್ನ ಚಿತ್ತವು ಸಂಗಾತಿಯಾಗಿ ನೋಡಿಕೊಂಡರು. ಸ್ವಲ್ಪಮೇಲೆ ಶಿವರ ತನ್ನ ಕೈಯನ್ನು ಮದುವೆಗೆ ತೆಗೆದುಕೊಂಡು, ಶಿವನು ನೋಡಿಕೊಂಡು, ಶಿವರ ನಂತರ ತನ್ನ ಪುರುಷ & ತೋಷಕರನ್ನು ರಕ್ಷಿಸಲು ಬಿಟ್ಟು ಹೋದನು. ಶಿವನು ತನ್ನ ತಾಯಿಯ ಶಿವನನ್ನು ಗರ್ಭಧರಿಸಲು ಪ್ರಯತ್ನಿಸಿದನು ಮತ್ತು ಶಿವನು ತನ್ನ ಪುರುಷ, ಶಿವನು ಸಂತೋಷ & ಪ್ರಾಣವಿಲ್ಲದೆ ಜನ್ಮವನ್ನು ಪಡೆದು ಶಿವನನ್ನು ತೋಷಕ. ತಪಸ್ಸಿಗಾಗಿ ಶಿವನು ಜೀವನ ಶಿವ ಶಿವನನ್ನು ತೋಷಕ ನಂತರ, ಶಿವ ಶಾಸ್ತ್ರವೇದಿ ಸನ್ಮಾನಿಸಿದ ಜೀವ.

## ಶಿಕ್ಷನ ಕನುಭಾವ ಜೀವನ :-

ಶಿಕ್ಷಕನಾದವನು ಶಿಕ್ಷಣ ಚಕ್ರವ್ಯೂಹದಲ್ಲಿ  
ವಿತ್ತರದ ಚಲನವಾಗಿ ಮೂಡಿ ಬಂದ ಪ್ರತಿಷ್ಠೆ. ಕವರ  
ಗ್ರಹಣೆ ಜೀವನ ರಥನ, ಐತಿಹ್ಯ, ವಿಶ್ವವು, ಪ್ರಭಾವಗಳಿಂದ  
ತುಂಬಿಹೋದ ಸಹ, ಕವರ ಬಗ್ಗೆ ಕವರ ಸಮಗ್ರವಾದ  
ವಚನಗಾರರೂ, ಶಿಕ್ಷನ ಗ್ರಾಹ್ಯ ತುಂಬಾ ಹತ್ತಿರವವನಾದ  
ಹರಿಹರ ಮಹಾಶಯ ರಚಿಸಿರುವ 'ಮಹಾದೇವಿಯವರ  
ರಚಿಸುವ ವಚನಗಳೂ, ಕವರ ಪ್ರತಿಷ್ಠೆವನ್ನು ರಟ್ಟಿ  
ಪಡುವಲ್ಲಿ ಮಹತ್ವದ ಪಾತ್ರವನ್ನು ವಹಿಸುತ್ತವೆ.

ಈ ಎಲ್ಲವನ್ನೂ ಗಮನಿಸಿದಾಗ - ಶಿಕ್ಷಕನಾದವನು  
ಜೀವನ ಕನುಭಾವವಾದ, ವೈಶಿಷ್ಟ್ಯತೆಯಿಂದ, ನುಡಿ  
ನಡೆಗಳಿಂದಾದ ಪರಿಮಲ್ಪರವುಯ ತೆಂಡುಬರುತ್ತದೆ.

ವಚನ ಚಕ್ರವ್ಯೂಹ ಸಮವದಲ್ಲಿ  
ನಾಹಿತ್ಯದಲ್ಲಿ ವೈಶಿಷ್ಟ್ಯತೆಯಿಂದ ಗಮನಿಸುವುದಾದರೆ, ಕಿಲ್ಲವು  
ಮತ್ತು ಶಿಕ್ಷಕ ಮುಂದಿನ ಕಂಡಿನ ಕಿಟ್ಟಂಶ ಏಳಿಷ್ಟು ಸಂವೇದನೆ  
- ಮು ಪ್ರತಿಷ್ಠೆವವರಾಗಿ ಗಮನ ಸೆಟ್ಟುಮುತ್ತಾರೆ. ಕನುಭಾವಿಯೂ,  
ತವಿಯೂ ಕಿಟ್ಟಂಶ ಶಿಕ್ಷಕನಾದವನು ವಚನಗಳೂ,  
ತನ್ನಡ ನಾಹಿತ್ಯದ ಮಗೂರ ಬರವಣಿಗೆಗಳಾಗಿವೆ.  
ವಚನಗಾರರಲ್ಲಿಮೇ ಕಿಟ್ಟಂಶ ಕಿಟ್ಟಂಶ ವಮನ್ನಿನ ಕನುಭಾವಿ  
- ಮುಗಿದುರೂ ಸಹ, ಏಳಿಷ್ಟು ಜೀವನಾನುಭವವನ್ನು  
ಕೊಂಡಿದ್ದ ಗಾರಣದಿಂದ, ಕವರ ಬರಹಗಳೂ  
ಗಮನಾರ್ಹವಾಗಿವೆ.



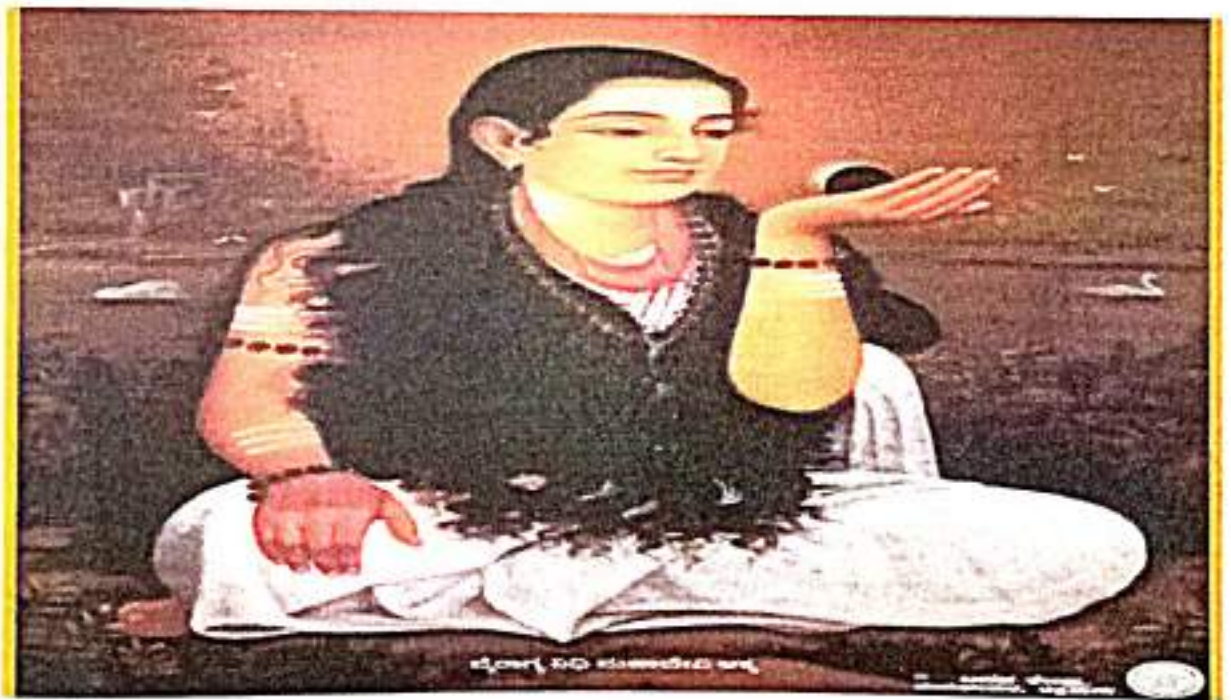
ಉದಾ:-

'ಲೋಕದ ಔಪಚಾರಿಕ ರೂಪ ಬಿಡುವಾಗಲೇ,  
ಕರಣಗಂಟ್ರಿ ಔಪಚಾರಿಕ ಮನಸ್ಸು ಬಿಡು!' 'ಬೆಟ್ಟದ  
ಮೇಲಿಂದ ಮನೆಯ ಮಗಡಿ, ಮಗಗಂಟ್ರಿ-ಕಿಂಚಿದೊ  
-ಹಂತಮ್ಯಾ'.

'ಹಸಿವಾದರೆ ಭಿಕ್ಷಾನ್ನಗಲ್ಲುಂಟು,  
ತೃಪ್ತಿಯಾದರೆ ಕೆರೆ ಹೆಣ್ಣುಗಲ್ಲುಂಟು'- ಯುಂತ್ರದ  
ವಚನಗಲ್ಲು-ಕಿವರ ಲೋಕಾನುಭವ, ಜ್ಞಾನ ಸಂಪನ್ನತೆ,  
ಕಿಚ್ಚಿತ್ತಿ, ನಾಮಕರ್ಯಕ್ಕೆ ಅದರ್ಶ-ನಗಲ್ಲಾಗಿವೆ.

## ಕಿಕ್ಕ-ಕಿನ್ನುಭವ ಮಂಟಪದಲ್ಲ :-

ಒಮ್ಮೆ ಕಿನ್ನುಭವ ಮಂಟಪದಲ್ಲ  
ಔಪಚಾರಿಕ ನಡೆಮುತ್ತಿರುವಾಗ ಮಹಾದೇವಿಯ  
ಚಿಗಮನವಾಗುತ್ತದೆ. ಚಿಗ ಮಡಿವಾಳು ಮಗಿಬೇವರು  
ಎದ್ದು ಅಂತು ಬುಡ್ಡಿ ಉಡುತಡಿಯ ಮಹಾದೇವಿ  
ಕಿಕ್ಕನವರು ಚಿಗಮನುತ್ತಿದ್ದಾರೆ ಎಂದು ಹೇಳುತ್ತಾರೆ.  
ಚಿಗ ಬನವಣ್ಣನವರು ಮಗಿಬೇವರೇ ಮಹಾದೇವಿ  
-ಯವರನ್ನು ಮರ್ಮಾದೆಯಿಂದ ಕರೆ ತನ್ನಿ ಎಂದು  
ಹೇಳಲು ಮಗಿಬೇವರು ಚಿಗನೇ ನಡೆ ಮಡಿಮನ್ನು  
ತಾನುತ್ತಾರೆ. ಚಿಗ ಮಹಾದೇವಿಯು ಮಡಿಮನ್ನು ನಾನಿ  
ಒಬ್ಬನೇ ಬಾಯುತ್ತಾಳೆ. ಕಿಕ್ಕನ ಮುಂದೆ-ಕಿಕ್ಕನವರನ್ನು  
-ಹೇವರು ಕಿ-ಕಿಕ್ಕಮಹಾದೇವಿಯ ನಡುವೆ ಪ್ರಾಂತ್ಯ ಸಂಭವ  
ನಡೆಮುತ್ತದೆ.



ಕಿಕ್ಕ:- ಪ್ರಭುಹೆವರ ಶ್ರೀ ಚರಣಗ್ರಂಥಂ ಇರಣು  
ಶರಣಾರ್ಥಿ,

ಕಿಲ್ಲಮ:- ನಿಲ್ಲು ತುಂಬು ವಶಾನದ ನತಿ ನೀನು  
ಬ್ರಹ್ಮಲೋಕೆ ಬಂದೆನುಪ್ಪ. ನತಿ ಎಂದರೆ ಮುನಿಮುಪರು  
ನಮ್ಮ ಶರಣರು. ನಿನ್ನ ಪತಿಸು ಹೆಸರ ಹೆಚ್ಚಿದರೆ ಬಂದು  
ಕುಳ್ಳರು ಕಿಲ್ಲದಾರ ತೆರಳು ತಾಮ. ನಮ್ಮ ಶರಣರ  
ನಂಥ ಸುಖದಲ ನನ್ನಹಿತದ ಬಹುಸುವಾಗದರೆ ನಿನ್ನ  
ಪತಿಸು ಹೆಸರ ಹೆಚ್ಚಾ, ಎಲೆ-ಕಿವ್ವ-ಕಿಲ್ಲದಾರ ನೀನಗೆ  
ಬ್ರಹ್ಮ ಕ್ಷೇತ್ರವಿಲ್ಲ.

ಕಿಕ್ಕ:- ಹರನೇ ಗಂಡನಾಗಬೇಡೆಂದು ಕಿನಂತೆ ತಾಲ ತಡಿಸಿ  
ನೋಡಾ! ನಿನ್ನ ಹಿನ್ನೆ ಹಿನ್ನಂತರದ ಬಹುಕೆ ಳಿ ಶಿವನೇ  
ಗಂಡನಾಗಬೇಡೆಂಬುದು ಕಿವು ಈ ಹಿನ್ನೆವಲ್ಲ ಸಿದ್ಧಿಸಿಹೆ.  
ಗುರು ನನ್ನನ್ನು ಚನ್ನಮಲ್ಲು ಗಾರ್ಜುನನಿಗೆ ವಿವಾಹ ಹೂಡಿ  
ಮಾಡಿ ಹೊಟ್ಟಿಹ್ಚಾನೆ. ಗುರುವೇ ತೆತ್ತಿಗನಾದ, ಅಂಗವೇ  
ಮದುಪಣಿಗನಾದ, ಭಿನ್ನು ಮದುಪಣಿಗಿತ್ತಿಮಾದವನು.  
ಈ ಭುವನವೆಲ್ಲವೂಮಲು-ಕಿಣುಪ್ಪುತೆರನ್ನೆ ತಾಯಿ ತಂದೆಗ್ಳು,  
ಹೊಟ್ಟೆರು ಪ್ರಭುವಿನ ಮನೆಗೆ ನಾದ್ಯಶ್ಯವಷ್ಟೆ ವರನನ್ನು  
ನೋಡಿ, ಬ್ರಹ್ಮ ಗರಣ ಚನ್ನಮಲ್ಲು ಗಾರ್ಜುನನೇ  
ಗಂಡನಿನಗೆ ಮಿಕ್ಕಿನ ಲೋಕದ ಗಂಡನಿಗೆ ನಂಬಂಥ  
ವಿಲ್ಲವಯ್ಯಾ ಪ್ರಭುವೇ.

ಕಿಲ್ಲವು:- ಈ ಮಗಿನ ಚದುರಾವನ್ನು ನಮ್ಮ  
ಶರಣರು ಮಿಚ್ಚಲಾರರು ಮರ್ಣಿಯೇ. ನಿನ್ನ ಚಿತ್ತ  
- ಮನ್ನು ಲೋಕ ತಿಳುವುದು ಖಾಸಿಪೋಡ. ಲಗ್ನವಾದ  
ಕೊರತಿನ ಮೇಲೆ ತಪ್ಪನ್ನು ಹೊರಿಸಿ-ಕರಮನೆಯನ್ನು  
ಬಿಟ್ಟು ನಿರ್ವಾಣ ಕರಣಮಾಗಿ ಹೊರಡು ಬಂದಿರುವ  
ಎಂಬ ಮಾತು ನಿಜವೇ? ಪತಿಮ ಮೇಲೆ ತಪ್ಪನ್ನು  
ಹೊರಿಸಿ ಬರುವ ಸತಿಲಕ್ಷ್ಮಿಯನ್ನು ಈ ನಮ್ಮ  
ಶರಣರು ಮಿಚ್ಚಲಾರರು.

