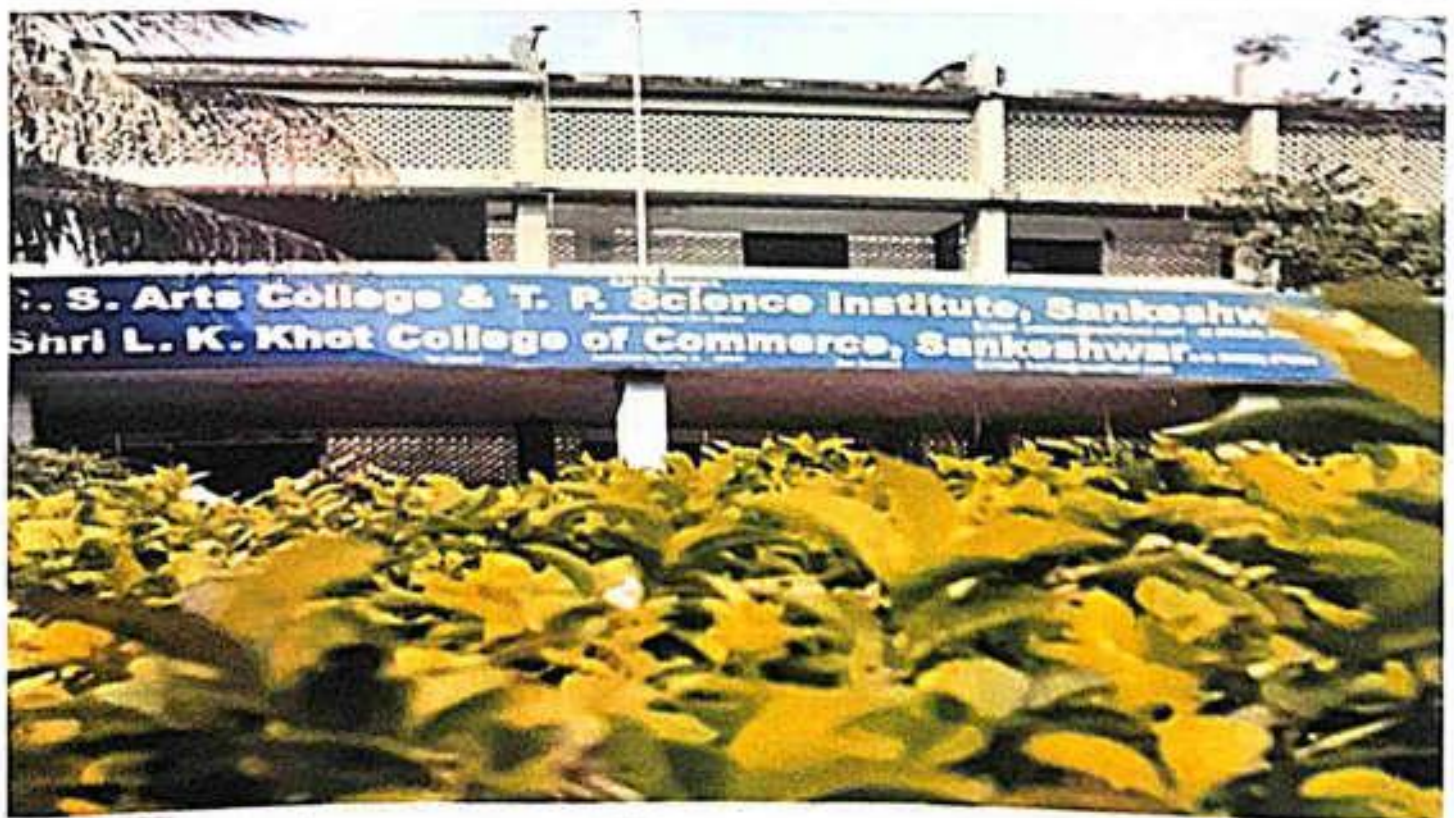


English Department

"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



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

# 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

BSc third sem students




  
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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.

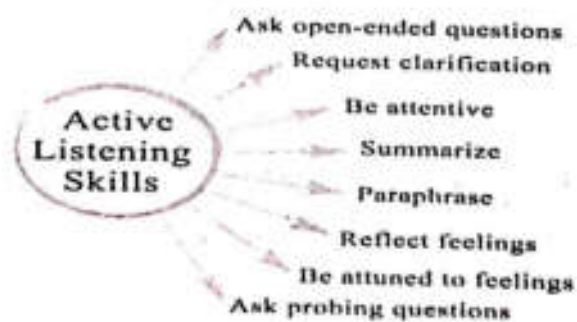
It's never been more important — or more difficult — for leaders to be good listeners. Job switching is rampant, and remote work means we don't get the nonverbal cues we'd pick up from an in-person conversation. Employers who fail to listen and thoughtfully respond to their people's concerns will see 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

**“ 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: 22/09/2023

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



  
**PRINCIPAL**  
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**SANKESHWAR**

## 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.

Sankeshwar

Date: 22/2/23

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



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

## 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.

Sankeshwar

Date: 22/02/2023

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



  
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## INTRODUCTION






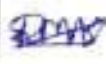



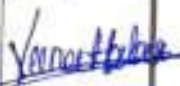
Indian is known for its rich cultural heritage and an element of mysticism, which is why tourists come to India to experience it for themselves. The various fairs and festivals that tourists can visit in India are the Pushkar Fair (Rajasthan), Taj Mahotsav (Uttar Pradesh), And Suraj Kund Mela (Haryana) 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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2.	Taj Mahal
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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 Minarets is a historical monument that was built by the Qutub Shahi Dynasty during the late 16<sup>th</sup> century. Muhammad Qutub Shah who was the ruler of Golkonda 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 in 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.



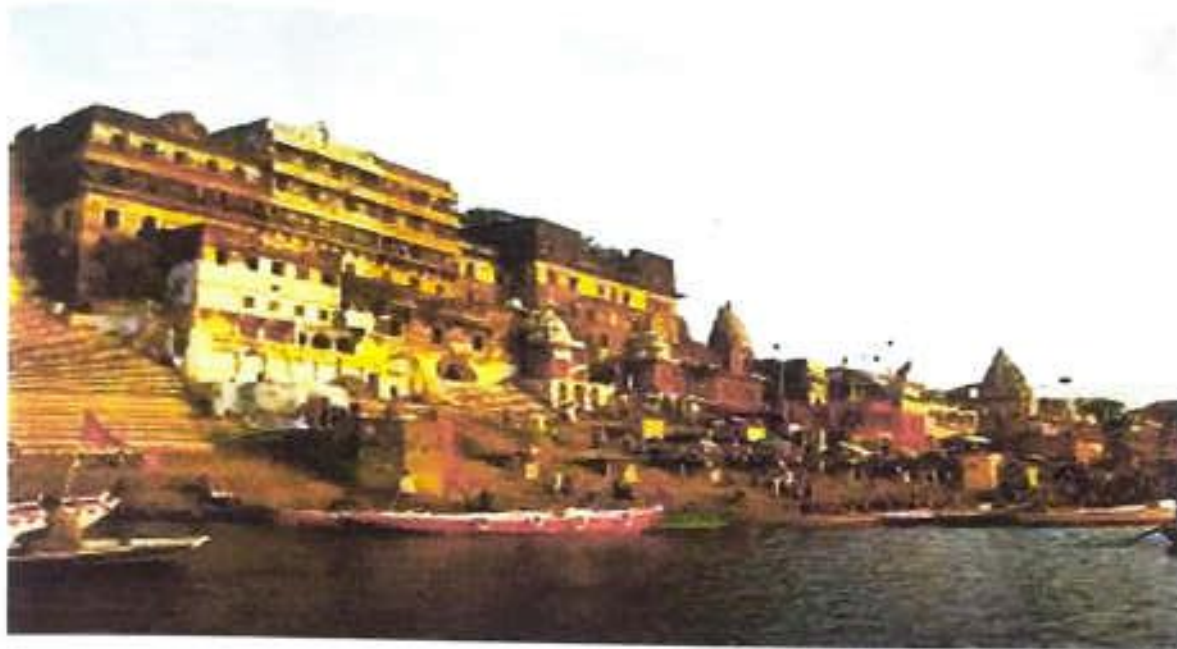
## ST. PAUL'S CATHEDRAL, KOLKATA



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.





SDVS Sangh's  
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

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**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"

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## ACKNOWLEDGEMENT

We have a great pleasure to express our heartfelt gratitude to my project supervisor Dr. Sunil Kumar Assistant Professor in Department of Physics of S.S Arts College & T. P Science Institute, Sankeshwar. For his excellent guidance and constant encouragement at all stages of the project work.

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.

The writing of this project work could not be possible without the support of H.O.D Shri M. R. Patil and Physics department staff.

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

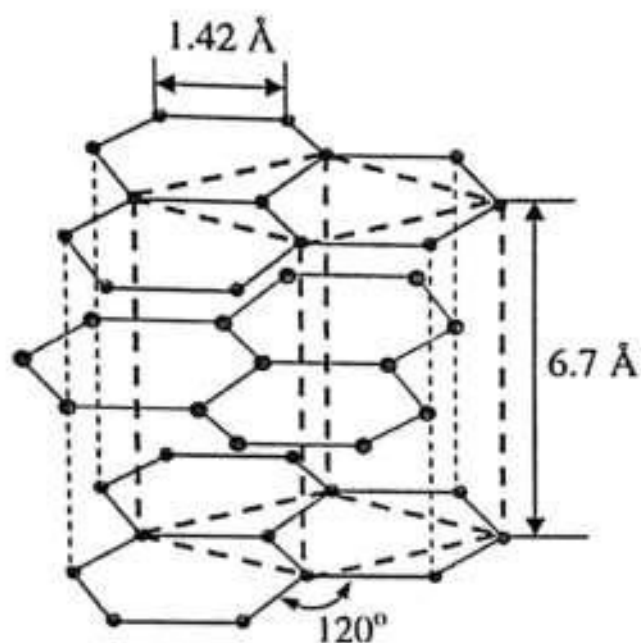


In this study, LCR meter is used to study the samples. The LCR meter is connected with the four probe setup. The center two probe was pressed into the film samples and temperature was varied from room temperature to 200°C and resistance measurements were done.

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  $1.42 \text{ \AA}$ . 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  $3.35 \text{ \AA}$  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  $sp^2$  hybridized electrons, and their bond angle is  $120^\circ$  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**

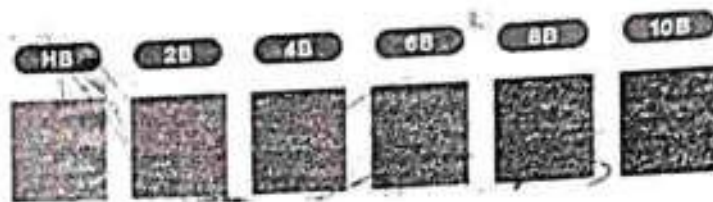
Graphite pencils consist of a mixture of graphite and clay and are currently available in 19 degrees of hardness. The degree of graphite hardness is determined by the mix ratio of the graphite and clay, the greater the graphite the softer the lead and the more clay the harder the lead

## **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 is 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 high 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 high 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.

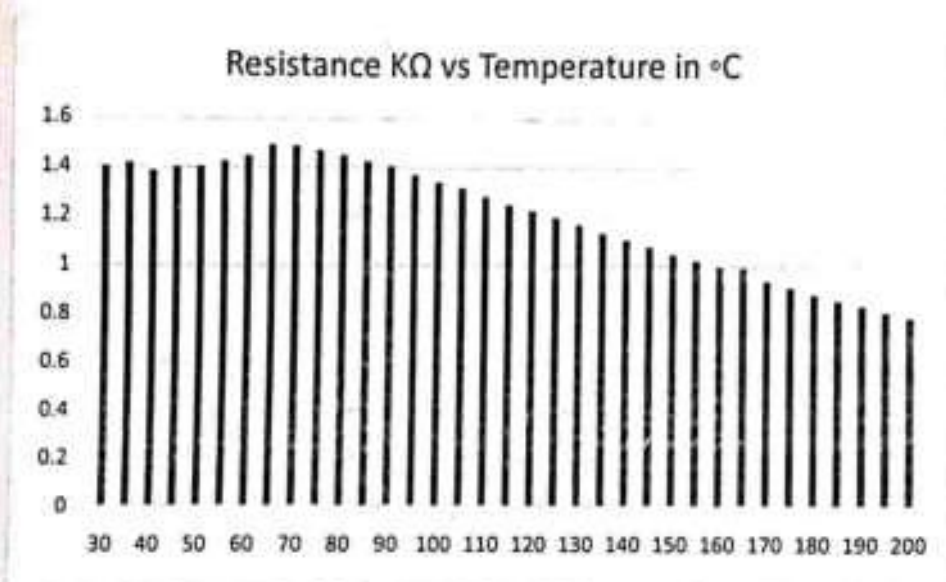
Table 2 : Temperature dependent resistance study of 10 B grade pencil

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.

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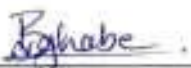
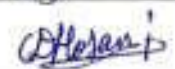


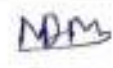




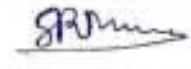
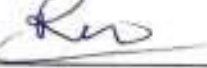
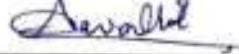
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**READING MAKES A MAN PERFECT...**



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# 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.

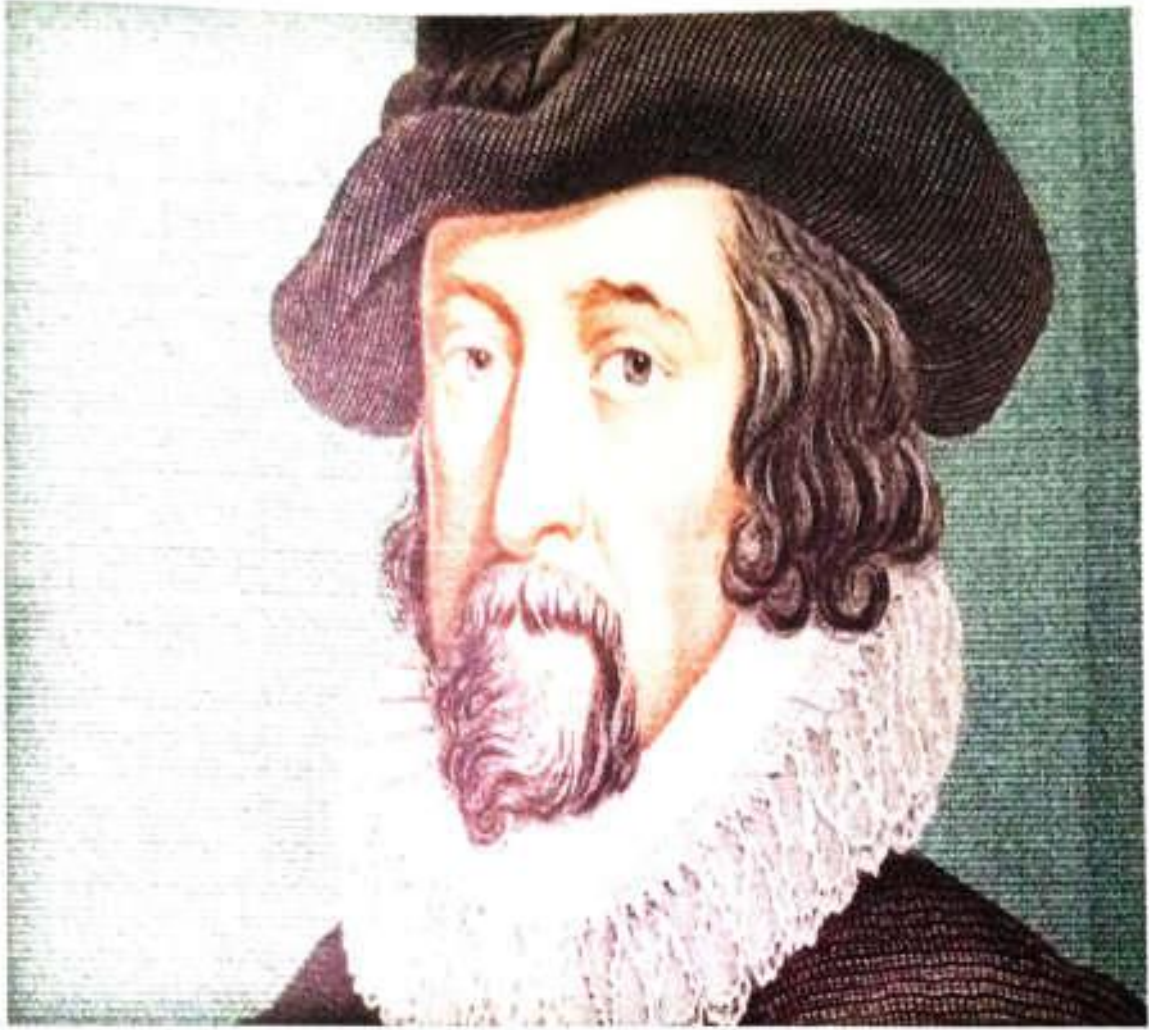
We are thankful to our librarian Smt.Rajashree.R. Patil, for providing Computer and Internet facility for the report.

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.

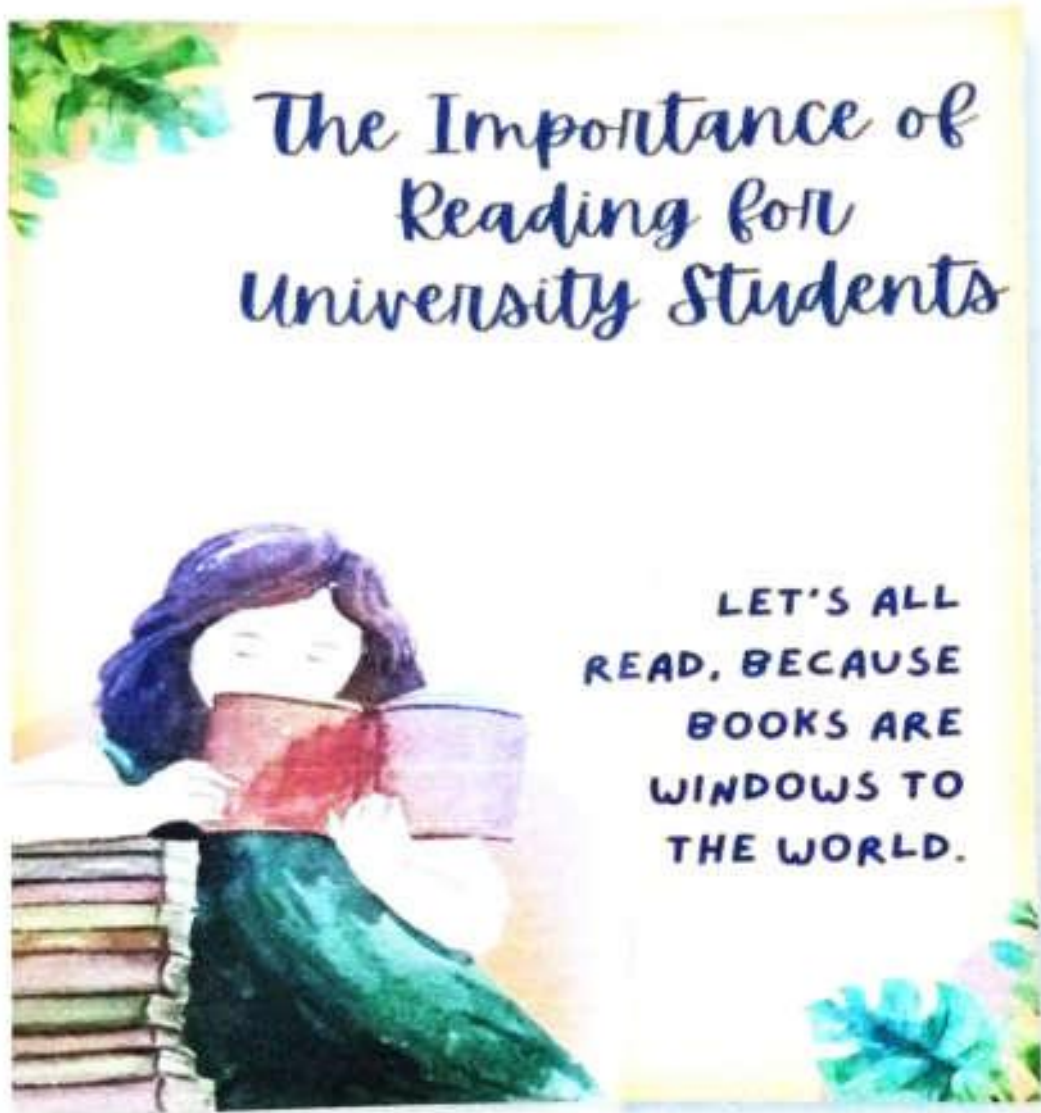
Bacon, however, introduces his new conception of *philosophia prima* as a meta-level for all scientific disciplines. There are and can be only two ways of searching into and discovering truth. The one flies from the senses and particulars to the most general axioms, and from these principles, the truth 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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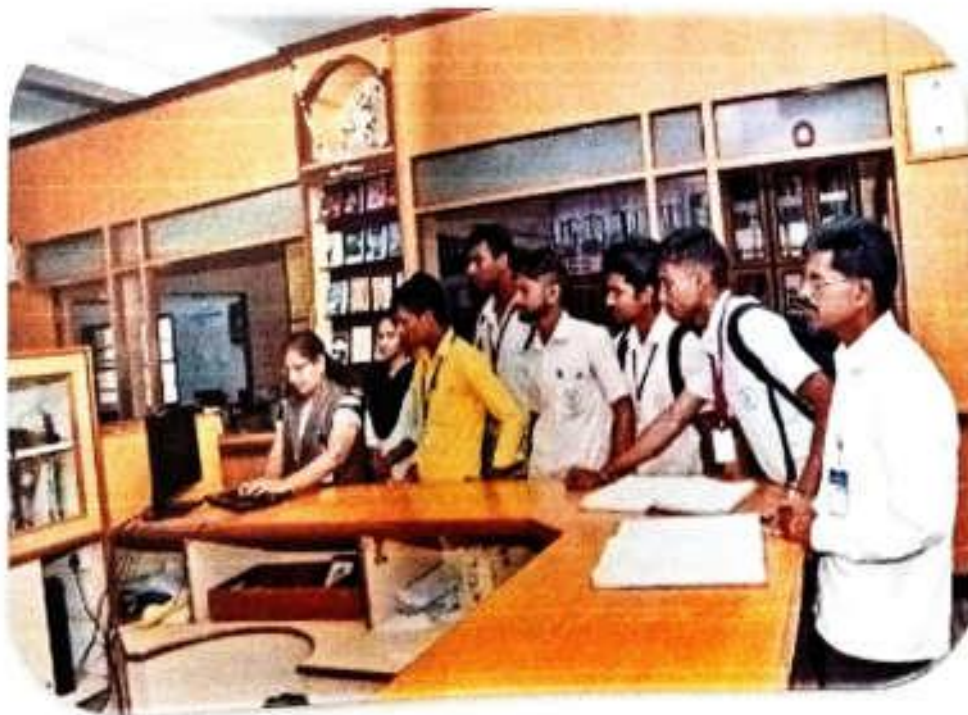




# OUR LIBRARY...



"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.SANGHA'S**  
**S.S.ARTS COLLEGE AND T.P. SCIENCE INSTITUTE, SANKESHWAR**  
**Chintakar Chawadi**

<b>Date of the activity</b>	22/05/2023
<b>Organizing Department</b>	Political Science
<b>Name of the Guest</b>	Shri.B.G.Patil
<b>Name of the President</b>	Prof.P.B.Burji
<b>No. of teachers &amp; Students participated</b>	106
<b>Collaborating Agency</b>	IQAC
<b>Impact of the activity</b>	<ul style="list-style-type: none"><li>• Oratory skill</li><li>• Awareness About culture</li><li>• Comparative Study</li></ul>



  
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Chintakara Chawadi – 22-05-2023



# ಪ್ರಾಚೀನವಾದ್ಯ-ಆಹಾರ ಹಾಗೂ

## ಅದರ ಅನಿವಾರ್ಯತೆಗಳು.

ಭಾರತೀಯರ ಅಹಾರ ಪದ್ಧತಿಯು ಭಾರತಕ್ಕೆ ಸ್ಥಳೀಯವಾದ  
ಯಥಾ ಪ್ರಾದೇಶಿಕ ಸಂಪ್ರದಾಯದ ಆಹಾರ ಪದ್ಧತಿಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಿ  
ವೆಣ್ಣು, ಕಬ್ಬಿಣ, ಸಿಂಹದಂತೆ, ಜವಾರಿಗಿಂತ ಕುಳಿಗಿಂತಲೂ ಹೆಚ್ಚು  
ಬಡ್ಡಿಯಾಗದಂತೆ ವ್ಯವಸ್ಥಿತವಾಗಿ ಕವಲಿಸಿ, ಈ ಪದ್ಧತಿಯನ್ನು  
ನಿರೀಕ್ಷಿಸುವಾಗ ಬಹಳಷ್ಟು ಪ್ರಯತ್ನವಿದೆ.

ಯಾದ್ಯಾದಿ ವಾದ್ಯವೆಲ್ಲವೂ ಪ್ರಾಚೀನ ಕಾಲದಿಂದಲೂ  
ರಾಜ್ಯದ ಆಹಾರವನ್ನು ಸೇವಿಸುತ್ತಿದ್ದ ಜನ, ಕೆಲಕೆ ಆಹಾರ,  
ಸಧನವಾಗಿ ಪೋಷಣೆ-ಆಹಾರದ ಅಭಿವ್ಯಕ್ತಿಯಾಗಿ, ದಾಖಲಾತ್ಮಕವಾದ  
ಈಗಂತೆ ನಿರೀಕ್ಷಿಸುವಾಗ ವಾದ್ಯವೆಲ್ಲವೂ ಅನಿವಾರ್ಯತೆಯಿಂದ ಆಹಾರವನ್ನು  
ನಿರೀಕ್ಷಿಸಿ ಪೋಷಿಸಿ ಹೋಗಿವೆ. ಆದರೆ ಎರಡು-ಮೂರು  
ತರಗತಿಗಳ ವ್ಯತ್ಯಾಸವು ಕೆಲವೆಡೆ ಇಟ್ಟು ಆಹಾರವೆಂದರೆ ಎಲ್ಲವೂ  
ಪ್ರಿಯವಾದದ್ದು.

ಪ್ರಾಚೀನವಾದ್ಯ-ಆಹಾರ ಪದ್ಧತಿಯು ಆಧುನಿಕ  
ಆಹಾರ ಪದ್ಧತಿಯಾಗಿದ್ದು, ಇದು ನಿಯಮಿತವಾಗಿ ಪ್ರಾಣಿ ಪೋಷಣೆ  
ಪ್ರಾಚೀನ ಆಹಾರವಾಗಿದೆ. ದಿನನಿತ್ಯದ ಆಹಾರ ಪದ್ಧತಿಯು  
ಪ್ರೋತ್ಸಾಹಿಸಿ ಹೇಗೆ ಆಹಾರವು ಹೇಗೆ ಪರಿಣಾಮ ಬೀರುತ್ತದೆ  
-ನಿರೀಕ್ಷಿಸಿ ನಮ್ಮ ಭಾರತೀಯ ಆಹಾರ ಪದ್ಧತಿಯನ್ನು ಪ್ರಾಚೀನವಾದ್ಯ  
ಆಹಾರ ಪದ್ಧತಿಯೆಂದರೆ ವ್ಯತ್ಯಾಸವು ಕಂಡುಬರುತ್ತದೆ ಭಾರತೀಯ  
ಆಹಾರ ಪದ್ಧತಿಯು ಹೆಚ್ಚು ಉತ್ತಮವಾದ ಪೋಷಣೆಯನ್ನು  
ನೀಡುತ್ತದೆ. ಪ್ರಾಚೀನವಾದ್ಯ ಆಹಾರ ಪದ್ಧತಿಯು ಪ್ರಾದೇಶಿಕ ಸಂಪ್ರದಾಯ  
ಕೆಲವೆ ಸ್ಥಳೀಯವಾದಂತೆ ಹೆಚ್ಚಿನ ಅನಿವಾರ್ಯತೆಯಿಂದ  
ಸಂಬಂಧಿಸಿದೆ.



ಉದಾಹರಣೆಗೆ ಹಾಳೆಹಾಳು ಅಥವಾ ಹದ್ದುಹದ್ದು ಹೆಚ್ಚಿನ ಗಾಳಿ  
 ಹಾಳೆಹಾಳು ಅಥವಾ ಹದ್ದುಹದ್ದು ಹೆಚ್ಚಿನ ಗಾಳಿ, ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು, ಹಾಳೆಹಾಳು, ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು, bueya, Noodles, Gobinabachani-ಅಂತಹ ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಅಥವಾ ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು

2006 ರಲ್ಲಿ ಅನುಷ್ಠಾನ ಮಾಡಿದ ಅಧ್ಯಯನದ ಅಧಾರದ ಮೇಲೆ  
 ಸುಮಾರು 2,200 calories ಹಾಳೆಹಾಳು & 10 micronutrient  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು micronutrient ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು United States Institution  
 of Medicine of Food & Nutrition Board ಹಾಳೆಹಾಳು

ಅದರ ಗಾಳಿ ಹಾಳೆಹಾಳು ಅನುಷ್ಠಾನದ ಮೇಲೆ ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು 9 ರಿಂದ 13 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು & 14 ರಿಂದ 18 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು



ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು  
 ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು ಹಾಳೆಹಾಳು

ಫಾಸ್ಟ್ ಫುಡ್ & Fast food restaurant ಗಳನ್ನು ಸಾಬಾನ್ಯವಾಗಿ  
Junk food ನಂತರ ಸಾರ್ವಜನಿಕವಾಗಿ ಅಥವಾ ಕ್ಷೇತ್ರ  
ಅಧಿಕಾರಿಗಳಿಗೆ Junk food ಎಂದೂ ಕರೆಯಲಾಗುತ್ತದೆ  
Junk food ಸಾಬಾನ್ಯವಾಗಿ ಹೆಚ್ಚಿನ ಸಿಗ್ನಲಿಂಗ್ ಅನಿರೀಕ್ಷಿಸಿ  
ಹಾಗೆ ನಿರೀಕ್ಷಿಸಿ ಅನಿರೀಕ್ಷಿಸಿದ ಸಂಭವಿಸುತ್ತದೆ ಹೆಚ್ಚು.

Junk food ಅನ್ನು candy, Biscuits ಸಾಬಾನ್ಯಗಳು,  
Ice-cream, ಮತ್ತು ತಿಂಡಿಗಳು & ತೆರೆದ ಸಾಬಾನ್ಯಗಳು  
ಅಂತಹ, ಕಡೆದು or ಕೊಟ್ಟಿರುವುದು ಎಲ್ಲವನ್ನೂ  
ಉದಾಹರಣೆ ಅದಕ್ಕೆ ಸಾಕಷ್ಟು ಪ್ರಮಾಣದ ವಾಣಿಜ್ಯ  
ಉತ್ಪನ್ನಗಳು ಎಂದೂ ಕರೆಯಲಾಗುತ್ತದೆ.

Junk foods ಬಾಳ ನ್ಯೂಟ್ರಿಷನ್ ಗಳನ್ನು ಒದಗಿಸುತ್ತವೆ.  
ಕೊಟ್ಟಿರುವ ಅಧಿಕಾರಿಗಳಿಗೆ ಅನಿರೀಕ್ಷಿಸಿದ (ಉದಾಹರಣೆ, ಉದಾಹರಣೆ  
ಅಥವಾ ಖಾಸಗಿಯನ್ನು ಕಡೆದು or ತಿಂಡಿಗಳನ್ನು  
ಸಿಗ್ನಲಿಂಗ್ ಇಲ್ಲ. ಜ್ಯೂನಿಯರ್-ರಗಳು & ಜ್ಯೂನಿಯರ್-ರಂತಹ ಕೆಲವು  
ಅಧಿಕಾರಿಗಳಿಗೆ ಅನಿರೀಕ್ಷಿಸಿದ ಸಂಭವಿಸಿದಂತಹ ಅನಿರೀಕ್ಷಿಸಿದ  
ಮೇಲೆ ಕೆಟ್ಟ ಪರಿಣಾಮ ಬೀರಬಹುದು.

ಈ ಮೇಲೆ ಎಲ್ಲವನ್ನೂ ಹೆಚ್ಚಿನ ದಾನವೆ  
ಅಧಿಕಾರಿಗಳಿಗೆ ಅನಿರೀಕ್ಷಿಸಿದ ಮೇಲೆ ಕೆಟ್ಟ ಪರಿಣಾಮ  
ಪರಿಣಾಮ ಬೀರಬಹುದು. ಹಾಗೆ ಉದಾಹರಣೆ &  
ಇಂತಹ ಉದಾಹರಣೆ ಕೆಲವು ಸಾಬಾನ್ಯ ರಾಜ್ಯಗಳು  
ಚೀನಾ Break ಹಾಕುವ.







\* ಕ್ರಾನ್ ಶಾಖೆ : ಶಾಶ್ವತವಾಗಿ ಸಾರಣಿಯು ಅನಿರೀಕ್ಷಿಸಿದಂತೆ ಅನಿರೀಕ್ಷಿಸಿ ಸಾಧಿಸುವುದರಿಂದ (ಅಂದಾಜು ಶಾಖೆ) ಅನಿರೀಕ್ಷಿಸಿದಂತೆ ಯಾವುದೇ ಶಾಶ್ವತವಾಗಿ ಸಾಧಿಸುವುದು ಸಾಧ್ಯವಿಲ್ಲವೆಂದು ಮೇಲೆ ನೋಡಿದ ಕಾರಣವಾಗಿಯೇ ಹೇಳುತ್ತೇವೆ.

\* ಬಾಲ್ಯ : ಜಾಲಶಾಯಿ ಅಥವಾ ವಯಸ್ಸು ಕಟ್ಟಿಕೊಳ್ಳುವಂತೆ. Junk food & ಸುಸ್ವಾದ ಪುಸ್ತಕ ಬಂಧನಗಳಿಂದಾಗಿ ಮೂಲಕ ಈ ಶಾಖೆ ಬರುವುದು.

\* ಮಧ್ಯಮ : ಈ ಅಂಶ ಪದ್ಧತಿಯ ಅಗ್ರವರ್ತಿಯು ಅನಿರೀಕ್ಷಿಸಿದಂತೆ ಮುಖ್ಯವಾಗಿ ಟೈಪ್ 2 ಮಧ್ಯಮವನ್ನು ಹೆಚ್ಚುತ್ತದೆ.

\* ವೈಸ್ತ : ಈ ಅಂಶ (ತಮಿಳು) ಸೈಯನ್ಸಿ ಹೇಳಿಕೆಗಳ ವೈಸ್ತ ಅಪಾಯವನ್ನು ಹೆಚ್ಚುತ್ತದೆ. ಕೆಲವು ಸಂಬಂಧಿಸಿದ ವೈಸ್ತ ಹೆಚ್ಚಾಗಿ ಕಂಡುಬರುತ್ತವೆ. ಶಾಶ್ವತವಾಗಿ ವ್ಯಾಪಕವಾಗಿ ಅದರಂತೆಯೇ ಹೆಚ್ಚಿನ ಅನಿರೀಕ್ಷಿಸಿದಂತೆ ವೈಸ್ತವೆಂದಿ ಮರಣದ ಅಂಶ ದೀಪ್ತವೆಂದು ಅಪಾಯವನ್ನು ಹೆಚ್ಚುತ್ತದೆ.

ವೈಸ್ತವೆಂದಿ, New York & New Jersey ಅಂತಹ ದೇಶಗಳಲ್ಲಿ Junkfood ಅನ್ನು ನೋಡಿಸಿದೆ. ಅದು ಕೆಲವು ದೇಶಕ್ಕೆ ಬೇಗದ ಅನಿರೀಕ್ಷಿಸಿದಂತೆ ಹೇಳಿ ನೋಡಿಸಿದೆ. ಅದು ಕೆಲವು ಅನಿರೀಕ್ಷಿಸಿದಂತೆ & ಅನಿರೀಕ್ಷಿಸಿದಂತೆ ಲಲಿತವಾಗಿ ತೋರಿ ಕೊಟ್ಟು. ಭಾರತದಂತಹ & ಮುಖ್ಯವಾಗಿ ಲಲಿತವಾಗಿ ತೋರಿ ಕೊಟ್ಟು ಜನರ ಅನಿರೀಕ್ಷಿಸಿದಂತೆ ಹೇಳಿದ ಜನರಿಗೆ ಹೇಳಿಸಿದಂತೆ ಹೆಚ್ಚಿದೆ. ಕಾರಣ ಮೂಲವೆಂದಿ ಜಿಲ್ಲೆ ಅಂತಾ ಹೆಚ್ಚಿನ & ಲಲಿತವಾಗಿ & ಮೂಲ ಕೃಷಿ ಜನರನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವಂತೆ ಅನಿರೀಕ್ಷಿಸಿದೆ. ಆದರೆ ಈ ರಾಷ್ಟ್ರೀಯವಾಗಿ ಹೇಳಿ ಈಗ Junk food ಕಾರಣವನ್ನು ಜನ ಅನಿರೀಕ್ಷಿಸಿದಂತೆ ಹೇಳಿ ದೇಶದಲ್ಲೇ ಅನಿರೀಕ್ಷಿಸಿದಂತೆ ಹೇಳುತ್ತೇವೆ.

ಪ್ರಾಣಿವೈದ್ಯ - ಈಗಲೂ ಕೇವಲ ಜ್ಞಾನ ರೂಪದಲ್ಲಿ  
ನಿಲವಾಗಿ, - ಅಂದರೆ ಆದಿ ಕಾಲದಿಂದಲೂ ಅದನ್ನು  
ಲಕ್ಷಿಸಲಾಗಿದೆ. ಆದಾಗ್ಯೂ (ಪ್ರಾಣಿವೈದ್ಯ) - ಈಗಲೂ  
ರೂಪಿಸಲಾಗಿದೆ, ಪುನಃ ಸಿದ್ಧವಾಗಿರಲು ಸಾಧ್ಯ.

ಅನ್ಯ ಸಂವಿಧಾನಕ್ಕೆ ಸ್ವರೂಪ.

ಅನ್ಯ - ಈಗಲೂ ಜೀವವೈದ್ಯ, - ಅಂದರೆ  
ಜೀವವೈದ್ಯ ಅನ್ಯ - ಈಗಲೂ ಜೀವವೈದ್ಯ ..