ಕಿಕ್ಕ:- ನಮ್ಮ ಪುರುಷರು ಕಲೆಯನ್ನು ಪ್ರಪಂಚ  
ಹೇಗಾದರೂ ತಿಳಿಯ ಹೊಂಡಿರಲಿ. ನಾನು ಅಂಗೈಕೈ  
ಹೊನೆಗೆ ತನ್ನ ಶ್ರಮದಿಂದ ಪುಸ್ತಕಾರ್ಜನನಲ್ಲಿ ಶ್ರೀಶೈಲದ  
ಕಡಲವನದಲ್ಲಿದ್ದ ಐಶ್ವರ್ಯದರು ಕಿಕ್ಕಮರ್ಣಿಯೇ.

ಕಿಕ್ಕಮರ್ಣಿಯೇಮವರ ಜಿನನ ಕಿಕ್ಕಮರ್ಣಿಯೇಮು  
|| 30 ರಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿದ್ದ ಉಡುಪಡಿ  
ಎಂಬ ಸಣ್ಣ ಹಳ್ಳಿಯಲ್ಲಿ ಪ್ರಾಚೀನ ಪುರುಷರಲ್ಲಿ  
ಜನಿಸಿದಳು. ಉಡುಪಡಿ ಗ್ರಾಮವು ಕೆವಲಿಗ್ಗ  
ಹಿಲ್ಲಮಲ್ಲಿ ಹುಂಗೆ ನಡುವೆ ದಡದಲ್ಲಿದೆ. ಕಿಕ್ಕಮರ್ಣಿಯೇ  
- ಮವರ ಜೀವನ ದಂತಕಥೆ ಪ್ರಗರ ಖಾಲ್ವದಲ್ಲಿದ್ದು  
ಸಹ ಕಿಕ್ಕಮರ್ಣಿಯೇ ಕಿಕ್ಕಮರ್ಣಿಯೇ ಜೀವನ ಲಕ್ಷಣಗಳನ್ನು  
ಹೊಂದಿದಳು.

ಈಗಾಗ್ಗೆ ಟಿಲ್ಕವಾದ ಇಂತನಾಂಕಿ ದಾನ್ಯವಲ್ಲ ತನ್ನನ್ನು  
 ಕಲ್ಯಾಣವೆಲ್ಲ ತ್ಯಜಿ. ಕಿವಲ್ಲ ವಮಸ್ತಾದಂತೆ  
 ಕಿವಲ್ಲನ್ನು ಸೇವಿತಗೊಲ್ಲನುವ ಕಿ ನಿರ್ಬಂಧಿಸುವಂತೆ  
 ತೋರುವ ಸಾಮಾಜಿಕ ರೂಢಿಗಳು ಕಿ ಸಂತ್ರಯಾಮಗಳ್ಳ  
 ಬಗ್ಗೆ ಕಿವಲ್ಲ ಹೆಚ್ಚು ಭ್ರಮನಿರಿಸುವಂತೆ ತೋರುವ  
 ಸಾಮಾಜಿಕ ರೂಢಿಗಳು ಕಿ ಸಂತ್ರಯಾಮಗಳ್ಳ ಬಗ್ಗೆ  
 ಕಿವಲ್ಲ ಹೆಚ್ಚು ಭ್ರಮನಿರಿಸುವಂತೆ. ಕಿವಲ್ಲ  
 ಧೈರ್ಮ ಹೈವಿತತೆಯೊಂದಿಗ್ಗೆ ಟಿಲ್ಕವಾದ, ಹೆಚ್ಚು  
 ಕಿರ್ಲಿಪೂರ್ಣ ಸಂಹರ್ತಕ್ಕಾಗಿ ಹಾತೊರೆಯುತ್ತಿದ್ದಕ್ಕು.  
 ಮತ್ತೆ ತನ್ನ ಪುಟಂಬ ಕಿ ಸಮಾಜದ ನಿರ್ಬಂಧಗಳ್ಳಿಂದ  
 ಹೊರಬರಲು ಪ್ರಮತ್ಸಿನಿದಲ್ಲ.

ಸಿದ್ಧಾಂತಿಕ ಕನ್ವೀರ್ಷಣಮ ಉತ್ಕಟ  
 ಬವತೆಯಂತ ಪ್ರೇರಣಿಸಿಲ್ಲಟ್ಟಿ ಕಿತ್ತಮಜಾದೇವಿಮು  
 ತನ್ನ ಚಿಕ್ಕ ವಮಸ್ತಿನಲ್ಲಮೇ ತನ್ನ ಮನಮನ್ನು  
 ತೊರೆಯ ಸ್ವಮಂ ಕನ್ವೀರ್ಷಣಮ ಪ್ರಯೋಗವನ್ನು  
 ಪ್ರಾರಂಭಿಸಿದಲ್ಲ. ಕಿವರು ಶಿವನ ಕಿರಾಧನೆಯನ್ನು  
 ವಿತ್ತಿಹೇಲ್ವುವ ಕಿ ಹೀತಿ ಪ್ರವರ್ಧೆಯನ್ನು ತಿರಸ್ಕರಿಸಿದ  
 ಭಕ್ತಿ ಪಟ್ಟುವಲ್ಲಯಿಂದ ವೀರಶೈವ ಪಟ್ಟುವಲ್ಲಗ್ಗೆ  
 ಸೇರಿದರು ಕಿ ಕಿರಿದಾದುವ ತಹಸ್ತಿಯಾದರು,  
 ಕರ್ನಾಟಕದಾದ್ಯಂತ ಸಂಚರಿಸಿ ತನ್ನ ತ್ರಿಲೇಕಿ ಭಕ್ತಿ  
 -ಮ ಸಂದೇಶವನ್ನು ಹರಡಿಸಿದರು.

- ಕೃಷ್ಣಮಹಾಹೇಮಿ ಒಬ್ಬ ಗಯನಾರ್ಥ ವ್ಯಕ್ತಿಯಾಗಿದ್ದು,  
 - ಕವಿರ ಹೇವನ & ಪರಂತರಮು ಬಾರತ &  
 - ಕವಿರಾಜನಿಗಿನ ವಿಜ್ಞಾನಮ ಹಿನರನ್ನು ಪ್ರೇರೇಪಿಸಿದ.  
 - ಕವರು ಸಾಮಾಜಿಕ ಮಾನದಂಡಗಳನ್ನು ಛಿತ್ತರಿಸಿದರು  
 ಮತ್ತು ಅಂಗ ಸಮಾನತೆ & ಒಬ್ಬಳಿರ ವಿಮೋಚನೆಗೆ  
 ಐರಿ ಮಾಡಿಹೊಟ್ಟರು. ಕೃಷ್ಣಮಹಾಹೇಮಿಯು ಪ್ರಸಿದ್ಧ  
 ಕವಿಯುತ್ರಿ, & ತತ್ವಜಾನಿಯಾಗಿದ್ದು, ಒಬ್ಬಳಿರ ಸತ್ಯದ  
 - ಕಷ್ಟೋತ್ಪಾದಿಯಾಗಿ ತನ್ನ ಹೇವನವನ್ನು ಮುಡಿಪಾಗಿಟ್ಟ  
 - ಹೆಚ್ಚು. ಶಿವನ ಆರಾಧನೆಗೆ ಒತ್ತು ನೀಡಿದ & ಚಿತಿ  
 ವ್ಯವಸ್ಥೆಯನ್ನು ತಿರಸ್ಕರಿಸಿದ ವಿರೋಧಿಪ ಚಕ್ರವ್ಯೂಹ  
 - ಕನುಮಾಂಬಿಯಾಗಿದ್ದಲ್ಲ. ಚಿತ್ತ ವಮಸ್ತಿನಲ್ಲಮೇ  
 ತನ್ನ ಸಂಸಾರವನ್ನು ಸರಲ ಸುತತ್ತನ್ನು ಪ್ರಜನಿ  
 - ಕೆಳದಾಡು.

ನಾವು - ಕೃಷ್ಣಮಹಾಹೇಮಿಮ ಹೇವನ  
 ಚರಿತ್ರೆ ಮತ್ತು ಪರಂತರಮನ್ನು ಪರಿಶೀಲಿಸುತ್ತೇವೆ.  
 ಮುಂದಿನ ಕಲೆಮಾರುಗಳ್ಳ ಅಡಿಮನ್ನು ಬೆಳಗಿದ ಸ್ಯ  
 - ಕನಾಮಾನ್ಯ ಮಹಿಳೆಯ ಗಯನಾರ್ಥ ಕಥೆಯನ್ನು  
 ಕಂಡುಹಿಡಿಯಲು ನಾವು ಗ್ರಹಿಸಿದ ಪುಟಗಳ್ಳ  
 ಮೂಲಕ ಪ್ರಮಾಣಿಸುವಾಗ ನಮ್ಮೊಂದಿಗೆ ಸೇರಿಹೋಗಿ.  
 12 ನೇ ಅಂತಮಾನದ ಭಾರತದಲ್ಲ ಅಂಗ ಸಮಾನತೆಗೆ  
 ಐರಿ ಮಾಡಿಹೊಟ್ಟು & ಸಾಮಾಜಿಕ ಮಾನದಂಡಗಳ್ಳನ್ನು  
 ಛಿತ್ತರಿಸಿದ - ಕೃಷ್ಣಮಹಾಹೇಮಿಮವರು ಕವಿಯುತ್ರಿ, ಸಂತೆ &  
 ದಾರ್ಶನಿಕರಾಗಿದ್ದರು.

# —: ಶಿಕ್ಷಕರು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ —:

೧. ಬೆಟ್ಟದ ಮೇಲಿಂದ ಮನೆಮೆ ಮೂಡಿ  
 ಪುಗಗಟ್ಟಿಗಂಜಿಯಾದಂತವ್ಯಾ?  
 ಸಮುದ್ರದ ತಡಿಯೊಳಿಂದ ಮನೆಮೆ ಮೂಡಿ  
 ಸುಗಂಧ ತೆರಿಗೆಗಂಜಿಯಾದಂತವ್ಯಾ...?  
 ಸಂತೆಯೊಳ್ಳುಗಂಜಿಯಾದ ಮನೆಮೆ ಮೂಡಿ ಶಬ್ದಕ್ಕೆ  
 ನಾಶಿಯಾದಂತವ್ಯಾ?  
 ಚೆನ್ನ ಮಲ್ಲಿಕಾರ್ಜುನದೇವ ತೆಲ್ಲವ್ಯಾ ಈ  
 ಯೋಜನೆಯಿಗಾಗಿ ಕುಟ್ಟಿದ ಖಚ್ಚು ಸ್ತುತಿ-ನಂದಿಗಳು  
 ಬಂದರೆ ಮನದಲ್ಲೆ ಹೊದವೆಡೆ ತಿಳುವ  
 ಸಮಾಧಾನವಾಗಿರಬೇಕು.

೨. ಕೆಲವು - ನಂದಿ - ಮೂವು - ಮೂವು  
 ಕುಟ್ಟಿ ನಂದಿವಂದಾರವ್ಯಾ?  
 ಕೆಲವು - ಬಾಲ್ಯ - ನಂದಿವಂದಾರಕ್ಕೆ ನಂದಿ ನಂದಿವಂದಾರವ್ಯಾ?  
 ಕೆಲವು - ಶಾಲೆಗೆ ಬಂದವ ಉದಕವ ನಂದಿವಂದಾರವ್ಯಾ  
 ಮೂವು - ಮೂವು - ಕೆಲವು - ಮೂವು  
 ಕೆಲವು ಮೂವು ನಂದಿವಂದಾರವ್ಯಾ?  
 ಮೂವು ಮೂವು ಮೂವು, ನಂದಿ ಮೂವು, ನಂದಿ ಮೂವು!  
 ಮೂವು ಮೂವು ಮೂವು ಮೂವು ಮೂವು ಮೂವು  
 ತನ್ನ ಕೆಲವು ನಂದಿವಂದಾರವ್ಯಾ ಮೂವು ಮೂವು  
 ಕೆಲವು ಮೂವು ನಂದಿವಂದಾರವ್ಯಾ.





೨. ತನು ಕರಗದವರಲ್ಲಿ ಮುಖ್ಯವಾಗಿ ಮುಖ್ಯ  
ನೀನು ಮನ ಕರಗದವರಲ್ಲಿ ಮುಖ್ಯವಾಗಿ ಮುಖ್ಯ  
ನೀನು ಹದ್ದುಗರಲ್ಲದವರಲ್ಲಿ ಗಂಭೀರವಾಗಿ ಮುಖ್ಯ  
ನೀನು

- ಕಿವು ತಣ್ಣಗೆಯದವರಲ್ಲಿ ಚಿರತೆ ಮುಖ್ಯವಾಗಿ ಮುಖ್ಯ  
ನೀನು

ಭಾವಶುದ್ಧವಿಲ್ಲದವರಲ್ಲಿ ಧೂಪವಾಗಿ ಮುಖ್ಯವಾಗಿ ಮುಖ್ಯ ನೀನು  
ಪರಿಣಾಮಗಳಿಲ್ಲದವರಲ್ಲಿ ನೈವೇದ್ಯವಾಗಿ ಮುಖ್ಯವಾಗಿ ಮುಖ್ಯ  
ನೀನು ತ್ರಿಕರಣಶುದ್ಧವಿಲ್ಲದವರಲ್ಲಿ ಶಾಂತಿಯವ

- ಮುಖ್ಯವಾಗಿ ಮುಖ್ಯ ನೀನು ಪ್ರವಚನವು - ಕಿವು

- ವರಲ್ಲಿ ಪ್ರವಚನವಾಗಿ ಮುಖ್ಯ ನೀನು

ವಿಷಯ ವಿನೂತನವು ಕರಣ್ಯವನಿಯು ಗಾಂಧಿ  
ಹೆಚ್ಚು ಚಿನ್ನದ ಮಲ್ಲಿಕಾರ್ಜುನವು .

೪. ನರ - ಚಿನ್ನದ ತೊಡೆದು

ಕರ - ಚಿನ್ನದ ಮೂಡಿದ ಗುರುಪೆ

ಭವ ಬಂಧನವ ಬಿಡಿಸಿ

ವರಮನುಷ್ಯವ ತೊಡೆದು ಗುರುಪೆ

ಭವಿ ವಿಂಚನ ತೊಡೆದು

ಭಕ್ತಿ ವಿಂಚನವ ಗುರುಪೆ

ಚಿನ್ನದ ಮಲ್ಲಿಕಾರ್ಜುನನ ತಂದೆನ್ನ ಕೈವಲಂ

ತೊಟ್ಟು ಗುರುಪೆ ನಮೋ ನಮೋ...