ಭಾರತ ಭಗವತ್‌ಛಾಂದಸ ಅಗರ, ಕಚ್ಚ ಕಡನೂ ತೀರ್ಥಸ್ವೀಕೃತಿಸ್ತು  
 ಕೂಂದಿರುವಂತಹ ನಾವು ಇಲ್ಲಯ ಇತಿಹಾಸ, ಭೂಗೋಳ, ಭೂಮಿ,  
 ಹರಿತನ ಮತ್ತೆ ಸಂಸ್ಕೃತಿಯಲ್ಲಿ ನಮ್ಮ ನಲಕ ಸ್ವಾಲ್ಪತೆಯು ಸೂತ್ರಗಳು  
 ಕಂಡುಬರುತ್ತವೆ. ವಿವಿಧ ಧರ್ಮಗಳು, ವೇದವಾದ್ಯಗಳು ಒಗ್ಗೂಡುಂಡೆ  
 ಸುಖ್ಯಭಾಗವಾಯಿತು. ವಿವಿಧತೆಯಲ್ಲಿ ಒಕೆತೆಯನ್ನು ಕಾಣುವ ಭಾರತೀ,  
 ಆತ್ಮಂತ ಲೀಮಂತ ಆಹಾರ ಸಂಸ್ಕೃತಿಯನ್ನು ಕೂಂದಿದೆ.

ಹಾಗೆ ನಮ್ಮ ಕರೀಷ್ಯ ನಾವು ನೇಯಸುವಂತಹ ಆಹಾರ, ಗಾಳಿ, ನೀರು  
 ಇವುಗಳಂತೆ ವೈದ್ಯಯಾತ್ರದಯಾ, ಹಾಗೆಯೇ ನಮ್ಮ ಮನೋಗುಣಗಳು  
 ಕೂಡಾ ನಾವು ನೇಯಸುವಂತಹ ಆಹಾರದಿಂದಲೇ ವೈದ್ಯಯಾತ್ರದ,  
 ಎನ್ನುವಂತಹ ಅಂತ ಭಗವತ್‌ಛಾಂದಸಲ್ಲಿ ಲೀ ಕೃಷ್ಣಾಂತಿಯಾಗಿ ಇತ್ತಾನೆ,

"आहार स्थपि सर्वशय त्रिविधो भवती प्रियः॥"

ಆಹಾರ, ನಾವು ಉನ್ನುವಂತಹ ಆಹಾರ ನೂರು ತೆರವಾಗಿರುತ್ತದೆ.  
 ಸ್ವಾಸ್ಥ್ಯ, ರಾಜನೀಕ, ಆಮನೀಕ ನಾವು ನೇಯಸುವಂತಹ ಆಹಾರಕ್ಕೆ  
 ನಮ್ಮ ಮನಸ್ಸಿಗೂ ನೇಯವಾಗಿರುವಂತಹ ಸಂಬಂಧವೆ ಎನ್ನುವಂತಹ  
 ಮಹಾವಿಜ್ಞಾನವನ್ನು ನಮ್ಮ ಸೂರ್ವಜರು ಅಲತರು ಅದಶ್ವಾಸಿಯ,  
 ನಮ್ಮ ಮನಸ್ಸಿನ ಮೇಲೆ ಕಾಠೆವಾಗಿ ತೆರಿಣಾಯ ಬೀರುವಂತಹ ಕಲವು  
 ಆಹಾರವನ್ನು ಅವರು ನೇಯಧಿಸಿದ್ದು.

ಹಾಗೂ ಯಾರು ಯಾವ ಆರಾಧನೆಯ ಪಾಲನೆಯನ್ನು ಮಾಡುವುದು ಎನ್ನುವುದು ಕೂಡ  
ಯೋಚನೆಯನ್ನು ಕೊಡಬೇಕು.

ಯಾರು - ಆಧ್ಯಾತ್ಮ, ಆಧ್ಯಾತ್ಮಿಕ, ಆಧ್ಯಾತ್ಮಿಕವಾಗಿ, ಆಧ್ಯಾತ್ಮಿಕವಾಗಿ, ಆಧ್ಯಾತ್ಮಿಕವಾಗಿ  
ಅಂತಹವರೇ ಪ್ರಾಣವೆಂದರೆ ಆರಾಧನೆಯ ಅಂಗವಾಗಿರುತ್ತದೆ.

ಯಾರು ಯಾವ ಗುಣಗಳು - ಆರಾಧನೆಯ ಅಂತಹವರೇ ಆಧ್ಯಾತ್ಮಿಕವಾಗಿ

- ಆದರೆ ಭಗವಂತನಿಗೆ ಅವಕಾಶ ಕೊಡಬೇಕು. ಯಾರು ಯಾವ

ಭಗವಂತನ ಪಾಲನೆಯ ಅಂತಹವರೇ ಆಧ್ಯಾತ್ಮಿಕವಾಗಿ ಗುಣಗಳು

ಹೆಚ್ಚುತ್ತಿರುತ್ತವೆ. ಅವನಿಗೆ ಶೈವ ಭಗವಂತನ ಅಂಗವಾಗಿ

ವಿಳಿಸಿ,

ಆಯು: ಸತ್ತಬಲಾರೋಗ್ಯ ಶುಖ ಪ್ರಿತಿ ವಿವರಣ:

ರಸ್ಯಾ: ಶಿವಿಧಾ, ಶಿವಿರಾ, ಹೃದ್ಯಾ ಆಹಾರ: ಶಾಖಿಕಪ್ರಿಯ:

ಅಂಶ್ಯು, ಅಂಶ್ಯು, ಬುಧಿ, ಬಲ, ಸುಖ, ಶ್ರೀಲಯನು ಹೆಚ್ಚಿಸುವೆ,

ರಸಯುಕ್ತ, ಸ್ವೇದಯುಕ್ತ, ಸ್ನೇಹ, ಸ್ವೀರವಾದ ಹಾಗೂ ಸ್ವೇದಯುಕ್ತವೆಂದರೆ

- ಈ ಮನೆಗಳಿಗೆ ಅರಿವಾಗಿರುವಂತಹ ಆಹಾರ ಪದಾರ್ಥಗಳು.

ಅಂದೇ ಅಕ್ಕಿ ಸಹಜವಾದ, ರಸವೆತ್ತಾದ, ರುಬಯಾದ, ಹೃದ್ಯು -

ಹಂಪಲು, ಗೆಣ್ಣೆ, ಗೆಣ್ಣೆ, ಬೆಳೆಸು, ಬೆಳೆಸು, ಕಂಡೆಯೂಗಳು

ಇವೆಲ್ಲ ಸಾತ್ವಿಕ ಆಹಾರ ಅನ್ನಗಳಾಗಿರುತ್ತವೆ. ಆಯಸ್ಸನ್ನು ಹೆಚ್ಚಿಸುವೆ -

- ಅಂತಹ ಕುಡ್ಡೆ ತೆಪ್ಪು, ಅಲೂ, ಮೊಸರು ಮುಂತಾದವುಗಳು

ಅಂತವಾಗಿ ಬಳಸಿ ಮೂಲಕವಾಗಿ ಸಾತ್ವಿಕ ಆಹಾರ ಅನ್ನಗಳಾಗಿರುತ್ತವೆ



ಕರ್ತು ಆಮಲ ಜವಣ ಅತಿ ತೂಪ, ತಿಣಿಣಿ, ಸೂಗಿ ತಿವಾಹಿಲಿ:  
ಆಹಾರ: ಸನಿಸರಗ ಇಣಿ ದುಃಖ ಸಿಕ್ಕ ಅಗಿಣಿ ಪ್ರದಿ ೩೩

ಐಲೆ ಕೆವ, ಮುಕ, ಕುಟ್ಟು ಮಲ್ಲೆಂಠು ಕೂಡಾ, ಕುಟ್ಟು ಮಲೆಯಾಣಿ,  
ಹೆಣ್ಣು ಶಾರವೆನ್ನು ಮ್ಹಂಕೆಪ, ಕುಲರಿಕಾಣ ಮಲಯಾಣಿಯಾ  
ಸೆವಾಡಾಣ ಮೆಣ್ಣು ಮಂಸುಪ, ಮುಖ ಮಂಕೆ ಹಾಕಿ ಕೂಡೆಗಾಣಿ  
ಮಂಟು ಮೆವಾಡುಮಂಕೆಣ ಭಗಾಣವ ಪನಾಡೆಗಾಣಿ

ಶಾತಶಾನ್ತಂ ಇತರಸಂ ಪೂತಿ ಪಶುಖಿತಮ್ ಚ ಗಂತ  
ಅರ್ಹಿಷ್ಠಮಪಿ ಚಮಿದ್ರಮ್ ಭೋಜನಂ ತಾಮಸ ಪ್ರಿಯಂ ।

ಇಡು ಲಾಡಾಣೆಗ ಅತ್ಯಂತ ಅಚ್ಚುಮಚ್ಚುನೆ ಅಸು. ಅರ್ಥೇವಂಕೆ-  
ರಸೆರಿಯೆವಾಡ, ದುಗಣಂಥೆಯೆವಾಡ, ಡಕಸಿಡ, ಎಂಜಲಾಡ  
ಹಾಣಿ ಅಸೆವೆತ್ತೆವಾಡ ಭಗಾಣನೆ.

ಭಾರತೀಯರ ಸವಾರಿಯಾಣಿಗಳ್ಳು ಕೂವೆಲ ಭಕ್ತ ಮೂತ್ರಿ ಕೈಲ್ಯ.  
ಅಮಾಂಯ ಕೂವೆಶಾಸ್ತ್ರೆ, ಮನೇಶಾಸ್ತ್ರೆ, ಮನವೆಶಾಸ್ತ್ರೆ.

ಅಮಾಂಯ ಬಯಕೆನ್ನು ಕೀಚಕೂಡುವಂತೆಣ ಮಹಾನೇಶಾಸ್ತ್ರೆ.  
ನಾಡು ಅರ್ಥೇ ಮೂಡುಂಯೆಡೆಣ್ಣು, ಅರ್ಥೇ ಮೂಡಿಕೂಪಾಡ ಹಾಣ  
ಬೇರೆ ಬೇರೆ ಕೂವೆಗಳ್ಳು ನೆವಂಗೆ ಅಪೂವೇಡ ಕೂವೆನೆ ಟ್ಪಾನೆವೆನ್ನು  
ಕೂಡುವಂತೆಣ ಮಹಾನೇಶಾಸ್ತ್ರೆ.

ಭಾರತೀಯರು ಶ್ರೀತ ಎರಡು ತಂಗುಗಳ ಕೂವೆವೆಣ್ಣು-  
ಗೆ ಒಡೆರಂತೆ ಸರು ಮೂತುಗಳನ್ನು ನಿಣಾಣಯ ಮೂಡಿದ್ವಾರೆ.  
ಸಾಪೂನೈವಾಣಿ ಕೂರೆ, ವೆಸಂತೆ, ಗ್ರೀಣ್ಣು ಮೂತುಗಳು ಮತ್ತೆಣಾಯಾಣಿ  
ಪೆಚ್ಚೇ, ಕೆರಡ, ಹೇಮಂಕೆ ಮೂತುಗಳು ದಕ್ಷಿಣಾಯಾಣಿ  
ಹಿಣ್ ಶುಕ್ಲಪಚ್ಚೆಂಡ ಅಮಾವಾಸ್ಯೆಯೆಸರೆಣ ಮೂತುಮೂಡುಗೆ



ಮಾಡಲಾಗಿದೆ. ನನ್ನ ಅಧ್ಯಯನದಿಂದ ದೃಢೀಕರಿಸುವುದು ಮತ್ತು  
 ಪರಿಶೋಧನೆಯಿಂದ ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.  
 ಸೂಕ್ತವಾದ ಸೂಕ್ತ ವಿಷಯವನ್ನು ಆಯ್ಕೆಮಾಡಿ ಅಧ್ಯಯನ ಮಾಡುವುದು.  
 ಅಧ್ಯಯನದಿಂದ ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.  
 ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.  
 ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.

ಎದ್ದುಕೊಂಡು ನಿಂತು, ಯೋಗವಿದ್ಯೆಯನ್ನು ಬೋಧಿಸುವುದು  
ಬೋಧಿಸುವುದು ಸಂಪ್ರದಾಯವಾಗಿದೆ. ಕೆಲವು ಸೂತ್ರಗಳನ್ನು ಬೋಧಿಸುವುದು  
 ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.  
 ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.  
 ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.

ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.  
 ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.  
 ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.  
 ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.  
 ಈ ವಿಷಯವನ್ನು ಅಧಿಕಾರವಾಗಿ ಉದ್ಘಾಟಿಸುವುದು.



ಅದಕ್ಕೆ ಸಹಜ ಒಂದು ವಿವರಣೆಯನ್ನು ಒದಗಿಸುವೆ, ಅದಕ್ಕೆ

ಶಾಸ್ತ್ರ: ವಜ್ರ ದಿಹಾಳಿ, ಗರ್ವಿಂಪಲ ಪ್ರದಾಳಿ  
ಸರ್ವಿರಿಣಾ ವಿವಾಶಾಳಿ ನಿಗಂಕಂ ದಲಭಿಷಾಂ || ಎಂದು.

\* ಇನ್ನೂ, ಬಹುತೇಕ ಭಾರತೀಯರ ಅಭಿಪ್ರಾಯವೆಂದರೆ ಸಹಜ ಅರಸು, "ಮೊದಕೆ" ಈ ಮೊದಕವನ್ನು ಇಲ್ಲವೆಂದು ಭಾವಿಸುವುದು ಒಪ್ಪಾಯಿತು. 'Modak is not a food, it's super-food' ಎಂದು ಕೆಲವರು ಹೇಳುತ್ತಾರೆ. ಕೊಬ್ಬರಿ ಮತ್ತೂ ಹೆಚ್ಚಿನ ಮೊದಕವನ್ನು ಜನರು ಮೆಚ್ಚುತ್ತಾರೆ ಈ ಮೊದಕೆ ಸಜ್ಜೆ ದಿಂದು ಸುಸರ್ಕೊಂದ್. ಇಷ್ಟು ಎಷ್ಟೋ ದಿಹಾಳಿ-ರುದಂತೆ ಕೊಬ್ಬರಿ ಹೆಚ್ಚಿದಷ್ಟು, ಗುಣದ ಕೊಳಪಾಳನ್ನು ಹೆಚ್ಚಿಸಿ ದೊಡ್ಡದೊಂದೆಲ್ಲದೇ ಮೊದಕವೆಂದೇ ಬರುವಂತೆ ವಿಶ್ವ ಕೋಶಿಕೆಯನ್ನು ಬಳಸಿ ದಿಹಾಳಿಕ್ಕೆ ಸಹಾಯ ಮಾಡಿದೆ. ಕಾಚೋಡ್ಡೆನ್ನೆವಾಗಿರುವಂತೆ ದಿಹಾಳಿನ್ನು ಬಳಸಿ ದಿಹಾಳಿಕ್ಕೆ ಇತೆ, ಜ್ವರ, ಕಫದಿಂದುದಂತೆ ಅನೇಕ ಕಾಯಿಲೆಯನ್ನು ಗುಣಪಡಿಸುತ್ತದೆ. ಈ ದಿಹಾಳಿಯ ಯೋಜನೆಯನ್ನು Detoxify ಮಾಡಿದೆ, ಜನರ ಕಾಳಿ ಕಷ್ಟಗಳನ್ನು ಬಿಡಿಸುತ್ತದೆ.

ಈ ಮೊದಕ ಒಂದು "Superfood" ಆಗಿ ಪರಿಗಣಿಸಿದ, ಈ ಮೊದಕ.



\* ಭಾರತದ ಬಹುತೇಕ ಭಾಗಗಳಲ್ಲಿ ನಾನಾ ಹೆಸರಿನಿಂದ ಕೆಲವು ದಿಹಾಳಿ ಆಹಾರವೆಂದೇ ಹೆಚ್ಚು ಹೊಂದಿ "ಮೊದಕ ಸಂಸ್ಕಾರ". ಈ ಹೆಚ್ಚಿನ ದಿಹಾಳಿ ದಿಹಾಳಿನ್ನು ಬಳಸುವಂತೆ ಸುಂದಿಯಾಯಿ ಇದೆ.

ಸುಂದಿಯ ಮೊದಕವೆಂದೇ ಜನರ ವೆರಗ ಭೂಮಿಯಲ್ಲಿ. ಈಶಯಿಂದ 'Tropical of Cancer'ನ್ನು ಸಂಸ್ಕಾರಿಸಿ ಅದನ್ನು ದಿಹಾಳಿಕ್ಕೆ ಸಂಸ್ಕಾರಿಸಿದ ಅನೇಕ ದಿಹಾಳಿಯ ಜನವರಿ 14ರ ದಿಹಾಳಿ 'Tropical of Capricorn'ನ್ನು ಸಂಸ್ಕಾರಿಸಿ.



ಹೀಗೆ ವ್ಯಕ್ತಿಯಾದ ಮೇಲೆ ಲಕ್ಷಣಗಳ ಕಡೆಗೆ ಆಸಕ್ತಿಯಾಗುವ ಮೇಲೆ  
 ತಲೆಗೆ ಲಕ್ಷಣಗಳನ್ನು ಸೂಚಿಸುವ ಮೂಲಕವಾಗುತ್ತದೆ. ಉದಾಹರಣೆ  
 ಈ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಕ್ತಿಯು ಸಂದರ್ಭವನ್ನು ಕಂಡುಬಂದಿವೆ?

ಆಯಾಕೆಂದರೆ ಸಂದರ್ಭವು ಹೀಗೆ ಆಗಿ ಸೂಚಿಸುತ್ತದೆ.  
 - ಈ ವ್ಯಕ್ತಿಯು ಕೆಲವು ಕೆಲಸಗಳನ್ನು ಮಾಡುತ್ತಿದೆ. ಹಾಗಾಗಿ ಹೀಗೆ  
 ಹೆಚ್ಚಿನ ಸಮಯವನ್ನು ವ್ಯಕ್ತಿಯು ಮಾಡಿ. ಅದು ಸಹಜವಾದ ಮೂಲಕ  
 ಈ ಸಂದರ್ಭವು. ಉದಾಹರಣೆಗೆ, ವಿದ್ಯಾ, ಕಲಾಕಾರ್ಯಗಳಲ್ಲಿ  
 ವ್ಯಕ್ತಿಯು ಸಂದರ್ಭವನ್ನು, ಕಾರ್ಯಕ್ಷಮವಾಗಿರುವಂತೆ ಆಗುವಂತೆ  
 ಕೊಡುತ್ತಿರುವಂತೆ ಈ ಸಂದರ್ಭವು ತನ್ನ ಸಂದರ್ಭವನ್ನು  
 ಹೆಚ್ಚಿನ ಆಗಿ ಎಂದು ಸೂಚಿಸುವಂತೆ ಆಗುತ್ತದೆ. ಅದನ್ನೇ  
 ಸಂದರ್ಭವು ಸಂದರ್ಭವು ಮುಂದುವರಿದು ಬರುವ ಸಂದರ್ಭವಾಗಿ  
 ಆಗುತ್ತದೆ.