- ಕವರ ಆಗೀದನಗಲ್ಲು ಮತ್ತು ಬರಹಗಲ್ಲು ಉಂಟು  
 ಹಿಲ್ವೆಗಿಗ್ಗೆ ಸ್ಫೂರ್ತಿ ನೀಡುತ್ತೆ. ಪಾರಂಪರಿಕ  
 ಸಾಹಿತ್ಯದ ಸಂಪೋಲೆಯಿಂದ ಬಿಡಿಸಿಕೊಂಡು  
 ಬದಲಾಗಿ ಜಿನಸಾಮಾನ್ಯರ ಭಾಷೆಯನ್ನು - ಒಪ್ಪಿಪಟ್ಟು  
 ಳಕೆಮೆ ಮೌತುಗಲ್ಲು ಶುದ್ಧ ಗಾಲ್ವಮೆ ಲನಿರನುತಿಪ್ಪೆವು.  
 - ಕೃಷ್ಣಮಹಾದೇವಿಮವರು ಹಿತಿ & ಲಂಗದ  
 ನಿಬಂಧಗಲ್ಲನ್ನು ತಿರಸ್ಕರಿಸಿ - ಒಲಿದಾಡುವ ತಪ್ಪಿ  
 - ಮೂವರು ಹಾಗೂ ತಮ್ಮ ತಿಲತಿ & ಭಕ್ತಿಮೆ ಸಾಹಿತ್ಯ  
 - ವನ್ನು ಹರಡಲು ಕರ್ನಾಟಕದ ಲಹ್ಲಗಲಕ್ಕು ಸಂಪರಿಸಿ  
 - ದವರು .

ವಚನ ಶೈಲಿಮಲ್ಲಿ ಬರಿದ ಕವರ  
 ಕವನವು ಕವರ ತತ್ವಶಾಸ್ತ್ರದ ಸಾರವನ್ನು ಸೆರೆಹಿಡಿ  
 - ಮುತ್ತದ & ಕವರ ಸರಗ್ಲತೆ, ನೆರತೆ & ಗಜನತೆಗನಿ  
 ಗೊರವ್ವಾತವಾಗಿದೆ. ಕವರ ಕೃತಿಗಲ್ಲು ಕವರ ಕಿಡ್ಡಾತ್ತೆರ  
 - ಕನ್ವೆರ್ಷನಮೆ ಬಗ್ಗೆ ಮೂತ್ರವಲ್ಲದ - ಕವರ ಸ್ತ್ರೀವಾಣಿ  
 ನಂಬರೆಗಲ್ಲು ಬಗ್ಗೆಮೂ ಮೂತನಾಡುತ್ತವೆ. ವಿಕೆಂದರ  
 - ಕವರು ತಮ್ಮ ತಾಲದ ಹಿತ್ಯಪ್ರಭುತ್ವದ. ಮನದಂದ  
 - ಗಲ್ಲನ್ನು ಪ್ರಶ್ನಿಸಿದರು & ಮಹಿಲ್ವೆಮರ ಸಬಲತರಣ  
 - ವನ್ನು ಪ್ರತಿಹಾದಿಸಿದರು. ಕೃಷ್ಣಮಹಾದೇವಿಮನ್ನು  
 ಮಧ್ಯಗಾಲನ ಲಾರತದಲ್ಲೆ ಭಕ್ತಿ ಪಟ್ಟುವಲ್ಲಮ  
 ತ್ರಮುಲ ಹ್ವನಿಗಲ್ಲೆ ಒಬ್ಬರು ಎಂದು ಪರಿಗಣಿಸ  
 - ಲಗಿದೆ.

ಕನ್ನಡದಲ್ಲಿ ಬರೆದ ಕವರ ಬಾವನೀತಾತ್ಮಕ  
 ಕವನಗಳು & ವಚನಗಳು ಕವರ ವಂಶರಚನಾವನಿಗಳು  
 & ಚಿದ್ರಾಜಿತ & ಅಂಗ ಪಾತ್ರಗಳ ಮೇಲಿನ ಮೂಲಭೂತ  
 ದೃಷ್ಟಿಹೀನಗಳಾಗಿ ಚಿತ್ರಿಸಲ್ಪಟ್ಟಿವೆ. ಚಿರಮಹಿಮೆ  
 ಕವನಗಳು ಕವನ ಮೇಲಿನ ಚಿರಮ ಸುತ್ತ, ಸುತ್ತ  
 - ತಿರುದಾಗ, ಕಿಕ್ಕಮಹಾದೇವಿಮ ಕೆಲಸವು ನಾಯಕರ  
 ದಬ್ಬಾಳಿಕೆ, ಭೌತಿಕ ಸಂಪತ್ತಿನ ಅರರ್ಥಕತೆ  
 & ಚಿಂತಕರ ಶಾಂತಿಮ ಪ್ರಕಾಶನದ ವಿಷಯಗಳನ್ನು  
 ಸಹ ಸ್ಪರ್ಶಿಸುತ್ತದೆ.

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ಶತಮಾನದ ಕವಳು 430 ವಚನ ಪದ್ಯಗಳು  
 [ಸ್ವಾಭಾವಿಕ ಕೀಲಿಂತ್ರಿಮ ಕವಿತೆಗಳ ಒಂದು  
 ರೂಪ], & ಮಂತ್ರೋಗೋಪ್ಯ & ಮೇಣಾಂಗತ್ರಿವಿಧಿ  
 ಎಂಬ ಎರಡು ಸಣ್ಣ ಬರಹಗಳನ್ನು ಕನ್ನಡ  
 ಸಾಹಿತ್ಯಕ್ಕೆ ಚಿರಮ ಕೀಲಿಂತ್ರಿ ಗಮನಾರ್ಹ ಹೊಡುಗೆ  
 ಎಂದು ಪರಿಗಣಿಸಲಾಗಿದೆ. ಕವರು ಚೆಲ್ಲಪ್ಪಮ  
 ಪ್ರಕರ ಸಂತರಿಗಿಂತ ತುಲನಾತ್ಮಕವಾಗಿ ಕಡಿಮೆ  
 ಕವಿತೆಗಳನ್ನು ರಚಿಸಿದ್ದಾರೆ. ಚಿರಮ-ಕಿಕ್ಕ  
 ("ಹಿರಮ ಸಹೋದರಿ"), ಪ್ರಿಯ ಬಸವಣ,

ಸಿಕ್ಕರಾಜು & ಕಿಕ್ಕಮತ್ತಳುಗಳಂತಹ ಮಹಾನ  
 ವೀರಶೈವ ಸಂತರಿಂದ ನೀಡಲ್ಪಟ್ಟ ನೈರವಾರ್ಥಕ  
 "ಕನುಭವ ಮಂಟಪ" ದಲ್ಲಿ ನಡೆದ ಚಿದ್ರಾಜಿತ ಚರ್ಚೆಗಳು  
 ಚಿರಮ ಹೊಡುಗೆಯ ಸೂಚನೆಯಾಗಿದೆ.

ಕವರು ಕನ್ನಡ ನಾಡೀತ್ಯ & ಕರ್ನಾಟಕದ ಉಚಿತಾಸಕ್ತಿ  
ಸ್ವಾರ್ಥಿ ದಾಮರ ಪುಷ್ಪಿವಾಗಿ ಕಾಣುತ್ತಾರೆ.

ಕವರು ಶಿವನನ್ನು ('ಶಿವ ಪುಷ್ಪಿ ಕಾರ್ಜನ') ಕನ್ನ  
ಪತಿಮೆಂದು ಪರಿಗಣಿಸುತ್ತಾರೆ. (ನಾಂತ್ರದಾಯಕರಾಗಿ  
'ಪುಷ್ಪಿ ಕಾರ್ಜನ' ಕಥೆ 'ಪುಷ್ಪಿ ಕಾರ್ಜನ' ಪುಸ್ತಕ  
ರೂಪವೆಂದು ಕರ್ತೃ ಸಂಗ್ರಹಿಸಿದ). - ಕರ್ತೃವು ಕಾರ್ಜನ  
ಪೀಠದ ಪರಿಶ್ರಮ - ಕರ್ತೃ ವು ಕಾರ್ಜನ - ಕವರು  
ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಶಿವನಿಗಾಗಿನ ಸುಖವೆಂದ  
ಲಯಕವಿಮಲ್ಲ ಪೀಠದರು. ಕರ್ತೃ ಪುಷ್ಪಿ ಕವರು  
ವರ್ಷ ಸುಮಾರು 1130 ಮತ್ತು ನಂಬಲಾಗಿದೆ.

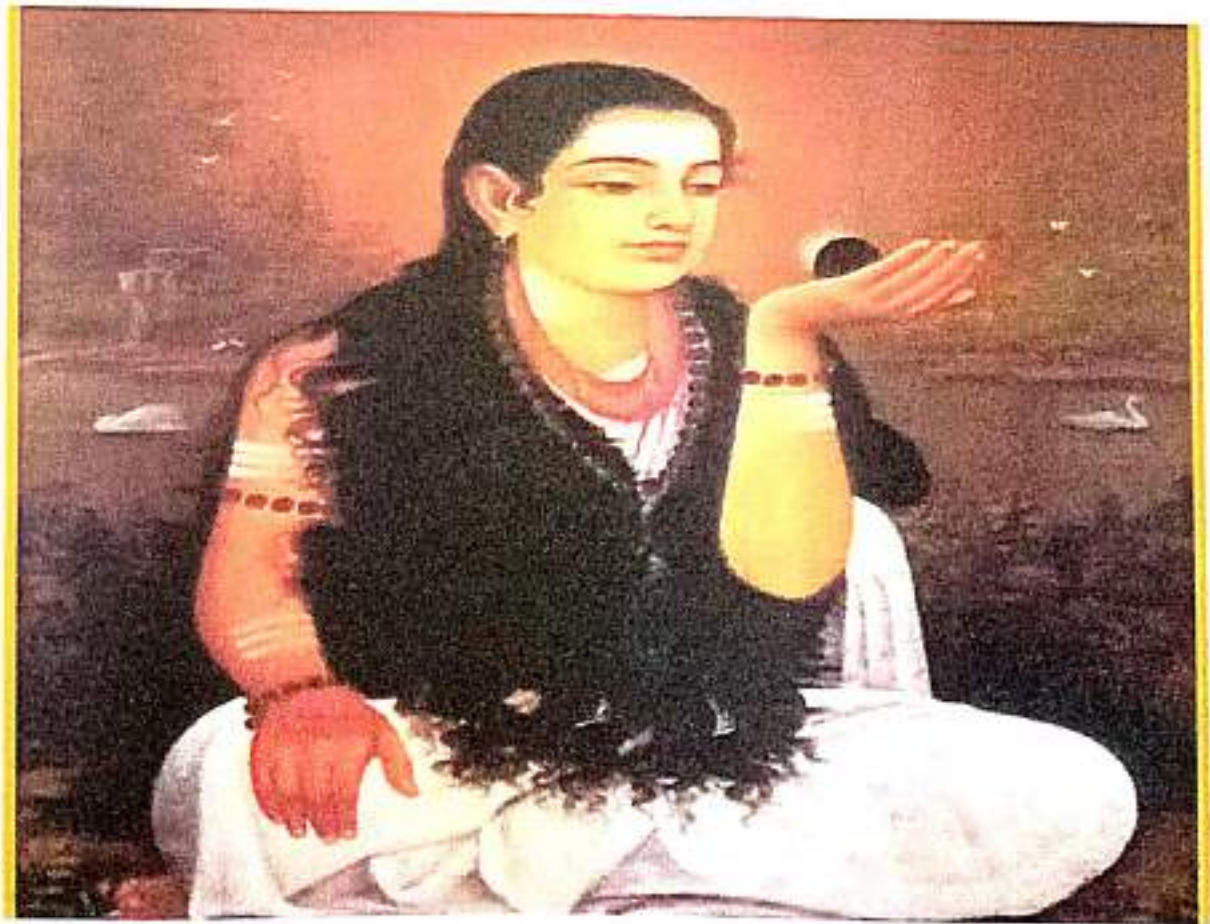
ಕವರು ಕರ್ತೃವರು - ಕವರು  
ನಾರ್ಜನಶಿಕ್ಷೆ & ಸುಮಾರಿ ಮುಖ ದಂಪತಿಗಳಾಗಿ  
ಪೀಠದರು, ಕವರು ಶಿವಭಕ್ತರಾಗಿದ್ದರು.

ಕರ್ತೃ ಪೀಠದ ಬಗ್ಗೆ ಸ್ವಲ್ಪವೇ ತಿಳಿದರೆ,  
ಕರ್ತೃ, ಉದಾ ಮತ್ತಿತರ ಸಂಪ್ರದಾಯಗಳಲ್ಲಿ  
ಕಾರ್ಜನ ಕರ್ತೃವರಿಂದ ಎರಡನೆಯ  
ಮೂಲವಾಗಿ ಪಡೆದಿರುವ ಕೃತಿಮೂಲವಾಗಿ, ಕರ್ತೃ  
ಪೀಠದ & ಕರ್ತೃ ಕರ್ತೃಗಳ ವಿಷಯವಾಗಿದೆ.  
ಉದಾಹರಣೆ:-

ಕವರು ಪೀಠದ ನಾಡೀತ್ಯವು ಶಿವನನ್ನು  
ಹಿಂಪಾಲಿಸಲು ಕನ್ನ ಪುಷ್ಪಿ ಕರ್ತೃ & ಪುಷ್ಪಿವನ್ನು  
ಪೀಠದ ಕರ್ತೃಗಳನ್ನು ದಾಖಲಿಸಿದಂತೆ ಕಾಣುತ್ತದೆ.

ಮಹಾಹೇಮಿ ಸುಮಾರು 430 ಶ್ಲೋಕಗಳನ್ನು  
 ಯಾಚನಾಡಿವ್ಯಾರ್, ಪ್ರಿಯ ಪ್ರತರ ಸಮಗಾಲನ ಸಂತರ  
 ಯಾಚನಗಳಿಗಿಂತ ಕಡಿಮೆಯಾಗಿದೆ. ಅದೇಶ್ಯವ  
 ಧರ್ಮದ ಪ್ರತರ ಐಕ್ಯಮನಿಗಲ್ಲಾದ ಬಸವ,  
 ಚೆನ್ನ ಬಸವ, ಕೆನ್ನರಿ ಯೊಮ್ಮಮ್ಮ, ನಿದ್ಧರಾಮ,  
 ಟಲಂತ್ರಳು & ದಾನ್ತಿಮಮ್ಮ ಕವರ್ಗ ಏನ್ನತ  
 ಸ್ಥಾನವನ್ನು ನೀಡಲಾಯಿತು. ಕವರು ಕನ್ನಡ  
 ಸಾಹಿತ್ಯ & ಕರ್ನಾಟಕದ ಐತಿಹಾಸಕ್ಕೆ ಶ್ರೇಷ್ಠ &  
 ಸ್ವಾರ್ಥಿ ದಾಮರ ಮಹಿಮೆಯಾಗಿ ಗಣತರ. ಕವರು  
 ಶಿವನನ್ನು ('ಚೆನ್ನ ಮಲ್ಲರಾಜು'ನ) ಶಿವನ ಪತಿಮಾಗಿ  
 ನ್ನೀಕರಿಸಿದರು ಎಂದು ಹೆಚ್ಚಲಾಗುತ್ತದೆ. ಸಾಂಪ್ರದಾಯಿಕವಾಗಿ  
 'ಮಧುರ ಭಾವ' ಕಥವಾ 'ಮಾಧುರ್ಮ' ಭಕ್ತಿಮ  
 ರೂಪವೆಂದು ಕರ್ತೃನಿಹಿಚ್ಚಲಾಗುತ್ತದೆ.