उत्सवस्य दिने सर्वे जनाः तिलगुड प्रयच्छन्ति  
वदा तिलगुड खाद्धानी । स्निहस्य, माधुरस्य च प्रनिकर्त  
शितकाले तिलगुड खाद्धानी, शरिरस्य स्था  
लाभपुर्णानि,  
 अतः मकरसंक्रामेनोत्सवे: जनाः तानि आनन्दाने  
 खादन्ति ॥



ಹೀಗೆ ಉದಾಹರಣೆಗೆ ಹೆಚ್ಚಿನ ಆಯಾಕೆಂದರೆ  
 - ಈ ವ್ಯಕ್ತಿಯು ಕೆಲವು ಕೆಲಸಗಳನ್ನು ಮಾಡುತ್ತಿದೆ. ಹಾಗಾಗಿ ಹೀಗೆ  
 ಹೆಚ್ಚಿನ ಸಮಯವನ್ನು ವ್ಯಕ್ತಿಯು ಮಾಡಿ. ಅದು ಸಹಜವಾದ ಮೂಲಕ  
 ಈ ಸಂದರ್ಭವು. ಉದಾಹರಣೆಗೆ, ವಿದ್ಯಾ, ಕಲಾಕಾರ್ಯಗಳಲ್ಲಿ  
 ವ್ಯಕ್ತಿಯು ಸಂದರ್ಭವನ್ನು, ಕಾರ್ಯಕ್ಷಮವಾಗಿರುವಂತೆ ಆಗುವಂತೆ  
 ಕೊಡುತ್ತಿರುವಂತೆ ಈ ಸಂದರ್ಭವು ತನ್ನ ಸಂದರ್ಭವನ್ನು  
 ಹೆಚ್ಚಿನ ಆಗಿ ಎಂದು ಸೂಚಿಸುವಂತೆ ಆಗುತ್ತದೆ. ಅದನ್ನೇ  
 ಸಂದರ್ಭವು ಸಂದರ್ಭವು ಮುಂದುವರಿದು ಬರುವ ಸಂದರ್ಭವಾಗಿ  
 ಆಗುತ್ತದೆ.



ಈ ಸಲಹೆ ಸಂಸ್ಥೆಯು ಉನ್ನತ ಶಿಕ್ಷಣ ಸಹಿ ಪ್ರಾಚಾರ್ಯ,  
ನಿರ್ದೇಶಕರು, ಬರಹಕ್ಕೆ ವಿಶ್ವವಿದ್ಯಾಲಯ. ಈತನು ಸಾರ್ವಜನಿಕವಾಗಿ ಅಂಗೀಕರಿಸಿ,  
ಪಾಠ್ಯಪುಸ್ತಕಗಳನ್ನು ಅಂಗೀಕರಿಸಿ ಸಾರ್ವಜನಿಕವಾಗಿ ಹಂಚುತ್ತಾನೆ.

ಉದಾಹರಣೆ ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ, ಬೆಂಗಳೂರು.

ಶುದ್ಧಿ ಹಾ ಸ್ಥಿತಿ ಅಂಗೀಕರಿಸಿ, ಅಂಗೀಕರಿಸಿ ಸ್ಥಿತಿ ಸಹಿ ಪ್ರಾಚಾರ್ಯ  
ಅಪಿ ಸ ಸ್ವರ್ಣಮಾಲಿ ಸಹಿ, ನಮೋ ಸಹಿ ಪ್ರಾಚಾರ್ಯ ಅಂಗೀಕರಿಸಿ,  
ಸಲಹೆ ಸಂಸ್ಥೆ ಮುಖ್ಯಸ್ಥ ಸ್ವರ್ಣಮಾಲಿ ಸಹಿ ಪ್ರಾಚಾರ್ಯ ॥

ಧನ್ಯವಾದಗಳು.....



Sl.No	Name of the Student	Sign
1	Sujata G. Kacharagi	[Signature]
2	Amali K. Kacharagi	[Signature]
3	Sujal A. Kati	[Signature]
4	Samaira K. Ladhkar	[Signature]
5	Garvika V. Lathkar	[Signature]
6	Amiksha S. Lathkar	[Signature]
7	Shilpa A. Lathkar	[Signature]
8	Palvi V. Lathkar	[Signature]
9	Diksha S. Lathkar	[Signature]
10	Laxmi B. Dandekar	[Signature]
11	Savanta D. Kalai	[Signature]
12	Gayatri G. Malik	[Signature]
13	Sushmita S. Malik	[Signature]
14	Radhika C. Amal	[Signature]
15	Shirveen J. Sayyad	[Signature]
16	Rushmita S. Kumbhar	[Signature]
17	Vaishali Kumbhar	[Signature]
18	Madhusai K. Patil	[Signature]
19	Ayyaz A. Mulla	[Signature]
20	Rushmita V. Dandekar	[Signature]
21	Susmita S. Mashri	[Signature]
22	Shraddha V. Khat	[Signature]
23	Yuvraj R. Ghorpade	[Signature]
24	Atul M. KATE	[Signature]
25	Sujal P. Kharai	[Signature]
26	Mallikarjun S. Kharai	[Signature]
27	Shraddha S. Kharai	[Signature]
28	Suganya M. Pharabude	[Signature]
29	Nikita S. Halatti	[Signature]
30	Poojina R. Durgannava	[Signature]
31	Shraddha M. Halatti	[Signature]
32	Beeta S. Patil	[Signature]
33	Sampata S. Vasaikar	[Signature]
34	Dadavva S. Shrivastava	[Signature]
35	Vidya S. Marathe	[Signature]
36	Shilpa C. Mali	[Signature]
37	Soujanya M. Chatterjee	[Signature]
38	Amruta Shankar Modar	[Signature]
39	Nishwara P. Wadgaonkar	[Signature]
40	Arundhati Kalai	[Signature]
41	Sujata S. Marathe	[Signature]
42	Smriti A. Phangis	[Signature]
43	Tunglhadia D. Hasani	[Signature]
44	Sahana C. Madig	[Signature]
45	Madhuri P. Goni	[Signature]
46	Shivani S. Kumbhar	[Signature]
47	Vaishali B. Kanchaganelli	[Signature]
48	Sangevini E. Gadhavani	[Signature]
49	Kalpna E. Subharagal	[Signature]



Sl No	Name of the Student	Sign
50	Jaamin Salim Sanodi	J.S.
51	Jayashree Shivanagok Ironnagar	J.S. Ironnagar
52	Vidya Basovaraaj - Hiremath	V.B. Hiremath
53	Swati Sanjay Ajarakar	S.S. Ajarakar
54	Laxmi Ramling Chougala	Laxmi
55	Sakshi Nangolada Patil	Sakshi
56	Vidya Rajendra Sankeshwari	Vidya
57	Poojana Vasant Karpure	Poojana
58	Mahek Kalawant	Mahek
59	Mushabbarin Kadalg	Mushabbarin
60	Preriti M. Desai	P.M.D.
61	Gunita D. Bhat	Gunita
62	Rekha A. Patil	Rekha
63	Ganeshi B. Chougala	G.B. Chougala
64	Vijaylaxmi A. Chougala	V.A. Chougala
65	Anusha S. Madodem	A.S.M.
66	Shweta B. Kamble	Shweta
67	Srushti C. Chougala	Srushti
68	Sneha R. Durgappa Gowd	Sneha
69	Ankita K. Shinge	A.K. Shinge
70	Rutuja A. Khatri	Rutuja
71	Kyjal R. Habib	Kyjal
72	Omkar Y. Mahajan	Omkar
73	Shalini S. Pujari	S.S. Pujari
74	Balash J. Shidhal	Balash
75	Rahil H. Habib	Rahil
76	Prasanna R. Vapari	P.R. VAPARI
77	Parvleen M. Margadam	P.M. Margadam
78	Syoti B. Mhatre	Syoti
79	Akshata A. Karmmani	Akshata
80	Rekha A. Joshi	Rekha
81	Pratibha R. Durgannavar	P.R.D.
82	Ranjita M. Kamble	Ranjita
83	Sudha K. Todal	S.K. Todal
84	Anusya B. Khanapur	Anusya
85	Laxmi R. Mungoli	Laxmi
86	Doulatabi M. Muker	D.M.M.
87	Gurpreet S. Bakhya	Gurpreet
88	Adami J. Maradi	Adami
89	Vidya D. Badagani	Vidya
90	Verna M. Nankharn	Verna
91	Shilpa S. Shikhanavar	Shilpa
92	Deena M. Desai	D.M. Desai
93	Shilpa J. Karoshi	Shilpa
94	Preema P. Konkele	Preema
95	Saafia A. Guzar	Saafia
96	Tayalaxmi S. Kakal	Tayalaxmi
97	Vidya M. Bhalakundi	Vidya
98	Shweta S. Mutnal	Shweta
99	Sakshi M. Kokatnu	S.M. Kokatnu

1.3.3  
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

Prof. P. B. Bhusi  
PRINCIPAL  
S.S.Arts College & T.P Science Institute  
SANKESHWAR

विभागाध्यक्षा

Dr. P. V. Gadlavi  
Department of Hindi  
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SANKESHWAR

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 वी. डी. जत्ती थे। राष्ट्रभाषा प्रचार समिति, वर्धा के अध्यक्ष श्री मधुकर राव चौधरी उस समय महाराष्ट्र के वित्त, नियोजन व अल्पवचन 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 250 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 कार्यक्रम 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 जोहांसबर्ग 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 सम्मेलन 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

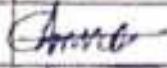
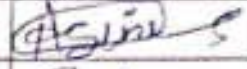
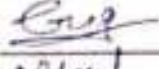
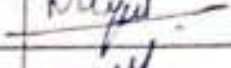
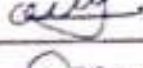
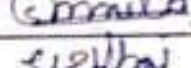


## आयोजित, 15 से 17 फरवरी तक चलेगा कार्यक्रम

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- एएनआई) 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 प्रतिनिधि मंडल 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 सिल्विनी राबुका 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**

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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: 22/09/2023

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



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

## 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.

Sankeshwar

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.

Sankeshwar

Date: 22/02/2023

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



  
PRINCIPAL  
S.S.Arts College & T.P Science Institute  
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## INTRODUCTION






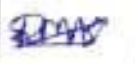




Indian is known for its rich cultural heritage and an element of mysticism, which is why tourists come to India to experience it for themselves. The various fairs and festivals that tourists can visit in India are the Pushkar Fair (Rajasthan), Taj Mahotsav (Uttar Pradesh), And Suraj Kund Mela (Haryana) 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.

# INDEX

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

R.K.Narayan - Team.

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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 Minarets is a historical monument that was built by the Qutub Shahi Dynasty during the late 16<sup>th</sup> century. Muhammad Quli Qutub Shah who was the ruler of Golkonda 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 in 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.



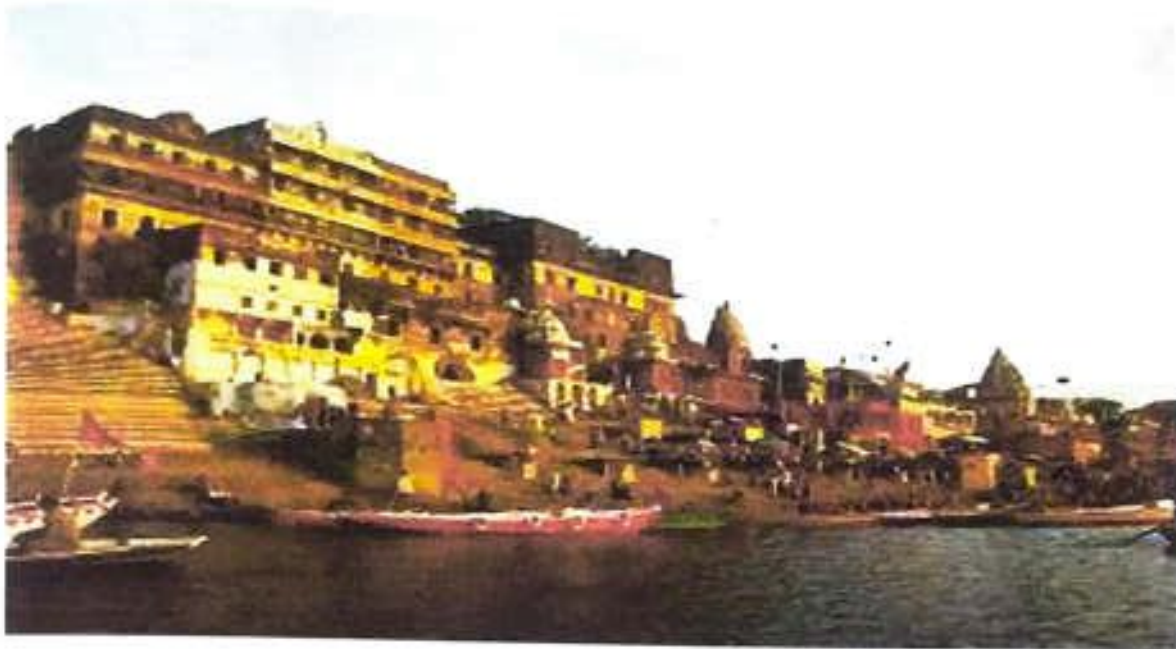
## ST. PAUL'S CATHEDRAL, KOLKATA



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.





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 "

Project Team: Rabindranath Tagore

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| 10. Srushti Chougala  |  | 20. Balesha Khot            |        |



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

Date:

Prof. K. B. Marathe

Prof. M. G. Khaded



  
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SANKESHWAR

# 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.

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Sankeshwar

Date:

B.A I sem Students

# Influence of Social Networking



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# SOCIAL NETWORK



## 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.



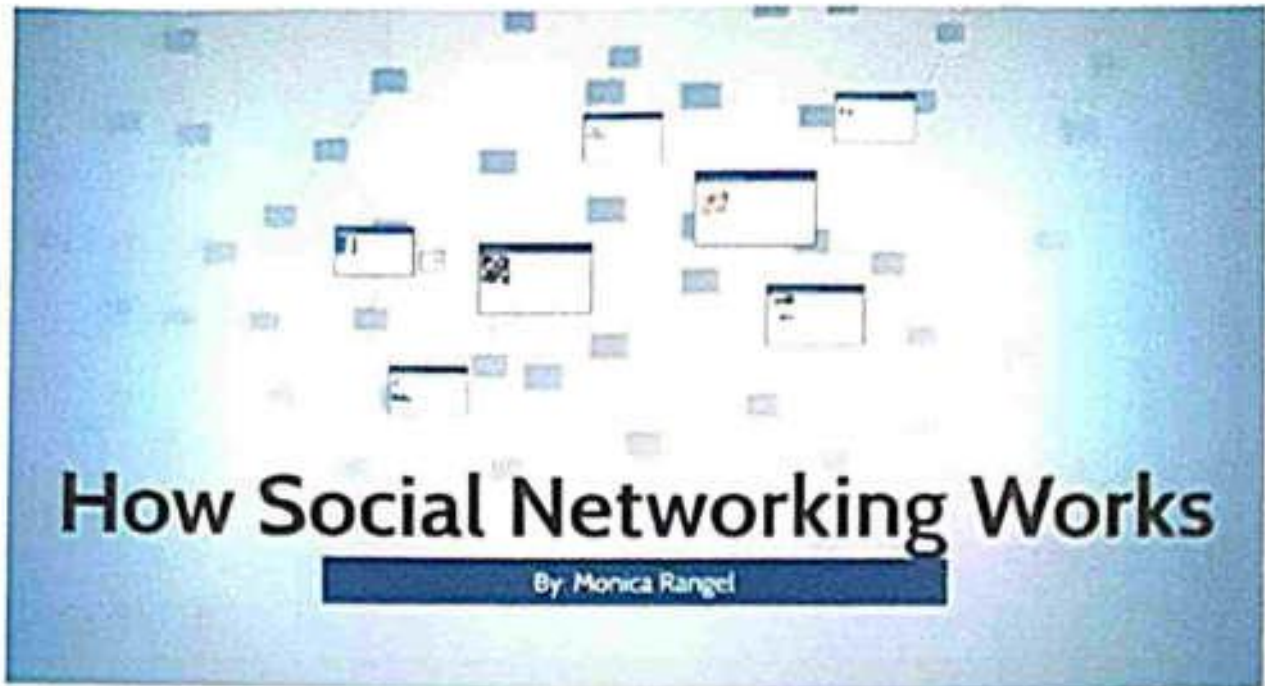


Trillions of people over the world connect through social networking to share views on a personal level. But most people use social networking to interact with their family and friends to gain knowledge or for entertainment purposes. Business people use social media to plan the target audience and execute 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-mind people in a similar industry and support each other in their career



chatting app is tracked and traced by social networking, which allows all the businesses and corporates to develop their enterprise by fooling the people around.





## 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.

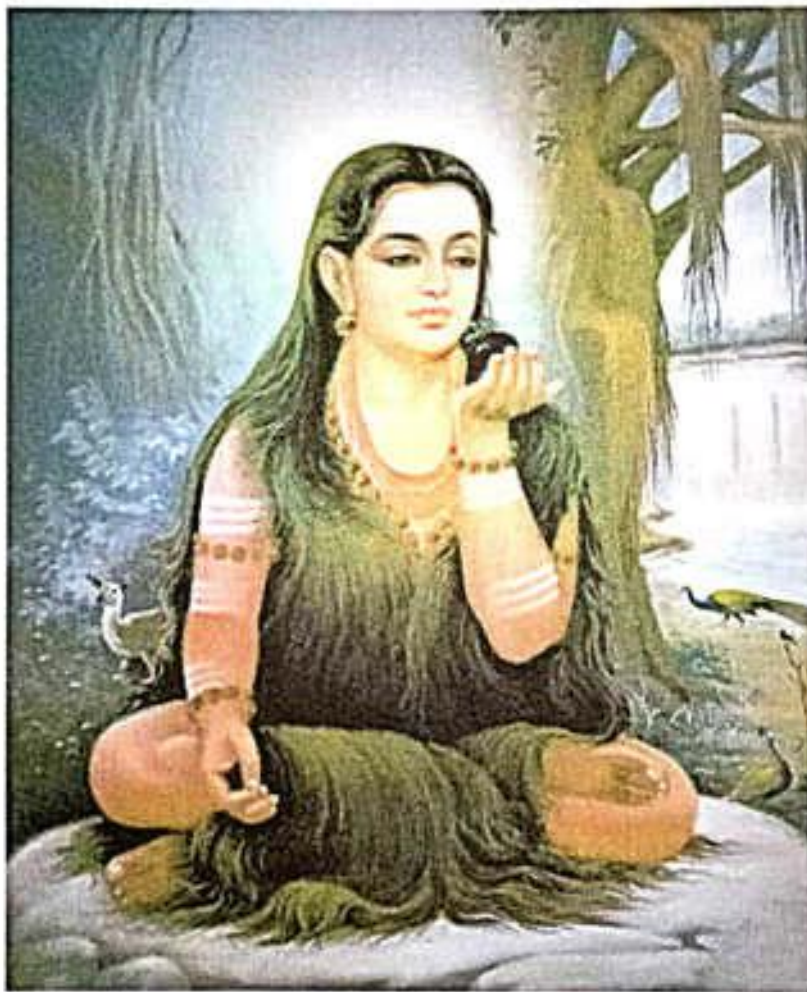


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-ಕಿಕ್ಕುಮಹಾದೇವಿಯು ಹನ್ನೆರಡನೆಯ ಶತಮಾನದ  
 [ಸುಮಾರು 1130-1160] ಕನ್ನಡ ಕವಿ, ಸಂತ ಮತ್ತು ವಿರಚಿವ  
 ಭಕ್ತಿ ಚಿಂತನೆಯು -ಕೀರ್ತಿಯು. ವಿರಚಿವರು ಹನ್ನೆರಡನೆಯ  
 ಶತಮಾನದಲ್ಲಿ ಕರ್ನಾಟಕದಲ್ಲಿ ಸಾಮಾಜಿಕ & ಔದ್ಯುಕ್ತಿಕ  
 ಪ್ರಾಂತೀಕರಣಗೊಂಡರು. ಅವರು ಸಾಂಪ್ರದಾಯಿಕ ಹಿಂದೂ  
 ಧರ್ಮ & ಅವರ ಚಿಂತನೆಗಳನ್ನು ವಿರೋಧಿಸಿದರು,  
 ಉದಾಹರಣೆಗೆ, ಜಾತಿ & ದೇವಸ್ಥಾನ & -ಚರ್ಚೆಗಳ  
 ಮೂಲಕ ಹಾಗೆ ಪ್ರವಚನವನ್ನು ಅವರ ಸಂವಹನದ  
 ಪ್ರಮುಖ ರೂಪವೆಂದರೆ ವಚನಗಳು -ಒಳವಾ-ಅವರ  
 ಮೌಖಿಕವಾಗಿ ಉಚಿತ ಪದ್ಯ ಸ್ತೋತ್ರಗಳ ಮೂಲಕ.  
 ವಚನಗಳ ಮೂಲಕ ವಿರಚಿವರು ಸ್ವಲ್ಪಮಟ್ಟಿಗೆ ಜನಪದ  
 ಮತ್ತು ಶಾಸ್ತ್ರೀಯ ಸಂಪ್ರದಾಯಗಳನ್ನು ತಿರಸ್ಕರಿಸಿದರು.

-ಕಿಕ್ಕನ ಸಮಕಾಲೀನರಾಗಿದ್ದ ಬಸವಣ್ಣ,  
 -ಒಲ್ಲಮಪ್ರಭು, ಕಿನ್ನರಿ ಹೊಟ್ಟಮ್ಮ, ನಿದ್ಧರಾಯ, ಹಾನಿಮಮ್ಮ  
 ಮುಂತಾದ ವಿರಚಿವ ಸಂತರು ನಡೆಯುತ್ತಿದ್ದ ಭಕ್ತಿ ಚಿಂತನೆಯ  
 -ಮುಖ್ಯ ಮಹಾದೇವಿ-ಕಿಕ್ಕು ಮಿಂಬ ಶಿಷ್ಯರು ಅಂತಹರು.

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



www.skkannada.com



## ಓಕ್ಕ ಮಹಾದೇವಿ ಜೀವನ :-

ಓಕ್ಕ ಮಹಾದೇವಿಯು 12 ನೇ ಶತಮಾನದಲ್ಲಿ ದಕ್ಷಿಣ ಭಾರತದ ಶರ್ನಾಟಕ ರಾಜ್ಯದ 'ಉಡುಕಡಿ' ಎಂಬ ಸ್ಥಳದಲ್ಲಿ ಜನಿಸಿದಳು. ಈ ಮಹಾ ಶಿವಭಕ್ತೆ. 10 ನೇ ವಯಸ್ಸಿನಲ್ಲಿ, ಅವರು ಶಿವ ಪುಂತ್ರದಲ್ಲಿ ದೀಕ್ಷೆ ಪಡೆದರು. ಓಕ್ಕ ಮಹಾದೇವಿಯು ತನ್ನ ಮಗನಾದ ಭಗವಂತನನ್ನು ಹೀರ ತುಲನೆಗಲ್ಲು ಹೇವಂತವಾಗಿ ಚಿತ್ರಿಸಿದ್ದಳು. ಹೀನರಿಗೆ ಮಾತ್ರ ಪುಷ್ಪಿ, ಸಿದ್ಧ ಈಶ್ವರ ದೇವ, ಮನಸ್ಸು & ಚಿತ್ತವು ಶಿವನದ್ದಾಗಿದೆ ಎಂದು ಅವರು ಹೇಳಿದರು.

ಬಾಲ್ಯದಲ್ಲಿ ಓಕ್ಕ ಧರ್ಮದಲ್ಲಿ ಹೆಚ್ಚಿನ ಜಿಜ್ಞಾಸೆಯನ್ನು ತೋರಿಸಿದಳು & ಪುಸ್ತಕಗಳಲ್ಲಿ ಗರ್ಭನನನ್ನು ತನ್ನ ಚಿತ್ತದಲ್ಲಿ ಸಂಗಾಂತಿಯಾಗಿ ನೋಡತೊಡಗಿದಳು. ಸ್ವಲ್ಪಮೇ ರಾಜ ಕೌಶಿಕ ತನ್ನ ಕೈಯನ್ನು ಮದುವೆಗೆ ಹೇಳಿದಾಗ, ಅವಳು ನಿರಾಕರಿಸಿದಳು, ಏಕೆ ನಂತರ ತನ್ನ ಪುರುಷ & ಪೋಷಕರನ್ನು ರಕ್ಷಿಸಲು ಬಿಟ್ಟು ಹೋದಳು. ರಾಜನು ತನ್ನ ಗಾಯದಿಂದ ಓಕ್ಕನನ್ನು ಗರ್ಭಧರಿಸಲು ಪ್ರಯತ್ನಿಸಿದನು ಮತ್ತು ಅವಳು ತನ್ನ ಪುರುಷ, ಅರಮನೆಯ ಸಂತೋಷ & ಪ್ರಾಣಬೆರತ ಜಿಜ್ಞಾಸೆಯನ್ನು ಬಿಟ್ಟು ಅರಮನೆಯನ್ನು ತೊರೆದಳು. ತಪಸ್ವಿಯಾಗಿ ಅವಳು ಜೀವನ ರಾಜ ಕೌಶಿಕನನ್ನು ತೊರೆದ ನಂತರ, ಓಕ್ಕ ಮಹಾದೇವಿ ಸನ್ಯಾಸಿನಿಯ ಹೇವ.

## ಶಿಕ್ಷನ ಕಿನ್ಯುಖಾವ ಜೀವನ :-

ಶಿಕ್ಷಕರುಗಳಿಗೆ ಈಗಿನ ಜೀವನವು ಎತ್ತರದ ಜೀವನವಾಗಿ ಮೂಡಿ ಬಂದ ಪ್ರತಿಷ್ಠೆ. ಕೆಲವು ಉದಾಹರಣೆಗಳಾಗಿ ರಫ್ತು, ಐತಿಹ್ಯ, ವಿದ್ಯಾಪ್ರಾಪ್ತಿ, ಪ್ರಭಾವಶಾಲಿ ತುಂಬಿದ ಸಾಹಸ, ಕೆಲವು ಬಗ್ಗೆ ಕೆಲವು ಸಮಸ್ಯೆಗಳನ್ನು ಪರಿಹರಿಸುವುದು, ಶಿಕ್ಷನ ಶಿಕ್ಷಣ ತುಂಬಾ ಹತ್ತಿರವಾದ ಹತ್ತಿರದ ಮಕ್ಕಳನ್ನು ರಕ್ಷಿಸುವ 'ಮಕ್ಕಳಿವೆಮಕ್ಕಳಿ' ರಕ್ಷಿಸುವ ವಚನಗಳು, ಕೆಲವು ಪ್ರತಿಷ್ಠೆಗಳನ್ನು ರಕ್ಷಿಸಿ ಹೊಂದಿಕೊಳ್ಳುವುದು ಮತ್ತು ವಾಸ್ತವವನ್ನು ಪರಿಷ್ಕರಿಸುವುದು.

ಈ ಎಲ್ಲವನ್ನೂ ಗಮನಿಸಿದಾಗ - ಶಿಕ್ಷಕರುಗಳಿಗೆ ಕೆಲವು ಜೀವನ ಕಿನ್ಯುಖಾವವಾದ, ವೈಯಕ್ತಿಕವಾದ, ನುಡಿ ನಡವಳಿಯಿಂದ ಪರಿವರ್ತಿಸುವುದು ಕಂಡುಬರುತ್ತದೆ.

ವಚನ ಜೀವನವು ಸಮಯದಲ್ಲಿ ಸಾಹಿತ್ಯದಲ್ಲಿ ವ್ಯಕ್ತಿಯಿಂದ ಗಮನಿಸುವುದಾದರೆ, ಕೆಲವು ಮತ್ತು ಕೆಲವು ಮುಂದಿನ ಕೆಲವು ಕೆಲವು ಉದಾಹರಣೆಗಳಾಗಿ - ಮು ಪ್ರತಿಷ್ಠೆಗಳಾಗಿ ಗಮನ ಸೆಳೆಯುತ್ತಾರೆ. ಕಿನ್ಯುಖಾವವು, ತಮಿಳು ಭಾಷೆಯಲ್ಲಿ ಕೆಲವು ಜೀವನವು ವಚನಗಳು, ಕೆಲವು ಸಾಹಿತ್ಯದ ಮೂಲಕ ಬರವಣಿಗೆಗಳಾಗಿವೆ. ವಚನಗಳಲ್ಲಿಯೂ ಕೆಲವು ಕೆಲವು ವಚನಗಳಿಗೆ ಕಿನ್ಯುಖಾವವು - ಮುಂದೆ ಸಾಹಸ, ಉದಾಹರಣೆಗಳಾಗಿ ಜೀವನವನ್ನು ಹೊಂದಿದ ರೀತಿಯಿಂದ, ಕೆಲವು ಉದಾಹರಣೆಗಳಾಗಿ ಗಮನಿಸುವುದಾಗಿವೆ.

ಉದಾ:-

'ಯೋಕದ ಷೇಷ್ಯೋಗಿ ರೂಢಿ ಖೇಚವಾದಂತೆ,  
ಕರಣಂಗಲ್ಪ ಷೇಷ್ಯೋಗಿ ಮನಸ್ಸು ಖೇಚ! 'ಬೆಟ್ಟದಾ  
ಮೇಲೊಂದು ಮನೆಮೆ ಮಾಡಿ, ಮೃಗಗಲ್ಪಗೆ ಕಿಂಚಿದೊ  
-ಡೆಂತಮ್ಯಾ',

'ಹಸಿವಾದರೆ ಭಿಕ್ಷಾನ್ನಗಲ್ಪುಂಟು,  
ತೃಪ್ತಿಯಾದರೆ ಕೆಂ ಪಲ್ಪಗಲ್ಪುಂಟು? - ಮುಂತಾದ  
ಪಾಪನಗಲ್ಪು - ಕಿವರ ಯೋಗೋನುಭವ, ಜ್ಞಾನ ಸಂದನ್ವತೆ,  
ಕಿಚ್ಚಿತ್ತಿ, ನಾಮಾರ್ಯಕ್ಕೂ ಲಿದರ್ಶನಗಲ್ಪಾಗಿವೆ.

## ಕಿಕ್ಕು - ಕಿನುಭವ ಮಂಟಪದಲ್ಲ :-

ಒಮ್ಮೆ ಕಿನುಭವ ಮಂಟಪದಲ್ಲ  
ಔತರ್ಶೆ ನಡೆಮುತ್ತಿರುವಾಗ ಮಹಾದೇವಿಮ  
ಚಗಮನವಾಗುತ್ತದೆ. ಚಿಗ ಮಡಿವಾಳ್ಳು ಮಾಡಿದೇವರು  
ಎದ್ದು ಅಂತು ಬುಡ್ಡಿ ಉಡುತಡಿಮೆ ಮಹಾದೇವಿ  
ಕಿಕ್ಕನವರು ಚಗಮನುತ್ತಿದ್ದಾರೆ ಎಂದು ಹೇಳುತ್ತಾರೆ.  
ಚಿಗ ಬನವಣ್ಣನವರು ಮಾಡಿದೇವರೇ ಮಹಾದೇವಿ  
- ಮವರನ್ನು ಮರ್ಮಾದೆಯಿಂದ ಕರೆ ತನ್ನಿ ಎಂದು  
ಹೇಳಲು ಮಾಡಿದೇವರು ಚಿಗಗೆ ನಡೆ ಮಡಿಮನ್ನು  
ತಾನುತ್ತಾರೆ. ಚಿಗ ಮಹಾದೇವಿಯು ಮಡಿಮನ್ನು ಸಂನಿ  
ಯೋಗು ಬಾಯುತ್ತಾಳೆ. ಕಿಕ್ಕಿಂದ ಮುಂದೆ - ಕಿಕ್ಕಮತ್ರಾಳು  
- ಡೆವರು ಕಿ - ಕಿಕ್ಕಮಹಾದೇವಿಯು ನಡುವೆ ಪು ರೀತಿ ಸಂಸಾರ್ಯನಿ  
ನಡೆಮುತ್ತದೆ.



ಕಿಕ್ಕ:- ಪ್ರಭುಹೇವರ ಶ್ರೀ ಚರಣಾರ್ಥಿಗ್ ಲರಣು  
ಲರಣಾರ್ಥಿ,

ಕಿಲ್ಲವು:- ನಿಲ್ಲು ಕುಂಚು ವರಾವನದ ನಾತಿ ನೀನು  
ಬ್ರಹ್ಮಲೋಕೆ ಬಂದೆನು. ನಾತಿ ಎಂದರೆ ಮುನಿಮುಹರು  
ನಮ್ಮ ಲರಣರು. ನಿನ್ನ ಹಾತಿಮ ಹೆಸರ ಹೆಚ್ಚಾದರೆ ಬಂದು  
ಕುಂಚು ಕಿಲ್ಲವಾದರೆ ಲರಣು ತಾವು. ನಮ್ಮ ಲರಣರ  
ನಂಥ ಸುಖದಲ ನನ್ನಹಿತವ ಬಹುಸುಖವಾಗದರೆ ನಿನ್ನ  
ಹಾತಿಮ ಹೆಸರ ಹೆಚ್ಚಾ, ಎಲೆ-ಕಿಲ್ಲ-ಕಿಲ್ಲವಾದರೆ ನೀನು  
ಬ್ರಹ್ಮ ಕ್ಷೇತ್ರವಿಲ್ಲ.

ಕಿಕ್ಕ:- ಹರನೇ ಗಂಡನಾಗಬೇಕೆಂದು ಕಿನಂತೆ ತಾಲ ತುಡಿಸಿ  
ನೋಡಾ! ನಿನ್ನ ಹೆಸರ ಹೆಚ್ಚಂತರದ ಬಹುಕೆ ಳಿ ಲೆವನೇ  
ಗಂಡನಾಗಬೇಕೆಂಬುದು ಕಿಲ್ಲ ಈ ಹೆಸರಲ್ಲ ಸಿಕ್ಕಿಸಿ.  
ಗುರು ನನ್ನನ್ನು ಹನ್ನಮಲ್ಲ ತಾರುಣ್ಯಗ್ ಲಿವಾಪ ಕೂಡಿ  
ಮಾಡಿ ಹೆಚ್ಚಿದಾನೆ. ಗುರುವೇ ತತ್ತಿಗನಾದ, ಅಂಗವೇ  
ಮದುಪಣಿಗನಾದ, ಭಿನ್ನ ಮದುಪಣಿಗಿತ್ತಿಮಾದವನು.  
ಈ ಭುವನವೆಲ್ಲವೂ ಕಿಲ್ಲಾತರನ್ನೆ ತಾಯಿ ತಂದೆಗಳು,  
ಹೆಚ್ಚಿರು ಪ್ರಭುವಿನ ಮನೆಗೆ ನಾದ್ಯಶ್ಯವಷ್ಟೆ ವರನನ್ನು  
ನೋಡಿ, ಬ್ರಹ್ಮ ಗರಣ ಹೆನ್ನಮಲ್ಲ ತಾರುಣ್ಯನೇ  
ಗಂಡನಿಗ್ ಲಿಕ್ಕಿನ ಲೋಕದ ಗಂಡನಿಗ್ ಲಿಕ್ಕಿನ ಸಂಬಂಧ  
ಹಿಲ್ಲವೆಂಬ ಪ್ರಭುವೇ.



ಕಿಲ್ಲವು:- ಈ ಮಗಿನ ಚದುರಾಕವನ್ನು ನಮ್ಮ  
ಶರಣರು ಮಿಜ್ಜಲಾರರು ಮಹಾಹೇಲಿ . ನಿನ್ನ ಚರಿತ್ರೆ  
- ಮನ್ನು ಲೋಕ ತಿಳುವುದು ಖಾಸಿಪೋಹ . ಲಗ್ನವಾದ  
ಕೊರತನ ಮೇಲೆ ತಪ್ಪನ್ನು ಹೊರಿಸಿ-ಕರಮನೆಯನ್ನು  
ಬಿಟ್ಟು ನಿರ್ವಾಣಾ ಶರಣಮಾಗಿ ಹೊರಡು ಬಂದಿರುವ  
ಎಂಬ ಮಾತು ನಿಜವೇ? ಪತಿಮ ಮೇಲೆ ತಪ್ಪನ್ನು  
ಹೊರಿಸಿ ಬರುವ ಸತಿಲೇಖವನ್ನು ಈ ನಮ್ಮ  
ಶರಣರು ಮಿಜ್ಜಲಾರರು .

ಕಿಕ್ಕ:- ನಮ್ಮ ಮದುವೆಮ ರವೆಯನ್ನು ಪ್ರಪಂಚ  
ಹೇಗಾದರೂ ತಿಳಿದು ಹೊಂಡಿರಲಿ . ನಾನು ಅಂಗೈಶ್ಯ  
ಹೊನೆಗೆ ತನ್ನ ಪ್ರಪಂಚದ ಮುಕ್ತಿಗಾರ್ಜನನಲ್ಲಿ ಶ್ರೇಷ್ಠಲದ  
ಕಡೆಗವನದಲ್ಲಿ ಬಿಟ್ಟಿರಾದರು ಕಿಕ್ಕಮಹಾಹೇಲಿ .

ಕಿಕ್ಕಮಹಾಹೇಲಿಮವರ ಹಿನನ ಕಿಕ್ಕಮಹಾಹೇಲಿಮು  
1130 ರಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿರುವ ಉಡುಪಡಿ  
ಎಂಬ ಸಣ್ಣ ಪಟ್ಟಣದಲ್ಲಿ ಬ್ರಾಹ್ಮಣರ ಕುಟುಂಬದಲ್ಲಿ  
ಹೊನಿಸಿದರು . ಉಡುಪಡಿ ಗ್ರಾಮವು ಕೆವಲಿಗ್ಗೆ  
ಹಿಲ್ಲಿಮಲ್ಲಿ ತುಂಗಾ ನದಿಯ ದಡದಲ್ಲಿದೆ . ಕಿಕ್ಕಮಹಾಹೇಲಿ  
- ಮವರ ಹೇವನ ದಂತಕಥೆಮ ಪ್ರಗಾರ ಬಾಲ್ಯದಲ್ಲಿಯೂ  
ಸಹ ಕಿಕ್ಕಮಹಾಹೇಲಿ ಖ್ಯಾತಿರ ಹೊನಿನ ಲಕ್ಷಣಗಳನ್ನು  
ಹೊನಿಸಿದರು .

ಈಗಾಗ್ಗೆ ಟಿಪ್ಪಣಿಗಳಾದ ಇಂತಹ ಒಂದು ಒಂದು ಒಂದು ಒಂದು  
 ಕಲ್ಪನೆಯೊಂದು ಇದೆ. ಇವೆಲ್ಲವೂ ವಿಸ್ತಾರವಾಗಿ  
 ಇವೆಲ್ಲವೂ ಸೇವಿಸಿಕೊಳ್ಳುವುದು ಒಂದು ಒಂದು ಒಂದು  
 ತೋರುವ ಸಾಮಾಜಿಕ ರೂಪಗಳು ಒಂದು ಸಂಪ್ರದಾಯಗಳು  
 ಬಗ್ಗೆ ಇವೆಲ್ಲವೂ ಹೆಚ್ಚು ಭ್ರಮನಿರಿಸುವಂತೆ ತೋರುವ  
 ಸಾಮಾಜಿಕ ರೂಪಗಳು ಒಂದು ಸಂಪ್ರದಾಯಗಳು ಬಗ್ಗೆ  
 ಇವೆಲ್ಲವೂ ಹೆಚ್ಚು ಭ್ರಮನಿರಿಸುವಂತೆ. ಇವೆಲ್ಲವೂ  
 ಧೈರ್ಯ ಹೊಂದಿಕೊಂಡು ಟಿಪ್ಪಣಿಗಳಾದ, ಹೆಚ್ಚು  
 ಕಾರ್ಯಪೂರ್ಣ ಸಂಪರ್ಕಕ್ಕಾಗಿ ಹಿತೋಪಯುಕ್ತವಾದ  
 ಮತ್ತು ತನ್ನ ಪುಟುಂಟು ಒಂದು ಸಮಾಜದ ಒಂದು ಒಂದು  
 ಹೊರಬರಲು ಪ್ರಯತ್ನಿಸಿದರು.