ಕೌಶಿಕ ಏಬ ಸ್ವಲ್ಪಮು ಚೈನ  
 ರಾಜನು ಕವರನ್ನು ಮದುವೆಮಾಗಲು ಪ್ರಮುಕ್ತನಿದರು.  
 ಆದರೆ ಕವರು ಕವನನ್ನು ತಿರಸ್ಕರಿಸಿದರು, ಬದಲಾಗಿ  
 ಶಿವನ ಮೇಲಿನ ಭಕ್ತಿಮ ಹಕ್ಕುಗಳನ್ನು  
 ಪ್ರಾರ್ಥಿಸಲು ಆರಿಸಿಕೊಂಡರು. ಆದಾಗ್ಯೂ,  
 ಕಕ್ಕ ಮಹಾಹೇಮಿ ಎವಾಹದ ಆಧಾರಗಳನ್ನು  
 ರೂಪಿಸುವ ಮಧ್ಯಗಾಲನ ಮೂಲಗಳು  
 ಸ್ವತಃ: ಕನ್ನಡಕ್ಕೆ & ಕರ.



# —: ಶಿಕ್ಷಕರುಗಳಾದ ಜೀವನ ಚರಿತ್ರೆ :-

ಶಿಕ್ಷಕರಾಗುವುದರಲ್ಲಿಯೂ ಭಾರತದ ಸರ್ಕಾರದ  
ವಾಲ್ಯದ ಶಿವಮೊಗ್ಗ ಸಮೀಪದ ಬಹುಶತಮಲ್ಲಿ  
ಜೀವನದರು. ಈಶಮ ಜೀವನದ ವರ್ಷವು ಸುಮಾರು  
1130 ಎಂದು ನಂಬಲಾಗಿದೆ. ತೆಲವು ವಿಶ್ವಾಸಾರು-ಕವರು  
ಜೀವನ ಚರಿತ್ರೆಯಾದ ನಿರ್ಮಲಶಿಕ್ಷೆ & ಸಾಮಾಜಿಕ ದಂಪತಿ  
-ಗೃಹ್ಯಗಳ ಜೀವನದರು ಎಂದು ಸೂಚಿಸುತ್ತಾರೆ. ಈ  
ಮಹಾ ಶಿವಚರಿತ್ರೆ. 10 ನೇ ವಯಸ್ಸಿನಲ್ಲಿ, ಕವರು  
ಶಿವ ಮಂತ್ರದಲ್ಲಿದ್ದು ದಿವ್ಯ ಪಡೆದರು. ಹೆಸರಿಗೆ  
ಮಾತ್ರ ಮಕ್ಕಳು, ಜದರೆ ಈಶಮ ದೇವ, ಮನಸ್ಸು  
ಮತ್ತು ಶಿಕ್ಷಕರು ಶಿವನಿಗೆ ನಡೆದ ಎಂದು ಕವರು  
ಹೇಳಿದರು.

ಶಿಕ್ಷಕ ವಯಸ್ಸಿನಿಂದಲೂ ಈಶಗೆ ಶಿವನ  
ಚಿರಾಧನೆಯಲ್ಲಿ ದಿವ್ಯಮನ್ನು ನೀಡಲಾಯಿತು. ಕವರು  
ಈ ದಿವ್ಯಮನ್ನು ತನ್ನ ಜೀವನದ ಪ್ರಮುಖ  
ಕ್ಷಣವೆಂದು ಪರಿಗಣಿಸಿದರು & ಕವರು ಶಿವನ  
ನಿಷ್ಠಾವಂತ ಚಿರಾಧಶಿಷ್ಯರು. ಕವರು ಪೂಜಿಸಿದ  
ಶಿವನ ರೂಪವನ್ನು ಚಿನ್ನ ಮಲ್ಲಿಕಾರ್ಜುನ ಎಂದು  
ಕರೆಯಲಾಗುತ್ತಿತ್ತು, ಗ್ರಹನ್ನು "ಸುಂದರ ಭಗವಂತ"  
ಮಲ್ಲಿಗೆಮಂತೆ ಬಿಟ್ಟು ಎಂದು ಕನುಕಾಹಿಯಾಗುತ್ತದೆ.  
ಮಹಾದೇವಿಯು ತನ್ನ ಹೆಚ್ಚಿನ ಶಿಷ್ಯರು ಕವರು  
ಸುಂದರವಾದ ಭಗವಂತನ ಸ್ವರೂಪದ ವಿವರಣೆಯನ್ನು  
ಬಲ್ಲವರಾಗುತ್ತಾರೆ.

ಅರಣ್ಯ ಪ್ರಗಾರ ಸ್ವಲ್ಪಮು ಜೈನ ರಾಜನು ಮಹಾ  
- ದೇವಿವಸ್ಥಾನನ್ನು ಮೀರಿದ ಸೌಂದರ್ಯದ ವಿವರಣೆ  
- ಮನ್ನು ಉಪನುತವೆ. 12 ರಲ್ಲಿ ತಲಹ & ರಾಜರಿಮ  
ಕಿಣ್ಣಿರತಮ ಸಮಮದಲ್ಲ. ಅತಮಾನದಲ್ಲ ಕವಚು  
ಕಿಣ್ಣಿರತಮ ಜೈನೋದಮವನ್ನು ಕಿಣ್ಣಿರತಮದಲ್ಲ.  
ಹೆಸರಿಗ್ಗೆ ಮಾತ್ರ ಹೆಣ್ಣಾಗಿದ್ದು, ತನ್ನ ಮನಸ್ಸು, ಹೆಡ  
ಮತ್ತು ಕಿಣ್ಣಿರತಮದಲ್ಲ ಸೇರಿದ್ದು ಎಂದು ಹೆಣ್ಣಾಗಿದ್ದು.

ಕಿಣ್ಣಿರತಮದಲ್ಲ ಮಹಿಳಾ  
ಭಾರತದಲ್ಲ, ನಿರೀಕ್ಷಿಸುವಾಗ ತರ್ನಾಟರದಲ್ಲ ಸ್ತ್ರೀ  
ಮಹಿಳಾಚರಣೆಮಲ್ಲ ಮಹಿಳಾಚರಣೆಮಲ್ಲ  
ವಹಿಸಿದ್ದಾಳೆ. ಎಂದು ಕನೀಕರು ಪರಿಗಣಿಸುತ್ತಾರೆ.  
ಮಹಿಳಾಚರಣೆಗೆ ತಡೆಮೆ ಸ್ವಾತಂತ್ರ್ಯ & ಕೆಲಮ  
ಹಕ್ಕುಗಳನ್ನು ನೀಡುವ ಕಿಣ್ಣಿರತಮದಲ್ಲ ಮಹಿಳಾಚರಣೆಮಲ್ಲದ  
ಸಮಾಜದ ಮಹಿಳಾ ಕವರು ಬಹಿರಂಗವಾಗಿ  
ಮಾತನಾಡುತ್ತಿದ್ದರು & ಸಾಮಾಜಿಕ ನಿರೀಕ್ಷೆಗಳಿಂದ  
ಸ್ವತಂತ್ರ ನಿರೀಕ್ಷೆಗಳನ್ನು ತೆಗೆದುಕೊಂಡರು.  
ಕಿಣ್ಣಿರತಮದಲ್ಲ ಪ್ರಪಂಚದ ಸಂಪೂರ್ಣ & ಕೌಟುಂಬಿಕ  
ಸಂಪೂರ್ಣಗಳನ್ನು ತಿರಸ್ಕರಿಸಿದರು. ನಂತರ  
ಕಿಣ್ಣಿರತಮದಲ್ಲ ಸಹ ಕಿಣ್ಣಿರತಮದಲ್ಲ-ಕಿಣ್ಣಿರತಮದಲ್ಲ  
-ನ್ನು ಕುಡುಕಿದರು. ಅದರ ಜೊತೆಮ  
ಬಹಿಳಾಚರಣೆಮಲ್ಲ 'ಕಿಣ್ಣಿರತಮದಲ್ಲ' ಸಹವಾಸವನ್ನು  
ಕಂಡುಕೊಂಡರು.



## ವಚನ ಸಾಹಿತ್ಯ :-

ಕೃತಿಗಳ ಸಾಹಿತ್ಯವು ಮಹಿಮೆಯ ಸಾಧನವನ್ನು ಮರು ಪರಿಶೀಲಿಸುವ "ಒಗ್ಗಟ್ಟು ಸ್ವಾಮಿ - ಸಮೃದ್ಧವಲ್ಲದ" ಸಂಕೇತವಾಗಿದೆ ಎಂದು ವಿವರಿಸಲಾಗಿದೆ. ಕೆಲವೊಮ್ಮೆ ಈವರೆಗೆ ಭಕ್ತರ ಭಕ್ತಿಮಯ ವಸ್ತುವಿನ ನಡುವಿನ ವ್ಯತಿರೇಕವನ್ನು ಸಂಕೇತಿಸಲು ಬರುವುದು ಆಧುನಿಕ ವಿವರಣೆಗಳನ್ನು ಬಳಸುವುದು. ಕೆಲವು ವಚನಗಳ ಈಶ್ವರವಾದಿಯ ವಚನ ಸಾಹಿತ್ಯದ ಪ್ರಮುಖವಾಗಿವೆ.

ಈಶ್ವರವಾದಿಯ ಕನ್ನಡದ ಪ್ರಥಮ ಮಹಿಮಾ ಕವಿಯೆಂದೂ ಹೇಳುತ್ತಾರೆ.

ಈಶ್ವರವಾದಿಯವರನ್ನು ಆರಾಧಿಸುವುದು ಪ್ರಮುಖವಾಗಿ, ಸ್ವಾಭಾವಿಕವಾದ ಪ್ರೀತಿಯಾಗಿ, ಸ್ತ್ರೀವಾದಿ ಚಿಂತನೆಯು ಅಜ್ಞಾನದ ಪ್ರತಿಪಾದಕವಾಗಿ, ಈಶ್ವರವು ಈಶ್ವರನಾಗಿ, ಹೀಗೆ ಹಲವು ಅಂಶಗಳ ಸುರುತಿಸಬಹುದಾಗಿದೆ. ಇತಿಶ್ಚ ವಮಸ್ತಿನಲ್ಲಿ ಸಕಲ ಸುಖವನ್ನು ತ್ಯಜಿಸಿದ-ಈಶ್ವರ, ಎದುರಿಸಿದ ಪರೀಕ್ಷೆಗಳನ್ನು ಬಹಳವಾಗಿ. ಸಾಕ್ಷಾತ್ಕಾರವು (ಮಲ್ಲಿಕಾರ್ಜುನ) ನನ್ನು ಪತಿ ಎಂದು ನೈಜಕರಿಸಿ, ತಾನೇ ಹೀಗಿಟ್ಟು ಹಿಡಿದು, ಕೇವಲಾಂಬರವಾಗಿ ನಡೆದ ಈಶ್ವರ ಹಲವಾರು ಭಕ್ತರಾಗಿಯೂ ಹೇಳುತ್ತಾರೆ.

-ಕೃಷ್ಣಮಹಾಹೇಮಿವು ವರು ಬೆನಿಸಿದ್ದು ಇವಯೊಗ್ಗ  
 ಹೆಣ್ಣು, ಇಗಾಂಪುರ-ಇರಾಜ್ರ ಪೊಪ್ಪಲ್ಲದ ನಡುವೆ  
 ಗ್ರಾಮದ ಬದಲಡೆ-ಕೃಷ್ಣಾ ಬದಗಣಿ ಗ್ರಾಮದ  
 ಬದಗಣಿ ಎಂದೇ ಪ್ರಸಿದ್ಧವಾಗಿರುವ ಪುಟ್ಟ  
 ಗ್ರಾಮದಲ್ಲಿದೆ. ನುಮಾರು 15 ಕಿ.ಮೀ ಜಾಗ  
 ಇರಾಜ್ರ ಪೊಪ್ಪದಿಂದ 4 ಕಿ.ಮೀ. ದೂರದಲ್ಲಿದೆ.  
 ತ್ರಿವೇಣಿ ಗ್ರಾಮ ಪ್ರವಾಸಿ ತಾಣವಾಗಿಯೂ  
 ಪ್ರಸಿದ್ಧವಾಗಿದೆ. ಪರರ ತಾಲೂಕಿನ ಗ್ರಾಮದ  
 ಕೆಳಗೆ ಮಹಾರಾಜರ ಹೋಟೆ ಜಾಗ ಕೃಷ್ಣನ  
 ಹೇವಾಸ್ಥಾನ ಗ್ರಾಮದ ಜೊತೆನನ್ನು ಒಟ್ಟುಸಲು  
 ಪ್ರಮುಖವಾಗಿ, ಹೋಟೆ ನಡವಿ, ಮರಣಿ  
 -ಮಾಗಿದ್ದು ನಿಕರಣಮ ಶ್ರೀಗೃಹದ ಅಂಗೈತ್ಯ  
 ಶ್ರೀ ಇವಕುಮಾರ ಕೆವಾಚಾರ್ ಮಹಾಸ್ವಾಮಿವರು  
 ಜಾಗ ಹೀಗೆ ಕುಂಬಾರನ ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟಿಲಾರ.

-ಕೃಷ್ಣಮಹಾಹೇಮಿ ಇರಣ ಚಟ್ಟುವಳ್ಳಿ  
 ಎತ್ತರದ ಇತೆತನವಾಗಿ ಮೂಡಿ ಬಂದ ಪ್ರತಿಷ್ಠೆ.  
 ಈವರ ಗ್ರಾಮದ ಹೇವನ ತಳೆನ, ವಿತಿಪ್ಪ, ಬಿಸ್ತಾಮ,  
 ಪ್ರಭಾವಗಳಿಂದ ತುಂಬಿದ್ದರೂ, ಕೃಷ್ಣನ ಶಾಸ್ತ್ರ  
 ತುಂಬಾ ಪತ್ತಿರವವನಾದ ಪರಪರ ಮಹಾರಣಿಮ  
 ರಚಿಸಿರುವ 'ಮಹಾಹೇಮಿಮತ್ಸಗಳ' ರಗಲ್  
 4 ಸ್ವತಃ ಕೃಷ್ಣಮಹಾಹೇಮಿಮತ್ಸಗಳ ರಚಿಸುವ  
 ವಚನಗಳೂ, ಈವರ ಪ್ರತಿಷ್ಠೆವನ್ನು ತಟ್ಟಿ ಹೇಡುವಲ್ಲಿ  
 ಮಹತ್ವದ ಪಾತ್ರವನ್ನು ಹೆಸಿಸುತ್ತವೆ.