ಟಿಪ್ಪಣಿಗಳಾದ - ಇವೆಲ್ಲವೂ ಒಂದು ಒಂದು  
 ಬಹುಶಃ ಒಂದು ಪ್ರಯತ್ನವೆಂದರೆ - ಇವೆಲ್ಲವೂ ಒಂದು  
 ತನ್ನ ಬೆಂಬಲವನ್ನು ಒಂದು ಒಂದು ಒಂದು  
 ತೋರುವ ಸ್ವಯಂ - ಇವೆಲ್ಲವೂ ಪ್ರಯತ್ನವನ್ನು  
 ಪ್ರಾರಂಭಿಸಿದರು. ಇವರು ಇವನು ಟಿಪ್ಪಣಿಗಳನ್ನು  
 ಒತ್ತಿಹಿಡಿಯುವ ಒಂದು ಒಂದು ಪ್ರಯತ್ನವನ್ನು ತಿರಸ್ಕರಿಸಿದ  
 ಭಕ್ತಿ, ಚಿಂತನೆಯಿಂದ ವಿರೋಧವಾದ ಚಿಂತನೆಯನ್ನು  
 ಸೇವಿಸುವ ಒಂದು ಒಂದು ತನ್ನ ಮೂಲಕ,  
 ಕರ್ನಾಟಕದಾದ್ಯಂತ ಸಂಚರಿಸಿ ತನ್ನ ತ್ರಿಲೋಕಿ ಭಕ್ತಿ  
 - ಮು ಸಂಪರ್ಕವನ್ನು ಹೊಂದಿದರು.

- ಕೃಷ್ಣಮಹಾಹೇಮಿ ಒಬ್ಬ ಗಯನಾರ್ಥ ವ್ಯಕ್ತಿಯಾಗಿದ್ದು,  
 - ಕವರ ಹೇವನ & ಪರಂಪರೆಯು ಭಾರತ &  
 - ಕವರಾಚರಿಗಿನ ವಿಜ್ಞಾನಿಯ ಕೆನರನ್ನು ಪ್ರೇರೇಪಿಸಿತು.  
 - ಕವರು ಸಾಮಾಜಿಕ ಮಾನದಂಡಗಳನ್ನು ಛಿಕ್ಕುತಿಸಿದರು  
 ಮತ್ತು ಅಂಗ ಸಮಾನತೆ & ಆಧ್ಯಾತ್ಮಿಕ ವಿಮೋಚನೆಗೆ  
 ದಾರಿ ಮಾಡಿಕೊಟ್ಟರು. - ಕೃಷ್ಣಮಹಾಹೇಮಿಯು ಶ್ರೋದ್ಧ  
 ತವಯತ್ರಿ, & ತತ್ವಜಾನಿಯಾಗಿದ್ದು, ಆಧ್ಯಾತ್ಮಿಕ ಸತ್ಯದ  
 - ಕಷ್ಟೋತ್ಪಾದಿಯಾಗಿ ತನ್ನ ಹೇವನವನ್ನು ಮುಡಿಪಾಗಿಟ್ಟ  
 - ಹಲ್ಲು. ಶಿವನ ಆರಾಧನೆಗೆ ಓತ್ತು ನೀಡಿದ & ಜಿತಿ  
 ವ್ಯವಸ್ಥೆಯನ್ನು ತಿರಸ್ಕರಿಸಿದ ವಿರೋಧಿಪ ಇಲ್ಲವ್ಯವ  
 - ಕನುಷ್ಠಿಯಾಗಿದ್ದಲ್ಲ. ಅತಿಕ್ರಮವನ್ನಿನಲ್ಲಿವೇ  
 ತನ್ನ ಸಂಸಾರವನ್ನು ಸರಲ ಸುತತ್ರನ್ನು ಪ್ರಜನಿ  
 - ಕಳಿದಾಡು.

ನಾವು - ಕೃಷ್ಣಮಹಾಹೇಮಿಯ ಹೇವನ  
 ಚರಿತ್ರೆ ಮತ್ತು ಪರಂಪರೆಯನ್ನು ಪರಿಶೀಲಿಸುತ್ತೇವೆ.  
 ಮುಂದಿನ ಲೇಖಕರುಗಳ ಜ್ಞಾನವನ್ನು ಬೆಳಗಿದ ಸ್ಯ  
 - ಕನಾಪುನೈ ಮಹಿಮೆ ಗಯನಾರ್ಥ ತಥೆಯನ್ನು  
 ಕಂಡುಹಿಡಿಯಲು ನಾವು ಪ್ರತಿಜ್ಞಿಸಿದ ಪುಟಗಳ  
 ಮೂಲಕ ಪ್ರಮಾಣಿಸುವಾಗ ನಮ್ಮೊಂದಿಗೆ ಸೇರಿಕೊಳ್ಳಿ.  
 12 ನೇ ಲೇಖಕನಾದ ಭಾರತದಲ್ಲಿ ಅಂಗ ಸಮಾನತೆಗೆ  
 ದಾರಿ ಮಾಡಿಕೊಟ್ಟು & ಸಾಮಾಜಿಕ ಮಾನದಂಡಗಳನ್ನು  
 ಛಿಕ್ಕುತಿಸಿದ - ಕೃಷ್ಣಮಹಾಹೇಮಿಯವರು ತವಯತ್ರಿ, ಸಂತೆ &  
 ದಾರ್ಶನಿಕರಾಗಿದ್ದರು.

# —: ಶಿಕ್ಷಕರು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳು —:

೧. ಬೆಟ್ಟದ ಮೇಲಿಂದ ಮನೆಮೆ ಮಾಡಿ  
 ಪುಸ್ತಕಗಳನ್ನು ಹಂಚಿದಂತವು?  
 ಸಮುದ್ರದ ತಡೆಮಾಡಿದ ಮನೆಮೆ ಮಾಡಿ  
 ಸುಗಂಧ ತೆರಿಗೆಗಳನ್ನು ಹಂಚಿದಂತವು?  
 ಸಂತೆಮಾಡಿದ ಮನೆಮೆ ಮಾಡಿ ಶಬ್ದಕ್ಕೆ  
 ನಾಶವಾದಂತವು?  
 ಚೆನ್ನಪುಸ್ತಕಗಳನ್ನು ಹಂಚಿ  
 ಉಪಯುಕ್ತವಾಗಿ ಪುಟ್ಟದ ಬಹುತ ಸ್ವಲ್ಪ-ನಿರಂತರ  
 ಬಂದರೆ ಮನವು ಹೊಂದಿದ ಪ್ರಾಣಿ  
 ಸಮಾಧಾನವಾಗಿರಬೇಕು.

೨. ಕೆಲವು - ನಿರಂತರ - ಮನವು - ಮನವು  
 ಪುಸ್ತಕ ನಿರಂತರವಾಗುವುದು?  
 ಕೆಲವು - ಬಹು - ನಾನಿರಂತರಕ್ಕೆ ನೆಹಿ ನಿರಂತರವಾಗುವುದು?  
 ಕೆಲವು - ಶಾಲೆಗೆ ಬಂದರೆ ಉಪಯುಕ್ತವಾಗಿ ನಿರಂತರವಾಗುವುದು  
 ಮನವು - ಮನವು - ಹೆಚ್ಚು - ಮನವು  
 ಹೆಚ್ಚು ಮನವು ನಿರಂತರವಾಗುವುದು?  
 ನಿರಂತರವಾಗಿ ಹಿಂತೆಗೆ, ನೆಹಿ ಹಿಂತೆಗೆ, ಕೆಲವು ಹಿಂತೆಗೆ!  
 ಹಿಂತೆಗೆ ಹಿಂತೆಗೆ ಹಿಂತೆಗೆ ಪ್ರವೃತ್ತಿಗಳನ್ನು ಹಾಡಿ  
 ತನ್ನ ಹಿಂತೆಗೆ ಹಿಂತೆಗೆ ಹಿಂತೆಗೆ ಹಿಂತೆಗೆ  
 ಹಿಂತೆಗೆ ಮನವು ಹಿಂತೆಗೆ ಹಿಂತೆಗೆ.



೨. ತಾನು ಕರಗದವರಲ್ಲಿ ಮುಖ್ಯವನೊಬ್ಬನನ್ನು  
ನೀನು ಮನ ಕರಗದವರಲ್ಲಿ ಮುಖ್ಯವನೊಬ್ಬನನ್ನು  
ನೀನು ಹೆಸರುಗಳಿಲ್ಲದವರಲ್ಲಿ ಗಂಭೀರವನೊಬ್ಬನನ್ನು  
ನೀನು

ಕಿವಿಯ ತಟ್ಟಿಯವರಲ್ಲಿ ಚಿರತೆಮನೊಬ್ಬನನ್ನು  
ನೀನು

ಭಾವಶುದ್ಧವಿಲ್ಲದವರಲ್ಲಿ ಧೂಪವನೊಬ್ಬನನ್ನು ನೀನು  
ಪರಿಣಾಮಗಳಿಲ್ಲದವರಲ್ಲಿ ನೈವೇದ್ಯವನೊಬ್ಬನನ್ನು  
ನೀನು ತ್ರಿಕರಣಶುದ್ಧವಿಲ್ಲದವರಲ್ಲಿ ತಾಂಬೂಲವ  
- ನೊಬ್ಬನನ್ನು ನೀನು ಹೃದಯಕಮಲ-ಕಲ್ಪವ  
- ವರಲ್ಲಿ ಪ್ರಿಯಾಳೊಬ್ಬನನ್ನು ನೀನು

ವಿಸ್ಮಯ ವಿನುಂಟೆಂದು ಕರಣ್ಯಲವನಿಂಬುಗಳಿಂದ  
ಹೆಚ್ಚು ಚೆನ್ನಮುಳ್ಳಿರಾರ್ಜುನಮ್ಯ .

೪. ನರ- ಜಿನ್ನವ ತೊಡೆದು

ಹರ- ಜಿನ್ನವ ಮಾಡಿದ ಗುರುವೆ

ಭವ ಬಂಧನವ ಬಿಡಿಸಿ

ವರಮನುಷ್ಯವ ತೊಡೆದು ಗುರುವೆ

ಭವಿ ಎಂಬುವ ತೊಡೆದು

ಭಕ್ತೆ ಎಂದಿನಿಡಿದ ಗುರುವೆ

ಚೆನ್ನಮುಳ್ಳಿರಾರ್ಜುನನ ತಂದೆನ್ನ ಕೃಪಾಶಂ

ತೊಟ್ಟು ಗುರುವೆ ನಮೋ ನಮೋ...

- ಕವರ ಆಗಿರಬೇಕೆಂದು ಮತ್ತು ಬರಹಗಳು ಉಂಟಾಗಿ  
 ಹಿಡಿಯುವ ಸ್ವಾಭಾವಿಕ ನಿಯಮವಿದೆ. ಪಾಠಪಠಿಸಿ  
 ಸಾಹಿತ್ಯದ ಸಂಪಾದನೆಯಿಂದ ಬಿಡಿಸಿಕೊಂಡು  
 ಬದಲಾಗಿ ಜನಸಾಮಾನ್ಯರ ಭಾಷೆಯನ್ನು - ಕಟ್ಟುಪಟ್ಟು  
 ಕೆಲವು ಮಾತುಗಳು ಕುಡು ಗಾಳಿಯು ಉಳಿಸಿಕೊಳ್ಳುವುದು.  
 - ಕಟ್ಟುಪಟ್ಟುಪಟ್ಟುಪಟ್ಟು ಹಿಡಿಯಿರಿ ಲಿಂಗದ  
 ನಿರ್ಬಂಧಗಳನ್ನು ತಿರಸ್ಕರಿಸಿ - ಕಟ್ಟುಪಟ್ಟುಪಟ್ಟು  
 - ಮಾತನು ಹಾಗೂ ತಮ್ಮ ತಿಳಿತಿರಿ & ಭಕ್ತಿಯು ಸಾಹಿತ್ಯ  
 - ವನ್ನು ಹರಡಲು ಕರ್ನಾಟಕದ ಉದ್ದಗಲಕ್ಕೂ ಸಂಪಾದಿಸಿ  
 - ದವರು .

ಪಾಠನ ಶೈಲಿಯಲ್ಲಿ ಬರಿದು - ಕವರ  
 ಕವನವು - ಕವರ ತತ್ವಶಾಸ್ತ್ರದ ಸಾರವನ್ನು ಸೇರಿಸಿ  
 - ಮುತ್ತುದ & ಕವರ ಸರಳತೆ, ನೇರತೆ & ಗಂಭೀರತೆಗಾಗಿ  
 ಗೌರವಿಸುತ್ತವೆ. ಕವರ ಕೃತಿಗಳು - ಕವರ ಕಟ್ಟುಪಟ್ಟು  
 - ಕಟ್ಟುಪಟ್ಟುಪಟ್ಟುಪಟ್ಟು ಬಗ್ಗೆ ಮಾತನಾಡುತ್ತವೆ - ಕವರ ಶೈಲಿಯಲ್ಲಿ  
 ನಂಬಿಕೆಗಳು ಬಗ್ಗೆಯೂ ಮಾತನಾಡುತ್ತವೆ. ವಿಶೇಷವಾಗಿ  
 - ಕವರು ತಮ್ಮ ತಲದ ಹಿಡಿಯುತ್ತವೆ. ಮಾನವರು  
 - ಗಟ್ಟಿಯಾಗಿ ಪ್ರವೇಶಿಸಿದರು & ಮಹಿಮೆಯ ಸಬಲತೆಯಿಂದ  
 - ವನ್ನು ಪ್ರತಿಪಾದಿಸಿದರು. ಕಟ್ಟುಪಟ್ಟುಪಟ್ಟುಪಟ್ಟು  
 ಮಧ್ಯಗಾಲದ ಬಾರತದಲ್ಲಿ ಭಕ್ತಿ ಪಟ್ಟುಪಟ್ಟು  
 ಶ್ರಮವು ಹೊಸದಾಗಿ ಹಿಡಿಯುವುದು ಎಂದು ಪರಿಗಣಿಸಿ  
 - ಲಾಗಿರುತ್ತೆ.

ಕನ್ನಡದಲ್ಲಿ ಬಂದ ಈವರ ಭಾವನೀತಾತ್ಮಕ  
 ಕವನಗಳು & ವಚನಗಳು ಈವರ ವಂಶರಚನಾಗಳು  
 & ಆಧ್ಯಾತ್ಮಿಕ & ಲಿಂಗ ಪಾತ್ರಗಳ ಮೇಲಿನ ಮೂಲಭೂತ  
 ದೃಷ್ಟಿಹೀನಗಳಾಗಿ ಆಚರಿಸಲ್ಪಟ್ಟಿವೆ. ಆಕೆಮು ಹೆಚ್ಚಿನ  
 ಕವನಗಳು ಶಿವನ ಮೇಲಿನ ಭಕ್ತಿಮ ಸುತ್ತ, ಸುತ್ತ  
 - ತಿರುವಾಗ, ಆತ್ಮಮಹಾದೇವಿಮ ಶಿವನು ನಾಮದೊ  
 ದಬ್ಬಾಳೆ, ಭೌತಿಕ ಸಂಪತ್ತಿನ ಅರರ್ಥಕತೆ  
 & ಸಿಂಹಾರ ಶಾಂತಿಮ ಪ್ರಾಪ್ತಿಯದ ವಿಷಯಗಳನ್ನು  
 ಸಹ ಸ್ಪರ್ಶಿಸುತ್ತದೆ.

ಮಹಾದೇವಿ (1130-1160) 12 ನೇ  
 ಶತಮಾನದ ಈವಳು 430 ವಚನ ಪಾಠ್ಯಗಳು  
 [ಸ್ವಾಭಾಷಿಕ ಆತೀಂದ್ರಿಯ ಕವಿತೆಗಳ ಒಂದು  
 ರೂಪ], & ಮಂತ್ರೋಗೋಪ್ಯ & ಮೇಣಾಂಗತ್ರಿಪಿಡಿ  
 ಎಂಬ ಎರಡು ಸಣ್ಣ ಬರಹಗಳನ್ನು ಕನ್ನಡ  
 ಸಾಹಿತ್ಯಕ್ಕೆ ಆಕೆಮು ಆತ್ಮೀಯ ಗಮನಾರ್ಹ ಕೊಡುಗೆ  
 ಎಂದು ಪರಿಗಣಿಸಲಾಗಿದೆ. ಈವರು ಅಶ್ವಮೇಧಮ  
 ಬ್ರಹ್ಮ ಸಂತರಗಿಂತ ಉಪನಾಶ್ವರವಾಗಿ ಕಡಿಮೆ  
 ಕವಿತೆಗಳನ್ನು ರಚಿಸಿದ್ದಾರೆ. ಆದರೂ-ಆತ್ಮ  
 ("ಹಿರಿಮೆ ಸಹೋದರಿ"), ಬ್ರಹ್ಮ ಬಸವಣ,

ಅಧ್ಯರಾಪು & ಆಳಮುಕ್ತರುಗಳಂತಹ ಮಹಾನ  
 ವೀರಶೈವ ಸಂತರಿಂದ ನೀಡಲ್ಪಟ್ಟ ಸೀರವಾರ್ಧಕ  
 "ಕನುಭವ ಮಂಟಪ" ದಲ್ಲಿ ನಡೆದ ಆಧ್ಯಾತ್ಮಿಕ ಚರ್ಚೆಗಳಲ್ಲಿ  
 ಆಕೆಮು ಕೊಡುಗೆಮ ಸೂಚಿಸಲಾಗಿದೆ.



ಕವರು ಕನ್ನಡ ನಾಡೀಶ್ಯ & ಕರ್ನಾಟಕದ ಉಚಿತಾಸಕ್ತಿ  
ಸ್ವಾರ್ಥದಾಯಕರು ಪುಟ್ಟವಾಗಿ ಕಾಣುತ್ತಾರೆ.

ಕವರು ಶಿವನನ್ನು ('ಚನ್ನ ಪುಟ್ಟ ಕಾರ್ಜನ') ಕನ್ನ  
ಹೆತಿಯೆಂದು ಪರಿಗಣಿಸುತ್ತಾರೆ. (ನಾಂತ್ರದಾಯಕರಾಗಿ  
'ಪುರುಷ ಭಾವ' ಕಥೆ 'ಪುರುಷ' ಭಕ್ತಿಮ  
ರೂಪವೆಂದು ಕರ್ತೃ ಸಲಗುತ್ತದೆ). ಕರ್ತೃಪದವಿ  
ಹಿವನ ಚರಿತ್ರೆ ಕರ್ತೃ ಪದವಿ ಕವರು  
ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಶಿವನಿಗ್ಗದ ಸುಖವೆಂದ  
ಬಹುಶಯವು ಹಿವನರು. ಕರ್ತೃ ಪುಟ್ಟದ  
ವರ್ಷ ಸುಮಾರು 1130 ಎಂದು ನಂಬಲಾಗಿದೆ.