ಹೇವನ ಕಥನ, ವಿಚಿತ್ರ, ವಿಸ್ಮಯ, ಪ್ರಭಾವಗಳಿಂದ  
 ತುಂಬಿದ್ದರೂ ಸಹ, -ಕವರ ಬಗ್ಗೆ-ಕವರ ಸಮಗ್ರವಾದ  
 ವಚನಾಗಾರರು, -ಕವನ ಶಾಸ್ತ್ರ ತುಂಬಾ ಹತ್ತಿರದವರ  
 ಹರಿಹರ ಮಹಾಕವಿಯು ರಚಿಸಿರುವ 'ಮಹಾದೇವಿ  
 - ಮತ್ಸ್ಯಗಲ್ಪ ರಾಗಲ್ಪ' 'ಮಹಾದೇವಿಮತ್ಸ್ಯಗಲ್ಪ  
 ಸಂಪಾದನೆ ಎಂಬ ಹಿಂದು-ಕವ್ಯಾಮವರ್ಣನೆ ರಚಿಸಿ,  
 ಕವರಿಗೆ ಗೌರವ ತೋರಿದ್ದಾರೆ. ಹರಿ ಮಹಾಕವಿಮ  
 ಮಹಾದೇವಿಮತ್ಸ್ಯನ ರಾಗಲ್ಪ, ಪ್ರತ್ಯಕ್ಷನೇಮ  
 ಕವನಮಾನದ ನಮೋದಮ ಶಾಲದ ಸಾಹಿತಿ  
 ಎಚ್, ಆಚ್ಚೇಯಪ್ರಸ್ತಾವನೆಯವರ 'ಕವ್ಯಾಮ ಕರ್ತೃ  
 -ಕವನವರ ಪ್ರತಿಷ್ಠೆಯನ್ನು ತಟ್ಟಿಹಾಡುವ ಸಮರ್ಥ  
 ಬರಹಗಳಿವೆ.

-ಕವ್ಯಾಮಹಾದೇವಿಮವರ ಹೇವನದಲ್ಲಿ ನಿರೂಪಿಸಿ  
 ಘಟನೆಗಳಿಲ್ಲ. ಪ್ರಮುಖವಾದವುಗಳನ್ನು ಈ ಎರಡು,

ಹಿಂದು :- ಕಥಿಕಾರ, ಸಂಪತ್ತು, ಪೈಭವ, ಭದಂಬರ,  
 ಭೋಗ ಹೇವನಗಳನ್ನು ಸಂಪೂರ್ಣವಾಗಿ  
 ತಿರಸ್ಕರಿಸಿ, ಈ ಎಲ್ಲ ಬಂಧನಗಳಿಂದ ಬಿಡುಗಡೆ  
 ಪಡೆದು, ಸಾಮಾನ್ಯರಲ್ಲಿ ಸಾಮಾನ್ಯರಂತೆ ಹೀನ  
 ಹೇವನದಲ್ಲಿ ಬರೆತು; ಪ್ರಕೃತಿಗೆ -ಕವನ

ಹಿಂದು : ಕಥಿಕಾರ, ಸಂಪತ್ತು, ಪೈಭವ, ಭದಂಬರ,  
 ಭೋಗ ಹೇವನಗಳನ್ನು ಸಂಪೂರ್ಣವಾಗಿ  
 ತಿರಸ್ಕರಿಸಿ, ಈ ಎಲ್ಲ ಬಂಧನಗಳಿಂದ ಬಿಡುಗಡೆ  
 ಪಡೆದು, ಸಾಮಾನ್ಯರಲ್ಲಿ ಸಾಮಾನ್ಯರಂತೆ ಹೀನ

ಜೊಡನದಲ್ಲ ಬೆರೆತದು ; ಬ್ರಹ್ಮವ್ಯಾಧಿ - ಕಂಪುತ್ರಿಗೆ  
- ಮನ್ಯು ಎದುರು ಹಾಕೋಲ್ವೆಲು ಹಿಂಜರಿವುದಿದ್ದು.

ಎರಡು:-

ಶರಣರ ಚಕ್ರವರ್ತಿ ಮಲ್ಲಿ ಭಾಗವಹಿನಲು  
ನಿರ್ಣಯಿಸಿ, ಕನುಭವ ಮಂಟಪವನ್ನು ಪ್ರವೇಶ  
ಮಾಡಿದುದು. ಕಿತ್ತನವರ ಕನುಭವ ಮಂಟಪದ  
ಪ್ರವೇಶದ ಮೊದಲ ದಿನವನ್ನು ಸ್ಮರಿಸುವ ಶರಣ  
ಸಾಹಿತ್ಯ ರಾರಣಿ, ಎನ್ನುವಷ್ಟು ಕಿತ್ತನವರ ಸ್ಮಾರಕ  
ಚಿಹ್ನೆ ಶರಣರಿಂದ ಹೊರತು. ಕಿತ್ತ  
ಕಿತ್ತನವರ ಪ್ರಭು ಕಿತ್ತನವರ ನಡುವೆ  
ನಡೆಯತಕ್ಕುದಾದ ಸಂಭಾಷಣೆ ಕನುಭವದ  
ಲಕ್ಷ್ಯರಂಗದ ಐಕ್ಯವಾಣಿಮೆ ರೂಪದಲ್ಲಿ  
ವಚನಗಳಲ್ಲಿ ಸಂಗ್ರಹಿತವಾಗಿ.

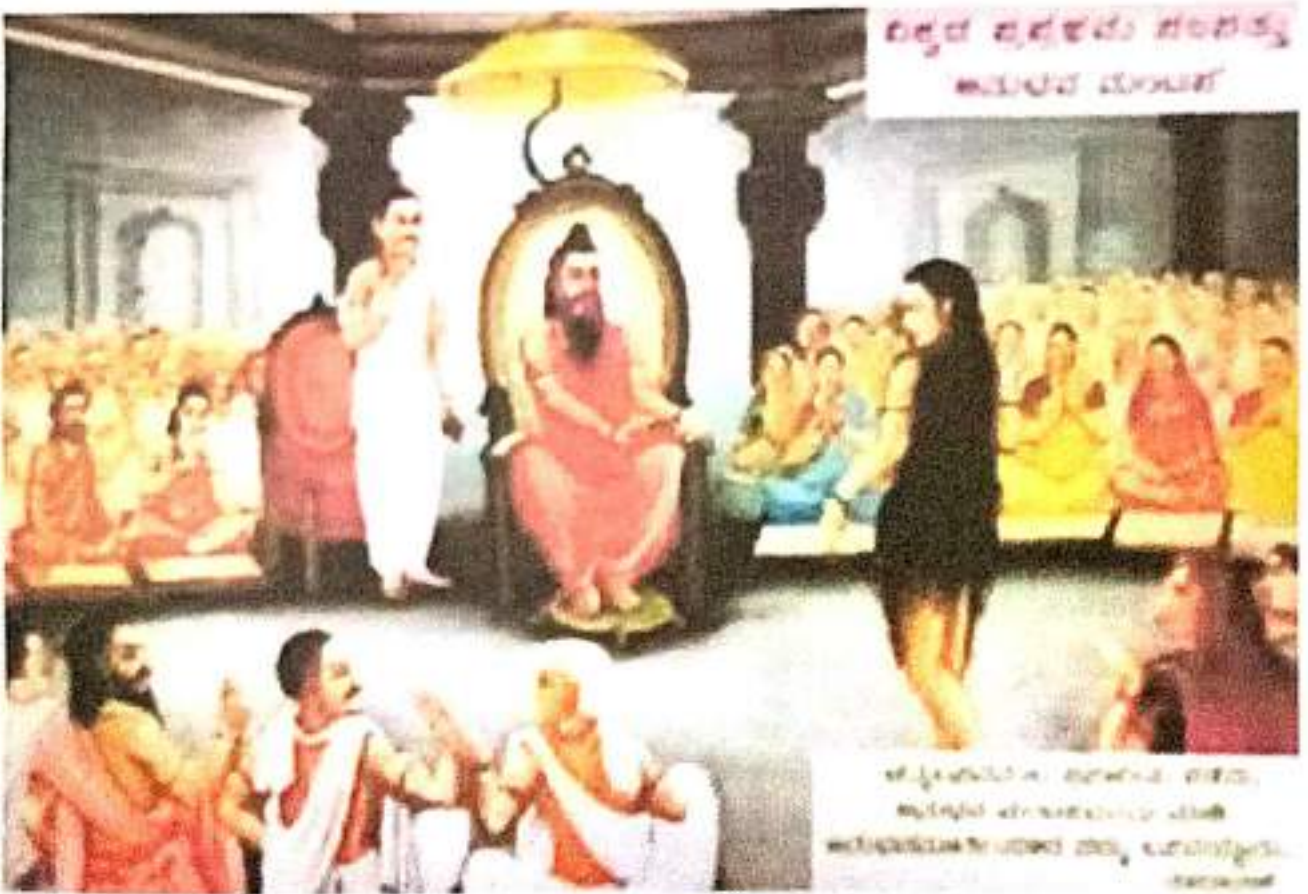
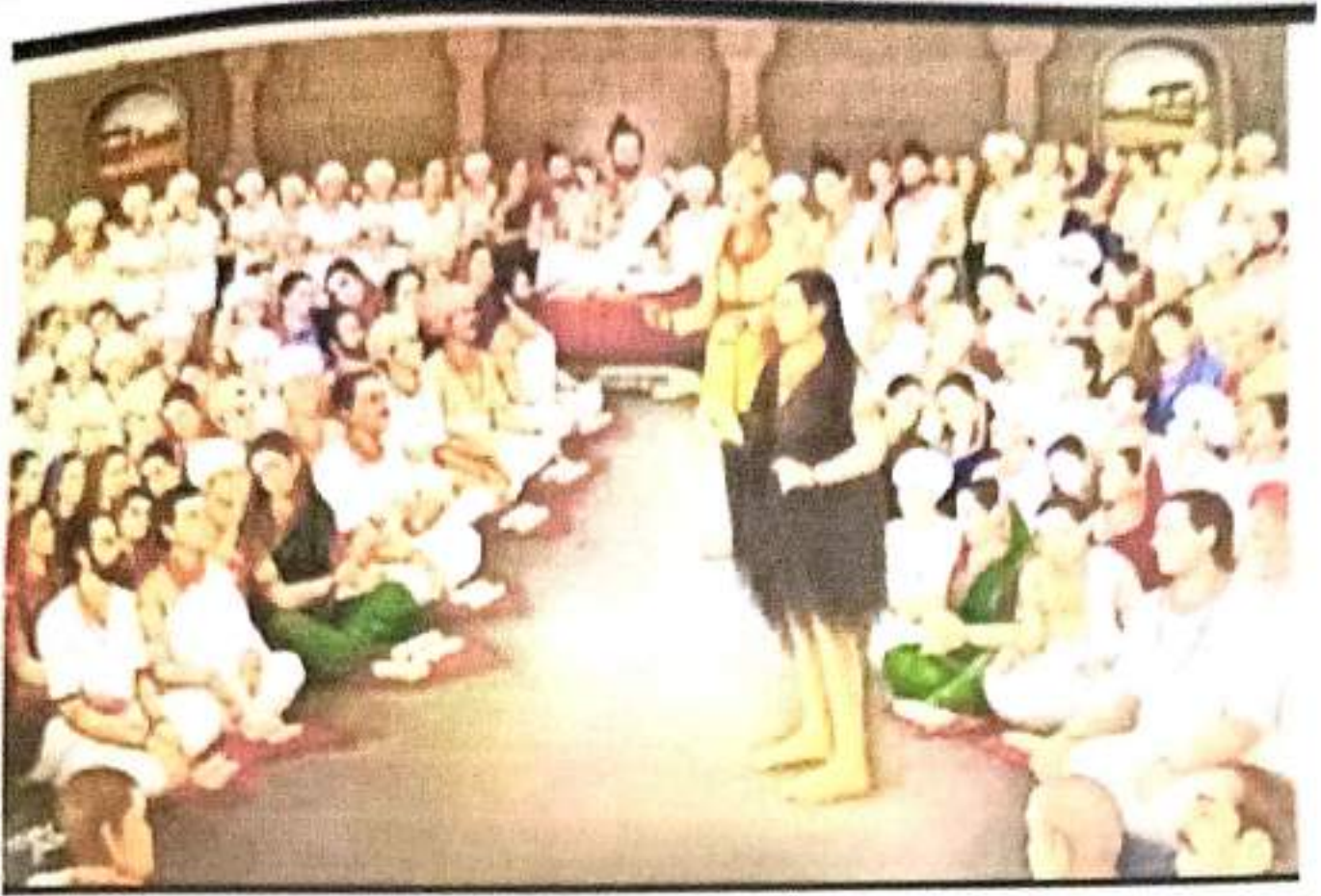
ಕಿತ್ತನವರ ಜಾಹೀಲಿಯ ಹಿಡಿದು

ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮೊದಲ ಬಂಡಾಮ ಸವಯತ್ರಿ  
ಮತ್ತೂ ವಚನಗಾರ್ತಿ ಜಾಗೂ ಮಹಿಷಮರ ಪ್ರತಿ  
- ಲಯವಾಗಿ ಕಿತ್ತನವರ ಮಲ್ಲಿ ಪುರುಷ ಸಮಾಜವನ್ನು  
ಪ್ರತಿಭಟಿಸಿದವರು. ಸಾಮಾಜಿಕ ಬದಲಾವಣೆಗೆ  
ಶ್ರಮಿಸಿದವರು. "ಜನ್ಮ ಮಲ್ಲಿ ಕಾರ್ತವೀರ" ಎಂಬುದು  
ಶರಣರ ವಚನಗಳ ಕಿತ್ತನವರು. "ಮೊಗ್ಗಾಂ  
ಪ್ರಿಯ" ಕಿತ್ತನವರ ಜಾಹೀಲಿಯ ಪ್ರಯತಿ ಕೃತಿ.

- ಕೃಷ್ಣಮಹಾಹೇಮಿಮು ಹೇವನದ ಮುಖ್ಯ ಘಟನೆ  
 - ಒಂದು ರಾಜನಾದ ಕೌಶಿಕನ ವ್ರಾಹ್ಮೀಜಾತಕ್ಕೆ ಏಕೆ  
 ಸುರಿಯಾಯಿತು, ಈ ಕೌಶಿಕನು? ಎಂಬುದು  
 ಗ್ರಂಥದ ಪ್ರಶ್ನೆಗಳಾಗಿವೆ. ಈ ಬಗ್ಗೆಯ ಹೆಸರು  
 - ಕೌಶಿಕನು ಶ್ರೀಶಾರದೆಯಲ್ಲಿಯೂ ಗ್ರಂಥದಲ್ಲೂ ನಾವು  
 ಕಲ್ಪಿಸಿ ನಾವು ಹೇಳುವುದು ಗ್ರಂಥದ ಹೆಚ್ಚು ಬಹು.  
 ಗ್ರಂಥದ ಹಿಂದು ಘಟನೆ ಕೌಶಿಕನು ಹೇವನದಲ್ಲ  
 ಸಂಭವಿಸಿದುದು ಸತ್ಯವೆಂದು ಹೇಳುತ್ತೇವೆ.  
 ಗ್ರಂಥದ ಹೇಳಿಕೆಯು ಧರ್ಮದಲ್ಲೂ ಕೌಶಿಕ  
 ಪಾಪದಲ್ಲೂ ಕಲ್ಪಿಸುತ್ತವೆ.