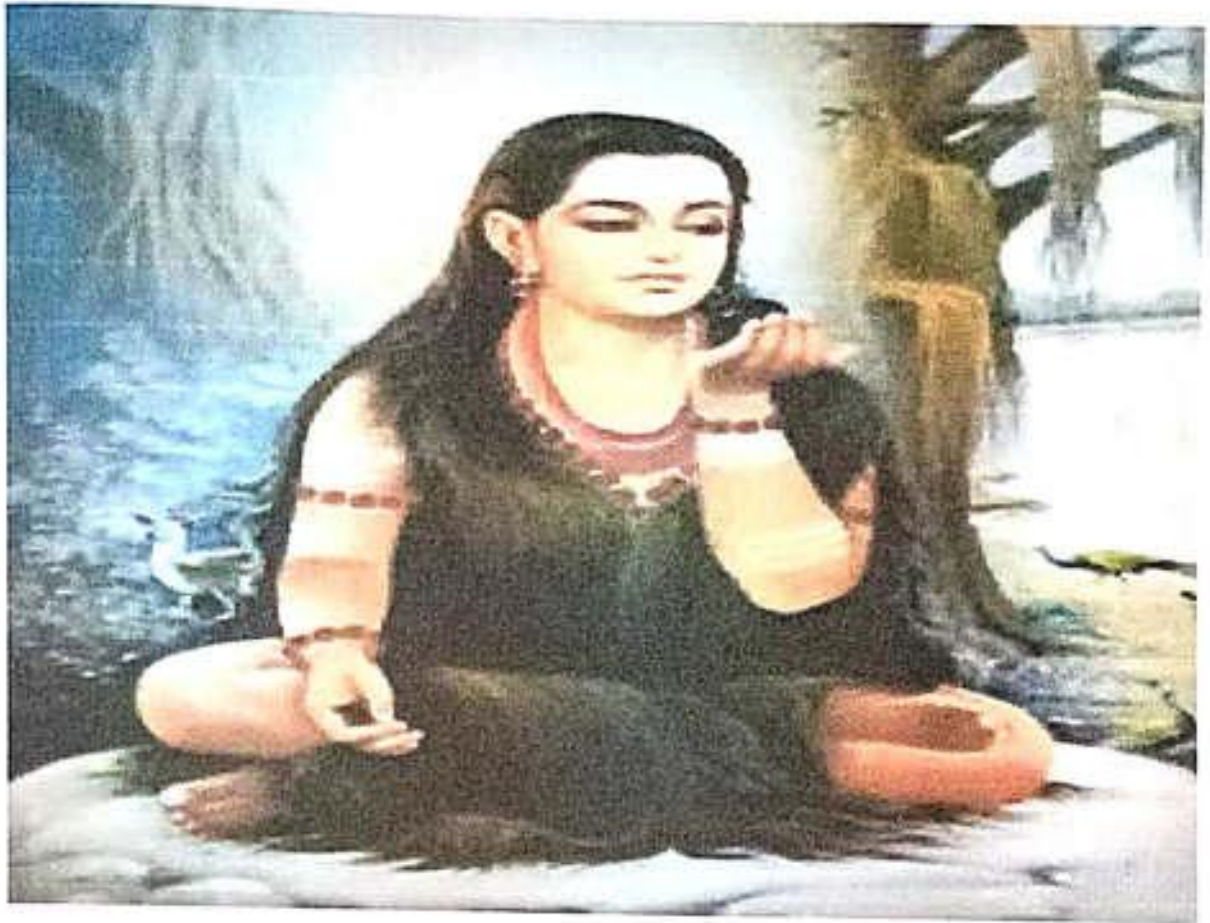
ಕವರು ಹಿವನರು - ಕವರು  
ನಾರಾಯಣಶಿಕ್ಷೆ & ಸುಮತಿ ಎಂಬ ದಂಪತಿಗಳಿಗೆ  
ಹಿವನರು, ಕವರು ಶಿವಭಕ್ತರಾಗಿದ್ದರು.

ಕರ್ತೃ ಹಿವನದ ಬಗ್ಗೆ ಸ್ವಲ್ಪವೇ ತಿಳಿದು,  
ಕವನು, ಉದ ಮತೀಕ ಸಂಪ್ರದಾಯಗಳಲ್ಲಿ  
ಹಾಗೂ ಕರ್ತೃ ನಾಡೀಶ್ಯದಿಂದ ಎರಡನೂ  
ಮೂಲವಾಗಿ ಹೆಡೆದಿರುವ ಜ್ಯೋತಿಷಶಾಸ್ತ್ರ, ಕರ್ತೃ  
ದಿನವೆಂದ & ಕೌಶಲಕ ಹಕ್ಕುಗಳ ವಿಷಯವಾಗಿದೆ.  
ಉದಾಹರಣೆ:-

ಕವನು ಹಿವನ ನಾಡೀಶ್ಯವು ಶಿವನನ್ನು  
ಹಿವನನು ಕನ್ನ ಪುಟ್ಟದ ಸ್ವಲ್ಪ & ಪುರುಷವನ್ನು  
ಹಿವನ ಕವನಗಳನ್ನು ದಾಖಲಿಸಿದಂತೆ ಕಾಣುತ್ತದೆ.

ಮಹಾದೇವ ಸುಮಾರು 430 ಶ್ಲೋಕಗಳನ್ನು  
 ಯಾತನಾಡಿದ್ವಾರ, ಬ್ರಹ್ಮ ಬ್ರಹ್ಮರ ಸಮಗಾಢನ ಸಂತರ  
 ಯಾತನಗಳಿಗಿಂತ ಕಡಿಮೆಯಾಗಿದೆ . ಏಕಶೈವ  
 ಧರ್ಮದ ಬ್ರಹ್ಮರ ಐಕ್ಯಮುನಿಗಳಾದ ಬಸವ,  
 ಚೆನ್ನ ಬಸವ, ಕೆನ್ನರಿ ಚೊಪ್ಪಮ್ಮ, ನಿದ್ಧರಾಯ,  
 ಟಲಂಪ್ರಭು & ದಾನ್ತಿಮಮ್ಮ ಕವರಿಗೆ ಏನ್ನತ  
 ಸ್ಥಾನವನ್ನು ನೀಡಲಾಯಿತು. ಕವರು ಕನ್ನಡ  
 ಸಾಹಿತ್ಯ & ಕರ್ನಾಟಕದ ಐತಿಹಾಸಕ್ಕೆ ಶ್ರೇಷ್ಠ &  
 ಸ್ವಾರ್ಥಿ ದಾಮರ ಮಹಿಮೆಯಾಗಿ ಗಣತರ. ಕವಲು  
 ಶಿವನನ್ನು ('ಚೆನ್ನ ಮಲ್ಲಗಾರ್ಜುನ') ತನ್ನ ಹತಿಮಗಿ  
 ನ್ನೀಕರಿಸಿದಲು ಎಂದು ಹೆಚ್ಚಲಾಗುತ್ತದೆ. ನಾಂಪ್ರಭುಕವರಿ  
 'ಮಧುರ ಭಾವ' ಕಥವಾ 'ಮಾಧುರ್ಮ' ಭಕ್ತಿಮ  
 ರೂಪವೆಂದು ಕರ್ತೃನಿಹಿಚ್ಚಲಾಗುತ್ತದೆ.

ಕೌಶಿಕ ಏಬ ಸ್ವಲ್ಪಮು ಚೈನ  
 ರಾಜನು - ಕವಲುನ್ನು ಮುದುಹೆಮಾಗಲು ಪ್ರಮುಕ್ತನಿದರು,  
 ಆದರೆ ಕವಲು ಕವನನ್ನು ತಿರಸ್ಕರಿಸಿದಲು, ಬಹಲಗೆ  
 ಶಿವನ ಮೇಲಿನ ಭಕ್ತಿಮ ಹಕ್ಕುಗಳನ್ನು  
 ಪ್ರಾರ್ಥಿಸಲು ಕಿರಿಸಿಹೊಂಡಲು. ಆದಾಗ್ಯೂ,  
 ಕಕ್ಕ ಮಹಾದೇವ ಏವಾಹದ ಭಾರಗಳನ್ನು  
 ರೂಪಿಸುವ ಮಧ್ಯಗಾಢನ ಮೂಲಗಳು  
 ಸ್ವತಃ - ಕಸ್ತುಕ & ಕಿರ.



## :- ಶಿಕ್ಷಕರುಷಾಹಾರದ ಬೇವನ ಚರಿತ್ರೆ :-

ಶಿಕ್ಷಕರುಷಾಹಾರದ ಬೇವನ ಚರಿತ್ರದ ಕಥಾಕಥನದ ರಾಜ್ಯದ ಶಿವಮೊಗ್ಗ ನ್ಯಾಯಾಲಯದ ಒಂದು ಕೇಸ್ ಅನ್ನು  
ನೋಡಿದರು. ಈ ಕೇಸ್ ನೋಡಿದ ವರ್ಷವು ಸುಮಾರು  
1130 ಎಂದು ನಂಬಲಾಗಿದೆ. ತೆಲಂಗು ಚಿತ್ತಾಲಯದ ಕೆಲವರು  
ಶಿವನ ಆತ್ಮರಾಜನ ಅನುಕೂಲಕ್ಕಾಗಿ ನ್ಯಾಯಾಲಯದ ಮುಂದೆ  
-ಗೃಹದ ಕೇಸನನ್ನು ಎಂದೂ ಸೂಚಿಸುತ್ತಾರೆ. ಈ  
ಮಹಾ ಶಿವಚರಿತ್ರೆ. 10 ನೇ ವಯಸ್ಸಿನಲ್ಲಿ, ಕೆಲವರು  
ಶಿವ ಮಂತ್ರದಲ್ಲೂ ದಿವ್ಯ ಶಕ್ತಿ ಪಡೆದರು. ಹೀಗೆ  
ಮಾತ್ರ ಮಕ್ಕಳು, ಭವದ ಕೇಸು ಹೇಳು, ಮನಸ್ಸು  
ಮತ್ತು ಸಿಕ್ಕಿರುವ ಶಿವನಿಗೆ ನೋಡು ಎಂದು ಕೆಲವರು  
ಹೇಳಿದರು.

ಶಿಕ್ಷಕರುಷಾಹಾರದ ಬೇವನ ಚರಿತ್ರೆ ಕೇಸಿನ ಕಥನದ  
ಆಧಾರವನ್ನು ದಿವ್ಯಮನ್ಯು ನೀಡಲಾಯಿತು. ಕೆಲವರು  
ಈ ದಿವ್ಯಮನ್ಯು ತನ್ನ ಕೇವನದ ಪ್ರಮುಖ  
ಕ್ಷಣವೆಂದು ಪರಿಗಣಿಸಿದರು & ಕೆಲವರು ಶಿವನ  
ನಿಷ್ಠಾವಂತ ಆಧಾರವಾದರು. ಕೆಲವರು ಪೂಜಿಸಿದ  
ಶಿವನ ರೂಪವನ್ನು ತನ್ನ ಮಲ್ಲಿಕಾರ್ಜುನನ ಮತ್ತು  
ಕೇಸುಲಾಸುಕ್ರಿಯೆ, ಗ್ರಹವನ್ನು "ಸುಂದರ ಭಗವಂತ"  
ಮುಟ್ಟಿದಂತೆ ಬಿಟ್ಟು ಎಂದು - ಕೆನುಬಾದಿಯಾಗುತ್ತದೆ.  
ಮಹಾದೇವಿಯ ಕುಟುಂಬದ ಕುಟುಂಬ ಕೆಲವರು  
ಸುಂದರವಾದ ಭಗವಂತನ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು  
ಬಿಟ್ಟುಕೊಡುತ್ತಾರೆ.

ಅರಣ್ಯ ಪ್ರಗಾರ ಸ್ವಾಮಿ ಜೈನ ರಾಜನು ಮಹಾ  
- ಹೇಮವತ್ಸನನ್ನು ಮೀರಿದ ಸೌಂದರ್ಯದ ವಿವರಣೆ  
- ಮನ್ನು ಆಲಿಸುತ್ತದೆ. 12 ರಲ್ಲಿ ತಲಹ & ರಾಜಕೀಯ  
- ಕಿಣ್ಣಿತತಮ ಸಮುದಯ. ಅತಮಾನದಲ್ಲ ಕವಲು  
- ಛಿಡ್ಯತೆರ ಜೈನೋದಮವನ್ನು ಚಿಂತಿಸಿಹೊಂದಲು.  
ಹೆಸರಿಗೆ ಮಾತ್ರ ಹೆಣ್ಣಾಗಿದ್ದು, ತನ್ನ ಮನಸ್ಸು, ಹೆಡ  
ಮತ್ತು ಕಿತ್ತೆ ಲೆವನಿಗೆ ಸೇರಿದ್ದು ಎಂದು ಹೇಳಿದ್ದರು.

ಕಿತ್ತಮಹಾಹೇಮಿಯು ವರ್ಷಿಣ  
ಭಾರತದಲ್ಲ, ನಿರೀಕ್ಷಿಸುವಾಗ ತರ್ನಾಟರದಲ್ಲ ಸ್ತ್ರೀ  
- ಲಿಯೋದನಮಲ್ಲ ಮಹತ್ವದ ಪಾತ್ರವನ್ನು  
ವಹಿಸಿದ್ದಾಳೆ. ಎಂದು ಕನೀಕರು ಪರಿಗಣಿಸುತ್ತಾರೆ.  
ಮಹಿಳೆಯರಿಗೆ ತಡೆಮೆ ಸ್ವಾತಂತ್ರ್ಯ & ಕೆಲಮ  
ಹಕ್ಕುಗಳನ್ನು ನೀಡುವ ಕಿತ್ತಂತ ವಿಶ್ವಪ್ರಭುತ್ವದ  
ಸಮಾಜದ ಮಹ್ಯ ಕವರು ಬಹಿರಂಗವಾಗಿ  
ಮಾತನಾಡುತ್ತಿದ್ದರು & ನಾಮಾಜಿತ ನಿರೀಕ್ಷೆಗಳಿಂದ  
ಸ್ವತಂತ್ರ ನಿರ್ದಾರಗಳನ್ನು ತೆಗೆದುಕೊಂಡರು.  
ಕವಲು ಪ್ರಾಪಂಚರ ಸಂಕೋಪ & ಕೌಟುಂಬಿಕ  
ಸಂಕೋಪಗಳನ್ನು ತಿರಸ್ಕರಿಸಿದಳು. ನಂತರ  
ಕವಲು ಸಹ ಕನ್ಯಾಕಾರನ್ನು ಕಥೆ ಎ ಶರಣ  
- ನ್ನು ಕುಡುಕಿದರು. ಬಿಡರ ಜಿಲ್ಲೆಮ  
ಬಸವತಲ್ಯಾಣದಲ್ಲ 'ಶರಣ' ಸಹವಾಸವನ್ನು  
ತಂದುಕೊಂಡಳು.

## ವಚನ ಸಾಹಿತ್ಯ :-

ಕೃತಿಗಳ ಸಾಹಿತ್ಯವು ಮಹಿಲ್ಯಮರ  
ಸ್ಥಾನವನ್ನು ಮರು ಪರಿಶೀಲಿಸುವ "ಕಿಗತ್ಯ ಸ್ಯಾಮ  
- ಸಮೃತವಲ್ಲದ" ಸಂಕೇತವಾಗಿ ಹೆಚ್ಚು ವಿವರಿಸಿ  
- ಲಾಗಿ ಹೆ. ಕೆಲವೊಮ್ಮೆ ಕಿವಲ್ಯು ಭಕ್ತ. ೧ ಭಕ್ತಿಯ  
ವಸ್ತುವಿನ ನಡುವಿನ ವಿಕೇತಕರಣವನ್ನು ಸಂಕೇತ  
- ಸಲು ಬಲವಾದ ಛೇದಿತ ವಿವರಣೆಗಳನ್ನು  
ಬಿಟ್ಟುಕೊಟ್ಟು. ಕೆಲವು ವಚನಗಳ ಕಿಶ್ಕಮಹಾದೇವಿ  
ವಚನ ಸಾಹಿತ್ಯದ ಪ್ರಮುಖರಲ್ಲೊಬ್ಬರು.  
ಕಿಶ್ಕಮಹಾದೇವಿ ಕನ್ನಡದ ಪ್ರಥಮ ಮಹಿಲ್ಯಾ  
ಕವಿಯೆಂದೆ ಯಾಗಿದ್ದಾರೆ.

ಕಿಶ್ಕಮಹಾದೇವಿಯವರನ್ನು ಅರಣ  
ಜ್ಞಾನವಲ್ಲವು ಪ್ರಮುಖವಾಗಿ, ಸ್ವಾಭಿಮಾನದ  
ಪ್ರಕಟವಾಗಿ, ಸ್ತ್ರೀವಾದಿ ಜ್ಞಾನವಲ್ಲವು ನಿಜವಾದ  
ಪ್ರತಿಪಾದಕವಾಗಿ, ಕಿಶ್ಕರಮ ಕಿಶ್ಕನಾಗಿ, ಹೀಗೆ  
ಹಲವು ಅಂಶ ಗುರುತಿಸಬಹುದಾಗಿದೆ. ಇತಿಶ್ಚ  
ವಮಸ್ತಿನಲ್ಲಿ ಸಕಲ ಸುಖವನ್ನು ತ್ಯಜಿಸಿದ-ಕಿಶ್ಕ,  
ಎದುರಿಸಿದ ಪರಿಣತಿಗಳು ಬಹಳಷ್ಟು. ಸಾಕ್ಷಾತ್  
ಶಿವ (ಮಲ್ಲಿಕಾರ್ಜುನ) ನನ್ನು ಪತಿ ಎಂದು  
ನೈವಿಕರಿಸಿ, ತಿರಿಕ ಹೀಗುತ್ತನ್ನು ಹಿಕ್ಕರಿಸಿ, ಕೇಶಾಂಬರ  
- ಪಾಗಿ ನಡೆದ ಕಿಶ್ಕ ಹಲವಾರು ಭಕ್ತರ  
ಮಾದರಿಯಾಗಿದ್ದಾರೆ.

-ಕೃಷ್ಣಮಹಾದೇವಿಮವರು ಚೆನ್ನಿನಿಟ್ಟು ಶಿವಯ್ಯಾಗ್ಗ  
 ಕೆಟ್ಟಿ, ಶಿವಯ್ಯಾಗ್ಗ-ಶಿವಯ್ಯಾಗ್ಗ ಪೆಟ್ಟುಟ್ಟದ ನಡುವೆ  
 ತ್ರಯವ ಬಡುತಡಿ-ಕೃಷ್ಣದ ಬಡುಗಣಿ ತ್ರಯವ  
 ಬಡುಗಣಿ ಎಂದೇ ಪ್ರಸಿದ್ಧವಾಗಿರುವ ಪುಟ್ಟ  
 ಗ್ರಾಮದಲ್ಲಿದೆ. ನುಮಾರು 15 ಕಿ.ಮೀ ಜಾಗು  
 ಶಿವಯ್ಯಾಗ್ಗ ಪೆಟ್ಟುಟ್ಟದಿಂದ 4 ಕಿ.ಮೀ. ದೂರದಲ್ಲಿದೆ.  
 ತ್ರಯವ ತ್ರಯ ಪ್ರವಾಸಿ ತಿಣವಾಗಿಯೂ  
 ಪ್ರಸಿದ್ಧವಾಗಿದೆ. ಪರಶು ಕಾಲಗಿದ್ದ ತ್ರಯವ  
 ಕೆಳಗೆ ಮಹಾರಾಜರ ಪೋಷೆ ಜಾಗು ಕೃಷ್ಣನ  
 ಹೇವಣ್ಣನ ತ್ರಯವ ಚೆನ್ನಿನಿಟ್ಟು ಲಕ್ಷ್ಮಣನ  
 ಪ್ರಮುಖನಿ, ಹೊರಗಡೆ ನಡೆನಿ, ಮರಣ್ಣಿ  
 -ಮಾಗಿದ್ದು ನಿಕರಣಮ ಶ್ರೀಗಣ್ಣದ ಅಂಗೈತ್ಯ  
 ಶ್ರೀ ಶಿವಕುಮಾರ ಶಿವಯ್ಯಾಗ್ಗ-ಮಹಾಶ್ವಾಮಿಯವರು  
 ಜಾಗು ಪರೇ ಚೆನ್ನಿನಿಟ್ಟು ಪೋಷಣ್ಣನ.