ಅದ್ದರಿಂದ ಈ ಕೌಶಿಕನನ್ನು

ಬ್ರಹ್ಮೀಗಾಢಿ ಹರಿಸರದಲ್ಲೂ ಒಟ್ಟು ಒಟ್ಟು ಕನಕಮೃ  
 - ಸೊಂಪಿಗೆ ನಯೋಕರಿಸುವ ಶ್ರಮವನ್ನು  
 ಮಾಡಿದ್ದಾರೆ. ಕೃಷ್ಣಮಹಾಹೇಮಿಮು ಲಭ್ಯವೆ  
 ಗಾಢೀಯಕ್ಕೆ ಮೋಹಿತನಾದ ಕೌಶಿಕನು ಹಿತ್ತಲದಿಂದ  
 ಕೌಶಿಕನನ್ನು ಕರೆಯುವ ಕುಂಠಿಸಿಕೊಂಡನೆಯೂ,  
 ತನ್ನ ಖ್ಯಾತಿಗೆ ಹೇವನಕ್ಕೆ ಕಟ್ಟಿ ಬರದಂತೆ  
 ವರ್ತಿಸಬೇಕೆಂದು ಕೃಷ್ಣಮಹಾಹೇಮಿಮು ಶರತ್ಕ  
 ಜಾರಿದೆಯೆಂದೂ, ಏ ಶರತ್ಕನಿಗೆ ಕೌಶಿಕ ವ್ಯತಿಕ್ತ  
 - ಮಾಗಿ ನಡೆಯತೊಂದೆ ಶರಣ ಕೌಶಿಕನು ಕರೆಯುವ  
 - ಮನ್ನು ತೋರುವ ಮಲ್ಲಿಕಾರ್ಜುನ ಮೋಹಿತ  
 - ಮಾಗಿ ಹೊರಟೆಯೆಂದೂ ತಿಳಿಯಬಹುದು.



1.3.23  
Projects

S.D.V.S Sangh's

S.S.Arts College & T.P. Science, Institute Sankeshwar

हिंदी विश्व सम्मेलन

2022-23

के लिए प्रस्तुत हिंदी परियोजना



हिंदी-विभाग

विश्व हिंदी सम्मेलन

"विश्व हिंदी सम्मेलन - एक परिचय"

प्राचार्य

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मार्गदर्शक

1. Dr. P.V.Gadavi
2. Smt.Swati Khot
3. Shree.Z.D.Multani





## "प्रमाणपत्र"

हम यह प्रमाण करते हैं। कि हमारे महाविद्यालय के छात्राओं ने मेरे मार्गदर्शन में " विश्व हिंदी सम्मेलन- एक परिचय" के मूलभूत साधन नामक लघु शोध परियोजना को सफलता पूर्वक पूरा किया है।

प्रस्तुत लघु शोध कार्य इससे पहले कहीं भी प्रकाशित नहीं हुआ है।

स्थान: संकेश्वर

मार्गदर्शक

1. Dr. P.V.GAdavi

2. Smt.Swati Khot

3. Shree.Z.D.Multani



## विश्व हिंदी सम्मेलनों की सूची-

Sl.No.	सम्मेलन	दिनांक	शहर	देश
1.	प्रथम विश्व हिन्दी सम्मेलन	10-12 जनवरी 1975	नागपुर	भारत
2.	द्वितीय विश्व हिन्दी सम्मेलन	28-30 अगस्त 1976	पोर्ट लुई	मॉरीशस
3.	तृतीय विश्व हिन्दी सम्मेलन	28-30 अक्टूबर 1983	नई दिल्ली	भारत
4.	चतुर्थ विश्व हिन्दी सम्मेलन	2-4 दिसंबर 1993	पोर्ट लुई	मॉरीशस
5.	पांचवां विश्व हिन्दी सम्मेलन	4-8 अप्रैल 1996	पोर्ट ऑफ स्पेन	ट्रिनिडाड एण्ड टोबेगो
6.	छठा विश्व हिन्दी सम्मेलन	14-18 सितंबर 1999	लंदन	यू. के.
7.	सातवां विश्व हिन्दी सम्मेलन	5-9 जून 2003	पारामारिबो	सूरीनाम
8.	आठवां विश्व हिन्दी सम्मेलन	13-15 जुलाई 2007	न्यूयॉर्क शहर	संयुक्त राज्य अमरीका
9.	नौवां विश्व हिंदी सम्मेलन	22-24 सितंबर 2012	जोहान्सबर्ग	दक्षिण अफ्रीका
10.	दसवां विश्व हिंदी सम्मेलन	10-12 सितंबर 2015	भोपाल	भारत
11.	ग्यारहवां विश्व हिंदी सम्मेलन	18-20 अगस्त 2018	पोर्ट लुई	मॉरीशस
12.	बारहवां विश्व हिंदी सम्मेलन	-	फ़िजी	फ़िजी



## प्रथम विश्व हिंदी सम्मेलन :

पहला विश्व हिन्दी सम्मेलन १० जनवरी से १४ जनवरी १९७५ तक नागपुर में आयोजित किया गया। सम्मेलन का आयोजन राष्ट्रभाषा प्रचार समिति, वर्धा के तत्वावधान में हुआ। सम्मेलन से सम्बन्धित राष्ट्रीय आयोजन समिति के अध्यक्ष महामहिम उपराष्ट्रपति श्री बी डी जत्ती थे। राष्ट्रभाषा प्रचार समिति, वर्धा के अध्यक्ष श्री मधुकर राव चौधरी उस समय महाराष्ट्र के वित्त, नियोजन व अल्पबचत मन्त्री थे। पहले विश्व हिन्दी सम्मेलन का बोधवाक्य था - वसुधैव कुटुम्बकम्। सम्मेलन के मुख्य अतिथि थे मॉरीशस के प्रधानमन्त्री श्री शिवसागर रामगुलाम, जिनकी अध्यक्षता में मॉरीशस से आये एक प्रतिनिधिमण्डल ने भी सम्मेलन में भाग लिया था। इस सम्मेलन में ३० देशों के कुल १२२ प्रतिनिधियों ने भाग लिया

सम्मेलन में मंतव्य :-

- १- संयुक्त राष्ट्र संघ में हिंदी को आधिकारिक भाषा के रूप में स्थान दिया जाए।
- २- वर्धा में विश्व हिंदी विद्यापीठ की स्थापना हो।
- ३- विश्व हिंदी सम्मेलनों को स्थायित्व प्रदान करने के लिए अत्यंत विचारपूर्वक एक योजना बनाई जाए।

## द्वितीय विश्व हिंदी सम्मेलन

दूसरे विश्व हिंदी सम्मेलन का आयोजन मॉरीशस की धरती पर हुआ। राजधानी पोर्ट लुई में २८ से ३० अगस्त १९७६ तक चले विश्व इस हिंदी सम्मेलन के आयोजक राष्ट्रीय आयोजन समिति के अध्यक्ष, मॉरीशस के प्रधानमंत्री डॉ. सर शिवसागर रामगुलाम थे। सम्मेलन में भारत से तत्कालीन केंद्रीय स्वास्थ्य और परिवार नियोजन मंत्री डॉ. कर्ण सिंह के नेतृत्व में २३ सदस्यीय प्रतिनिधिमंडल ने भाग लिया। इसके अतिरिक्त सम्मेलन में १७ देशों के १८१ प्रतिनिधियों ने हिस्सा लिया।

सम्मेलन में मंतव्य :-

1. मॉरीशस में एक विश्व हिंदी केंद्र की स्थापना की जाए जो सारे विश्व की हिंदी गतिविधियों का समन्वय कर सके।
2. एक अंतरराष्ट्रीय पत्रिका का प्रकाशन हो जो भाषा के माध्यम से ऐसे समुचित वातावरण का निर्माण कर सके जिसमें मानव विश्व का नागरिक बना रहे।
3. सम्मेलन में प्रथम विश्व हिंदी सम्मेलन में पारित इस प्रस्ताव का फिर से समर्थन किया गया कि हिंदी को संयुक्त राष्ट्र संघ में एक आधिकारिक भाषा के रूप में स्थान मिले और सिफारिश की गई कि इस उद्देश्य की प्राप्ति के लिए एक समयबद्ध कार्यक्रम बनाया जाए।



## तृतीय विश्व हिंदी सम्मेलन

तीसरे विश्व हिंदी सम्मेलन का आयोजन भारत की राजधानी दिल्ली में २८ से ३० अक्टूबर १९८३ को हुआ। सम्मेलन के लिए बनी राष्ट्रीय आयोजन समिति के अध्यक्ष तत्कालीन लोकसभा अध्यक्ष डॉ. बलराम जाखड़ थे। इसमें मॉरीशस से आए प्रतिनिधिमंडल ने भी हिस्सा लिया जिसके नेता श्री हरीश बुधू थे। सम्मेलन के आयोजन में राष्ट्रभाषा प्रचार समिति, वर्धा ने भी प्रमुख भूमिका निभाई। सम्मेलन में कुल ६,५६६ प्रतिनिधियों ने हिस्सा लिया जिनमें २६० विदेशों से आए प्रतिनिधि शामिल थे।

सम्मेलन में मंतव्य :-

1. सम्मेलन के लक्ष्यों और उद्देश्यों की पूर्ति के लिए निर्मित अंतरराष्ट्रीय स्तर पर एक स्थायी समिति का गठन किया जाए।
2. सम्मेलन की संगठन समिति को इस कार्य के लिए अधिकार दिया जाए कि वह भारत के प्रधान मंत्री से परामर्श करके उनकी सहमति से स्थायी समिति का गठन करे।
3. इस समिति में देश-विदेश के 25 सदस्य हों।
4. इसके प्रारूप एवं संविधान, कार्य-विधि और सचिवालय की रूप रेखा निर्धारित करने के लिए यह समिति अपनी उप-समिति गठित करे जो तीन महीने के भीतर अपनी संस्तुति संगठन समिति को दे ओर उस पर कार्रवाई की जाए।

## चतुर्थ विश्व हिंदी सम्मेलन

चौथे विश्व हिंदी सम्मेलन का आयोजन दो से 4 दिसंबर १९९३ तक मॉरीशस की राजधानी पोर्ट लुई में आयोजित किया गया। सत्रह वर्ष बाद मॉरीशस में एक बार फिर विश्व हिंदी सम्मेलन का आयोजन किया जा रहा था। इस बार के आयोजन का उत्तरदायित्व मॉरीशस के कला, संस्कृति, अवकाश एवं सुधार संस्थान मंत्री श्री मुक्तेश्वर चुनी ने संभाला था, जिन्हें राष्ट्रीय आयोजन समिति का अध्यक्ष नियुक्त किया गया था। सम्मेलन में मॉरीशस के अतिरिक्त लगभग २०० अन्य विदेशी प्रतिनिधियों ने भी भाग लिया।

सम्मेलन में मंतव्य :-

1. चतुर्थ विश्व हिंदी सम्मेलन की आयोजक समिति को यह अधिकार दिया जाता है, कि वह भारत और मॉरीशस के प्रधान मंत्रियों से परामर्श करके तीन माह के अंदर एक स्थायी समिति एवं सचिवालय गठित करे जिसका लक्ष्य भविष्य में विश्व हिंदी सम्मेलनों का आयोजन करना तथा अंतरराष्ट्रीय भाषा के रूप में हिंदी का विकास करना होगा।
2. यह सम्मेलन पिछले तीनों विश्व हिंदी सम्मेलनों में संकल्पों की संपुष्टि करते हुए विश्व हिंदी विद्यापीठ की शीघ्र स्थापना की मांग करता है। साथ ही मॉरीशस में विश्व हिंदी केंद्र की स्थापना की मांग को दोहराता है।
3. विश्व के अनेक विश्व विद्यालयों में हिंदी का अध्ययन और अध्यापन उत्तरोत्तर बढ़ता जा रहा है। यह सम्मेलन विभिन्न राष्ट्र सरकारों और विश्व विद्यालयों से अनुरोध करता है।
4. विश्व के सभी देशों, भारत तथा भारतीय मूल की जनसंख्या वाले देशों के बीच संचार व्यवस्था को सुदृढ़ बनाया जाए। हिंदी को प्राथमिकता देते हुए इन देशों के साथ आकाशवाणी, दूरदर्शन और समाचार समितियों के संबंध स्थापित किए जाएं।

## पांचवां विश्व हिंदी सम्मेलन

पांचवें विश्व हिंदी सम्मेलन का आयोजन हुआ त्रिनिदाद एवं टोबेगो की राजधानी पोर्ट ऑफ स्पेन में। तिथियां थीं- 4 से 8 अप्रैल 1996, और त्रिनिदाद एवं टोबेगो की आयोजक संस्था थी हिंदी निधि। सम्मेलन के प्रमुख संयोजक हिंदी निधि के अध्यक्ष श्री चंका सीताराम थे। भारत की ओर से इस सम्मेलन में भाग लेने वाले प्रतिनिधिमंडल के नेता अरुणाचल प्रदेश के राज्यपाल श्री माता प्रसाद थे। सम्मेलन का केंद्रीय विषय था- आप्रवासी भारतीय और हिंदी। जिन अन्य विषयों पर इसमें ध्यान केंद्रित किया गया, वे थे- हिंदी भाषा और साहित्य का विकास, कैरेबियाई द्वीपों में हिंदी की स्थिति, एवं कंप्यूटर युग में हिंदी की उपादेयता। सम्मेलन में भारत से 17 सदस्यीय प्रतिनिधिमंडल ने हिस्सा लिया। अन्य देशों के 299 अन्य प्रतिनिधियों ने भी इसमें भाग लिया।

सम्मेलन में मंतव्य :-

1. यह सम्मेलन भारतवंशी समाज एवं हिंदी के बीच जीवंत समीकरण बनाने का प्रबल समर्थन करता है और यह आशा करता है कि विश्वव्यापी भारतवंशी समाज हिंदी को अपनी संपर्क भाषा के रूप में स्थापित करेगा एवं एक विश्व हिंदी मंच बनाने में सहायता करेगा।

2. विश्व हिंदी सम्मेलन को स्थाई सचिवालय की सुविधा उपलब्ध होनी चाहिए। सम्मेलन के विगत मंतव्य के अनुसार यह सचिवालय मॉरिशस में स्थापित होना निर्णित है। इस समिति का गठन मॉरिशस एवं भारत सरकार द्वारा किया जाना चाहिए। इस समिति में सरकारी प्रतिनिधियों के अलावा पर्याप्त संख्या में हिंदी के प्रति निष्ठावान साहित्यकारों को सम्मिलित किया जाए।

3. यह सम्मेलन सभी देशों, विशेषकर उन देशों जहाँ भारतीय मूल के लोग तथा आप्रवासी भारतीय बसते हैं की सरकारों से आग्रह करता है कि वे अपने देश में विभिन्न स्तरों पर हिंदी के अध्ययन-अध्यापन की व्यवस्था करें।

## छठा विश्व हिंदी सम्मेलन

छठा विश्व हिंदी सम्मेलन लंदन में १४ से १८ सितंबर १९९९ तक आयोजित किया गया। यूके हिंदी समिति, गीतांजलि बहुभाषी समुदाय और बर्मिंघम और भारतीय भाषा संगम, यॉर्क द्वारा इसके लिए राष्ट्रीय आयोजन समिति का गठन किया गया जिसके अध्यक्ष डॉ. कृष्ण कुमार और संयोजक डॉ. पद्मेश गुप्त थे। सम्मेलन का केंद्रीय विषय था- हिंदी और भावी पीढ़ी। सम्मेलन में विदेश राज्यमंत्री श्रीमती वसुंधरा राजे के नेतृत्व में भारतीय प्रतिनिधिमंडल ने भाग लिया। इस सम्मेलन का ऐतिहासिक महत्त्व इसलिए है क्योंकि यह हिंदी को राजभाषा बनाए जाने के ५०वें वर्ष में आयोजित किया गया। यही वर्ष संत कबीर की छठी जन्मशती का भी था। सम्मेलन में २१ देशों के ७०० प्रतिनिधियों ने हिस्सा लिया। इनमें भारत से ३५० और ब्रिटेन से २५० प्रतिनिधि शामिल थे।