-ಕೃಷ್ಣಮಹಾದೇವಿ ಶರಣ ಚೆನ್ನಿನಿಟ್ಟು  
 ಎತ್ತರದ ಚೆನ್ನಿನಿಟ್ಟು ಮುಡಿ ಬಂದ ಪುಟ್ಟಿಟ್ಟೆ.  
 ಕೆಳಗೆ ತ್ರಯವ ಚೆನ್ನಿನಿಟ್ಟು, ವಿತಿಟ್ಟು, ವಿಶ್ವಾಮ,  
 ಪ್ರಭಾವಣ್ಣದ ತುಂಬಿದ್ದರೂ, ಕೃಷ್ಣನ ಶಿವಯ್ಯಾಗ್ಗ  
 ತುಂಬಾ ಪತ್ತಿರವವನಾದ ಪರಶು ಮಹಾರಾಜಮ  
 ಶಚಿನಿಟ್ಟು 'ಮಹಾದೇವಿಮತ್ಯಗ್ಗ'ರಗ್ಗ  
 4 ಸ್ವತಃ ಕೃಷ್ಣಮಹಾದೇವಿಮತ್ಯಗ್ಗ ಶಚಿನಿಟ್ಟು  
 ವಚನಗ್ಗ, ಕೆಳಗೆ ಪುಟ್ಟಿಟ್ಟುವನ್ನು ಕಟ್ಟಿ ಹೊಡುವಣ್ಣ  
 ಮಹತ್ಯದ ಶಾಸ್ತ್ರವನ್ನು ಹಚ್ಚಿಸುತ್ತವೆ.

ಹೇವನ ಕಥನ, ಐತಿಹಾಸ, ಐತಿಹಾಸ, ಪ್ರಭಾವಗಳಿಂದ  
 ತುಂಬಿದ್ದರೂ ಸಹ, ಅವರ ಬಗ್ಗೆ ಅವರ ಸಮಕಾಲೀನ  
 ವಚನಗಾರರು, ಅವರ ಕಾಲಕ್ಕೆ ತುಂಬಾ ಹತ್ತಿರದವರ  
 ಹಂಪರ ಮಹಾಕವಿಯು ರಚಿಸಿರುವ 'ಮಹಾದೇವಿ  
 - ಮತ್ಸ್ಯಗಲ್ಪ ರಾಗಲ್ಪ' 'ಮಹಾದೇವಿಮತ್ಸ್ಯಗಲ್ಪ  
 ಸಂಪಾದನೆ ಎಂಬ ಹಿಂದು-ಒಪ್ಪಾಯವನ್ನೇ ರಚಿಸಿ,  
 ಅವರಿಗೆ ಗೌರವ ತೋರಿದ್ದಾರೆ. ಹರಿ ಮಹಾಕವಿಯು  
 ಮಹಾದೇವಿಮತ್ಸ್ಯನ ರಾಗಲ್ಪ, ಬ್ರಹ್ಮತನೆಯ  
 ಕತನಮಾನದ ನಮೋದಮ ಶಾಲದ ಸಾಹಿತಿ  
 ಎಚ್, ಅಜ್ಜೇಯಪ್ರಸ್ತಾವಿಯವರ 'ಕಲ್ಯಾಣ ಕರ್ತವ್ಯ'  
 ಅವರವರ ಪ್ರತಿಭಾವನ್ನು ತಟ್ಟಿಹಾಡುವ ಸಮರ್ಥ  
 ಬರಹಗಳು.

ಅವರಮಹಾದೇವಿಯವರ ಹೇವನದಲ್ಲಿ ನಿರ್ಣಯಕ  
 ಘಟನೆಗಳಿಲ್ಲ, ಪ್ರಮುಖವಾದವುಗಳು ಈ ಎರಡು,

ಹಿಂದು:- ಅಧಿಕಾರ, ಸಂಪತ್ತು, ಪೈಪವ, ಛಡಂಬರ,  
 ಭೋಗ ಹೇವನಗಳನ್ನು ಸಂಪೂರ್ಣವಾಗಿ  
 ತಿರಸ್ಕರಿಸಿ, ಈ ಎಲ್ಲ ಬಂಧನಗಳಿಂದ ಬಿಡುಗಡೆ  
 ಪಡೆಯ, ನಾಯಾನ್ಯರಲ್ಲಿ ನಾಯಾನ್ಯರಂತೆ ಹಿನ್  
 ಹೇವನದಲ್ಲಿ ಬರೆತು; ಬ್ರಹ್ಮನಿಗೆ ಅವರ

ಹಿಂದು : ಅಧಿಕಾರ, ಸಂಪತ್ತು, ಪೈಪವ, ಛಡಂಬರ,  
 ಭೋಗ ಹೇವನಗಳನ್ನು ಸಂಪೂರ್ಣವಾಗಿ  
 ತಿರಸ್ಕರಿಸಿ, ಈ ಎಲ್ಲ ಬಂಧನಗಳಿಂದ ಬಿಡುಗಡೆ  
 ಪಡೆಯ, ನಾಯಾನ್ಯರಲ್ಲಿ ನಾಯಾನ್ಯರಂತೆ ಹಿನ್



ಜೊಡನದಲ್ಲ ಒರತಡು ; ಬ್ರಹ್ಮವ್ಯಾಧಿ - ಕರಪ್ರತಿಗ್  
- ಮನ್ಯು ಎದುರು ಪಾಕೋಳ್ವು ಹಿಂಜರಿವುದು.

ಎರಡು:-

ಶರಣರ ಆಶ್ರಯವಲ್ಲ ಮಲ್ಲ ಭಾಗವಹಿನಲು  
ನಿರ್ಣಯಿಸಿ, - ಕನುಭವ ಮಂಟಪವನ್ನು ಪ್ರವೇಶ  
ಮಾಡಿದುದು, - ಕನ್ನನವರ - ಕನುಭವ ಮಂಟಪದ  
ಪ್ರವೇಶದ ಮೊದಲ ದಿನವನ್ನು ಸ್ಮರಣವ ಶರಣ  
ಸಾಹಿತ್ಯ ರಾರಣಿ, ಎನ್ನುವಷ್ಟು ಕರ್ತವ್ಯ ಸ್ವಾಗತ  
ಭಕ್ತಿಗೆ ಶರಣರಂದ ಹೊರತು. - ಕಲ್ಲಿ  
ಕಲ್ಲುಮುಪ್ರಭು & ಕನ್ನನವರ ನಡುವೆ  
ನಡೆಯತೆನ್ನಲಾದ ಸಂಭಾಷಣೆ - ಕನುಭಾವದ  
ಲತ್ತರಂಗದ ಐಕ್ಯವಾಣಿಮ ರೂಪದಲ್ಲಿ  
ವಚನಗಲ್ಲು ಸಂಗ್ರಹಿತವಾಗಿದೆ.

- ಕನ್ನಮಹಾಪೀಠಮ ಜೊಡನ

ಕನ್ನದ ಸಾಹಿತ್ಯ ಮೊದಲ ಬಂಡಾಮ ಸವಯತ್ರಿ  
ಮತ್ತು ವಚನಗಾರ್ತಿ ಹಾಗೂ ಮಹಿಳೆಯರ ಪ್ರತಿ  
- ಉಭಯಗಿ - ಕನ್ನಪ್ರತಿಮೆಲ್ಲ ಪುರುಷ ಸಮಾಜವನ್ನು  
ಪ್ರತಿಭಟಿಸಿದವರು. ಸಾಮಾಜಿಕ ಬದಲಾವಣೆಗೆ  
ಶ್ರಮಿಸಿದವರು. "ಜನ್ಮ ಮಲ್ಲ ಕಾರ್ಪನ" ಎಂಬುದು  
ಕೊರೆಮ ವಚನಗಲ್ಲು - ಕಂತೆ ನಾಮ, "ಮೋಗಾಂ  
ತ್ರಿಣಿಧಿ" - ಕನ್ನಮಹಾಪೀಠಮ ಪ್ರಮುಖ ಕೃತಿ.

- ಕೃಷ್ಣಮಹಾದೇವಿಮು ಹೇವನದ ಮುಖ್ಯ ಘಟನೆ  
 - ಒಂದ ರಾಜನಾದ ಕೌಶಿಕನ ವ್ಯಾಧೀಪಜಕ್ಕೆ ಏಕ  
 ಸುರಮಾದಯ . ಈ ಕೌಶಿಕ ಮಾರು ? ಎಂಬುದು  
 ಗ್ರಂಥದ ಪ್ರಮುಖವಾಗಿಲ್ಲ . ಈ ಬಗೆಯ ಹೆಸರು  
 ಕೂಡು ಪ್ರಚಾರದಲ್ಲರಲ್ಲವಾಗಿ ಗ್ರಂಥದ ನಾವು  
 ಕಲ್ಪಿತ ನಾವುಹೆಂದು ಗ್ರಂಥದ ಹೆಚ್ಚು ಬಹುದು .  
 ಗ್ರಂಥದ ಒಂದು ಘಟನೆ ಕವಿಗಳ ಹೇವನದಲ್ಲ  
 ಸಂಭವಿಸಿದುದು ಸತ್ಯವೆಂದು ಹೇಳುತ್ತೇವೆ .  
 ಗ್ರಂಥದ ಹೇಳಿಕೆಯವ ಧ್ಯಾನಗಳು ಕವಿಗಳ  
 ಪಾಪನದಲ್ಲ ಕೇಳುತ್ತೇವೆ .

ಏಷ್ಯಾನರು ಈ ಕೌಶಿಕನನ್ನು

ಬಹುಗಾಢಿ ಹರಿಸರದಲ್ಲ ಒಟ್ಟುತ್ವದ ಕನಪವ್ಯ  
 - ನೋಡಿಗೆ ನಯೀಕರಿಸುವ ಪ್ರಮತ್ಯವನ್ನು  
 ಮಾಡಿದ್ದಾರೆ . ಕೃಷ್ಣಮಹಾದೇವಿಮು ಲಜ್ಜೆ  
 ಉಪದ್ರವಕ್ಕೆ ಏಕೆಹೆಸರಾದ ಕೌಶಿಕ ವಿತ್ತಮದಿಂದ  
 ಕವಿಗಳನ್ನು ಕರಮನು ಕುಂಠಿಸಿಕೊಂಡನೆಯೂ,  
 ತನ್ನ ಖ್ಯಾತಿಗೆ ಹೇವನಕ್ಕೆ ಕಡ್ಡು ಬರದಂತೆ  
 ವರ್ತಿಸಬೇಕೆಂದು ಕೃಷ್ಣಮಹಾದೇವಿ ಕರತ್ರ  
 ಹಾರಿದಳೆಯೂ, ಏ ಕರತ್ರಗೆ ಕೌಶಿಕ ವ್ಯತಿತ್ತ  
 - ವಾಗಿ ನಡೆಯತೊಂಡ ಕರಣ ಕವಿಗಳ ಕರಮನ  
 - ಮನ್ನು ತೋರು ಮಲ್ಲಿಕಾರ್ಜುನ ಏಕೆಹೆ  
 - ಮಾಗಿ ಹೊರಟಳೆಯೂ ತಿಳಿದು ಬರುತ್ತೇವೆ .



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



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



Name of the Students

Ruskin - Bond. Team

S.No.	Name of the Students	Register Number
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02	Gayatri. S. Badiger	U15CH21S0008
03	Seema. B. Naik	U15CH21S0009
04	Sudha. K. Todal	U15CH21S0041
05	Shruti. S. Munnoli	U15CH21S0043
06	Sushmita. S. Chougala	U15CH21S0058
07	Laxmi. R. Munnoli	U15CH21S0059
08	Shweta. S. Inamdar	U15CH21S0063
09	Anusuya. B. Khanapuri	U15CH21S0100
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*Doulatabi*

*G.S. Badiger*

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*S.K. Todal*

*Shruti*

*S.S. Chougala*

*Laxmi*

*Shweta*

*Anusuya*

*Vidya*



*[Signature]*

PRINCIPAL

S.S.Arts College & TP Science Institute  
SANKESHWAR

# 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



  
PRINCIPAL  
S.S.Arts College & TP Science Institute  
SANKESHWAR



## 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

RASHES

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.



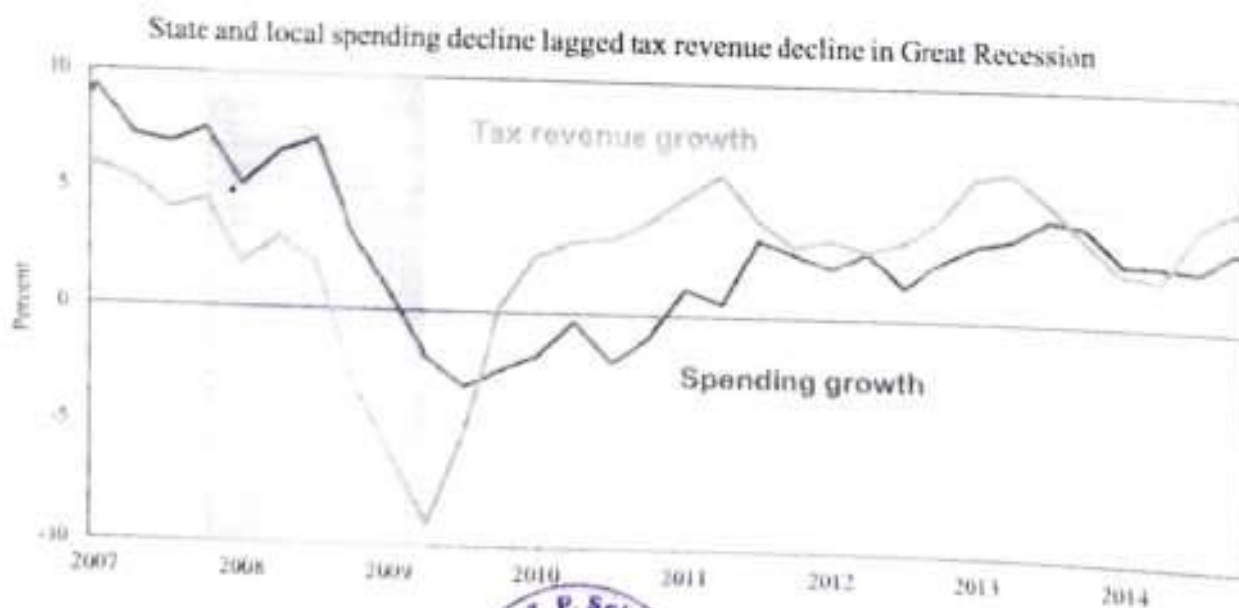
Fortunately, these cutbacks may occur somewhat gradually, since it is difficult for state and local governments to make quick adjustments to spending: Contracts for the current fiscal year have already been written, and budget authority has already been granted to agencies. Furthermore, states came into 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.

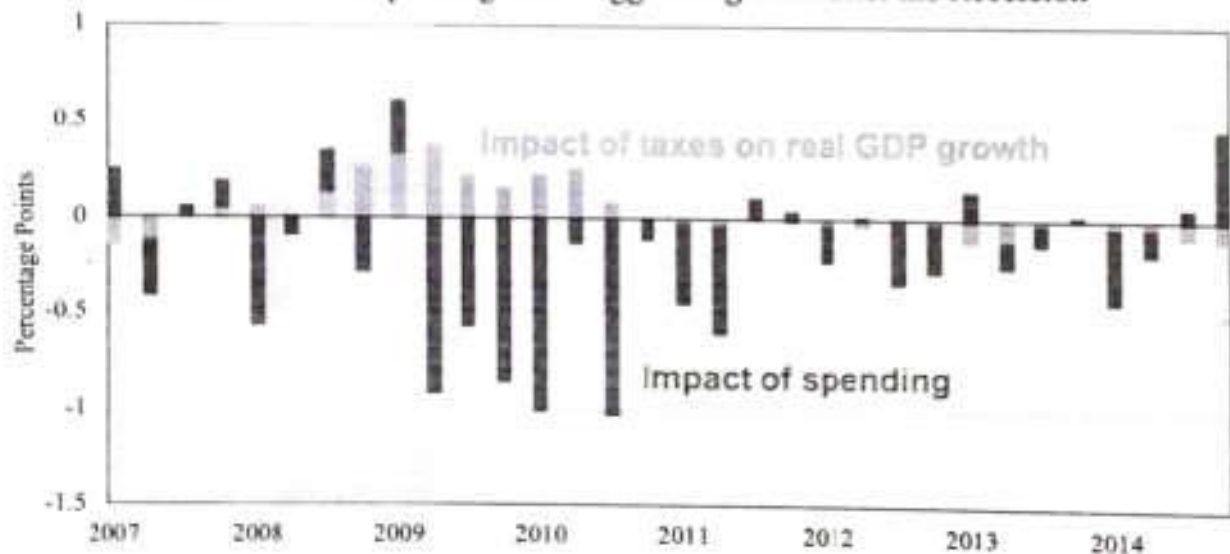
➤ DO SPENDING REDUCTIONS BY STATE AND LOCAL GOVERNMENTS MATTER FOR THE OVERALL ECONOMY?

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.

## I. 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 appointments, 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.

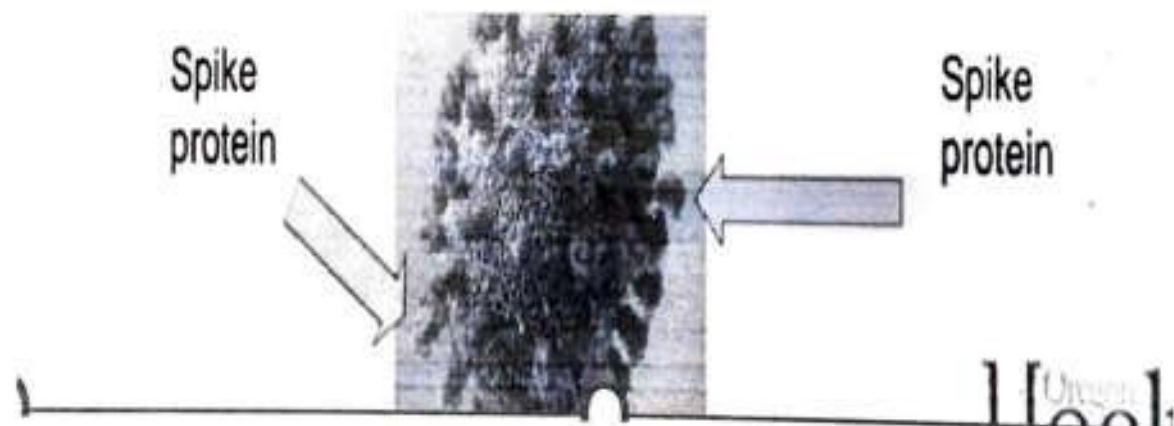
- ❖ Vaccine is a preparation that is used to stimulate the body's immune response against diseases.
- ❖ Vaccines are usually administered through needle injections, but some can be administered by mouth or sprayed into the nose.

## 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 hell lot of problems in our life ,on the other side it has brought us close to our loved once.
- ❖ Ofcourse 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.