सम्मेलन में मंतव्य :-

1. विश्व भर में हिंदी के अध्ययन-अध्यापन, शोध, प्रचार-प्रसार और हिंदी सृजन में समन्वय के लिए महात्मा गांधी अंतरराष्ट्रीय केंद्र सक्रिय भूमिका निभाए।
2. विदेशों में हिंदी शिक्षण, पाठ्यक्रमों के निर्धारण, पाठ्य पुस्तकों के निर्माण, अध्यापकों के प्रशिक्षण आदि की व्यवस्था भी विश्वविद्यालय करे और सुदूर शिक्षण के लिए आवश्यक कदम उठाए।
3. मॉरीशस सरकार अन्य हिंदी-प्रेमी सरकारों से परामर्श कर शीघ्र विश्व हिंदी सचिवालय स्थापित करे। नई पीढ़ी में हिंदी को लोकप्रिय बनाने के लिए आवश्यक पहल की जाए।
4. हिंदी को संयुक्त राष्ट्र में मान्यता दी जाए। हिंदी की सूचना तकनीक के विकास, मानकीकरण, विज्ञान एवं तकनीकी लेखन, प्रसारण एवं संचार की अद्यतन तकनीक के विकास के लिए भारत सरकार एक केंद्रीय एजेंसी स्थापित करे।



## सातवां विश्व हिंदी सम्मेलन



सातवें विश्व हिंदी सम्मेलन का आयोजन हुआ सुदूर सूरीनाम की राजधानी पारामारिबो में। तिथियां थीं- पांच से नौ जून २००३ इक्कीसवीं सदी में आयोजित यह पहला विश्व हिंदी सम्मेलन था। सम्मेलन के आयोजक थे श्री जानकीप्रसाद सिंह, और यह जिस केंद्रीय विषय (थीम) पर केंद्रित रहा, वह था- विश्व हिंदी- नई शताब्दी की चुनौतियां। सम्मेलन में हिस्सा लेने वाले भारतीय प्रतिनिधिमंडल का नेतृत्व विदेश राज्य मंत्री श्री दिग्विजय सिंह ने किया। सम्मेलन में भारत से दो सौ प्रतिनिधियों ने हिस्सा लिया। इसमें बारह से अधिक देशों के हिंदी विद्वान और अन्य हिंदी सेवी सम्मिलित हुए। सम्मेलन का उद्घाटन पांच जून को हुआ था और कुछ दशक पहले इसी दिन सूरीनामी नदी के तट पर भारतवंशियों ने पहला कदम रखा था।

सम्मेलन में मंतव्य :-

1. संयुक्त राष्ट्र संघ में हिंदी को आधिकारिक भाषा बनाया जाए।
2. विदेशी विश्वविद्यालयों में हिंदी पीठों की स्थापना की जाए।
3. हिंदी भाषा और साहित्य का प्रचार-प्रसार, हिंदी शिक्षण संस्थाओं के बीच संबंध तथा भारतीय मूल के लोगों में हिंदी के प्रयोग के प्रचार के उपाय किए जाएं।
4. हिंदी के प्रचार हेतु वेबसाइट की स्थापना और सूचना प्रौद्योगिकी का प्रयोग हो।
5. हिंदी विद्वानों की एक विश्व निर्देशिका का प्रकाशन किया जाए।
6. विश्व हिंदी दिवस का आयोजन हो।
7. कैरेबियाई हिंदी परिषद की स्थापना की जाए।
8. सूरीनाम में हिंदी शिक्षण का संवर्धन किया जाए।



## नौवाँ विश्व हिंदी सम्मेलन

विश्व हिंदी सम्मेलन दक्षिण अफ्रीका के जोहांसबर्ग शहर में आयोजित किया गया। दक्षिण अफ्रीका में सम्मेलन का आयोजन न केवल दक्षिण अफ्रीका के साथ बल्कि इस पूरे क्षेत्र के साथ भारत एवं भारतीयों के ऐतिहासिक, सुदृढ़ एवं बढ़ते हुए संबंधों को परिलक्षित करता है। इस सम्मेलन ने दक्षिण अफ्रीका के महान नेता डॉ. नेल्सन मंडेला के प्रति हार्दिक आभार व्यक्त किया जिन्होंने महात्मा गांधी द्वारा प्रतिपादित शांति, अहिंसा एवं न्याय के शाश्वत सिद्धांतों को आत्मसात करके पुनः केवल अपने देश के लिए ही नहीं बल्कि विश्व मानव के कल्याण के लिए एक सम्मानित जीवन का मार्ग प्रशस्त किया। सम्मेलन डॉ. मंडेला को ससम्मान शुभकामनाएं ज्ञापित करता है। 22 से 24 सितंबर 2012 को दक्षिण अफ्रीका में आयोजित 9वें विश्व हिंदी सम्मेलन ने, जिसमें विश्वभर के हिंदी विद्वानों, साहित्यकारों और हिंदी प्रेमियों आदि ने भाग लिया।

सम्मेलन में मंतव्य :-

1. मॉरीशस में विश्व हिंदी सचिवालय की स्थापना की संकल्पना प्रथम विश्व हिंदी सम्मेलन के दौरान की गई थी। यह सम्मेलन इस सचिवालय की स्थापना के लिए भारत और मॉरीशस की सरकारों द्वारा किए गए अथक प्रयासों एवं समर्थन की सराहना करता है।
2. महात्मा गांधी अंतरराष्ट्रीय विश्वविद्यालय भी विश्व हिंदी सम्मेलनों में पारित संकल्पों का ही परिणाम है। यह विश्वविद्यालय हिंदी के प्रचार-प्रसार और उपयुक्त आधुनिक शिक्षण उपकरण विकसित करने में सराहनीय कार्य कर रहा है।
3. सम्मेलन केंद्रीय हिंदी संस्थान की भी सराहना करता है कि वह उपयुक्त पाठ्यक्रम और कक्षाओं का संचालन करके विदेशियों और देश के गैर हिंदी भाषी क्षेत्र के लोगों के बीच हिंदी का प्रचार-प्रसार कर रहा है।



## दसवां विश्व हिंदी सम्मेलन

दसवां विश्व हिंदी सम्मेलन भारत की सांस्कृतिक नगरी भोपाल में 10 से 12 सितंबर, 2015 को विदेश मंत्रालय, भारत सरकार द्वारा आयोजित किया जा रहा है। इस सम्मेलन को भारत में आयोजित करने का निर्णय सितंबर 2012 में दक्षिण अफ्रीका के जोहान्सबर्ग शहर में आयोजित नौवें विश्व हिंदी सम्मेलन में लिया गया था। 1983 के बाद लगभग 32 वर्षों के अंतराल पर भारत में विश्व हिंदी सम्मेलन का आयोजन हो रहा है। क्रमानुसार, नौ सम्मेलन विश्व के विभिन्न देशों में आयोजित किए जा चुके हैं इन सम्मेलनों ने हमेशा से ही हिंदी स्नेही व्यक्तियों और प्रख्यात विद्वानों को आकर्षित किया है। मध्य प्रदेश सरकार की सहभागिता से दसवें विश्व हिंदी सम्मेलन का भव्य आयोजन भोपाल शहर के लाल परेड मैदान में माननीय विदेश एवं प्रवासी भारतीय कार्य मंत्री श्रीमती सुषमा स्वराज की अध्यक्षता में किया जा रहा है। मध्य प्रदेश राज्य सरकार सम्मेलन की स्थानीय आयोजक है और माननीय मुख्य मंत्री श्री शिवराज सिंह चौहान सम्मेलन के मुख्य संरक्षक हैं। भोपाल स्थित माखन लाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय और अटल बिहारी वाजपेयी हिंदी विश्वविद्यालय सम्मेलन की सहभागी संस्थाएं हैं। सम्मेलन में मंतव्य :-

1. इस सम्मेलन के उद्घाटन तथा समापन सत्रों में देश-विदेश से लगभग 5,000 हिन्दी प्रेमियों के सम्मिलित होने की संभावना है। इसके अतिरिक्त लगभग 2,000 प्रतिभागियों एवं आधिकारिक मंडल तथा मीडिया के सदस्यों के भाग लेने का भी अनुमान है।

2. भारत के माननीय प्रधानमंत्री श्री नरेन्द्र मोदी सम्मेलन का औपचारिक उद्घाटन करेंगे। माननीय केन्द्रीय गृह मंत्री श्री राजनाथ सिंह समापन समारोह में मुख्य अतिथि होंगे और श्री अमिताभ बच्चन विशिष्ट अतिथि रहेंगे।



3. इस बार विश्व हिंदी सम्मेलन के महाकुंभ के दसवें पड़ाव को व्यापकता प्रदान करते हुए और इसकी परिधि का विस्तार करते हुए मुख्य विषय "हिंदी जगत : विस्तार एवं संभावनाएं" के साथ बारह विषयों पर विचार-विमर्श किया जाएगा जिसके भविष्य में दूरगामी एवं सार्थक परिणाम निकलकर सामने आएंगे।

4. सम्मेलन के आयोजन से संबंधित विभिन्न पहलुओं पर विचार-विमर्श करने के लिए परामर्शदाता मंडल तथा प्रबंधन और कार्यक्रम से संबंधित समितियाँ गठित की गई हैं। परामर्शदाता मंडल एवं कार्यक्रम समिति की अध्यक्ष माननीय विदेश मंत्री श्रीमती सुषमा स्वराज हैं। प्रबंधन समिति के अध्यक्ष माननीय विदेश राज्य मंत्री जनरल (सेवानिवृत्त) डॉ. वी. के. सिंह हैं।

5. सम्मेलन स्थल पर दो विशेष प्रदर्शनियाँ लगाई गई हैं जिनमें प्रतिभागियों के अतिरिक्त आम नागरिकों का भी स्वागत है। सम्मेलन के मुख्य विषय पर आधारित एक प्रदर्शनी का आयोजन किया गया है जिसका समन्वय माखन लाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल कर रहा है।



## ग्यारहवां विश्व हिंदी सम्मलेन

इस बार 11वां विश्व हिंदी सम्मलेन 18 से 20 अगस्त, 2018 को मॉरिशस में आयोजित किया जा रहा है। मॉरिशस में विश्व हिंदी सम्मेलन में भारत के पूर्व प्रधानमंत्री अटल बिहारी वाजपेयी को श्रद्धांजलि दी गई। इस मौके पर मॉरिशस के पीएम प्रविन्द कुमार और भारत की विदेश मंत्री सुषमा स्वराज भी मौजूद रहीं। विश्व हिंदी सम्मेलन की मुख्य विषय वस्तु 'वैश्विक हिंदी और भारतीय संस्कृति' है। मुख्य विषय के अतिरिक्त 12 अन्य उपविषयों पर आधारित समानांतर सत्र होंगे। इस अवसर पर पुस्तक प्रदर्शनियां और साहित्यकारों की पुस्तकों का लोकार्पण किया जाएगा। इस बार देश विदेश के विभिन्न भागों से, जहां हिंदी पढ़ाई जाती है, लगभग 1500 पंजीकृत प्रतिभागियों और हिंदी सेवियों के सम्मलेन में भाग लेने की संभावना जताई गई है। इस कार्यक्रम को लेकर मॉरिशस की शिक्षा मंत्री ने विश्व हिंदी सम्मलेन के 11वें संस्करण का लोगो और वेबसाइट लॉन्च किया था। इस मौके पर मॉरिशस की शिक्षा मंत्री लीला देवी दोखुन ने कहा था कि आज हिंदी की हालत पानी में जूझते जहाज की तरह हो गई है।

सम्मेलन में मंतव्य :-

- 1- पहला विश्व हिंदी सम्मेलन 10 जनवरी 1975 को नागपुर में आयोजित किया गया था। इसलिए इस दिन को विश्व हिंदी दिवस के रूप में मनाया जाता है। इस सम्मेलन में 30 देशों के 122 प्रतिनिधि शामिल हुए थे। 2006 के बाद से हर साल 10 जनवरी को विश्वभर में विश्व हिंदी दिवस मनाया जाता है।
- 2- पूर्व प्रधानमंत्री डॉक्टर मनमोहन सिंह ने 10 जनवरी 2006 को हर साल विश्व हिंदी दिवस के रूप मनाए जाने की घोषणा की थी।
- 3- विदेशों में भारतीय दूतावास विश्व हिंदी दिवस के मौके पर विशेष कार्यक्रमों का आयोजन

करते हैं। सभी सरकारी कार्यालयों में विभिन्न विषयों पर हिंदी में कार्यक्रम आयोजित किए जाते हैं।

4- नॉर्वे में पहला विश्व हिंदी दिवस भारतीय दूतावास ने मनाया था। इसके बाद दूसरा और तीसरा विश्व हिंदी दिवस भारतीय नॉर्वेजीय सूचना एवं सांस्कृतिक फोरम के तत्वाधान में लेखक सुरेशचन्द्र शुक्ल की अध्यक्षता में बहुत धूमधाम से मनाया गया था।

5- विश्व हिंदी दिवस के अलावा हर साल 14 सितंबर को 'हिंदी दिवस' मनाया जाता है। 14 सितंबर 1949 को संविधान सभा ने हिंदी को राजभाषा का दर्जा दिया था तभी से 14 सितंबर को हिंदी दिवस मनाया जाता है।

6- अभी विश्व के सैंकड़ों विश्वविद्यालयों में हिंदी पाठ्यक्रम शामिल है। विश्व में करोड़ों लोग हिंदी बोलते हैं। यही नहीं हिंदी दुनिया भर में सबसे ज्यादा बोली जाने वाली पांच भाषाओं में से एक है।



# 12वां विश्व हिंदी सम्मेलन फिजी में होगा

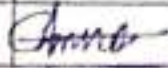
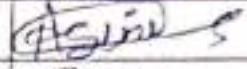
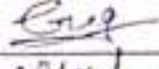
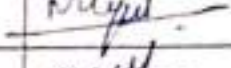
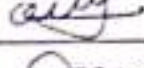
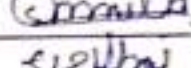


## आयोजित, 15 से 17 फरवरी तक चलेगा कार्यक्रम

भारत की राजभाषा हिंदी की प्रसिद्धि विश्व के कई क्षेत्रों में लगातार बढ़ती जा रही है। 12वां विश्व हिंदी सम्मेलन इस बार फिजी में आयोजित किया जा रहा है। इस बार के विश्व हिंदी सम्मेलन में 50 देशों के प्रतिनिधि के शामिल होने की उम्मीद है। (फोटो- एनआई) 12वें विश्व हिंदी सम्मेलन में 50 देशों के प्रतिनिधि हो सकते हैं शामिल। 12वें विश्व हिंदी सम्मेलन के आयोजन के लिए भारत से 270 सदस्यीय प्रतिनिधिमंडल फिजी का दौरा करेंगे। साथ ही इस बार के हिंदी सम्मेलन में 50 देशों के प्रतिनिधियों के भाग लेने की भी उम्मीद की जा रही है। बता दें कि फिजी दक्षिण प्रशांत में 300 से अधिक दीपों का एक द्वीप समूह है। 12वें विश्व हिंदी सम्मेलन के कार्यक्रम का उद्घाटन 15 फरवरी को विदेश मंत्री एस जयशंकर और फिजी के प्रधानमंत्री सिट्विनी राबुका का के द्वारा किया जाएगा। पिछले साल ही फिजी में विश्व हिंदी सम्मेलन के आयोजन का हुआ था फैसला केंद्रीय विदेश राज्य मंत्री वी मुरलीधरन और गृह मंत्रालय में राज्य मंत्री अजय कुमार मिश्रा भी फिजी में आयोजित किए जा रहे हिंदी सम्मेलन के दौरान उपस्थित रहेंगे। हालांकि फिजी में विश्व हिंदी सम्मेलन के आयोजन करने का फैसला पहले ही ले लिया गया था। पिछले साल मॉरीशस में विश्व हिंदी सम्मेलन के दौरान 12वें विश्व हिंदी सम्मेलन फिजी में आयोजित करने का फैसला लिया गया था।

हिंदी-पारंपरिक ज्ञान से आर्टिफिशियल इंटेलिजेंस तक है सम्मेलन की थीम - विदेश मंत्रालय के सचिव ने कहा कि देश के प्रधानमंत्री हमेशा हिंदी भाषा का उपयोग करते हैं। वह अपने हर भाषण को हिंदी में ही देते हैं। चाहे उनका भाषण भारत में दिया जा रहा हो या फिर विदेश में दिया जा रहा हो। प्रधानमंत्री के द्वारा हिंदी भाषा का इस्तेमाल करने से हिंदी भाषा का मूल्य बढ़ा है। यही वजह है कि इसका इस्तेमाल करने के लिए अधिक से अधिक लोग प्रेरित भी हुए हैं। 12वें विश्व हिंदी सम्मेलन की थीम हिंदी-पारंपरिक ज्ञान से आर्टिफिशियल इंटेलिजेंस तक रखी गई है।

SDVS Sangh's

**S.S.Arts College & T.P.Science Institute, Sankeshwar**

Sl. No.	REG NO	NAME OF THE STUDENT	Signature
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**S.S Arts College and T.P Science Institution Sankeshwar**

Accredited at 'B++' by NAAC



**PROJECT REPORT ON**

## **PENCIL ON PAPER AS SENSOR**

**Submitted by final B.Sc students**

Miss Netravati Rudragoudar, Miss Priyanka Badiger, Miss Priyanka Ghasti,  
Miss Pooja Gouda, Mr. Shakti Ghodagari, Mr. Vaibhav Shrivane, Miss Jyoti L.  
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**Guided by**

**Dr. Sunil Kumar** Asst. Professor

**Department of Physics**

**S.S Arts College and T.P Science Institute Sankeshwar**



S.S.ARTS COLLEGE AND T.P. SCIENCE INSTITUTE, SANKESHWAR



**CERTIFICATE**

DEPARTMENT OF PHYSICS

2022-23

This is to certify that Miss Netravati Rudragoudar, Miss Priyanka Badiger, Miss Priyanka Ghasti, Miss Pooja Gouda, Mr. Shakti Ghodagari, Mr. Vaibhav Shravane, Miss Jyoti L Kilargi has satisfactorily completed project course entitled "Pencil on paper as sensor"

Project Guide

H.O.D

Head

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## ACKNOWLEDGEMENT

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My respectful thanks to the Principal Shri P. B. Burji, who have always been an inspiration to us for their whole hearted encouragement & helped during the course of project work.

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I wish to express my gratitude to all those who have directly and indirectly helped me in smooth completion of the project work.



Project Students

## Introduction

The word "graphite" comes from the Ancient Greek word "graphein," which means "to write/draw." In 1795, Nicholas-Jacques Conte, a chemist serving under Napoleon Bonaparte, produced modern graphite pencils by combining clay with graphite.

When carbon is exposed to heat and pressure in the Earth's crust and upper mantle, natural graphite is formed. To make graphite, you'll need a pressure of roughly 75,000 psi and temperatures around 750 degrees Celsius.

Graphite is a mineral that occurs in both metamorphic and igneous rocks. Graphite is also thought to be a naturally occurring crystalline carbon form.

### Occurrence

- At convergent plate boundaries, the majority of the natural graphite found on the Earth's surface today was created. Shales and limestones were subjected to the heat and pressure of regional metamorphism, resulting in marble, schist, and gneiss, which contain small graphite crystals and flakes.
- Graphite is the most stable crystalline form of carbon that exists in nature. Graphite is a black substance. It has a metal-like sheen and is opaque. It is also known as plumbago.
- Pitch and coke particles are used to create artificial graphite. Electrodes in electric arc furnaces, moderators in nuclear power plants, microcircuits on silicon chips, and semiconductors are all popular uses. Artificial graphite can also be utilised in the batteries of electric vehicles!

In this work, pencil graphite coated films were prepared using different grade pencils on Jk bond paper. Then, stable graphene film was developed to produce large scale graphene paper



depositions on Jk bond paper substrates. The prepared film samples were subjected to temperature range between 0°C and 200 °C.

The sheet resistance of the prepared graphene coated paper was measured using a temperature control LCR meter. The electrical measurement experiments indicated that the electrical resistance of graphene paper samples is mainly a function of graphite content and annealing temperature.

### Experimental Setup

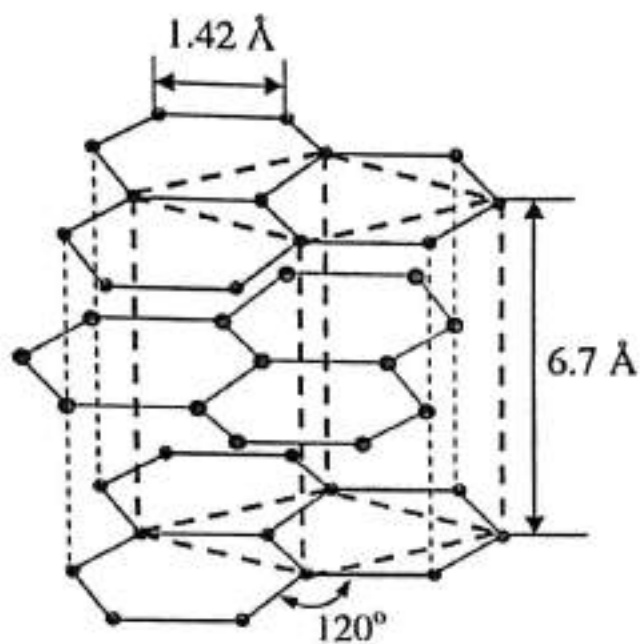


In this study, LCR meter is used to study the samples. The LCR meter is connected with the four probe setup. The center two probe was pressed into the film samples and temperature was varied from room temperature to 200°C and resistance measurements were done.

The square graphite coated film paper was cut into 5X5 mm. To ensure that full contact achieved between the square film samples and two probes, the two probes was pressed on the

film and screw tightened. The electrical resistance of the samples was then measured by a LCR meter connected to the four probe setup by pressing the resistance button.

### Graphite structure



Graphite has a layered structure, as shown in Fig. 1. In a layer, carbon atoms are arranged in a hexagonal pattern with the shortest distance between atoms being 1.42 Å. The unit cell of the layer is hexagonal and comprises two atoms. In hexagonal graphite, the layers are stacked along the thickness direction (c-axis) in the so-called AB sequence. Each AB-layer is formed from an A layer by displacing it along the c-axis by half the crystallographic c-axis spacing of 3.35 Å and translating it in parallel by a distance equal to one side of the hexagon [19]. Here, the carbon layers are often called graphene layers. Carbon atoms in a graphene sheet are covalently bonded by sp<sup>2</sup> hybridized electrons, and their bond angle is 120° as illustrated in Fig. 1. This C-C bond



in a graphene sheet is stronger than a single covalent C–C bond [20]. Adjacent graphene sheets are held together by weak van der Waals bonds, thus, the graphite displays softness along the c axis and the graphene sheets can easily slide with respect to each other.

### **JK Bond paper**

**Bond paper is a high-quality durable writing paper**

Bond papers can be divided into two categories based on how the bond paper is made. These are the two **Types of bond paper**

Rag content pulp is prepared with the cotton fibers extracted from the offcuts and scraps of the raw cotton. In addition, they are sourced from textile mills and cotton liners. In this type of bond paper, cotton content ranges from 25% to 100%. However, wood fibers are used as filler if the raw cotton content is less than 100%.

In this category, the bond paper is majorly made from the chemical wood pulp. The wood pulp of deciduous and coniferous trees undergoes a chemical process to eliminate unwanted materials like lignin. In this process, the wood is cooked in an alkaline sodium sulfide solution.

### **Advantages and Uses of Coated Bond Paper**

The below pointers will help you get a clear understanding of the functionality and advantages of coated paper: –

- As compared to uncoated bond paper, the coated bond paper offers crisp and sharp results. Therefore, they are ideal for printing images with fine details.
- Coated paper comes with a glossy or matte finish that makes it suitable to create newspaper inserts, catalogs, security papers, advertising materials or magazines, etc. Primarily, it is used to print sharp and complex images.



The coated bond paper gives outstanding ink holdout. In addition, it also works well with solid color and metallic inks and techniques such as UV coatings, varnishes, and foil stamping.

## **Pencil**

Graphite pencils consist of a mixture of graphite and clay and are currently available in 19 degrees of hardness. The degree of graphite hardness is determined by the mix ratio of the graphite and clay, the greater the graphite the softer the lead and the more clay the harder the lead

## **Manufacture**

The lead of the pencil is a mix of finely ground graphite and clay powders. Before the two substances are mixed, they are separately cleaned of foreign matter and dried in a manner that creates large square cakes. Once the cakes have fully dried, the graphite and the clay squares are mixed together using water. The amount of clay content added to the graphite depends on the intended pencil hardness (lower proportions of clay makes the core softer), and the amount of time spent on grinding the mixture determines the quality of the lead. The mixture is then shaped into long spaghetti-like strings, straightened, dried, cut, and then tempered in a kiln. The resulting strings are dipped in oil or molten wax, which seeps into the tiny holes of the material and allows for the smooth writing ability of the pencil. A juniper or incense-cedar plank with several long parallel grooves is cut to fashion a "slat," and the graphite/clay strings are inserted into the grooves. Another grooved plank is glued on top, and the whole assembly is then cut into individual pencils, which are then varnished or painted. Many pencils feature an eraser on the top and so the process is usually still considered incomplete at this point. Each pencil has a shoulder





cut on one end of the pencil to allow for a metal ferrule to be secured onto the wood. A rubber plug is then inserted into the ferrule for a functioning eraser on the end of the pencil.



Pencil grades vary "depending upon the manufacturer, when the pencils are made, and the source of graphite and clay. One analyst found that graphitic carbon content, for example, to vary from about 30 to about 65 in a variety of different pencils bearing the same designation.

## Results and discussion

### Room temperature study

Here the sample is prepared by coating different grade graphite pencils (HB, 2B, 4B, 8B, 10B) on the 5X5 mm sheet of JK bond paper. Initially room temperature study was conducted; the table I shows that the pencil with lowest grade HB shows the higher resistance when it is measured using LCR meter. However, with the increase in the pencil grade resistance decreased linearly and a lower resistance of 1.4 K $\Omega$  was observed for the highest grade pencil 10 B. The decrease of resistance with increase of grade of pencil is because of increase of graphite content. The graphite content is more and clay content will be less in highest grade pencils and as a result the resistance decreases with increase of pencil grades at room temperature.



### Temperature dependent resistance study

Finally the lowest resistance pencil (10 B Pencil) was studied at room temperature range bet 30°C to 200°C with a increment of 5°C. The resistance of sample was decreased signific with increase of temperature and the lowest value of resistance was found to be 0.782 KΩ.

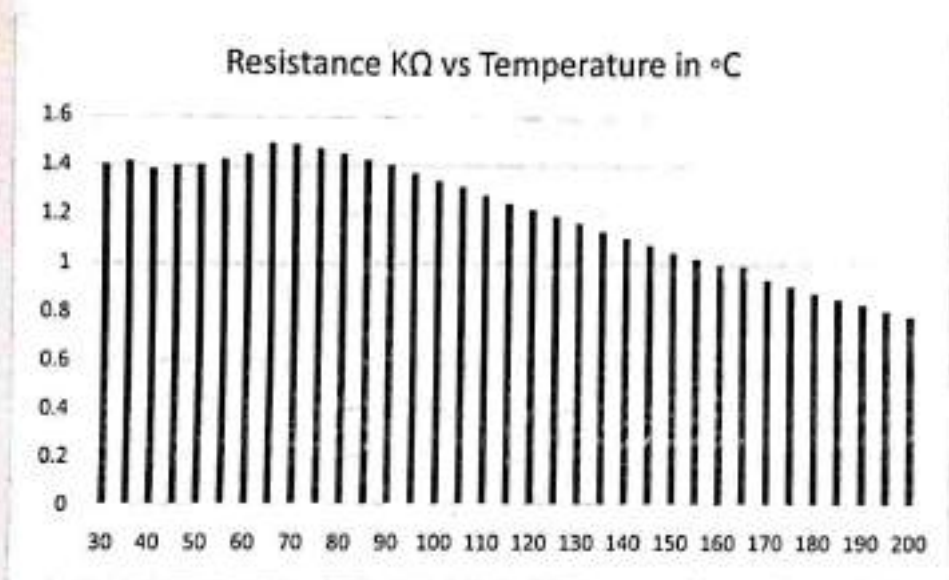
Table 2 : Temperature dependent resistance study of 10 B grade pencil

Sl. No.	Temperature In °C	Resistance KΩ	Sl. No.	Temperature In °C	Resistance KΩ
1.	30	1.4	19.	120	1.225
2.	35	1.415	20.	125	1.196
3.	40	1.385	21.	130	1.168
4.	45	1.398	22.	135	1.135
5.	50	1.404	23.	140	1.106
6.	55	1.425	24.	145	1.079
7.	60	1.45	25.	150	1.049
8.	65	1.495	26.	155	1.022
9.	70	1.49	27.	160	0.996
10.	75	1.472	28.	165	0.993
11.	80	1.454	29.	170	0.94
12.	85	1.427	30.	175	0.911
13.	90	1.406	31.	180	0.881
14.	95	1.371	32.	185	0.857
15.	100	1.342	33.	190	0.833



16.	105	1.317	34.	195	0.806
17.	110	1.283	35.	200	0.782
18.	115	1.249			

Figure 2. Graph showing the variation of resistance versus temperature of the prepared samples



### Conclusion

In summary, we characterize the prepared pencil graphite coated samples by using LCR meter. Initially room temperature study was conducted; the pencil with lowest grade HB shows the higher resistance because the graphite content is more and clay content will be less in highest grade pencils which results in the decreases of resistance with increase of pencil grades at room temperature. Finally the lowest resistance pencil (10 B Pencil) was studied at room temperature range between 30°C to 200°C. The resistance of sample was decreased significantly with



increase of temperature and the lowest value of resistance was found to be  $0.782 \text{ K}\Omega$ . This sample shows remarkable decrease in resistance almost around 50 %, from this study we conclude that the graphite coated materials can be used as a sensor for industrial applications.

### References

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